

The following are the main issues/concerns/inputs that were discussed at the BOS:

Dated: 20th March 2013

Broad observations about MA Sociology programme:

1. Courses are uneven and too modular
2. Need to be De-westernized
3. Philosophy and the vision are not clear
4. To offer 'new' does not mean to dump the 'old'/ traditional
5. Where is the transformative agenda?
6. Lack inter-disciplinary focus when it comes to breaking the disciplinary boundaries or making it more porous

Course specific observations:

1. Sociology of Indian Society

- Where are Ghurye, Mukerjees and others, the Indian Sociologist?
- Why should the course start with Dumont-Pocock debate?
- Traditional texts are missing in the reading list
- Sub-headings not even

2. Culture, Hierarchy and Difference

- Looks too modular, Conceptually ambiguous
- If it is in place of the traditional Social Stratification course, the basic thrust should have been on the idea of inequality rather than culture
- Is it a course on cultural studies?

3. Social Exclusion

- Reading list too western, First Sen and then Dhanagre and Baviskar
- Need to problematize the concept of Social Exclusion and its genealogy and how it entered academic lexicon in India

4. Science, Technology course

- Need to historicize the course, the French tradition and writings (Please email to ntyabji@gmail.com for his detailed feedback)

5. Law and Society lacks coherence and patchy, too modular. Objective not clearly spelt out; Faith, religion and Society- why faith? Where are traditional texts of Durkheim and Weber?; Relationships and Affinities course too needs to keep in mind, while developing the course, the long intellectual and academic history of the course on Family and Kinship in Sociology curriculum.

Suggestions of new courses: Sociology of Knowledge, A course on thinkers like Phule and Periyar, A course on Sociology of literature, Course on Indian Sociological tradition etc.

Ambedkar University, Delhi

Proposal for Launch of an Academic Programme
(To be approved by the Board of Studies and the Academic Council)

1. Title of the Programme: **MA English**
2. Name of the School/Centre proposing the Programme: School of Liberal Studies
3. Level of the Programme: Masters
4. Full time: Full time
5. Duration of the Programme: 2 years (4 semesters)
6. Proposed date/session for launch: The Programme was launched in August 2011
7. Particulars of the Programme Team Members: Dr. Gunjeet Arora, Dr. Vikram Singh Thakur, Dr. Usha Mudiganti, Ms. Bhoomika Meiling, Ms. Sanju Thomas, Mr. Sayandeb Chowdhury, Professor Alok Bhalla (Visiting Professor), Ms. Juhi Rituparna, Ms. Nupur Samuel, Dr. M. Murali Krishna, Dr. Diamond Oberoi Vahali (Coordinator).
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective students, Prospects for graduates):

Vision statement

The Masters Programme in English proposes to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literatures belonging to lesser known languages and regions. Strengthening the overall vision of Ambedkar University, this Programme hopes to orient students towards engaged and reflective scholarship. A concern with social and literary margins will consistently guide the Programme's overall vision, philosophy and content. It is hoped that the Programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, social and creative sensibilities. It is further envisaged that through this Programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they can actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order.

Programme Objectives

The objective of the Programme is to integrate interdisciplinary paradigms to facilitate a greater amalgamation between various literatures, theory and practice on the one hand and between music, dance, theatre, cinema and the visual arts on the other. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines. In order to enable critical thinking, intervention and praxis, the Programme will also encourage community oriented research work and an engagement with the lesser known literatures and cultures existing in India and elsewhere. This Programme, through its research projects, hopes to document, as much as it can, the undocumented literary wealth of India. Besides creating a resource for Indian literature, this would help the students in developing a deep insight into the contemporary socio-political reality.

Structure of the Programme

Total number of credits to be completed by the student: 64

Total number of courses fully prepared: 24

- a) Compulsory Courses: 0 (Total Credits: 0)
- b) Optional/Elective Courses: 16 (Total Credits: 64)
- c) Practical/Dissertation/Internship/Seminar: (Faculty may decide to offer a research seminar course in lieu of an Elective course.)

MA Programme in English

Areas of Study

The Areas of Study designed by the English Faculty have been defined based on the assumption that no literary canon or tradition can be fixed once and for all. It has to be rediscovered and recreated by each new generation of teachers, students, readers and critics in response to their own historical or cultural location. Indeed, even the definition of what is a text or what is literature has to be debated continuously. A literary and textual culture is, therefore, part of an on-going critical dialogue in a society about those civilizational, social, political, philosophical concerns which matter at a particular historical juncture. It is in this belief that the wide range of Areas of Study in this Programme invite students and teachers to become participants in an adventure of ideas; questors who understand that written texts, theatrical presentations, oral songs, folklores, paintings, films and music exist beside each other and are equally important components in a continuous tradition of thinking and knowledge-making.

The Areas of Study, indicating an *open field of exploration*, are further marked by *some of the possible* Courses of Study which the Faculty of English shall offer from time to time. The Courses of Study shall change from semester to semester and will depend upon the availability of faculty members, the current scholarly interests of the faculty and the changing debates around questions of literary function, critical tasks, the Self and its experiences in the surrounding world, discourses on religions and their role, peace and reconciliation in a world threatened by violence or war, crime and justice, caste and gender, notions of beauty and aesthetic pleasure, childhood and identity, genres and myths, oral narratives and written cultures, etc. The Areas and Courses of Study may be reformulated by the instructor concerned and announced at the beginning of each academic year. Though the current Areas of Study are listed yet the categories are not exclusive and there may be overlaps as well as interfaces across categories. The Areas of Study for the current English Programme are as follows:

Literatures of the Indian Sub-continent

Courses in this category will offer an introduction to the long and rich literary tradition of the Indian sub-continent. They could deal with the ancient, medieval, modern and contemporary periods in Indian Literature and may include specific literary forms. Courses on the epics, the Ramayana, the Mahabharata as well as on the Therigatha, the Sangam poets, the Bhakti and Sufi poets could be a part of this area. The writings of the bards during the medieval age in India, the discourses of the early reformers, the beginnings of Indian Literature in English, the journalistic as well as creative writing during the Freedom Movement, literature emerging from the partition of the sub-continent, the writing interrogating the Emergency of 1975 and the new literatures being written in the globalised India as well as courses around literature representing rural India and specific literary periods in Indian literature can fall under this area.

Literatures of North America and the British Isles

Courses in this category will deal with literatures from Britain, Scotland, Ireland and North America written in all possible genres over the ages. While some of these courses would explore works of specific writers and their influence on the times in which they lived and wrote, some other courses will approach specific ages and examine their impact on the writers and their work. Yet another category of courses would analyse the literary and historical ages and authors through the lens of themes that unite varied and yet inter-related literary, journalistic, artistic and cinematic productions. There may also be some survey courses that provide an overview of the representative literary works of a region over several centuries to understand the changes that literary styles go through with changing times. The following courses may be included in this category: Shakespeare and his Contemporaries, Seventeenth Century British Poetry, Renaissance in America, Restoration Comedy, Jacobean

Tragedy, Gothic Novel, The Age of Enlightenment, The Modern Novel, Twentieth Century British Poetry and Drama, Victorian Literature, Blake and the Romantics, Nineteenth Century American Literature, Twentieth Century American Drama and Poetry, African-American Literature.

Forms in Literature

Varied forms of literature that developed through the ages also reflect on the specific social and political perspective of a particular period. Courses under this broad area would thus look into the many associations, responses, specificities, challenges, experimentation and evolution with regard to a particular literary form. The courses will examine literary and oral forms such as Epic, Novel, Lyric, Drama, Comedy, Tragedy, Satire, Poetry, Realism and Magic Realism, Romance, Folklore etc. Some of the courses under this category will be The Indian Novel, Shakespeare's Tragedies, Popular literature, Graphic Novels, Historical Fiction, Science Fiction, Autobiography etc.

Literature and the Other Arts

The convergences, parallels and overlaps between literature and cinema, music, visual and performing arts will be explored through various courses in this category. These courses will study the written word in relation to other creative forms. Courses in this category may include Understanding Cinema, Fiction into Film, Problems of Identity in Modern European Cinema and Literature, Drama: Text and Performance, Literature and Architecture, Literature and the Visual Arts, Science Fiction and Cinema, Literature and Music, Cinema as Visual History etc.

Themes in Literature

The courses under this category will analyse ways in which literature has been shaped and in return shapes political, psychoanalytical, sexual, social and cultural movements and ideas; how a correspondence between literature and other forms of meaning-making enables literature to become a discourse, a willing and productive participant in the history of ideas. The courses would concern literature's syncretic and complex engagement with marginality, dissent, war and resistance, race, gender, sexuality, class and caste imperatives, adventures and exiles, ecology and the environment, memory and the psyche, modernity and post-coloniality etc. The courses offered under this category may be Literature of the Marginalised, Slave Narratives, Literature of Dissent, Women's Writings, History and Literature, Debates around Caste in India, Literature and the Human Psyche, Literatures of Resistance, Adventure Literature, Environment and Literature, Modernity and its Discontents, Literature of Conflict and Reconciliation, Literature and the Holocaust, The (Post)-Colonial City, Literature and the Political, Exile and Literature, Literatures of Childhood, Interrogating Morality in Literature.

Oral, Indigenous and the Folk Imagination

The courses in this area would facilitate understanding of the dynamics of the oral, the indigenous and the folk imagination. They would also attempt to sensitise students towards the linkages between these categories and their relation with the written word. As oral transmission of stories can also be through graphics and visual artistic forms, dance, music, rituals, the courses in this category will look into the various songs, stories, paintings, dance, music, tapestries, folklore and rituals that circulate in tribal cultures across space and time and will discuss as to how several communities survive as communities because they are bound up by their oral epics, myths and narratives. The courses will bring to the fore the songs of the Itinerant street singers, the folklore and tales of the mystics. The courses in the Indian context could be designed around the traditional forms of narration like the Dastangoi, Qissagoi, Brihat Katha, Panchtantra and tales of different languages and regions. Courses can also be designed around the Aborigine African, Australian, New Zealand (Maori), Canadian and Latin American story telling traditions and cultures. The courses can also attempt to refer to a few Indigenous knowledge systems and systems of healing and nurturing. Thus the courses in this area will delve into the indigenous imagination in its varied manifestations.

Colonial and Postcolonial Literatures

This category will focus on literatures emerging from colonial and postcolonial contexts either in English or in translation. The courses will address themes like empire, language, hybridity and mimicry, indigeneity, race, gender, caste, ethnicity, subalternity, cultural identity and diaspora, globalization, representation and resistance. Texts for study may be drawn from literatures written in Latin America, the Caribbean Islands, Australia and New Zealand, Africa and Asia.

World Literature in Translation

This category will study literature in translation from the dawn of the European and non-European intellectual traditions to the many complex and discursive practices in literature and the arts in the contemporary period. Courses in this category will centre around translations of significant literary texts from across the globe. Students may study the canonical greats of Western European Literature like Homer, Virgil, Dante Cervantes and Goethe or may study ancient Indian literature in translation as well as literature from across various continents. Courses under this category may include European Modernist Poetry, African Literature, Nineteenth and Twentieth Century Fiction across Continents, Literature of the Americas, Contemporary World Poetry, European Novel in the Nineteenth and Twentieth Century, Australian Aborigine Literature, World Drama, Modern South Asian Literature, Modern South East Asian Literature.

Literary and Cultural Theory

This category is designed with the understanding that theory helps in questioning easy assumptions and problematizes accepted categories. This category of courses comprising literary, cultural and aesthetic theories also assumes that theory enriches and deepens our understanding of the world in which we live. It aims to introduce students to various strategies of reading, comprehending and engaging with literary and cultural texts. Courses in this category may include: Literary Criticism, Contemporary Literary and Cultural theory, Theories from the Global South, Theories of Marginality, Theories of Popular and Counter Culture.

Translation: Theory and Practice

This area of study takes into cognizance the rise of Translation Studies as a discipline with extensive theoretical and practical bearings. While negotiating within postcolonial, multilingual spaces like India, translation often becomes the silent, even unobserved tool in our routine transactions. A study therefore of the politics and mechanics of translation is significant. This area would address the translation question through a range of courses based on translation theory, history of translation, different types and methods of translations, processes and procedures for translating literary texts, politics of publishing translations, and translation as social practice. Through a study of translation practices, these courses would also engage with identity politics in cross-cultural communications. Multilingual courses would also be offered under this area in order to investigate the impact of translation on authors, texts and readers.

English Language Education

A comprehensive understanding of English Language Education will equip students with skills in English language teaching, technical writing, content writing, instructional designing and soft skills training. These components will make students aware of research in language teaching and get a hands-on experience in using this knowledge in the classroom. It will also allow students to understand the differences between teaching literature and language. Courses in English Language Education (ELE) will focus on the following areas: Introduction to ELE, Approaches and Theories of Language Learning, English as a Second Language, Second Language Acquisition, Bi/Multilingualism, English for Specific Purposes, Pedagogic Practices, Developments in Language Teaching, Material Development, Educational Technology, Classroom based Assessment and methods of Evaluation.

Seminars/Workshops

Seminars and Workshops will be conducted throughout the Programme.

Course Design and Evaluation

The Masters Programme in English will consist of 16 semester-length courses of 4 credits each, amounting to a total of 64 credits..

In keeping with AUD's emphasis on inter-disciplinary studies, students will be encouraged to opt for up to four optional courses from other programmes within the School of Liberal Studies or from any other School of the University. For all the courses, assessment will include term papers, class presentations, class discussions, workshops, group work, tests and assignments and also in cases, mid-term or term-end invigilated examinations. Students will be provided with a detailed reading list for most courses. Students are expected to attend and participate in all class discussions.

List of courses on offer, 2013-2015:

Semester July 2013	Semester January 2014	Semester July 2014	Semester January 2015
Interrogating Morality in Literature	ALPWA and IPTA	Short Story	Literatures from Africa
The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination	Dalit Literature: A Critical Overview	Analysing Fiction: The Human Condition	European Cinema and its Exploration of the Human Psyche
Metaphysical Poets	20 th century American Drama	Contemporary Indian English Fiction	Texts and Textiles
The Poet and the City: The Experience of European Modernism	Literature, Socialism and Dissent	Shakespeare's Many Adaptations: The Tragedies	English Structure and Practice
Literatures of Childhood	Women Writing in India	Lost Generation: American Literature between the World Wars	Translation: Theory and Practice
Literary Theory	Contemporary Indian Drama and Theatre	Postcolonial Theory and Practice	The Women Question in Anglo-American Literature

Some of these courses being offered will depend upon the availability of faculty. Keeping in mind the vision of AUD, a few courses may be designed in collaboration with other Schools and Programmes. Similarly a few seminar courses may also be offered. Hence the list of 'courses currently on offer', as listed above may change slightly if required.

9. Courses in brief:

Title of the course	Type / Nature of course: (Taught Course or otherwise - specify), (Compulsory / Elective), Any other	No of Credits	Brief Course Description
1. Interrogating Morality in Literature	Optional / Elective	4	This course foregrounds the concept of conditional morality as opposed to universal morality through a critical reading of narratives which deal with deep moral dilemmas and conflicts.
2. The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination	Optional/ Elective	4	The aim of the course is to familiarize the students to the Indian rural through literature, art, cinema and the Indigenous and Folk Imagination.
3. Metaphysical Poetry	Optional/ Elective	4	The course will outline the seventeenth century literary scene, probe the term 'metaphysical' by analyzing the earlier and later critiques besides taking up some poems for appreciation in great detail.
4. The Poet and the City: The Experience of European Modernism	Optional/ Elective	4	This course will look at how Modernist European poetry in the early twentieth century grew in response and reaction to the rapid urbanisation of Europe in late 19 th and early 20 th centuries.
5. Literatures of Childhood	Optional/ Elective	4	This course will examine the notion of childhood through its representations in Anglo- American and Indian literatures.
6. Literary Theory	Optional/ Elective	4	The course will engage students with the ideologies, discourses, movements and changes

			in critical and interpretive thought in contemporary world.
7. Revisiting All India Progressive Writers' Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s, 1940s and 1950s	Optional/ Elective	4	This course introduces students to the All India Progressive Writers Association and Indian People's Theatre Association, the two most significant movements in literature in 1930s, 1940s and 1950s.
8. Dalit Literature: A Critical Overview	Optional/ Elective	4	This course will familiarise students with varied forms of <i>dalit</i> literary expressions and engage with ideas of community, equality, subjectivity and social relevance of literature in the context of <i>dalit</i> struggles for emancipation.
9. 20 th century American Drama	Optional/ Elective	4	20 th century American Drama will look at the representative texts of some of the great playwrights who had mirrored in their works a wide variety of issues that plagued the modern USA.
10. Literature, Socialism and Dissent	Optional/ Elective	4	This course examines the most prominent form of 20 th century dissent literature as that which critically engages with an idea of a utopian state/system or ridicules and rejects it.
11. Women Writing in India	Optional/ Elective	4	This course foregrounds literary expression of women's hopes, joys,

			desires and struggles while attempting to read these literary expressions in the larger context of the women's movement in India.
12. Contemporary Indian Drama and Theatre	Optional/ Elective	4	The course introduces students to various issues involved in contemporary Indian drama and theatre.
13. Short Story	Optional/ Elective	4	This is a survey course which explores the origins of the short story across the world through the study of stories written by some representative authors of the genre.
14. Analysing Fiction: The Human Condition	Optional/ Elective	4	This course looks at a few specific works of fiction that reflect the various facets of the human condition.
15. Contemporary Indian English Fiction	Optional/ Elective	4	The course will look at the latest trends in Indian English Fiction and how Indian English writers paint the larger picture of India through their discourse on themes of nation, culture, politics, identity and gender.
16. Shakespeare's Many Adaptations: The Tragedies	Optional/ Elective	4	The course will discuss how William Shakespeare's plays have travelled across culture, language and medium, and most importantly, languages to become landmarks of cinema.
17. Lost Generation: American Literature between the World Wars	Optional/ Elective	4	This course will examine ways in which literature grappled with the changes in American society once the United States joined the Allied Nations in World War I in 1917 and Americans entered a new kind of relationship with Europe and the world.

18. Postcolonial Theory and Practice	Optional/ Elective	4	The course introduces students to some of the major issues and themes of postcolonial theory and how they get reflected and resonated in postcolonial literatures.
19. Literatures from Africa	Optional/ Elective	4	This is a survey course which explores representative colonial and post-colonial works from Africa written in the twentieth century.
20. European Cinema and its Exploration of the Human Psyche	Optional/ Elective	4	This course looks at how European cinema has deep connections with the human psyche.
21. Texts and Textiles	Optional/ Elective	4	This course attempts to understand the politics of dress and fashion and uncover said politics hidden in the layers of literary texts and subtexts.
22. English Structure and Practices	Optional/ Elective	4	This course will enable students to perceive the underlying features of contemporary English language and will help them grasp or explore the interconnectedness between theory of language and theory of literature.
23. Translation: Theory and Practice	Optional/ Elective	4	This course will introduce students to principal aspects in the theory and practice of translation.
24. The Women Question in Anglo-American Literature	Optional/ Elective	4	This course will attempt to trace the changes in the perceptions of womanhood in the Anglo-American nations during the late- nineteenth and early twentieth century.
25. Theatre of the Absurd	Optional/ Elective	4	The course will provide students with a focus on a major movement in European and American drama — The Theatre of the Absurd
26. The Cultural	Optional/ Elective	4	The course will study the various

Memory of Holocaust			artistic and cultural responses to the Jewish Holocaust under Fascism.
27. Marriage, Love and Tragedy in 19th European Fiction: Three novels and their adaptations	Optional/ Elective	4	The course will explore three 19 th century European novels, Madame Bovary, Anna Karenina and Effi Briest, and their cinematic adaptations.
28. Radical Poetry of Protest and Resistance	Optional/ Elective	4	The course will analyse poetry of protest and resistance across various continents.
29. African-American Women's Writing	Optional/ Elective	4	The course will study the work of African-American Women writers.

10. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Interrogating Morality in Literature

This course seeks to sensitize students about the critical issues related to the seemingly simple and ‘universal’ category of morals. Through a selection of texts from the seventeenth century onwards, the course will interrogate prevalent notions on morality and invite the students to revisit, review and re-judge their own moral standpoints.

The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination

The aim of the course is to familiarize the students with the Indian rural through literature, art, cinema and folklore. The course through selected narratives will offer several dimensions of the rural, whether in the form of representing Indian villages or then the diverse Indigenous sensibility existing in India. The range of the selected texts will be broad and will represent the various colors and shades of rural India. The narratives will range from being narratives of oppression and marginalization, to narratives that celebrate the rural and the indigenous imagination, to narratives that problematise the rural and depict the various complexities surrounding and existing within it.

Metaphysical Poetry

This course focuses on the work of John Donne, George Herbert, Henry Vaughan, Andrew Marvell, Richard Crashaw, Edward Herbert and others who are widely and conventionally accepted as ‘metaphysical poets’. The works of the metaphysical poets were distinctly different from the other poets of their time, the marks of their poetry being the use of stark and unique imageries, conceits, complex themes, wit, sarcasm, and compact expression. However cerebral their poetry had been, they were also capable of deep feeling and refinement even as they showed great flexibility in the use of meter and language. The course will outline the seventeenth century literary scene, probe the term ‘metaphysical’ and also look into the critiques by scholars like Dr Johnson, T.S. Eliot, and others.

The Poet and the City: The Experience of European Modernism

This course examines European Modernist poetry as response and reaction to the rapid urbanisation of Europe in late 19th and early 20th century. While London, Berlin, Moscow, Rome, Paris and New York grew in size and complexity, this modern urbanization triggered utmost anxiety, alienation and sense of loss. We study how the works of major European poets during this time responded to this emerging urban modernity expressed in the feverish physical transformation of the urban landscape, debates over territory, political conflict, the breakdown of earlier frames of reference, radical art movements, rapid militarisation of skies and seas, and so forth. Modernism explored the experiences of ‘total’ alienation of the individual and the search for a personal space in the ruthlessly impersonalising ecosystem of the cities.

Literatures of Childhood

This course will examine the notion of childhood through its representations in Anglo-American and Indian literatures. It engages with the evolution of childhood into its contemporary forms in these cultures. The point of departure for this course is the belief that the construction of childhood is significantly influenced by the dominant ideas of the period and is informed by the specificities of the culture within which it is being formed. The main texts considered include those written *about* children as well as those written *for* them. These texts are supplemented by studies of childhood conducted in the social, legal and psychological domains.

Literary Theory

This course undertakes the study of literary theory. In keeping with the overall vision of the MA English programme it seeks to engage students with the ideologies, discourses,

movements and changes in critical and interpretive thought. As part of reading and understanding literature and evolving a more critical and analytical sensibility this course will discuss contemporary literary theory. The course is likely to include all or most of the following approaches: Psychoanalysis, Marxism, Feminism, New Historicism and Cultural Materialism, Structuralism, Post-Structuralism, Post-Modernism, Reception theory and Postcolonial theory.

Revisiting All India Progressive Writers' Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s, 1940s and 1950s

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s, 1940s and 1950s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened. While the course will celebrate the emergence of this new writing and theatre in India, it will also critique its rigid premises which led to the exclusion, expulsion and alienation of some of the best minds and writers of its time.

Dalit Literature: A Critical Overview

This course will familiarize students with the political and cultural context in which dalit literature as a distinct domain of knowledge production emerged in modern India. Dalit literature serves as a platform for dalit articulation in addressing political concerns and achieving dalit emancipatory goals. Students would be introduced to different forms of dalit literature such as novels, poems, short stories, essays, plays, and autobiographies to examine how the varied forms of dalit cultural expressions contribute to the project of dalit emancipation.

20th century American Drama

American drama of the 20th century was shaped by the political, social, economic, and cultural changes that swept across the world in the latter half of the nineteenth century and all through the twentieth century. In a world torn by two world wars, and post war sufferings, displacement, lack of faith and loss of relationships, it was only natural for writers to reflect in their works deep-seated psychological traumas and social concerns. Even when American drama is often said to be neglected as compared to other genres of literature, undeniably it has produced great masters in content and technique. The course will take up for close analysis some of the works of these dramatists.

Literature, Socialism and Dissent

A large part of the history of 'dissent' in the last century has to do with the disturbing history of socialism in and out power. This course would study this most prominent form of 20th century dissent literature as that which critically engages with an idea of a utopian state/system or ridicules and rejects it. The four modules of the course will consider early critiques of Utopian Socialism, responses for and against Socialism in Anglo-American world, satires against socialist structures in the Europe and critiques of Soviet Socialism. The course will discuss works by William Morris, Upton Sinclair, George Orwell, Albert Camus, Mikhail Bulgakov, Fyodor Dostoevsky, Arthur Miller and Arthur Koestler.

Women Writing in India

This course foregrounds literary expression of women's hopes, joys, desires and struggles while attempting to read these literary expressions in the larger context of the women's movement in India. Beginning with the Therigatha of the Buddhist nuns, the course traces the history of women's writing in India. The course will look into women's expression of their spiritual journeys and the ways in which these journeys formed their notions of self and womanhood. Women's experiences of negotiating the changes in the domestic sphere during the colonial times and the changing ideals of Indian womanhood during the freedom movement will be understood through the autobiographies of women. Women's early expressions of anger against the patriarchal structure, experiences of stepping into the world of work, struggles to overcome structural barriers of caste and class will also be studied. Writing by women will also be read as a cathartic experience.

Contemporary Indian Drama and Theatre

The course involves a study of plays and productions in various Indian languages through English translations to discuss issues and trends in Indian drama and theatre since Independence. Some of important issues that have shaped contemporary Indian drama and theatre like folk theatre, theatre of roots, history, myth and politics of performance will be taken up for study in the course.

Short Story

This course focuses on the short story, a form which despite having very ancient roots has gained a formal acknowledgement fairly recently. It focuses on the rise and development of the short story in the nineteenth century around the same time in America, Russia, Germany, Britain and France. It also includes a brief study of the origin of the short story in India.

Analysing Fiction: The Human Condition

This course looks at a few specific works of fiction that reflect facets of the human condition. While it examines the journeys of fictional characters who struggle to be human despite their own inner compulsions that pull them in contrary directions, it also traverses the journey of characters as they confront their own marginalization and grapple with it, in their own specific ways. The course thus observes these twin issues as it goes deep into the psychic and existential journeys of individuals as they face up to their own inner being and also realize the multifaceted realities of human existence.

Contemporary Indian English Fiction

Indian English fiction has undeniably attained a grand stature among the literatures of the world. The post-Salman Rushdie era has brought in so much of commercial and critical success to Indian English fiction that it has spurred great ambition and prolific literary activity, with many Indians aspiring to write English fiction. Outside India, Indian English fiction is taken as representative writings from India, though at home the 'Indianness' of Indian English fiction is almost always questioned. A course in contemporary Indian English fiction will briefly review the history of Indian English fiction tracing it from its colonial origins to the postcolonial times to look at the latest trends, and how they paint the larger picture of India. Themes of nation, culture, politics, identity and gender will be taken up for in-depth analysis and discussions through representative texts. The aim will also be to understand and assess the cross-cultural impact of these writings.

Shakespeare's Many Adaptations: The Tragedies

Much of the appeal of Shakespeare's seemingly inexhaustible power as a playwright lies in some of the most astonishing adaptations of his plays into cinema. The course will discuss how his plays have travelled across culture, medium and most importantly, languages and how the inherent potency of Shakespeare's plays are unlocked in cultures and languages far removed from the original. This course will look into four of the most widely read tragedies by Shakespeare and how they have been adapted for screen. The first module will look at *Macbeth*, along with its adaptations by Akira Kurasawa, Roman Polanski and Vishal Bhardwaj. Module II will take up *Othello* and its adaptations by Orson Welles, Oliver Parker and Jayaraaj. Module III will study *King Lear* with notable adaptations by Jean-Luc Godard, Peter Brooke and Grigori Kozintsev while Module IV will discuss the various adaptations of *Hamlet* by MichealAlmereyda, Tom Stoppard and Celestino Colorado.

Lost Generation: American Literature between the World Wars

This course will attempt to examine the ways in which literature grappled with changes in American society after America joined the Allied nations in World War I in 1917. A

largely agrarian nation found itself in the midst of restless international affairs. America's involvement in the war changed the social, political and cultural life of the nation. The literature written during this period reflects the conflicts and confusions that formed modern America. Through a detailed reading of literary texts written during the years between the two World Wars, we will attempt to understand the difficult coming-of-age of the American nation.

Postcolonial Theory and Practice

The course introduces students to postcolonial theory and literatures. The course will explore the historical relationships of power and domination in the colonial and neo-colonial world through the study of literature and culture. The course will introduce the students to some of the major issues and themes in postcolonial theory and literatures like decolonization, language, canon, hybridity, cultural identity, diaspora, representation and resistance.

Literatures from Africa

This course focuses on colonial and post-colonial writings which emerged from different African colonies and nations in the twentieth century. It invites student to grapple with issues of gender, race, ethnicity, language and decolonization through a reading of works which respond and react to racial subjugation, exploitation and even erasure faced by the people of Africa over the last four centuries. An attempt would be made to survey some representative texts from Africa written in the recent past in English or in translation.

European Cinema and its Exploration of the Human Psyche

This course looks at how European cinema has deep connections with the human psyche and how it has engaged with the invisible undercurrents that govern and shape our existence in very subtle modes, beyond the realm of the comprehensible. This course will deal with films from the early twentieth century till the nineteen eighties. It will undertake an in-depth analysis of films like Luis Bunuel and Salvador Dali's *Un Chien Andalou*, Federico Fellini's *Eight And A Half*, Andrei Tarkovsky's *The Sacrifice*, Robert Wiene's *The Cabinet of Dr. Caligari*, Ingmar Bergman's *Wild Strawberries*, Carl Dreyer's *The Passion of Joan of Arc*, Michelangelo Antonioni *The Red Desert*, Alain Resnais' *Hiroshima Mon Amour* and Passolini's *Oedipus Rex*

Texts and Textiles

This course attempts to understand the politics of dress and fashion as they are revealed by and hidden in literary texts and sub-texts. Dress is a complex decorative art and an important aspect of self-representation. It is the most prominent form of visual articulation of one's socio-economic status, identity, subjectivity, culture and nationality. Dress is a language - an ideological signifying system - through which one writes the

narrative one wishes to disseminate. It is at once a highly individual and personal action, and an openly social and public endeavor. A dress is also necessary, functional article of everyday life, universal to all cultures, and governed by socially structured codes and conduct. This course seeks to look at the politics of dress and dressing – both as a personal and as a public marker of identity – in literature down the ages, but with a special emphasis on the English novel in the Victorian period. Women’s dress and politics of body and sexuality will be central to the course. Through the course, students should be able to connect identity, subjectivity, respectability and sexuality within and under the skin of texts and textiles.

English Structure and Practices

This course will introduce students to structure of modern English, its diverse forms and practices in the Anglophone and the postcolonial countries. It will enable students to understand and analyse the constitutive elements of the spoken and written forms of English. This course will equip them with the necessary skills and tools required in the systematic study of language and literature. The basic literary stylistic concepts such as metre and rhythm, genre, narrative structure, interpretation and point of view will be studied in conjunction with the theoretical frameworks of the English language.

Translation: Theory and Practice

This course will introduce students to principal aspects in the theory and practice of translation. The course will provide students with an overview of Translation Studies as a discipline as well as an understanding of how translation practice is shaped by theory. Students will be made familiar with principal translation notions and learn to identify and critique what are termed ‘translation problems’. They will be introduced to different types and methods of translations, including the processes and procedures for translating literary texts. The course will situate translation as social practice, where taking into account the role and politics of the translator will involve considering related areas of identity politics, such as gender-conscious strategies of translation practice and Postcolonial approaches to translation. The course will also offer practical sessions in translation to encourage students to reflect on what translation choices they have made, why they made these choices and the implications of their translation choices.

The Women Question in Anglo-American Literature

This course will attempt to trace the changes in the perceptions of womanhood in the Anglo-American nations during the late nineteenth and early twentieth century. The changes in Victorian society owing to new developments in science and technology included a re-examining of the cultural norms of that society. These changes sparked discussions and debates about the role of women in family and society. This was called

the Woman Question by Victorians. The Woman Question encompassed discussions on the role of women in families, social duties, and legal rights. These issues were taken up in literary texts of the period, both in Britain and America. A few texts that engage with the Woman Question will be studied.

The Theatre of the Absurd

The course will study the influential dramatic movement called Theatre of the Absurd in Europe and America. It will include works of playwrights like Alfred Jarry, Samuel Beckett, Jean Genet, Eugene Ionesco, Harold Pinter, Luigi Pirandello, Arthur Adamov, Fernando Arraba and Tom Stoppard. The course will also study influential existentialist thought that played an important part in establishing the theatre of the absurd.

The Cultural Memory of Holocaust

This course will look at how artists, intellectuals, filmmakers, writers, poets etc have responded to the Holocaust, creating a body of work (cultural memory) over the last six decades that not only reflects and critiques one of the darkest hours of modern history with considerable intellectual power but also stands guard against the proclivity of cultural erasure and historical forgetfulness.

Marriage, Love and Tragedy in 19th European Fiction: Three novels and their adaptations

The role of the great realist novels of Europe of the nineteenth century in inscribing the emergence of modern subjectivity has been widely commented upon and critiqued. Three great novels that appeared in the latter half of nineteenth century Europe curiously deal with the same theme in different locales and national contexts. The theme concerns the tragic married lives and love outside the wedlock of the women protagonists who lend their names as titles to the novels: Madame Bovary, Anna Karenina and Effi Briest. The central questions in these novels concern the role of marriage and love in a women's life in that period and if at all a women has right to happiness outside marriage. In due course, all the three novels have assumed central roles in discussion of early feminism and have now become literary vanguards in the hugely influential realist canon of the 19th century.

In addition to that, each of these novels has spawned several film versions right from the early decades of cinema to the present times. The course will discuss the three novels and three different film versions based on each.

Radical Poetry of Protest and Resistance

This course is designed to introduce students to the radical poetry of protest across various countries and across the boundaries of time. This course aims to historicize as well as contextualize the poetry of resistance and protest.

African American Women Writing

The course will study the writings of the African American Women Writers and will focus mainly on issues related to racism and sexism. Besides the course will also focus on a few slave narratives and will trace the origins of African American writing within these narratives. During the course of reading the writings by these women writers the courses hopes to bring within its purview the note of celebration and pride that these writers experience despite all the pain and humiliation in being black and women. The course hopes to celebrate the voice of protest and resistance so dominant in the writings of the African American Women writers. Besides reading the novels in detail, several writings related to the Black Civil Rights, Women's Movement, the Black Power movement will be discussed at length.

11. Courses for which course details have not yet been worked out:

Sufi and Bhakti Poetry

Nineteenth and Twentieth Century Fiction across Continents

European Drama

Contemporary European Fiction

American Literature

Twentieth Century British Poetry and Drama

Studying Character

Narrating India

Environment and Literature

The Indian Novel (bilingual)

Modern South Asian Literature

Modernity and its Discontents

Poetry and the other Arts: Blake's Minor Prophecies

Problems of Identity in Modern European Cinema and Literature

Punk!

World Drama

Popular Culture

The (Post)-Colonial City: Writings on Delhi, Bombay and Calcutta
Literature and Architecture
Literature and the Political
The Indigenous and the Oral Traditions in Literature
Modern poetry
Themes of Bondage and Slavery in Literature

The English Faculty is in the process of developing the details of the courses listed above.

12. A note on the instructional (curriculum transaction) design for the Programme:

The Masters Programme in English requires the student to complete 16 semester-length courses of 4 credits (total of 64 credits). In each semester a student is expected to complete at least three 'English' courses, while a fourth could be chosen from offerings of other postgraduate programmes (whether within or outside of SLS). English students are encouraged to opt for up to four 'non-English' courses (16 credits) and/or courses developed by English faculty in cooperation with other AUD faculty members.

13. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:

Not applicable in the current programme but the faculty will be happy to provide students with any learning opportunity in application of language and storytelling through projects, internships and other involvements across schools in AUD or outside.

14. Assessment Design:

Assessment will include term papers, class presentations, class discussions, class participation, workshops, group work, tests and assignments and in some cases, invigilated mid- or end-term examinations. Students will be expected to regularly attend and participate in class discussions.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations) etc.:

As many of our courses require film screenings on a regular basis, we will be requiring a room for to the programme with a standard drop-down screen, LCD Projector, a fully equipped audio system, curtains for the room in which screenings will be held, one TB external hard-disc for storage of films etc. Institutional Membership of major libraries and archives in Delhi will be a huge boost. A fund for building up a collection of films, videos and audio CDs will be much welcome.

16. Additional Faculty Requirement:

Full time: The Masters Programme at present requires at least two additional faculty members with specialization in Linguistics and English language Teaching for teaching ELT and Linguistics courses at the Masters level. It also requires at least four more faculty members for conducting the existing BA and MA Programmes as well as the proposed Ph.D in English Programme.

Visiting/Part time/Adjunct/Guest Faculty etc.: The proposal for Visiting Faculty will be given as and when the requirement arises.

- 17. Eligibility for admission: 45%
- 18. Mode of selection: Entrance test and Interview
- 19. No. of students to be admitted: 40

Dr. Diamond Oberoi Vahali

Signature of Programme Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
- 2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held onand has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Interrogating Morality in Literature
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Regular, semester-long course
6. Proposed date of launch: Already launched, Launching again in July 2013
7. Course Team: (coordinator, team members etc.): Ms. Bhoomika Meiling
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This course foregrounds the concept of conditional morality as opposed to universal morality to which we are supposed to make a gesture almost always. By reading intensively some narratives which deal with deep moral dilemmas and conflicts, the course expects to train students in questioning all that is given to us. It is geared towards inculcation of a critical understanding of literature and life itself in the students.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional course, MA English
10. A brief description of the Course:

Social life comprises different poses acquired to project a normal image of self. Morality is one such pose. It is ostensibly a significant aspect of human activity: intellectual, cultural, religious and even physical. It is also one of the main criteria on

which we judge and test each other and form our opinions. Our thoughts regarding propriety, legitimacy, legality, honour and even truth can be traced back to our long drawn out and often coercive training in morality.

The idea of morality differs from society to society. This difference, however, has often been disregarded in favour of a 'universal' morality. The concept of universal morality when perused through the postcolonial lens seems suspect as all it does is to foreground ethnocentric views of politically dominant groups. Morality then becomes a hegemonic site where people's standards of good and bad are played out on the basis of their position in the social hierarchy. Religion is an important tool used often to ensure such hegemonic control. Moral deviance has therefore historically meant deviance from the moral code of conduct formulated, though informally, by the powers that be. In the erstwhile colonies the idea acquires many more layers due to the detailed effort of the colonial regime to 'civilize' the savage other. This course seeks to sensitize students about critical issues related to the seemingly simple and 'universal' category of morals. Through a selection of texts from the seventeenth and eighteenth centuries, the course will interrogate prevalent notions on morality and invite the students to revisit, review and re-judge their own moral standpoints.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course would consist of at least 7-8 primary texts chosen out of the following *indicative* reading list. The primary readings would comprise novels, plays, poems as well as non-fiction interlinked through commonality in theme or context. The rest of the list would provide students with a variety of texts to choose their presentation and term paper topics from. The general purpose of the course would be to acquaint students with different literary genres also while sensitizing them towards the problematique of morality in literature.

William Wycherley, *The Country Wife*
Aphra Behn, *The Rover*
Daniel Defoe, "The True-Born Englishman"
Jonathan Swift, *A Tale of a Tub*
Jonathan Swift, *A Modest Proposal*
Alexander Pope, *Moral Essays*
Samuel Richardson, *Pamela, Or Virtue Rewarded*
Henry Feilding, *Tom Jones*
Alice Walker, *The Color Purple*.
Alka Saraogi, *Over to You Kadambari*

Anthony Burgess, *A Clockwork Orange* (novel and film)
 Arthur Miller, *All My Sons*.
 Bama, *Kuruku*.
 Bibhuti Bhushan Bhattacharjee, *He Who Rides The Tiger*
 Charles Dickens, *Great Expectations*
 Daniel Defoe, *Moll Flanders*.
 Daniel Defoe, *Robinson Crusoe*.
 Edward Albee, *Who's Afraid of Virginia Woolf* (play and film)
 E.M. Foster, *A Passage To India*
 Fyodor Dostoevsky, *Crime and Punishment*.
 Harold Pinter, *Birthday Party*.
 Harper Lee, *To kill a Mockingbird*.
 Henry Fielding, *Joseph Andrews*.
 Henry Fielding, *Shamela*.
 J. M. Coetzee, *Disgrace*.
 Joe Orton, *Loot*.
 Joe Orton, *What the Butler Saw*.
 John Osborne, *Look Back in Anger* (play and film)
 John Steinbeck, *Of Mice and Men*.
 Jonathan Swift, *Gulliver's Travels*.
 Krishna Sobti, *Listen Girl*.
 Krishna Sobti, *Sunflowers of the Dark*.
 Krishna Sobti, *To Hell with You Mitro*.
 Lakshman Gaekwad, *The Branded (Uchalya)*. Trans. P. A. Kolharkar.
 Leo Tolstoy, *Anna Karenina*.
 Maitreyi Pushpa, *Alma Kabutari*.
 Mary Shelley, *Frankenstein Or The Modern Prometheus: The 1818 Text*.
 Nadine Gordimer, *My Son's Story*.
 Nathaniel Hawthorne, *The Scarlet Letter*.
 Philip Roth, *Portnoy's Complaint*.
 R.K. Narayan, *The Guide* (film and novel).
 Samuel Richarson, *Pamela: Or Virtue Rewarded*.
 Sidney Lumet, *Twelve Angry Men*.
 Thomas Hardy, *Tess Of The D'Urbervilles*.
 Toni Morrison, *Beloved*.
 Toni Morrison, *Love*.
 Toni Morrison, *Song of Solomon*.
 Toni Morrison, *Sula*.
 Toni Morrison, *The Bluest Eye*.
 Tsitsi Dengarembga, *Nervous Conditions*.
 Umberto Eco, *Five Moral Essays*.
 Umberto Eco, *The Name of the Rose*.
 U.R. Ananthamurthy, *Samskara*.
 Virginia Woolf, *Orlando*.
 Virginia Woolf, *To the Lighthouse*.
 Vladimir Nabakov, *Lolita*.

William Golding, *Lord of Flies*.
William Shakespeare, *Macbeth*.
William Shakespeare, *Othello*

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:

Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, M. Phil Development Practice
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters/M.Phil
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long Course
6. Proposed date of launch: July 2013
7. Course Team: (coordinator, team members etc.): Dr. Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course falls under the areas related to Themes in Literature, Indian Literature as well as Literature and the Other Arts. The course is an interdisciplinary course. One of the significant areas that the MA English Programme attempts to explore is the relationship between literature and other related art forms. It is within this area of convergences, parallels and overlaps between literature, cinema, art, folklore and orality that this course is situated within. The course will be beneficial to students who wish to pursue their interest in rural India and its representation in art, literature, cinema and folklore and the Indigenous imagination.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional

10. A brief description of the Course:

The aim of the course is to familiarize the students to the Indian rural through literature, art, cinema and folklore. The course through selected narratives will offer several dimensions of the rural, whether in the form of representing Indian villages or then the diverse Indigenous sensibility existing in India. The range of the selected texts will be broad and will represent the various colors and shades of rural India. The narratives will range from being narratives of oppression and marginalization, to narratives that celebrate the rural and the indigenous imagination, to narratives that problematise the rural and depict the various complexities surrounding and existing within it.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) Interest in Rural India and its representation in art.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The objective of the course is neither to consolidate the rural as a site of marginalization nor is it to eulogize or romanticize it but to depict it through a realistic lens and to bring to the surface its joys and sorrows, its pain and anguish, its orthodox suffocating conventions and its struggles for emancipation, its existence as a 'unified community' and its expelling practices. Thus the course aims to dismantle the binary of the rural and the urban as conventional and modern on the one hand and as idyllic and alien on the other.

The course will operate through readings of a few selected narratives, in the form of novels, short stories, poems and cinematic texts. As transmission of stories can also be through visual artistic forms, dance, music, rituals, this course will also look into the various songs, stories, paintings, dance, music, tapestries, folklore and rituals that circulate in tribal cultures and rural India.

Selections will be made from the following list. Only a few of the text, listed below will be taken up for detailed analysis and study. The remaining text will be analyzed by students during their presentations and in the process of writing term papers.

Novels

Premchand, *Godan*

Phanishwar Nath Renu, *Maila Anchal*

Shrilal Shukla, *Raag Darbari*

Rahi Masoom Raza, *Adha Gaon*

Gurdial Singh, *Night of the Half Moon*
Tarashankar Bandyopadhyay, *Panch Gaon*
Advaita Malla Burman, *Titash Ekti Nadir Naam*
Omprakash Valmiki, *Joothan*
Vinod Kumar Shukla, *Deevar Main Ek Kirki Rahti Thi*
Baba Nagarjuna, *Balchamna*
Amrita Pritam, *Pinjar*
Sarat Chander Chhotapadhaya, *Devdas*
Bankim, *The Poison Tree*,
---, *Debi Chaudhurani*

Short Stories

Mahasweta Devi, “Bayen”, “Dulati”
A.K. Ramanujan, “A Flowering Tree”
Vijay Dandetha, “Duvidha”
Om Prakash Notiyal, “Path Ja Patchdhara”
Premchand, “Thakur Ka Kuan”

Poems

Nagarjuna, “Harigan Gatha”
Dhoomal, “Gaon”
Jayant Mahapatra, “Hunger”

Films

Gairish Karnard, *Cheluvi*
Ritwik Ghatak, *Puralia Chhou Naritya/Oran*
Mani Kaul, *Duvidha*
Satyajit Ray, *Pather Panchali*
Mehbbob Khan, *Mother India*
Ritwik Ghatak, *Titash Ekti Nadir Naam*

Gurvinder Singh, *Anne Ghore Da Daan*

Bimal Roy, *Do Biga Zamine,*

---, *Madhumati*

Shekar Kapoor, *Bandit Queen*

Other films which may be considered are *Pan Singh Tomar, Naya Daur, Pipli life, Thisri Kasamand Welcome to Sujanpur*

Literature representing the Indigenous and the Folk imagination

Munda and Kondh songs

Selections from the Bhilli *Mahabharat*

Selections from the Kunkana *Ramayan*

Selections from Rajasthan's *Pabu ji ka Phar*

Selected Baul songs of Bengal

Selections from A.K. Ramanujan's *Folktales from India*

Selections from Temsula's *The AO Naga Oral Traditions*

(Selections will be made from folk songs and folk tales across several regions existing in India)

Paintings and other visual art forms

Somnath Hore, *Tebhaga Sketches*

Nandlal Bose's idealized paintings of Indian Villages.

Background Reading

Collected Works of Mahatma Gandhi Sections on the Champaran and the Kheda Satyagrah

13. Assessment Methodology:

The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.

14. No. of students to be admitted: 35 students

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with

external agencies (e.g., with field-based organizations, hospital) etc.: Books and reading material and audio visual support.

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Metaphysical Poets
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme in English
4. Level at which the course can be offered: Pre-doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: July 2013
7. Course Team: (coordinator, team members etc.) Ms. Sanju Thomas, Dr. Vikram Singh Thakur.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The metaphysical poets form an interesting and unique stream in the history of English literature. The influence of metaphysical poetry can be traced down to the later centuries and it evoked great interest in eminent critics like T.S. Eliot. A Masters programme in literature will be rendered richer with an understanding of the minds and methods of the metaphysical poets. The course will also serve as a platform to discuss the overall literary scene in 17th century England.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

The term metaphysical and what makes metaphysical poetry of the 17th century have been much discussed in the course of English literature, with some scholars arguing

that the tradition is visible, in one form or the other, in a host of poets of the later centuries. However, this course will look into the works of John Donne, George Herbert, Henry Vaughan, Andrew Marvell, Richard Crashaw, Edward Herbert who are widely and conventionally accepted as metaphysical poets. The works of the metaphysical poets were distinctly different from the other poets of their time, the marks of their poetry being the use of stark and unique imageries, conceits, complex themes, wit, sarcasm, and compact expression. However cerebral their poetry had been, they were also capable of deep feeling and refinement even as they showed great flexibility in the use of meter and language. The metaphysical poets had a great impact on the course of English poetry, especially after the interest they kindled in critics like T.S. Eliot. The course will thus outline the seventeenth century literary scene, probe the term metaphysical and also look into the critiques of earlier scholars like Dr Johnson and the later ones like T.S. Eliot besides taking up the poems for appreciation in great detail.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) NA
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course will introduce the students to 17th century literary scene in England and to metaphysical poetry in particular. The objective will be to understand the term “metaphysical” and the unique features that characterize metaphysical poetry. It will take up in detail works of poets who are widely accepted as metaphysical poets. The tentative reading list is as follows:

John Donne: ‘On His Mistress Going to Bed’, ‘The Sunne Rising’, ‘The Canonisation’, ‘A Hymn to God My God in My Sicknesse’, ‘Batter My Heart’, ‘Death be not Proud’, The Flea, The Funeral, The Anniversary, selections from other sonnets and songs of John Donne

George Herbert, Poems from “The Temple”

Henry Vaughan, Poems from “Silex Scintillans I, II”, “Pious Thoughts” and “Ejaculations”

Andrew Marvell: “To His Coy Mistress”, “Upon Appleton House”, “The Garden”, and other lyrical poems

Richard Crashaw: Poems from “Hymn to Our Lord - The Flaming Heart”

Edward Herbert: “Tears, Flow No More”

13. Assessment Methodology: Continuous assessment which may include mid-semester test, presentation, written assignment and end semester exam.
14. No. of students to be admitted: 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books

Ms. Sanju Thomas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Poet and The City: The Experience of European Modernism
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme
4. Level at which the course can be offered: Post Graduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
Semester-long course
6. Proposed date (semester) of launch: July 2013
(This course has been offered once in Winter Semester 2012 with some alterations. The proposed course, however, is the final course outline.)
7. Course team (coordinator, team members etc): Sayandeb Chowdhury
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The English postgraduate programme at AUD is mandated to look beyond the usual canon formations and circuits of meaning making that plague much of the conventional programmes in English across the country. Towards that end, the English programme aims to offer a balance of courses which successfully reach out and cater to an ever widening appreciation of the discipline of literature in both its theoretical and generic richness. This course, for example, goes much beyond the usual texts which make up a course on Literary Modernism and tries to understand the extraordinary flourishing of the arts in the last half of the nineteenth and first half of the twentieth century in Europe as both a climax and crisis in the larger project of *modernity* that is intrinsic to western notions of the *self* since Enlightenment. While looking at Literary Modernism from the vantage point of urbanity, new architecture, avant-gardism in the arts, endless flow of people and capital across the globe and the emerging paranoia and alienation that the city both endangers and perpetuates, the course hopes to provide a zeitgeist of a time that has informed recent intellectual life like no other and is yet far in time from ours.

This course hopes to give the students perspective in European history of ideas that has also shaped the modernity of Indian letters.

9. Write the categories applicable for the course from those given below:
MA discipline course

10. Brief (max. 250 words) course description:

This course will look at how Modernist European poetry in early twentieth century grew in response and reaction to the rapid urbanisation of Europe in late 19th and early 20th century. While London, Berlin, Moscow, Rome, Paris and New York grew in size and dominance, it also triggered utmost anxiety, alienation and sense of loss. The course will closely read, discuss and critically analyse how the works of major European poets during this time responded to this emerging urban modernity as it was being preserved in the feverish change of the urban landscape: the debates over territory, the political edginess, the breakdown of frames of reference, radical art movements, rapid militarisation of skies and seas, urban expansionism, sudden and total alienation of the individual and the search for a personal space in the ruthlessly impersonalising ecosystem of the cities. The result was a sort of despair at the loss of a familiar and familial climate and imagery and the difficult and productive search for a new idiom, a new language, search most productively embedded in the extraordinary burst of poetry across the Continent from the mid-19th century to the beginning of the Second World War.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc):

Interest in the appeal and critical understanding of literature. An ability to enjoy literature and some familiarity with Modernist literature will be helpful.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course will discuss the period between 1855/56 (Baudelaire's first publications of poems of what to be later collected as Paris Spleen) to the beginning of WWII. The course will look into selected works of seven poets from Europe and three from Anglican cultures. The European poets to be studied are: Charles Baudelaire (France), Rainer Maria Rilke (Germany), Fernando Pessoa (Portugal), F Marinetti (Italy) Federico Garcia Lorca (Spain), Constantin Cavafy (Greece) and Osip Mandelstam (Russia). The English/American poets to be studied are: Ezra Pound, TS Eliot, WB Yeats. The course has been structured in the following manner:

Module I

Modern, Modernity, Modernism

Movements and Manifestos

The Rise of the City
Modernism and others arts: Painting, Cinema, Photography, Architecture
Fin de siècle Europe
Europe before and after the Wars
Paranoia, Melancholia, Modernism
Literary Modernism: Foundations of a New Poetics

Module II

Charles Baudelaire, *Selections from Flowers of Evil and Paris Spleen*
Rainer Maria Rilke, *Selections from Duino Elegies*
Gabriel Garcia Lorca, *Selections from Poet in New York*

Module III

Constantin Cavafy, *Selections from Collected Poems*
Marinetti and Futurism, *Selections from Anthology of Futurist Poetry*
Fernando Pessoa, *Selections from Collected Poems*
Osip Mandelstam, *Selections from Collected Poems*

Module IV

Ezra Pound, 'Hugh Selwyn Mauberley'
TS Eliot, 'Wasteland', 'The Love Song of J Alfred Prufrock', 'Prelude', 'Hollow Men'
WB Yeats, 'The Second Coming', 'The Tower'
WH Auden, 'In memory of WB Yeats'
Dylan Thomas, 'Do not go gentle into that good night'
Mina Loy, 'Joyce's Ulysses'

Reading List

A Davis & LM Jenkins (ed), *Cambridge Companion to Modernist Poetry*
Lawrence Rainey, *Modernism: An Anthology*
Lawrence Rainey, *Institutions of Modernism*
Rosemary Floyd (ed,) *Cambridge Companion to Charles Baudelaire*
Peter Watson, *Ideas: From Fire to Freud*
M Bradbury and J Macfarlane, *Modernism: A Guide to European Literature*
M Levenson, *Cambridge Companion to Modernism*
M Levenson, *The Genealogy of Modernism*
M Levenson, *Modernism*
P Nichols, *Modernism: A Literary Guide*
P Lewis, *Cambridge Guide to Modernism*
P Burger, *Theory of Avant Garde*
B Buchloh, S Guilbant and D Solved (ed) *Modernism and Modernity*
S Schwartz, *The Matrix of Modernism: Pound, Eliot and Early 20th C Thought*

M Berman, *All That is Solid Melts into Air*
Ian Willison and others(ed) *Modern Writer and the Marketplace*
Charles Taylor, *The Source of the Self: The Making of Modern Identity*
Paul Poplawski (ed), *Encyclopaedia of Literary Modernism*
P Brooker and others (ed) *Oxford Handbook of Modernisms*

13. Assessment methodology:
Response Paper I: 20% (on Module I)
Response Paper II: 20 % on (Module II)
Presentation 20% (on Modules III & IV),
Class participation: 10%,
Term Paper: 30% (End Term)
14. Proposed enrolment ceiling (max. number of students to be admitted):
20-25
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:
Books and reading material and audio visual support

Mr. Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literatures of Childhood
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course
6. Proposed date of launch: July 2013
7. Course Team: (coordinator, team members etc.) Dr. Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Literature written for children and about childhood is one of those areas of literary studies that are left out of mainstream literature studies while childhood studies remains a marginalized area of knowledge. In keeping with AUD's vision of deeper engagement with the margins, this course will introduce students to the significance of the study of childhood. The course aims at exposing the student to a critical examination of the 'construct' of childhood and its cultural implications.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course examines the notion of childhood through its representations in Anglo-American and Indian literatures. It engages with the evolution of childhood into its

contemporary forms in these cultures. The point of departure for this course is the belief that the construction of childhood is significantly influenced by the dominant ideas of the period and is informed by the specificities of the culture within which it is being formed. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.): BA in any discipline

11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course aims at exposing the student to a critical examination of the ‘construct’ of childhood and its cultural implications. The main texts considered include those written *about* children as well as those written *for* them. These texts are supplemented by studies of childhood conducted in the social, legal and psychological domains. A few texts from the list given below will be used for classroom discussions, and assessment situations.

Tentative Reading List

Novel

Great Expectations. Charles Dickens.

Oliver Twist. Charles Dickens.

The Mill on the Floss. George Eliot

A Little Princess. Frances Hodgson Burnett

Little Lord Fauntleroy. Frances Hodgson Burnett

The Secret Garden. Frances Hodgson Burnett

Turn of the Screw. Henry James.

What Maisie Knew. Henry James.

Kim. Rudyard Kipling.

Kabuliwallah Stories. Rabindranath Tagore.

Abol Tabol: The Nonsense World of Sukumar Ray. Trans: Sampurna Chattarji

The Room on the Roof. Ruskin Bond.

Haroun and the Sea of Stories. Salman Rushdie.

No Guns at My Son's Funeral. Paro Anand.

Weed. Paro Anand.

A Town Called Malgudi. R K Narayan.

Malgudi Days. R K Narayan.

Swami and Friends. R K Narayan.
Haroun and the Sea of Stories. Salman Rushdie.
Luka and the Fire of Life. Salman Rushdie.
A Gathering Light. Jennifer Donnelly.
Revolution. Jennifer Donnelly.
Crooked Little Heart. Anne Lamott.
Harry Potter and the Philosopher's Stone. J K Rowling.
Harry Potter and the Chamber of Secrets. J K Rowling.
Harry Potter and the Prisoner of Azkaban. J K Rowling.
Harry Potter and the Goblet of Fire. J K Rowling.
Harry Potter and the Order of the Phoenix. J K Rowling.
Harry Potter and the Half-Blood Prince. J K Rowling.
Harry Potter and the Deathly Hollows. J K Rowling.
The Hunger Games. Suzanne Collins.
Catching Fire. Suzanne Collins.
Mockingjay. Suzanne Collins.

Prose

Midway Station: Real-life Stories of Homeless Children. Lara Shankar.
“The Two Concepts of Childhood”. Philippe Aries.
“Infantile Sexuality”. Sigmund Freud.
The Under-Achieving School. John Holt. Eklavya
Escape From Childhood. John Holt. Eklavya

Short-Fiction

“Baa Baa Black Sheep”. Rudyard Kipling.
“The Rocking Horse Winner”. D H Lawrence.
“My Oedipus Complex”. Frank O’ Connor.
“A Doll’s House”. Katherine Mansfield.
“For Esmé with Love and Squalor”. J D Salinger.

“The Little Store”. Eudora Welty
“Betty”. Margaret Atwood.
“A Doll for the Child Prostitute”. Kamala Das
“The Gift Pig”. Joan Aiken
“Gwen”. Jamaica Kincaid.
“Tinsel Bright”. Kristy Gunn.
“Crusader Rabbit.” Jess Mowry.
“Out-of-the-Body Travel”. Sheila Schwartz.
“Lies”. Glenda Adams.
“Sand”. Susan Hill.
“The Punishment”. Susan Hill.

Poetry

“The Chimney Sweeper”. William Blake
“My Heart Leaps Up When I Behold”. William Wordsworth
“Cry of the Children”. Elizabeth Barrett Browning.
“Rules and Regulations”. Lewis Carroll.
“Casabianca”. Felicia Dorothea Hemans.
“The Pied Piper of Hamelin”. Robert Browning.
“Escape at Bedtime”. Robert Louis Stevenson.
“Children”. William Barnes.
“There Was a Child Went Forth”. Walt Whitman.
“Warning to Children”. Robert Graves.
“A Refusal to Mourn the Death, by Fire, of a Child in London.” Dylan Thomas.

Supplementary Reading

Beales, Ross. W. Jr. “In Search of the Historical Child: Miniature Adulthood and Youth in Colonial New England”. Eds. N. Ray Hiner and Joseph M Harves. *Growing Up in America: Children in Historical Perspective*. Chicago: University of Illinois Press, 1985. 7 – 24.

- Burdan, Judith. "Girls Must Be Seen *and* Heard: Domestic Surveillance in Sarah Fielding's *The Governess*. *Children's Literature Association Quarterly*. 19. 1. Spring 1994. 8 – 14.
- Fiedler, Leslie. A. "The Eye of Innocence: Some notes on the role of the child in literature". *The Collected Works of Leslie Fiedler*. Vol. 1. New York: Stein and Day, 1971. 471 – 511.
- Green, Roger Lancelyn. "The Golden Age of Children's Books' in *Essays and Studies 1962*". Ed, Peter Hunt. *Children's Literature*. Routledge: London, 1990, 36 – 50.
- Nandy, Ashis. "Reconstructing Childhood: A Critique of the Ideology of Adulthood". *Traditions, Tyranny and Utopia*. Delhi: OUP, 1992. 56 – 76.
- MacDonald, Ruth K. "Literature for Children in England and America". Troy, New York: The Whitston Publishing Company, 1982. 44- 80.
- Rodgers, Daniel T. "Socializing Middle-Class Children: Institutions, Fables, and Work Values in Nineteenth-Century America". Eds. N. Ray Hiner and Joseph M Harves. *Growing Up in America: Children in Historical Persepctive*. Chicago: University of Illinois Press, 1985. 7 – 24. 118 – 132.

12. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
13. No. of students to be admitted: 30 – 35
14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, films and documentaries on literature on childhood and childhood studies.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literary Theory
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: Launched in the 2012 winter semester, launching again in July 2013
7. Course Team: (coordinator, team members etc.) Dr.Vikram Singh Thakur.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course undertakes the study of literary theory an influential discipline which complements literature. In keeping with the overall vision of the MA English programme it seeks to engage students with the ideologies, discourses, movements and changes in critical and interpretive thought. It is also a discipline which is highly interdisciplinary since it relies upon the disciplines of psychoanalysis, sociology, anthropology, linguistic and cultural studies. This course is thus designed to help students in their reading and understanding of literature by evolving a more critical and analytical sensibility.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

Literary Theory takes an in depth and intensive study of literary theory which is integral to contemporary literary studies. The course helps students understand the linkages literature has with other disciplines such as psychology, sociology, anthropology and philosophy. The study of literary theory aims at not just problematising the text, author and context but also raises questions about the accepted notions of class, gender and sexuality. The course examines the present dominance of theory in literary studies and the controversies and discussions surrounding it. It consists of significant readings by leading critics, theorists and thinkers.

11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.) BA in any discipline
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course will expose students to the linkages which literature has with other disciplines such as psychology, sociology, anthropology and philosophy. The course examines the present dominance of theory in literary studies and the controversies and discussions surrounding it. It consists of significant readings by leading critics, theorists and thinkers.

Literary theory will take up the dominant schools of literary theory such as Russian Formalism and New Criticism, Psychoanalysis; Marxism and Post-Marxism, New Historicism and Cultural Materialism, Feminism, Structuralism and Post-Structuralism, Post-Modernism and Post-colonialism.

Indicative Reading List:

- Aijaz Ahmad, "Postcolonialism: What's in a Name?"
Alan Sinfield "Cultural Materialism, Othello, and the Politics of Plausibility"
Catherine Gallagher "Marxism and the New Historicism"
Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse"
Cleanth Brooks "The Heresy of Paraphrase"
Edward Said, From *Orientalism*
Ferdinand de Saussure, From *Course in General Linguistics*
Frantz Fanon, From *Black Skins, White Masks*
Ihab Hasan, "Toward a Concept of Postmodern"
Jacques Derrida, "Structure, Sign and Play"
Jean-Francois Lyotard, "Answering the Question: What is Postmodernism?"
Kate Millet, From "Theory of Sexual Politics"
Lionel Trilling, "Marxism and Literature"
Louis Althusser, "Ideology and ideological state apparatus"
Michel Foucault, "What is an Author?"

Northrop Frye "The Archetypes of Literature"
Raymond Williams "The Analysis of Culture"
Roland Barthes "Death of the Author"
Sigmund Freud, From *The Interpretations of Dreams*.
Simone de Beauvoir, From *The Second Sex*
Stuart Hall, "Cultural Studies and Its Theoretical Legacies"

13. Assessment Methodology: The assessment may consist of written assignments, class presentations, class participation, mid-semester exam and end-semester exam.

14. No. of students to be admitted: 20-25

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Dr. Vikram Singh Thakur

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Revisiting All India Progressive Writers' Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s, 1940s and 1950s
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Film Studies, MA Performance Studies, MA History
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) Semester Long Course
6. Proposed date of launch: January 2014 (The Course was a part of the courses offered to MA English students in the Winter Semester 2012)
7. Course Team: (coordinator, team members etc.) : Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course is an interdisciplinary course; it seeks to situate literature within the context of cinema and theatre movements prevalent in India in 1930s, 1940s and 1950s. It also links literature, theatre and cinema to the larger debates around nation building and the formation of new India. The course will be highly beneficial to students who are interested in the history of the Indian cultural scenario in the first half of the twentieth century and the connection between art, literature, theatre and cinema and its intervention in the active processes that led to the decolonization of the Indian psyche in the context of culture.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective

10. A brief description of the Course:

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s, 1940s and 1950s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened.

11. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.): Interest in history, literature, theatre and cinema.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This course introduces students to the All India Progressive Writers Association and Indian People's Theatre Association, the two most significant movements in literature in 1930s and 1940s. During India's freedom movement, the Progressive writers in 1936 gave a call to not only stand against Imperialism but also against inequality, social injustice and fascism within India. The Progressive writers were deeply concerned with the fact that if India was to become truly independent then it had to free itself from class, caste and gender disparities. Hence the idea of critical realism in literature was given precedence against all other forms of writing by the Progressive writers.

AIPWA led to the formation of IPTA in 1942. Based on the same precepts as the AIPWA, IPTA concentrated on People's theatre. Central to it was the belief that the People's theatre must evolve from the organized mass movement of workers, peasants, students, youth and the middle class. But whereas AIPWA imparted great significance to social realism as a mode of writing, IPTA concentrated more on the folk form. The IPTA activists believed that the new theatre was to emerge from a synthesis of the folk and the classical with modern stage technique and lighting. Hence in order to connect with people it was necessary to ground the work in reality, past and tradition.

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s, 1940s and 1950s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a

few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened.

While the course will celebrate the emergence of this new writing and theatre in India, it will also critique its rigid premises which led to the exclusion, expulsion and alienation of some of the best minds and writers of its time.

The objective of the course is to familiarize the students to the socio-political concerns, debates and dissent existing in literature in India from 1930s to 1950s within the broader context of nationalism and the formation of new India.

As the spectrum of AIPWA and IPTA is too vast, the focus of the course will mainly be related to writings in Urdu (Hindustani), Hindi, English and Bangla

Indicative Reading list

The Course will undertake an indepth analysis of only a few of the writers, stories, poems, songs, plays, scripts and films listed below (the remaining readings will be analyzed by students during their presentations):

Module 1

The first module will constitute of several readings that led to the formation of the Progressive Writer's Association and Indian People's Theatre Association. The readings in this module will mainly be from the original documents/ Manifestos of IPTA and AIPWA especially the documents included in Sudhi Pradhan's Marxist Cultural Movement in India (3 Volumes). These readings will be contextualized within several other significant radical literary thought and writings written by cultural activists across several emerging new nations during the early twentieth century.

Module 11

The second module will focus on the literature written by the writers who affiliated themselves with the AIPWA. This module will mainly concentrate on the fiction written by these writers.

Sajjad Zaheer,, "Dulari", "Jannat Ki Basharat" and other stories included in Angarey, London Ki Ak Raat,

Rasheed Jahan, "That One" ("Who"), "A Visit to Delhi" ("Delli ke Sahir")

Ismat Chughtai, "Chhoti Ka Jora", "Lihaf", Gharam Hawa

Saadat Hasan Manto, "Mozil", "Thanda Ghosh"

Mulk Raj Anand , "Old Bapu", The Untouchable

Razia Sajjad Zaheer, "Low Born" ("Neech")

Premchand, "The Path to Hell"

Rajinder Singh Bedi, “Lajwanti”
Krishan Chander, Ann Detta

Module 111

This module will focus on the poems written by writers associated with both the AIPWA and the IPTA

Faiz Ahmad Faiz, “My Fellowmen, My Friend”, “Dawn of Freedom”, “This Harvest of Hope”, “Bury me under your Pavements”, “Dedication” (“Intizab”), “We will see” (“Hum Dekhege”)

Ali Sardar Jafri, “Raj Neeraj” and other poems

Poems by Sajjad Zaheer

Selected works of Suryakant Tripathi (Nirala)

Selected works of Shamsheer Bahadur

Selected poems by Sahir Ludhianvi

Majaz, Selected poems

Kazi Nazrul Islam, ‘Helmsmen, Beware’ and other poems

Jyotirindra Moitra, ‘Many Voices and One’, Navajibaner Gan, Madhubanishir Goli

Salil Chaudhary, Protest songs and music

Module 1V

Module 1V will focus on the film songs and lyrics written by artists associated with AIPWA and IPTA. It will focus on the film songs and lyrics of:

Kaifi A’zmi

Majrooh Sultanpuri

Jan Nisar Aktar

Shalinder

Makhdoom Mohiuddin

Pradeep

Sahir Ludhianvi, “Wo Subha Kabhi to Ayegi”, “Jina Naaz hai hind pe who Kahahe”, and other film lyrics and poems

Majaz, “Bol Ari ye Dharti bol”, “To Sar uta lati to kya tha”, and other poems

(and of other lyricists associated with IPTA and AIPWA will also be discussed)

Module V

This module will focus on the plays associated with IPTA. It will mainly focus on the following plays:

Ritwik Ghatak, Dalil

Bhaskara Pillai, You Made Me a Communist

Dinabandhu Mitra, Nirdarpan

Bijon Bhattacharya, Nabanna, Jabanbandi

V.K. Gokak, Yugantar

Module VI

This module will focus on the films produced in association with IPTA and AIPWA. It will focus on several script writers, directors, producers and film artists. It will mainly focus on the following films:

Nemai Ghosh, Chinnamul

Bimal Roy , Do Biga Zamine, Udayer Pathey

Ritwik Ghatak, Nagarik, Komal Gandhar

Uday Shanker, Kalpana

Shambu Mitra and K. A. Abbas, Dharti ke Lal

Chetan Anand, Nicha Nagar

Raj Kapoor and K. A. Abbas, Awara and Shri 420

Ismat Chughtai and M.S. Satyu, Gharam Hawa

K.A. Abbas, Dr. Kotnis Ki Amar Kahani

Shambu Mitra, Jagte Raho

K. A Abbas, Film Scripts of Raj Kapoor's Awara and Shri 420, Zubeida, The One Who did not Come Back

Naya Daur

Other writers/poets/theatre artists whose works may be included are:

Ahmed Ali, Ahmad Nadeem Qasmi, Ahmad Faraz, Habib Jalib, Shambu Mitra, Habib Tanvir, Fehmida Riyaz, Kishwar Naheed, Anil D'silva, Hajrah Begum, Mahmuduzzafar, Shri Shri, Umashankar Joshi, Gurbaksh Singh, Anna Bhau Sathe, Firaf Gorakhpuri, Josh Malihabadi, Balraj Sahani, Bhisham Sahani, Utpal Dutt, Amrita Pritam, Mukunda Das, Sukanto Bhattacharya, Bishnu Dey, Ram Bilas Sharma, Ageyaya and Muktibodh

16. Assessment Methodology:_ The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
17. No. of students to be admitted: An ideal number will be around 25 students
18. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: LCD Projector and Speakers in the Class Room

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: English: Dalit Literature: A Critical Overview
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters Level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long, regular course
6. Proposed date of launch: January 2014
7. Course Team: (coordinator, team members etc.): Dr. M. Murali Krishna
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The MA English programme seeks to explore and understand literary traditions of English and other languages. Dalit literature emerged from India as a result of the socio-cultural movement spearheaded by Dr. Ambedkar and his followers in the name of Dalit Panthers and other such movements. Dalit literature throws light on the systems of social degradation and dalits' relentless efforts to attain dignity of life and equality. In this course, students will be introduced to the varied forms of dalit literature and its contribution to the domain of creativity and knowledge.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: MA English

10. A brief description of the Course:

This course will familiarize students with the political and cultural context in which dalit literature as a distinct domain of knowledge production emerged in modern

India. Dalit literature serves as a platform for dalit articulation in addressing political concerns and achieving dalit emancipatory goals. Students would be introduced to different forms of dalit literature such as novels, poems, short stories, essays, plays, and autobiographies to examine how the varied forms of dalit cultural expressions contribute to the project of dalit emancipation. Dalit literature challenges the mainstream literary conventions and lays emphasis on the social relevance and politics of art and literature. Students will also be introduced to some of the important debates in dalit literary criticism.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

In order to understand dalit literature in its own context, a selection of background readings or critical material will also be provided to the students from the following sources:

- Anand, Mulk Raj and Eleanor Zelliot, eds. *An Anthology of Dalit Literature*. New Delhi: Gyan, 1992.
- Dangle, Arjun, ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. New Delhi: Orient Longman, 1992.
- Susie Tharu and K. Satyanarayana (Ed). “No Alphabet in Sight: New Dalit Writing” from South India Dossier 1: Tamil and Malayalam. Delhi: Penguin: 2011.
- Gunasekaran, K. A. *The Scar*. Trans. V. Kadambari. Chennai: Orient Blackswan, 2009.
- Bama. *Karukku*. Trans. Lakshmi Holmström. Chennai: Macmillan, 2000.
- . *Sangati: Events*. Trans. Lakshmi Holmström. New Delhi: OUP, 2005.
- Jadhav, Narendra. *Outcaste: A Memoir*. New Delhi: Viking, 2003.
- Kamble, Baby. *The Prisons We Broke*. Trans. Maya Pandit. Chennai: Orient Longman, 2008.
- Limbale, Sharan Kumar. *The Outcaste: Akkarmashi*. Trans. Santosh Bhoomkar. New Delhi: OUP, 2003.
- Mane, Laxman. *Upara: An Outsider*. Trans. A. K. Kamat. New Delhi: Sahitya Akademi, 1997.
- Gaikwad, Lakshman. *The Branded: Uchalya*. Delhi: Sahitya Akademi, 1998.
- Sivakami, P. *The Grip of Change and Author’s Notes*. Chennai: Orient Longman, 2006.
- Sudhakar, Yendluri. *Mallemoggala Godugu: Madiga Kathalu*. Hyderabad: Dandora, 1999.
- Valmiki, Omprakash. *Joothan: A Dalit Life Story*. Trans. Arun Prabha Mukherjee. Kolkata: Samya, 2003.

Kalyanarao,G. *Untouchable Spring*. Trans. Alladi Uma and M. Sridhar. Chennai: Orient Blackswan, 2010.

M. Vinodini. *Fifth Pulley*. Published in Tutun Mukherjee (Ed.) *Staging Resistance: Plays by Women in Translation*. Delhi: OUP, 2004.

13. Assessment Methodology:

Assessment for the course includes Class participation, Presentation, Short paper and Long paper.

14. No. of students to be admitted: 30

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Dr. M. Murali Krishna
Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: 20th Century American Drama
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme in English
4. Level at which the course can be offered: Pre-doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: January 2014
7. Course Team: (coordinator, team members etc.) Ms. Sanju Thomas, Dr. Vikram Singh Thakur.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

MA English programme at AUD aims to cover literatures from all over the world. American literature though linked to English literature in the early stages of development has long developed its own unique characteristics. American drama is a comparatively young genre, and has been for long overshadowed by the genres of fiction and poetry. This course would give the students an opportunity to study some of the great American playwrights of the twentieth century like Eugene O'Neill, Tennessee Williams, Arthur Miller among others.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

American drama of the twentieth century was shaped by the political, social, economic, and cultural changes that swept across the world in the latter half of the nineteenth century and all through the twentieth century. In a world torn by two world wars, and post war sufferings, displacement, lack of faith and loss of relationships, it was only natural for writers to reflect in their works deep-seated psychological traumas and social concerns. Even when American drama is often said to be neglected as compared to other genres of literature, undeniably it has produced great masters in content and technique. The course will introduce the students to some of the great dramatists of American literature.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course will showcase some of the brilliant playwrights of America from the early twentieth century to the more recent times. The plays deal with a variety of themes such as class, gender, politics, and disability and personal traumas.

The indicative reading list is as follows:

Adrienne Kennedy, *Funnyhouse of a Negro*
Arthur Miller, *All My Sons, Death of a Salesman,*
---, *The Crucible*
August Wilson, *The Piano Lesson*
---, *Fences*
Clifford Odets, *Waiting for Lefty*
David Mamet, *Oleanna*
Edward Albee, *The Zoo Story*
---, *The Sandbox*
---, *The American Dream*
---, *Who's afraid of Virginia Wolf?*
Eugene O'Neill, *Beyond the Horizon*
---, *Emperor Jones*
---, *Mourning Becomes Electra*
---, *The Hairy Ape*
---, *The Iceman Cometh*
---, *Strange Interlude*
---, *Long Day's Journey into Night*
Langston Hughes, *Mulatto*
---, *Soul Gone Home*
Lillian Hellman, *The Children's Hour*

---, *The Little Foxes*
Lorraine Hansberry, *Raisin in the Sun*
Sam Shepard, *Buried Child*
Susan Glaspell, *Trifles*
---, *Alison's House*
Tennessee Williams, *The Glass Menagerie*
---, *A Streetcar Named Desire*
---, *Cat on a Hot Tin Roof*
Thornton Wilder, *The Skin of Our Teeth*
---, *Our Town*

13. Assessment Methodology: Continuous assessment which will include mid-semester test, presentation, written assignment and end semester exam.
14. No. of students to be admitted: 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, projector, CDs

Ms. Sanju Thomas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literature, Socialism, Dissent
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme
4. Level at which the course can be offered: Post Graduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)
Semester-long course
6. Proposed date (semester) of launch: Winter Semester 2014
7. Course team (coordinator, team members etc): Mr. Sayandeb Chowdhury
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
This course is an opportunity for students to get acquainted with one of the most productive sub-genres of literature in the 20th century. In keeping with the larger AUD mandate of unmaking disciplinary boundaries, this course takes the study of 20th century literature beyond the obvious and hopes to provide one of the more sophisticated readings of literature as a political apparatus, without losing sight of literature being an aesthetic-cultural superstructure. Politics and literature couple in surprisingly productive ways and this course hopes to unravel the very complex ways in which the literary accost the political and the political underlines the literary-cultural. Serious students of literature will hopefully benefit from this course in understanding how the political unconscious of literature plays out in its consciousness and how great literature is born out of the political imaginary.
9. Write the categories applicable for the course from those given below:
MA discipline course
10. Brief (max. 250 words) course description:

A large part of the history of dissent in the last century has to do with the disturbing history of socialism in and out power. Writers and intellectuals across Europe and beyond have constantly struggled with the limits and limitations of socialism in power as much as they have tried to redefine the contours of literature, under such circumstances, as a socially and politically symbolic manifestation of those very limits. The history of socialism in power is also a history of dissent and dissident writing, of constant fear and loathing, of betrayal and forced performance and of satire and paranoia. This course maps, through a close study of a few landmark samples, a hundred years of dissent against the machinations of Utopian ambition, the dehumanizing effects of a revolutionary ethic and also a serious defence of socialism's lost potential. The result is a fascinating repertoire of writing that engages socialism at various levels and makes a genuine search for literature as the final redeemer against socialism's derogation of the human and the imaginative agency.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): Interest in the appeal and critical understanding of literature.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course would study the most prominent form of 20th century dissent literature as that which critically engages with an idea of a utopian state/system or ridicules and rejects it. The four modules of the course will consider early critiques of Utopian Socialism, responses for and against Socialism in Anglo-American world, satires against socialist structures in the Europe and critiques of Soviet Socialism. The key areas of discussion would be around the idea of commitment and rebellion, state and the arts, the policing of culture, the politics of power and the play of consent, dissent as allegory and mythology, the self and its many Others, the ethics of dissenting and humour as effective 'political' form.

Modules and readings

Module I | Socialism before Socialism

The module will start with William Morris' classical critique of Socialism, *News from Nowhere* (1890) and Upton Sinclair's *The Jungle* (1905), one of the earliest American critiques of Fordism.

Module II | Socialism in the Anglo-American world

The module will include George Orwell's classic satire on totalitarianism, *1984* (1948) and Arthur Miller's anti-McCarthyist parable, *The Crucible* (1952).

Module III | Critiques of Socialism in Europe

This module will include Fyodor Dostoevsky's *Notes from the Underground* (Russian 1864, English trans 1918), a classic critique of Utopian Socialism and the iconic book it inspired: Albert Camus' pro-individualist, counter-existentialist monologue *The Fall* (1956).

Module IV | Soviet Socialism

The final module will study two classic, anti-Communist works from the high-tide of dissent literature under the Soviet regime, Arthur Koestler's gritty *Darkness at Noon* (1940) and Mikhail Bulgakov's sardonic *The Master and Margherita* (1937, 1967).

Reading List

Primary reading: The essential texts

Secondary Reading

Martin Jay, *Marxism and Totality*

Czesław Miłosz, *The Captive Mind*

Bill Marshall, *Victor Serge: The Uses of Dissent*

Henry S Hughes, *Sophisticated Rebels: The Political Culture of European Dissent, 1968-87*

Helen Small, *The Public Intellectual*

D Herms: *Upton Sinclair: Literature and Social Reform*

Dubravka Ugrešić, *The Culture of Lies*

Stephen Eric Bronner, *Socialism Unbound*

Donald F. Busky, *Communism in History and Theory: From Utopian Socialism to the Fall of the Soviet Union*

Popper, Karl, *The Open Society and its Enemies, Vol II*

Josephine Woll, Vladimir Treml, *Soviet Dissident Literature, A Critical Guide*

13. Assessment methodology:

Response paper: 20%, Textual analysis: 20%, Group Presentation: 20 %, Class presentation: 10%, End-term/term paper: 30%

14. Proposed enrolment ceiling (max. number of students to be admitted):

20-25

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external

agencies (e.g., with field-based organizations, hospital) etc:
Books related to the subject , high-end audio-visual equipment.

Mr. Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Women Writing in India
2. Name of the School/Centre proposing the course: School of Liberal Studies and School of Human Studies
3. Programme(s) which this course can be a part of: MA English and MA Gender Studies
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course: NA
6. Proposed date of launch: Has already been launched, launching again in January 2014
7. Course Team: (coordinator, team members etc.) Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Gender studies is a strong disciplinary area within the study of social sciences and humanities. The agency women gain through literary works adds nuances to the perceptions of womanhood. In a gender sensitive university like AUD, the presence of a course that exclusively looks into the literary output of Indian women writers from pre-historical times to now buttresses AUD's commitment to gender equity.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course foregrounds literary expression of women's hopes, joys, desires and struggles while attempting to read these literary expressions in the larger context of the women's movement in India. Beginning with the Therigatha of the Buddhist nuns, the

course traces the history of women's writing in India. The course will look into women's expression of their spiritual journeys and the ways in which these journeys formed their notions of self and womanhood through reading the bhajans of Meerabai, the songs of Lal Ded and Akkamahadevi and the sayings of Bahinabai and Janabai. Women's experiences of negotiating the changes in the domestic sphere during the colonial times and the changing ideals of Indian womanhood during the freedom movement will be understood through the autobiographies and biographies of Indian women. The struggle women faced to overcome structural barriers of caste and class will also be studied through reading some autobiographies. There will also be an attempt to look at women's re-interpretation of some prominent women character's in Hindu mythology. Early expressions of anger by Indian women against the patriarchal structure will be studied. Women's experiences of stepping into the world of work will be studied by reading the records of their work. Writing will also be studied as a cathartic experience for women. Most of the texts in the course will be read in translation in English. However, writing in English by women in India will also be read.

11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.): None

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

A few texts from the list given below will be used for classroom discussions and assessment situations.

Tentative Reading List:

Novels

Desai, Anita. *Fire on the Mountain*

Dutt, Toru. *The Diary of Mademoiselle D'Arvers.*

Ray, Pratibha. *Yagnaseni: The Story of Draupadi.*

Kanitkar, Kashibai. *The Palanquin Tassel.*

Gokhale, Namita. *Shakuntala, The Play of Memory.*

Gokhale, Namita. *Paro, Dreams of Passion.*

Markandeya, Kamala. *Nectar in a Sieve.*

Hossain, Attia. *Sunlight on a Broken Column.*

Kapur, Manju. *Difficult Daughters.*

Sidhwa, Bapsi. *Ice-Candy Man.*

Sobti, Krishna. *Memory's Daughter.*

Sobti, Krishna. *To Hell With You, Mitro*.

Futehally, Shama. *Tara Lane*.

Chughtai, Ismat. *The Crooked Line*.

Hyder, Qurratulain. *River of Fire*

Appachana, Anjana. *Listening Now*.

Pritam, Amrita. *The Skeleton*.

Mehta, Rama. *Inside the Haveli*.

Deshpande, Shashi. *Such a Long Silence*.

Deshpande, Shashi. *The Dark Holds No Terrors*.

Biographies and Autobiographies

Kamble, Baby, Chapter 5 of *The Prisons We Broke*

Sister Jesme. *The Autobiography of a Nun*.

Dalmia, Yashodhara. *Amrita Sher-gil: a life*.

Bama. *Karukku*.

Halder, Baby. *A Life Less Ordinary*.

Butalia, Urvashi. *The Other Side of Silence*.

Das, Kamala. *My Story*.

Das, Binodini, Excerpt from her Autobiography

Haksar, Urmila. *The Future That Was*.

Merchant, W. D. *Home on a Hill: A Bombay Girlhood*.

Sen, Haimabati. *Because I am Woman*.

Tilak, Lakshmi Bai. *I Follow After*.

Joshi, Shrikrishna Janardhan. *Anandi Gopal*.

Wadekar, Hamsa. *I Am Telling You, Listen*

Prose:

Tharu, Susie and K. Lalita. "Introduction". *Women Writing in India*.

Shinde, Tarabai. Excerpt from *Stri-Purush Tulna*

Pandita Ramabai. Excerpt from *The High-Caste Hindu Woman*.

Sorabji, Cornelia. Letter to *The Pioneer Mail* and *The Indian Weekly*.

Short-Fiction:

Antarjanam, Lalitambika. 'Revenge Herself'
Appachana, Anjana. "Her Mother"
Devi, Mahashweta. 'Kunti and the Nishadin'
Kanuparti, Varalakshamma, "The Promise"
Karve, Iravati. "Kunti" from *Yugantar*
Niranjana, Anupama. "A Day with Charulata".
Pande, Mrinal. "Girls"
Vaidehi "Akku"
Ambai "Yellow Fish"
Shashi Deshpande "My Beloved Charioteer"
Shama Futehally "The Meeting"
Mrinal Pande "Girls"
Anjana Appachana "Her Mother"
Suniti Namjoshi "Dusty Distance"
Rajalakshmi "The Lost World"
Razia Sajjad Zaheer "Neech"
Lalitambika Antarjanam "Revenge Herself"
Ismat Chughtai "The Veil"
Arupa Patangia Kalita "Doiboki's Day"
Abburi Chaya Devi "Wife – Working woman"
Gauri Deshpande "That's the Way it is"
Mahashweta Devi "Bayen"
Ashapura Debi "Izzat"
Urmila Pawar "Justice"
Attia Hosain "The First Party"
Ayoni "Volga"
Amrita Pritam "The Stench of Kerosene"

Poetry

Muddupalani. Verses from *Radhika Santwanam*.

Selections from Antal's *Thiruppavai*.

Selections from the bhajans of Meerabai, Janabai, Akkamahadevi, Lal Dedh, Sule Sankavva

Selections from Therigatha

Selections from the poetry of Kamala Das, Imtiaz Dharker, Meena Alexander, Sarojini Naidu, Toru Dutt, Eunice D' Souza, Suniti Namjoshi, Indira Goswami, Subhadra Kumari Chavan, Mahashweta Devi, Meena Kandasamy and Rukmini Bhaya Nair.

Supplementary Reading List

Showalter, Elaine. "The Female Tradition". *A Literature of their Own*. 1999 edition.

Wool, Virginia. "Women and Fiction". *Granite and Rainbow*.

Gilbert, Sandra M and Susan Gubar. "The Queen's Looking Glass: Female Creativity, Male Images of Women, and the Metaphor of Literary Paternity" *The Madwoman in the Attic*.

De Beauvoir. "Woman, the Other" *The Second Sex*.

Nandy, Ashis. "Woman Versus Womanliness in India: An Essay in Cultural and Political Psychology". *At the Edge of Psychology*. Delhi: OUP, 1980.

Moi, Toril. "Feminist, Female, Feminine".

Morrison, Toni. "Rootedness: The Ancestor as Foundation".

hooks, bell. "Black Women and Feminism".

Mohanty, Chandra Talpade. "Third World Feminism".

Menon, Nivedita. "Embodying the Self: Feminism, Sexual Violence and the Law".

Gabriel, Karen. "Designing Desire: Gender in Mainstream Bombay Cinema".

Cixous, Helene. "The Laugh of the Medusa".

13. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
14. No. of students to be admitted: 30 – 35.
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external

agencies (e.g., with field-based organizations, hospital) etc. Books, films and documentaries on women's studies.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Contemporary Indian Drama and Theatre
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Postgraduate
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
6. Proposed date (semester) of launch: January 2014
7. Course team (coordinator, team members etc): Dr. Vikram Singh Thakur
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is designed to introduce students to an important genre of literature viz. drama. The course assumes that drama is not realized until it is performed. Thus, the course also engages students with some stage performances of select plays that also throw light on the discourse of Indian theatre in post-colonial India. Since the MA English programme at AUD recognizes the need to connect literature with other arts, this course will benefit students by engaging them with literature and theatre. By the end of the course the students should be able to appreciate drama and theatre in a more nuanced and critical manner.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: NA
10. A brief description of the Course:

The course involves a study of various plays and their productions in various Indian languages through English translations to discuss various issues and trends in Indian drama and theatre since Independence. Some of the important issues that have

shaped contemporary Indian drama and theatre like folk theatre, theatre of roots, history, myth and politics of performance will be taken up for study in the course.

11. Specific requirements on the part of students who can be admitted to this course (Prerequisites or prior knowledge level etc): Interest in drama and theatre
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course is designed to introduce students to various issues involved in contemporary Indian drama and theatre. Some of the modules that can be taught in the course are: folk theatre and the search of an indigenous idiom, appropriating history and myth, realism in drama, political theatre, drama from the margins and adaptations of foreign playwrights like Shakespeare, Brecht and Ibsen into an “Indian” context.

Indicative Reading List

Some of the following plays, performances and critical readings may be taken up for detailed study:

Plays and Performances

Habib Tanvir, *Vasantritu ka Sapna Kaamdeo ka Apna* (A Midsummer Night’s Dream)

Mohan Rakesh, *Adhe Adhure*

Chandrashekhar Kambar, *Jokumaraswami*

Girish Karnad, *Hayavadana*

Dharamvir Bharti, *Andha Yug* (Blind Epoch)

Utpal Dutt, *Angar* (Embers)

Badal Sircar, *Baki Itihas* (The Rest of History)

Vijay Tendulkar, *Shantata! Court Chalu Ahe* (Silence the Court is in Session)

G.P. Deshpande, *Andhar Yatra*

Mahesh Elkunchwar, *Party, Atmakatha* (Autobiography)

Mahesh Dattani, *Dance Like a Man*

Neelam Mann Singh, dir. *Naagmandalam*

Critical Readings:

Awasthi, Suresh, “‘Theatre of Roots’: Encounter with Tradition”.

Jacob, Paul, ed., *Contemporary Indian Theatre: Interviews with Playwrights and Directors*.

Bardola, V.M., “Post 1980 Plays: Hindi”.

Bharucha, Rustom, *Rehearsals of Revolution: the Political Theatre of Bengal*.

Bhatia, Nandi, ed., “Introduction”. *Modern Indian Theatre: A Reader*

Deshpande, G. P., ed. *Modern Indian Drama: An Anthology*.

---, "History, Politics and the Modern Playwright".
McRae, John, "An Introduction to the Plays of Mahesh Dattani"
Mee, Erin B, "Introduction". *Theatre of Roots: Redirecting the Modern Indian Stage*
"Recommendations of the Drama Seminar". *Sangeet Natak*

13. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: 25-30
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Dr. Vikram Singh Thakur

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Short Story
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters Level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long, regular course
6. Proposed date of launch: July 2014
7. Course Team: (coordinator, team members etc.): Ms. Bhoomika Meiling
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The short story is hardly studied separately as a form in India. This course begins with this assumption and goes on to explore the origins of the modern short story. The course focuses on the rise and development of the short story in the nineteenth century around the same time in America, Russia, Germany, Britain and France. It also includes a brief study of the origin of the short story in India. In line with AUD's aim to explore newer fields of knowledge, this course surveys an oft-ignored form in great detail.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: MA English
10. A brief description of the Course:

The short story acquired its name only in 1884 when Brander Matthew, the author of *The Philosophy of Short-story* coined the term though short stories had existed and been popular for almost a century by then. Also, most oral literatures did create and share

stories much before the written form became popular. This course focuses on short story, a form which despite having very ancient roots has gained a formal acknowledgement fairly recently. It is a survey course which explores the origins of the short story across the world through the study of stories written by some representative authors of the genre. It also seeks to engage the students with the origin of the modern Indian short stories in some regions.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Readings for the course will be selected from the following *indicative* reading list:

Module 1: Experiments-

Selections from Washington Irving, Brothers Grimm, E.T.A. Hoffmann Prosper Merimee, Alexander Pushkin, Nikolai Gogol, Nathaniel Hawthorne, Edgar Allen Poe, Herman Melville

Module 2: Early Short Stories-

Selection from Rudyard Kipling, Arthur Conan Doyle, H.G.Wells, Gut de Maupassant, Fyodor Dostoyevsky, Leo Tolstoy, Anton Chekhov, Maxim Gorky

Module 3: Short Story in Twentieth Century-

Selection from Saki, W. Somerset Maugham, Katharine Mansfeild, Thomas Mann, Franz Kafka, William Faulkner, Ernest Hemingway and Ryunosuke Akutagawa

Module 4: Early Short Story in India-

Selection from Rabindranath Tagore, Prem Chand, Sadat Hasan Manto, Ismat Chughtai, Vaikom Mohammad Basheer and others.

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:
Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.
14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Analyzing Fiction: The Human Condition
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Creative Writing, MA Psychology
4. Level at which the course can be offered: Predoctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long Course
6. Proposed date of launch: Already launched, Launching again in July 2014
7. Course Team: (coordinator, team members etc.): Dr. Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The course falls under the area related to both World Literature in Translation and Themes in Literature. It connects itself to human psychology and existential struggles related to invisible, unknown parts of self. The course in this respect extends itself to interdisciplinarity as it enters into the psychic terrains. Students opting for this course will learn how to analyze fiction and its nuances, they will also benefit, as they will hopefully gather deeper insights into the human psyche.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course looks at a few specific works of fiction that reflect the various facets of the human condition. While it examines the journeys of individuals who struggle to be human despite their own inner compulsions that pull them in contrary directions, it also traverses the journey of individuals as they confront their own marginalization and

grapple with it, in their own specific ways. The course thus observes these twin issues as it goes deep into the psychic and existential journeys of individuals as they face up to their own inner being and also realize the multifaceted realities of human existence.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.)Basic interest in the complexity of human existence and an ability to analyze fiction.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

“Literature is about trying to capture the one or two moments in your life when your heart opened up” – Albert Camus.

The objective of the course is to familiarize the participants with a plethora of human complexities and their expression through a deep understanding of fictional narratives. It is also to sensitize us both to our own unwitting contribution in the creation of subjectivities that experience social and relational marginalities as it is to become a witness to our own inner world as we bear testimony to the complex hidden parts of fictional characters who are but a reflection of our own unknown, unacknowledged parts of self.

The course will broadly examine themes related to beauty and ugliness, ability and disability, the struggle between responsibility and freedom, truth and dishonesty, love and violation, humility and strength, crime and punishment, racism and marginality, ego and the complete annihilation of self, the quest for the spiritual, guilt, atonement and confession, the intense desire to love and the complete inability to love, desire and its complete negation.

Selections will be made from the following list. Only a few of the text, listed below will be taken up for detailed analysis and study. The rest of the text will be analyzed by students during their presentations and in the process of writing term papers.

Reading list:

Toni Morrison, *The Bluest Eye*
Mohan Rakesh, “Miss Paul”
Fyodor Dostoevsky, “The Meek one”
Franz Kafka, “Metamorphosis”
Flaubert, “The Legend of St Julian the Hospitaller” (*Three Tales*)
Qadiryar, “Qissa Puran Bhagat”
Thomas Hardy, *The Mayor of Casterbridge*
J.M. Coetzee, *Disgrace*
Albert Camus, *The Fall*
Andre Gide, *The Immoralist*
Manto, “Thanda Gosh”
Gurdial Singh, *Half Moon Night*
Fyodor Dostoevsky, *Notes from the Underground*

Fyodor Dostoevsky, *Crime and Punishment*
Camus, *The Outsider*
Khaled Hosseini, *The Kite Runner*
Tehmina Durrani, *Blasphemy*
D.H. Lawrence, *Sons and Lovers*
Leo Tolstoy *Anna Karenina*
Rajinder Singh Bedi “Lajwanti”
Mahasweta Devi, “Bayen”

13. Assessment Methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: 20-25 students (ideal)
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Contemporary Indian English Fiction
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Postgraduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
6. Proposed date (semester) of launch: July 2014 (This course has already been offered twice during 2011 and 2012)
7. Course team (coordinator, team members etc): Ms. Sanju Thomas, Dr. Usha Mudiganti
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
MA English programme at AUD seeks to be an inclusive programme which would break away from British canonical literature to look at literatures emerging from other parts of the world. Literature from India forms an important area of study, and therefore, a course on Indian English Fiction is well justified, especially with the success Indian English writers have been enjoying worldwide.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: NA.

10. A brief description of the Course:

Indian English fiction has undeniably attained a grand stature among the literatures of the world. The post-Salman Rushdie era has brought in so much of commercial and critical success to Indian English fiction that it has spurred great ambition and prolific literary activities, with many Indians aspiring to write English fiction! Outside India, Indian English fiction is taken as representative writings from India, though at home the 'Indianness' of Indian English fiction is almost always

questioned. A course in contemporary Indian English fiction will briefly review the history of Indian English fiction tracing it from its colonial origins to the postcolonial times to look at the latest trends, and how they paint the larger picture of India. Themes of nation, culture, politics, identity and gender will be taken up for in-depth analysis and discussions through representative texts. The aim will also be to understand and assess the cross-cultural impact of these writings.

11. Specific requirements on the part of students who can be admitted to this course (Prerequisites or prior knowledge level etc): An interest in fiction
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course aims to trace the history of Indian English fiction from its colonial origins to the postcolonial times. Students will read some seminal texts written by Indian writers in English to analyze the picture of India emerging from these writings. The course will also try to understand the relationship between Indian English writing and other Indian language writings, and also the larger politics behind publishing and international awards.

Indicative Reading List

Some of the following texts might be included. Since the course is on contemporary fiction many more recent novels may be added to the list.

Salman Rushdie, *Midnight's Children*, *Shame*

Arundhati Roy, *The God of Small Things*

Amitav Ghosh, *The Glass Palace*, *The Hungry Tide*

Rupa Bajwa, *The Sari Shop*

Kiran Nagarkar, *Ravan and Eddie*

Mukul Kesavan, *Looking through Glass*

Gita Hariharan, *A Thousand Faces of Night*

Rohinton Mistry, *Such a Long Journey*

Upamanyu Chatterjee, *English August*

Anita Desai, *Fasting, Feasting*

Tarun Tejpal, *The Valley of Masks*

Shashi Tharoor, *The Great Indian Novel*

Cyrus Mistry, *The Radiance of Ashes*

Tabish Khair, *How to Fight Islamist Terror from the Missionary Position*

Jhumpa Lahiri, *The Namesake*

Kiran Desai, *The Inheritance of Loss*

Esther David, *The Walled City*

Aravind Adiga, *The White Tiger*
Manju Kapur, *Custody*
Vikram Seth, *An Equal Music*
Anjana Appachana, *Listening Now*

13. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. Number of students to be admitted: 25-30
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: A good collection of Indian English fiction.

Ms. Sanju Thomas
Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Shakespeare's Many Adaptations: Tragedies
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Post Graduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc): Semester-long course
6. Proposed date (semester) of launch: Monsoon Semester ie. July 2014
(This course was offered in the Monsoon Semester 2012 with some variations. However the proposed course is how the course will be offered in the future.)
7. Course team (coordinator, team members etc): Mr. Sayandeb Chowdhury
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Much of the appeal of William Shakespeare's seemingly inexhaustible power as a playwright lies in some of the most astonishing adaptations of his plays. The course will discuss how his plays have travelled across culture, language and medium, territories, cities and most importantly, languages and how the inherent potency of a Shakespeare play is unlocked in cultures and languages far removed from the original. By bringing together some of his most well-known plays to stand in comparison with some of the most interesting and landmark cinematic adaptations, the course hopes to highlight both older and newer issues that have surfaced in Shakespearean studies over the years: from grand concepts of honour, ambition, filial love, jealousy and madness to the more recent explorations of race, culture, sexuality, identity, gender and property in theatre. Also, the course would understand the politics and poetics of adaptation, elemental film theory and film logic, the language of cinema and how iconic texts perform as visual imagery.

9. Write the categories applicable for the course from those given below: MA discipline course

10. Brief course description:

This course will look into four of the most widely read tragedies by Shakespeare and how they have been adapted for screen. The first module will look at *Macbeth*, along with its adaptations by Akira Kurasawa, Roman Polanski and Vishal Bhardwaj. Module II will take up *Othello* and its adaptations by Orson Welles, George Cuckor and Jayaraaj. Module III will study *King Lear* with notable adaptations by Jean-Luc Godard, Peter Brooke and Grigori Kozintsev while Module IV will discuss the various adaptations of *Hamlet* by Micheal Almereyda, Tom Stoppard and Celestino Colorado.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Interest in the appeal and critical understanding of literature and cinema. The students must at least know how to enjoy literature, have some reading of contemporary literature and take a keen interest in the cultural reception of literature.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course, while highlighting the Shakespearean oeuvre, would go beyond and look at the many issues that inform adaptations, cinema and how they in return engage with one of the world's talismanic playwrights.

Primary Reading List:

William Shakespeare's *Macbeth* (Arden)
William Shakespeare's *Othello* (Arden)
William Shakespeare's *King Lear* (Arden)
William Shakespeare's *Hamlet* (Arden)

Primary Filmography

Akira Kurasawa's *Throne of Blood*
Roman Polanski's *Macbeth*
Vishal Bhardwaj's *Maqbool*
Orson Welles' *Othello*,
George Cukor's *A Double Life*
Jayaraaj's *Kaliyattam*
Jean-Luc Godard's *King Lear*,
Grigori Kozintsev's *King Lear*

Peter Brooke's *King Lear*
Micheal Almereyda's *Hamlet*
Celestino Colorado's *Hamlet*
Tom Stoppard's *Rosencrantz and Guildenstern are Dead*

Secondary Readings

- Davies, Anthony: *Filming Shakespeare's plays: the adaptations of Laurence Olivier, Orson Welles, Peter Brook, and Akira Kurosawa*. 1988.
- Kenneth S Rothwell: *A History of Shakespeare on Screen: A Century Of Film And Television*, 2004.
- Kenneth S. Rothwell: *Shakespeare on Screen*, Cambridge UP, 1990.
- Anderegg, Michael: *Orson Welles, Shakespeare, and Popular Culture*. Columbia UP, 1999
- Béchervaise, Neil E. et al, eds: *Shakespeare on Celluloid*, St Clair, 1999.
- Buchman, Lorne M. *Still in Movement: Shakespeare on Screen*. Oxford UP, 1991.
- Buhler, Stephen: *M. Shakespeare in the Cinema: Ocular Proof*. Albany: 2002
- Burt, Richard: *Shakespeare after Mass Media: A Cultural Studies Reader*. Palgrave, 2002
- Cartmell, Deborah: *Interpreting Shakespeare on Screen*. Macmillan, 2000.
- Corrigan Timothy: *Film and Literature: An Introduction and Reader*, Routledge, 2nd Edition, 2012, Paperback
- Anthony Davies & Stanley Wells, eds. *Shakespeare and the Moving Image: The Plays on Film and Television*. Cambridge: Cambridge UP, 1994
- Grazia, Margreta de, and Stanley Wells, eds. *The Cambridge Companion to Shakespeare*. Cambridge: Cambridge UP, 2001.
- Henderson, Diane E: *Concise Companion to Shakespeare on Screen*, Blackwell; 2007
- Howlett, Kathy M: *Framing Shakespeare on Film*. Athens: Ohio UP, 2000.
- Jackson, Russell, ed: *The Cambridge Companion to Shakespeare on Film*. CUP 2000.
- Kliman, Bernice W. *Macbeth*. Manchester UP, 2004. (Shakespeare in Performance)
- Virginia M Vaughan: *The Tempest*, Man UP, 2011 (Shakespeare in Performance)
- Alexander Leggatt: *King Lear*, Manchester UP, 2005 (Shakespeare in Performance)
- Lois Potter, *Othello*, Manchester UP, 2002 (Shakespeare in Performance)
- Shaughnessy, Robert, ed: *Shakespeare on Film*. Macmillan; New York: 1998
- Mark Thornton Burnett: *Shakespeare and World Cinema* Cambridge UP, 2013
- Mark Thornton Burnett: *Filming Shakespeare in the Global Marketplace*, Palgrave, 2007.

16. Assessment methodology:

Response Paper: 20%, Film/textual analysis: 20%, Group Presentation on Adaptations of Other Shakespeare plays: 20 %, Class participation: 10%, End-term/term paper: 30%

17. Proposed enrolment ceiling (max. number of students to be admitted): 20-25

18. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Original DVDs/Blue Rays of movies, primary and secondary texts, books related to the subject and most critically, high-end audio-visual equipment.

Mr. Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Lost Generation: American Literature Between the World Wars
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course: NA
6. Proposed date of launch: Already launched in January 2013, to be launched again in July 2014.
7. Course Team: (coordinator, team members etc.) Dr. Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course focuses on the ways in which literary works represented the changes in a particular society. It is hoped that the student will learn to appreciate the transactions between literature and society in the forming of a civilization.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

America's decision to join the Allied Nations in World War I in 1917 led to radical changes in American society. A largely agrarian nation found itself in the midst

of international affairs. Its involvement in the war changed the social, political and cultural life of the nation. The literature written during this period reflects the conflicts and confusions that formed the modern America. This course will attempt to examine the ways in which literature grappled with the changes in American society. Through a detailed reading of a few literary texts, we will attempt to understand the difficult coming of age of the American nation.

Primary Reading List:

Novels:

Hemingway, Ernest. *The Sun Also Rises* (1925).

Fitzgerald, F Scott. *Tender is the Night* (1934).

Wright, Richard. *Native Son*.

Hurston, Zora Neale. *Their Eyes Were Watching God*.

Anderson, Sherwood. *Many Marriages*.

Faulkner, William. *The Sound and The Fury*.

Fitzgerald, F Scott. *The Great Gatsby*.

Hemingway, Ernest. *A Farewell to Arms*.

Steinbeck, John. *Grapes of Wrath*.

Wharton, Edith. *Age of Innocence*.

Toomer, Jean. *Cane*.

Wilder, Thornton. *The Bridge of San Luis Rey*.

Miller, Henry. *Tropic of Cancer*.

Lewis, Sinclair. *Babbitt*.

Nin, Anais. *Winter of Artifice*.

McKay, Claude. *Home to Harlem*.

Passos, John Don. *Three Soldiers*.

Saroyan, William. *The Daring Youngman on the Flying Trapeze*

Stein Gertrude, *Three Lives*.

Barnes, Djuna. *Nightwood*.

Non-Fiction:

Lewis, Sinclair. The Nobel Address: "The Fear of Literature" (1930)

Hurston, Zora Neale. "How It Feels to Be Colored Me" (1928)

Short-stories:

Faulkner, William. "The Bear".

Porter, Katherine Ann. "Flowering Judas".

Singer, Isaac Baashevis. "The Destruction of Kreschev".

Welty, Eudora. "Why I Live at the P. O.".

Poems:

Frost, Robert. "Fire and Ice" (1923), and "Two Tramps in Mud Time" (1936).

Lowell, Amy. "New Heavens for Old" (1927).

Taggard, Genevieve. "At Last the Women Are Mourning" (1935), and "Mill Town" (1935).

Hansom, John Rowe. "Here Lies a Lady" (1924).

Pound, Ezra. "A Pact" (1913, 1916), "In a Station of the Metro" (1913, 1916), and "Hugh Selwyn Mauberly" (1920).

Crane, Hart.

Williams, William Carlos. "The Widow's Lament in Springtime" (1921), "The Red Wheelbarrow" (1923), "The Wind Increases" (1930, 1934).

Stevens, Wallace. "The Death of a Soldier" (1931), and "A Postcard from Volcano" (1936).

Hughes, Langston. "Mother to Son" (1922, 1926), and "The Weary Blues" (1932) and "Mulatto" (1927).

Supplementary Reading:

Wilson, Woodrow. "'Fourteen Points' Address" (1918).

Mencken, H L. "Preface to *The American Language*" (1919).

Hoover, Herbert. "On American Individualism" (1928).

Babbitt, Irving. "The Critic and American Life" (1932).

Roosevelt, Franklin D. "First Inaugural Address" (1933).

Williams, William Carlos. "A Note on Poetry" (1938).

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
13. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
14. No. of students to be admitted: 30 – 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, films and documentaries on American literature between the World Wars.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Postcolonial Theory & Practice
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Postgraduate
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
6. Proposed date (semester) of launch: July 2014 (The course was taught in the previous semester July 2012)
7. Course team (coordinator, team members etc): Dr. Vikram Singh Thakur
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The course is designed to introduce students to postcolonial theory. As the MA English program at AUD aims to introduce students to literatures other than British and American, this course will focus on literatures written by once colonized countries. The course will help students to theorize postcolonial literatures. The course will also benefit students by connecting them to contemporary realities that may be of immediate relevance to them.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional

10. A brief description of the Course:

The course aims to introduce students to some of the major issues and themes of postcolonial theory. The course may revolve around the following themes: colonialism, imperialism, language, hybridity and mimicry, cultural identity, diaspora, representation, resistance and decolonization. As the title of the course suggests, the course aims not only to introduce students to these theoretical concepts but also make them examine various

literary and cultural texts using these critical concepts. A range of literary, cultural and theoretical texts from Asia, Africa and the Caribbean may be included. Among various postcolonial writers whose literary works have influenced postcolonial writing the course may include works of writers like Jean Rhys, Derek Walcott, Louise Bennet and Aime Cesaire.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):No prerequisites
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

As the name suggests the course aims to introduce students to postcolonial theory and literatures. The course tries to explore the historical relationships of power and domination in the colonial and neo-colonial world through the study of literature and culture. The course will introduce the students to some of the major issues and themes in postcolonial theory and literatures like decolonization, language, canon, hybridity, cultural identity, diaspora, representation and resistance. Following is the list of modules and readings.

Modules and Readings

Following modules and readings may be taken up for detailed study

Introducing the Colonial/Post(-)colonial:

Ania Loomba, From “Situating Colonial and Postcolonial Studies”,
Colonialism/Postcolonialism

Jyotsna Singh, “Different Shakespeares: The Bard in Colonial/Postcolonial India”

Decolonizing the Mind, Canon and Language:

Gauri Viswanathan, “The Beginnings of English Literary Study in India”

NgugiwaThing’o, “The Quest for Relevance”, *Decolonising the Mind*

Edward Kamau Brathwaite, “Nation Language”

Select Poetry of Kamala Das and Louise Bennet

Aime Cesaire, *A Tempest*

Hybridity and Diaspora:

Stuart Hall, “Cultural Identity and Diaspora”, *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia

Homi K. Bhabha, “Signs Taken for Wonders”

Deepa Mehta, *Mississippi Masala*

Vassanji, From *Uhru Street*

Representation and Resistance:

Edward Said, "Introduction", *Orientalism*

Helen Tiffin, "Post-colonial Literatures and Counter-discourse"

Jenny Sharpe, "Figures of Colonial Resistance"

Jean Rhys, *Wide Sargasso Sea*

13. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: 25-30
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: Interest in literary and cultural theory

Dr. Vikram Singh Thakur

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literatures of Africa
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Regular, Semester-long course
6. Proposed date of launch: January 2015
7. Course Team: (coordinator, team members etc.) Ms. Bhoomika Meiling
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course links with AUD's vision of exploring newer literatures and deviating from the fixed path created by the canon. This course also seeks to understand the historical processes of colonization and decolonization through a reading of the texts belonging to both these phases in Africa. It expects to engage students with the reasons, extent and repercussions of racial exploitation of the natives of Africa through assorted pedagogical methods.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional course in MA English open to all other MA students.
10. A brief description of the Course:

This course focuses on colonial and post-colonial writings which emerged from different African colonies and nations in the twentieth century. It invites student to

grapple with issues of gender, race, ethnicity, language and decolonization through a reading of works which respond and react to racial subjugation, exploitation and even erasure faced by the people of Africa over the last four centuries. An attempt would be made to survey some representative texts from Africa written in the recent past in English or in translation.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
The course will proceed with an in-class analysis of some texts chosen out of the following *indicative* list. In addition to these, students will choose one text for themselves out of the same list and prepare presentations and terms papers on it. By the end of the course, students are expected to be able to draw connections between the content of the novels, the history of decolonization and the ideologies which have generally shaped African literature.

Aime Cesaire- Selected Poems

Alan Paton- *Cry, the Beloved Country*

Alex La Guma- *A Walk in the Night*

Ama Ata Aidoo- Selected Poems

Amos Tutuola- *The Palm-wine Drinkard*

Ayi Kwei Armah- *The Beautiful Ones Are Not Yet Born*

Ben Okri- *The Famished Road*

Bessie Head- *Maru*

Buchi Emecheta- *Naira Power, In the Ditch*

Chimamanda Ngozi Adichie- *Half of A Yellow Sun*

Chinua Achebe- *Things Fall Apart, Anthills of Savannah, A Man of the People`*

Flora Nwapa- *Efuru, This is Lagos and Other Stories*

Frantz Fanon- *Black Skin, White Masks, The Wretched of the Earth*

J.M. Coetzee- *Disgrace*

Leopold Senghor- Selected Poems

Nadine Gordimer- *My Son's Story*

Naguib Mahfouz- *The Beginning and the End*

Ngugi wa Thiong'o- *I Will Marry When I Want, The Trail of Dedan Kimathi, Petals of Blood, Weep not Child, Matigari*

Okot P'Bitek- *Song of Lawino, Song of Ocol*

Ousmane Sambene- *God's Bits of Wood, Xala*

Tsitsi Dangarembga- *Nervous Conditions*

Wole Soyinka- *A Man of the Forests*

Yvonne Vera- *Butterfly Burning*

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:

Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: European Cinema and the exploration of the Human Psyche
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Film Studies, MA Psychology
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long course
6. Proposed date of launch: Will be decided keeping in purview other MA English Courses
7. Course Team: (coordinator, team members etc.): Dr. Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The course is an interdisciplinary course. It analyzes the connection between psychoanalysis and cinema. One of the significant areas that the MA English Programme attempts to explore is the relationship between literature and other related art forms. It is within this area of convergences, parallels and overlaps between literature and cinema, that this course will find its interface. The course will be beneficial to students who wish to pursue their interest in European cinema and how it has deeply delved into the human psyche.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

This course looks at how European cinema has deep connections with the human psyche and how it has engaged with the invisible undercurrents that govern and shape our existence in very subtle modes, beyond the realm of the comprehensible.

11. Specific Requirements on the part of student's who can be admitted to this course: (Pre requisites or prior knowledge level etc.): Interest in psychoanalysis and cinema
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This course will deal with films from the early twentieth century till the nineteen eighties. It will undertake an in-depth analysis of some of the films like Luis Bunuel and Salvador Dali *Un Chien Andalou* (1929) which explores themes related to the omnipotence of desire, Federico Fellini's *Eight And A Half* (1962), a film that interweaves the past, present and future and through this, creates a thinking process within the mind of the artist himself, similarly Andrei Tarkovsky *The Sacrifice* (1986) is a film about a man who recognizes that the meaning of existence lies above all in the fight against the evil within ourselves, the film deals with the inner journey of the protagonist, who in his quest for a spiritual perfection, almost crosses the threshold of sanity, Robert Wiene's *The Cabinet of Dr. Caligari* (1919) stresses on the dark arena of human dread, terror and anxiety and explores themes related to the unknown areas of the human psyche, especially those parts of oneself that are hidden from one's own self, Ingmar Bergman's *Wild Strawberries* (1957) intermingles the past with the present, until we realize in Maria Wine's words, as Bergman himself says that one sleeps in one's childhood's shoe, Dreyer's *The Passion of Joan of Arc*, though a classic based on the historical trial of Joan Of Arc, yet the film deals with the abstract probing into the psyche of the characters through rapid 'close-ups', Michaelangelo Antonioni *The Red Desert* (1964) is a film about the inner subjectivity of its central character, a psychologically 'disturbed' woman in quest of her own inner self, the film explores her subjectivity through recurrent dream sequences, Alain Resnais *Hiroshima Mon Amour* (1959), a poetic film deals with the integration of the past and the present, of memory and oblivion, of Nevers and Hiroshima, of personal and universal tragedy as perceived through the minds of its central characters. Passolini's *Oedipus Rex*, marvellously manifests the trauma of the protagonist mainly through the technique of sound and the visuals of the barren landscapes.

The course will undertake an in-depth analysis of the selected films. Besides screening the films, the course will analyze special selected shots and will undertake detailed discussions regarding the use of camera, sound, point of view and other related techniques and will discuss as to how the Director through specific techniques reveals the inner working of the human mind. A few articles related to cinema will be analysed.

Besides this, a few psychoanalytical concepts will be introduced to the students as key concepts to understand the basic themes and characters in the films.

The objective of the course is to help inculcate the basics of film appreciation in the students as well as to help them develop deep psychoanalytical insights into literature and cinema and to understand the connection between literature, cinema and the human mind.

The course will undertake an in-depth analysis of seven films from the list given below:

Alain Resnais, *Hiroshima Mon Amour* (1959) France
Michaelangelo Antonioni, *The Red Desert* (1964) Italy
Federico Fellini, *Eight And A Half* (1962) Italy
Ingmar Bergman, *Wild Strawberries* (1957) Sweden
Carl Theodore Dreyer, *The Passion of Joan of Arc* (1928) France
Andrei Tarkovsky, *The Sacrifice* (1986) Sweden/France
Luis Bunuel and Salvador Dali, *Un Chien Andalou* (1929) France
Pier Paolo Pasolini, *Oedipus Rex* (1967) Italy
Rainer Werner Fassbinder, *In a Year with Thirteen Moons* (1978) Germany
Robert Wiene, *The Cabinet of Dr. Caligari* (1919) Germany
Michelangelo Antonioni, *Il Grido* (1957) Italy
Fritz Lang, *M* (1931) Austria

Indicative Reading List:

Freddy Bauche, *The Cinema of Luis Bunuel*
Fellini on Fellini
Ted Perry, *Film Guide to Eight and a Half*
Siegfried Kraucer, *From Caligari to Hitler: A Psychological Study of the German Film*
Donald Skoller, *Dryer In Double Reflection*
Raymond Skoller, *Speaking of the Language of Desire*
Andre Bazin, *What is Cinema*
Sergei Eisenstein, *The Film Sense, The Film Form*
Christian Metz, *Film Language*
Lotte H Eisner, *The Haunted Screen*
Bergman on Bergman
Robert Katz and Peter Berling, *Love is Colder than Death: The Life and Work of Rainer Werner Fassbinder*
Mark Le Fanu, *The Cinema of Andrei Tarkovsky*
Paul Schrader, *Transcendental Style in Film*
Braudy and Dickstein, *Great Directors: A Critical Anthology*
Seymore, *Antonioni of the Surface of the World*
Marguerite Duras, *Hiroshima Mon Amour* (script)

James Monaco, *Alain Resnais*

Roy Armes, *The Cinema of Alain Resnais*

Dictionary of Psychoanalytical Key concepts

Several articles related to psychoanalysis will constitute a core of the readings associated with the course (This course is non modular and hence cannot be divided into modules)

13. Assessment Methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: (a group of 25 students will be ideal)
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: LCD Projector and Speakers in the class room

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Text and Textiles
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA in English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters Level
5. If it is a stand-alone course, how can it be scheduled? (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
Semester-long, regular course
6. Proposed date of launch: January 2015
7. Course Team: (coordinator, team members etc.): Ms. Juhi Rituparna
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course attempts to understand the politics of dress and fashion and uncover said politics hidden in the layers of literary texts and subtexts. Women's dress and the politics of sexuality will be central to the course. Students will be able to critically diagnose the subtle discourse of dress embedded within the English novels especially of the nineteenth century. They will be able to connect identity, subjectivity, respectability and sexuality within the skins of texts and textiles.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional course in MA English
10. A brief description of the Course:

Dress is a complex decorative art and an important aspect of self-representation. It is the most prominent form of visual articulation of one's socio-economic status, identity, subjectivity, culture and nationality. Dress is a language - an ideological signifying system - through which one writes the narrative one wishes to disseminate. It is at once a

highly individual and personal action, and an openly social and public endeavor; for, one wears clothes in order to be able to appear in public, and what one wears is qualified by the geographical location and social setting. Yet, it is also a purely functional activity. A dress is necessary article of everyday life that is universal to all cultures, and is governed by socially structured codes and conduct. This course seeks to look at the politics of dress – both as a personal and as a public marker of identity – in literature down the ages, but with a special lens pointed toward the Victorian era in the English novel.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) No Prerequisites

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

While the course is such that any text can be studied with the critical focus on the politics of clothes and the body, readings for the course might be chosen from the following *indicative* reading list:

Catherine Spooner, *Fashioning Gothic Bodies*

Charles Dickens, *Great Expectations*

Charlotte Bronte, *Jane Eyre*

---, *Villette*

Clair Hughes, *Dressed in Fiction*

---, *Henry James and the Art of Dress*

Cynthia G. Kuhn, *Self-fashioning In Margaret Atwood's Fiction: Dress, Culture, and Identity*

Cynthia G. Kuhn and Cindy L. Carlson, *Styling Texts: Dress and Fashion in Literature*

Elizabeth Gaskell, *Mary Barton*

Elizabeth Rigby, *Music and the Art of Dress*

George Eliot, *The Mill on the Floss*

---, *Middlemarch*

George Moore, "The Singular Life of Albert Nobbs" (Short Story and Film)

James Cameron's *Titanic* (Film)

Jane Austen, *Mansfield Park*

---, *Pride and Prejudice*

Joanne Entwistle and Elizabeth Wilson, eds. *Body Dressing*

Lars Svendsen, *Fashion: A Philosophy*

Malcolm Barnard, *Fashion Theory: A Reader*

Marcus Ewert, *10,000 Dresses*

Margaret Mitchell, *Gone With the Wind*

Nathaniel Hawthorne, *The Scarlet Letter*

Rabindranath Tagore, *Chokher Bali*

Roland Barthes, *The Fashion System*

---, *The Language of Fashion*

William Makepeace Thackeray, *Vanity Fair*

William Shakespeare, *As You Like It*

---, *The Merchant of Venice*

---, *Twelfth Night*

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:

Assessment for the course may include Class Participation, Project Presentation, Mid-semester Examination, Term paper, and End-semester Examination.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Juhi Rituparna

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: English: Structure and Practices
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters Level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) : Semester-long, regular course
6. Proposed date of launch: Launched in January 2013, to be launched again in January 2015
7. Course Team: (coordinator, team members etc.): Dr. M. Murali Krishna
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The Graduate Programme in English at Ambedkar University seeks to introduce students to various aspects of the study of literature, in that the compulsory courses of the programme are designed with a view to introduce students to fundamental concepts and developments in the study of literature and English language. The present course viz. “English: Structure and Practices” falls under core compulsory courses of the M.A. English programme. This course will help students understand the underlying linguistic structure and the literary styles embedded in literary texts.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: MA English

10. A brief description of the Course:

This course will introduce students to the structure, the diverse forms and uses of English. It will enable students to understand and analyse the constitutive elements of the spoken and written forms of English and the language of literary texts. It will equip them with the necessary skills and tools required in the systematic study of language and literature. The basic literary stylistic concepts such as metre and rhythm, genre, narrative structure, interpretation and point of view will be studied in conjunction with the theory of language.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Some of the key linguistic concepts that define and shape the structure of modern English will be studied alongside the theory of literature. The course will explore the interconnectedness between theory of language and theory of literature. This course will enable students to perceive the underlying features of both written and spoken forms of English language.

Module 1: Phonetics

International Phonetic Alphabet (IPA)
Diphthongs, Monophthongs
Homophones and Homographs
Accent and Intonation

Module 2: Phonology

Phoneme, Minimal Pair and Allophones
Segmental and Suprasegmental Phonology

Module 3: Morphology

Morphemes, Lexemes and allomorphs
Morphological Process

Word Formation

Module 4: Syntax

Syntactic Categories

Syntactic Process

Syntactic Analysis

Module 5: Semantics and Pragmatics

Semantic Theories

Levels of Meaning: lexical and grammatical meaning

Presupposition, Entailment and Implicature

Speech Act Theory

Module 6: Web of English

Language, Dialect, Pidgin, Creole, Slang

Code Switching and Lingua Franca

British English and Indian English

American English and African American English

Module 7: Stylistics

Elements of Style

Metre and Rhythm, Genre

Narrative Structure, Interpretation

Points of View

Narrative Theory

13. Assessment Methodology:

Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

M. Murali Krishna

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: An Introduction to Translation Studies: Theory and Practice
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme in English, MA Creative Writing
4. Level at which the course can be offered: Pre-doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: January 2015 (The course was launched in August 2011)
7. Course Team: (coordinator, team members etc.) Ms. Sanju Thomas, Ms. Bhoomika Meiling.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is designed to provide knowledge and critical tools that will overlap with other courses in the MA English Programme and, should students so wish, to explore Translation Studies in greater depth through further optional courses offered in following MA semesters. Further, this course has a broad framework as it is envisaged that the issues raised in this course will be of interest to MA students of other related humanities disciplines in the School of Liberal Studies.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

This MA course will introduce students to principal aspects in the theory and practice of translation. The course will provide students with an overview of Translation Studies as a discipline as well as an understanding of how translation practice is shaped by theory. Students will be made familiar with principal translation notions and learn to identify and critique what are termed 'translation problems' (for example, 'Equivalence and Compensation,' 'Thick translation,' 'Foreignising and Domesticating' translations etc.). They will be introduced to the different types and methods of translations, including the processes and procedures for translating literary texts. The course will further situate translation as social practice, where taking into account the role and politics of the translator will involve considering related areas of identity politics in cross-cultural communications, such as gender-conscious strategies of translation practice and Postcolonial approaches to translation.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) Working knowledge of one more Indian language other than English

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

At the end of the course students will have an overview of Translation Studies as a discipline, and will be able to identify and critique various translation terms and notions. They will also be able to appreciate the process of translation through some practical work they will do in class.

Indicative reading list:

Bassnett-McGuire, Susan. 1980. *Translation Studies*. London: Methuen.

Robinson, Douglas. ed. (1997) *Western Translation Theory: From Herodotus to Nietzsche*. Manchester: St. Jerome Publishing.

Tymoczko, Maria (2010) 'Western Metaphorical Discourses Implicit in Translation Studies,' in *Thinking Through Translation with Metaphors*, ed. James St. Andre, Manchester: St. Jerome Publishing.

Hermans, Theo. 2007. *The Conference of Tongues*. Manchester and Kinkerhook: St. Jerome Publishing.

Appiah, K.A. (2000) 'Thick Translation,' *The Translation Studies Reader*, ed. Lawrence Venuti, London, New York: Routledge: 417-429.

Venuti, (1995) *The Translator's Invisibility: A History of Translation*. London: Routledge.

- Venuti, L. (1993) 'Translation as cultural politics: Regimes of domestication in English' *Textual Practice* 7: 208-23.
- Tymoczko, Maria (2000) 'Translation and Political Engagement. Activism, Social Change and the Role of Translation in Geopolitical Shifts.' *The Translator* 6 (1): 23-47.
- Even-Zohar Itamar (1978) 'The position of translated literature within the literary polysystem.' In James Holmes, Jose Mabert and Raymond van den Broek eds. *Literature and Translation*. Leuven: ACCO.
- Hermans, Theo. (1999) *Translation in Systems: Descriptive and System-oriented Approaches Explained*. Manchester: St. Jerome Publishing.
- Pym, Anthony. (1998) "Okay, So How Are Translation Norms Negotiated? A Question for Gideon Toury and Theo Hermans," *Current Issues in Language and Society* 5(1): 107–13.
- Toury, Gideon.(1995) *Descriptive Translation Studies and Beyond*. Amsterdam; Philadelphia: J. Benjamins Pub.
- Tymoczko, Maria and Edward Gentzler (eds) (2002) *Translation and Power*, Amherst and Boston: University of Massachusetts Press.
- Robinson, Douglas. 1996. *Translation and Taboo*. Illinois: Northern Illinois University Press.
- Bassnett-McGuire, Susan, and André Lefevere, eds. 1990.*Translation, History and Culture*. London and New York: Pinter Publishers.
- Dirks, Nicholas, 1996. "The Conversion of Caste: Location, Translation, and Appropriation." *Conversion to Modernities: The Globalization of Christianity*. Eds. Peter van der Veer. New York and London: Routledge.
- Spivak, G. (2007) 'Translation as Culture,' in *Translation-Reflections, Refractions, Transformations*. Ed. Paul St. Pierre and P.C. Kar, Amsterdam, Philadelphia: Benjamins.
- Trivedi, Harish. (2007) 'Translating Culture vs. Cultural Translation,' in *Translation-Reflections, Refractions, Transformations*. Ed. Paul St. Pierre and P.C. Kar, Amsterdam, Philadelphia: Benjamins.
- Bassnett-McGuire Susan, and Harish Trivedi, eds. (1999) *Post-colonial Translation: Theory and Practice*. London, New York: Routledge.
- Robinson, D. (1997) *Translation and empire. Postcolonial theories explained*. Manchester, U.K.: St Jerome Publishers.

- Simon, Sherry and Paul St. Pierre, eds. (2000) *Changing the Terms: Translating in the Postcolonial Era*. Ottawa: University of Ottawa Press.
- Trivedi, Harish. (1995) *Colonial Transactions: English Literature in India*. Manchester: Manchester University Press. [some chapters from Part 1 might fit here but other chapters in other sections below].
- Niranjana, Tejaswani, (1992) *Siting Translation: History, Post-structuralism and the Colonial Context*. Berkeley: University of California Press.
- Rafael, Vicente L. (1988) *Contracting Colonialism: Translating and Christian Conversion in Tagalog Society under Early Spanish Rule*. Ithaca: Cornell University Press.
- Simon, Sherry. (1996) *Gender in Translation: Cultural Identity and the Politics of Transmission*. London, New York: Routledge.
- Sharma, Sunil. (2009) 'Translating Gender.' *The Translator*, Special Issue on Nation and Translation in the Middle East. Ed. Samah Selim, St. Jerome, 15 (1): 87-103.
- Chaudhari, Sukanta (2006) 'Translation, Transcreation, Travesty: Two Models of Translation in Bengali Literature.' In Theo Hermans ed *Translating Others I*. Manchester: St Jerome: 247-256.
- Gopinathan, G. (2006) 'Translation, Transcreation and Culture: Theories of Translation in Indian Languages.' In Theo Hermans ed *Translating Others I*. Manchester: St Jerome: 236-246.
- Trivedi, Harish. (2006) 'In our Own Time, On Our Own Terms: "Translation" in India.' In Theo Hermans ed. *Translating Others I*. Manchester: St Jerome: 102-119.
- Ramanujan, A.K. (1991) 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation' in *Many Ramayanas: The diversity of a Narrative Tradition in South Asia*. Ed. Paula Richman, Berkeley, Los Angeles: University of California, 22-49.
- Richman, Paul (1991) *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. Berkeley, Los Angeles: University of California.
- Basu, Tapan (2002) *Translating Caste: Stories, Essays and Criticism*. New Delhi: Katha.
- Israel, Hephzibah. 2006. "Cutchery Tamil versus Pure Tamil: Contesting Language Use in the early Nineteenth-century Protestant Tamil Community." *The Postcolonial Biblical Reader*. Ed. R. S. Sugirtharajah. Blackwell: 269-83.
- Mukherjee, Sujit. 1981. *Translation as Discovery: And Other Essays on Indian Literature in English Translation*. New Delhi: Allied Publishers.

Steiner, George. 1975. *After Babel: Aspects of Language and Translation*. London: Oxford University Press.

Venuti, Lawrence. 2000. *The Translation Studies Reader*. London: Routledge.

13. Assessment Methodology: Continuous assessment which may include mid-semester test, presentation, written assignment and end semester exam.
14. No. of students to be admitted: 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books

Ms. Sanju Thomas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Woman Question in Anglo- American Literature
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course: NA
6. Proposed date of launch January 2015
7. Course Team: (coordinator, team members etc.) Dr. Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course focuses on the literary debates that led to the origins of Women's struggle for freedom from constricting gender roles. By discussing the origins of the Women's Movement, the course hopes to sensitize students to the struggle that led to greater equity for women.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course will attempt to trace the changes in the perceptions of womanhood in the Anglo-American nations during the late- nineteenth and early twentieth centuries. The changes in Victorian society owing to new developments in science and technology included a re-examining of the cultural norms of that society. These changes sparked discussions and debates about the role of women in the family and in society. This was called the Woman Question by Victorians. The Woman Question encompassed discussions on the role of women in families, social duties, and legal rights. These issues were taken up in literary texts of the period, both in Britain and America. A few texts that engage with the Woman Question will be read in this course.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Tentative Reading List

Primary Texts

Bronte, Charlotte. *Jane Eyre*.

Bronte, Emily. *Wuthering Heights*.

Chopin, Kate. *The Awakening*.

Dickens, Charles. *Dombey and Son*.

Dickens, Charles. *Hard Times*.

Eliot, George. *Middlemarch*.

Eliot, George. *Silas Marner*.

Gaskell, Elizabeth. *Cranford*.

Gaskell, Elizabeth. *Wives and Daughters*.

Gilman, Charlotte Perkins. *The Yellow Wallpaper*

Hardy, Thomas. *Tess of the D'Urbervilles*.

Hardy, Thomas. *Jude the Obscure*.

James, Henry. *Daisy Miller*.

James, Henry. *Portrait of a Lady*.

Lawrence, D. H. *The Rainbow*.

Wharton, Edith. *Summer*.

Woolf, Virginia. *Mrs. Dalloway*.

Excerpts from Fuller, Margaret. *Woman in the Nineteenth Century*.

Oliphant, Margaret. "The Anti Marriage League". *Balckwood Magazine*. January 1896. 135- 149.

The journalistic writing of Frances Power Cobbe

Supplementary Readings

Armstrong, Nancy. "The Rise of the Domestic Woman". *The Ideology of Conduct*.

Auerbach, Nina. "Magi and Maidens: The Romance of the Victorian Freud". *Critical Inquiry*. 8:2, Winter 1981, 281-300.

Degler, Carl. "What Ought to Be and What Was: Women's Sexuality in Nineteenth Century". *American Quarterly*. 79. 4. December 1974. 1467 – 1490.

Foucault, Michel. *The History of Sexuality: An Introduction*. Trans. Robert Hurley, New York: Vintage Books; Random House Inc., 1990.

Gallagher, Catherine. "Nobody's Credit: Fiction, Gender and Authorial Property in the Career of Charlotte Lennox". *Nobody's Story: The Vanishing Acts of Women Writers in the Market Place 1670 – 1820*. California: University of California Press, 1994. 145 – 180.

Harris, Jose. "The Victorian Family". *Private Lives Public Spirit: A Social History of Britain 1870 – 1914*. Oxford: OUP, 1993. 61 – 95.

Parkman, Francis. "The Woman Question Again". *North American Review*. Vol 0130 Issue 278, January 1880.

Stage, Sarah J. "Out of the Attic: Studies of Victorian Sexuality". *American Quarterly*. 27. 4. October 1975. 480 – 485.

Woolf, Virginia. "Professions for Women". *Collected Essays*. Vol. II. London: The Hogarth Press, 1972. 284 – 289.

Wollstonecraft, Mary. *A Vindication of the Rights of Woman: with Stricture on Political and Moral Subjects*. 1792.

13. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
14. No. of students to be admitted: 30 - 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, films and documentaries on Women's Studies.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

16. Title of the Course: Radical Poetry of Protest and Resistance

17. Name of the School/Centre proposing the course: MA English

18. Programme(s) which this course can be a part of: MA English, MA History

19. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters

20. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long course

21. Proposed date of launch: Will be decided in coordination with other English Courses

22. Course Team: (coordinator, team members etc.): Diamond Oberoi Vahali

23. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

As the courses are also designed to familiarize the students with the major genres of literature in English such as epic, drama, poetry, novel, novella, short story, non-fiction, song, lyric and film, this course will familiarize the students to the specific genre of poetry and music. Keeping in view AUD's concern with margins and resistance, this course will celebrate protest and depict its varied manifestations. Students opting for this course will not only be able to appreciate the domain of protest and resistance but will be able to problematise as well as contextualize protest within the larger historical and political domains.

24. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
25. A brief description of the Course: This course is designed to introduce students to the radical poetry of protest across various countries and across the boundaries of time. This course aims to historicize as well as contextualize the poetry of resistance and protest.
26. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): Basic interest and an ability to analyze poetry.
27. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course is designed to introduce students to the radical poetry of protest across various countries and across the boundaries of time. This course aims to historicize as well as contextualize the poetry of resistance and protest. While the broad theme of the course is related to all forms of protest and resistance, the poems in this course will bring to the fore resistance to issues related to the divisive categories of class, caste, race, nation, state, war, patriarchy, heterosexuality, religion, communalism, sanity and normalcy and will analyze as to how literature and in this case poetry and music have the strength to form and create a counter hegemonic culture that subtly destroys from within the discourses of power in their varied manifestations. While the course will celebrate protest and resistance, it will also in the process problematize them.

Protest and resistance have always existed. Whenever there has been repression, whether overt or subtle, the voice of protest has always been heard, sometimes in muffled whispers and sometimes in the form of collective protest and mass resistance. This course aims to historicize as well as contextualize the poetry of resistance and protest. While analyzing the poems an attempt will be made to offer a brief background to the history and context in which the poem was written and an attempt will be made to situate the poems (where ever required) within the socio-political background of several radical movements. The focus of the course primarily will be related to poems but a few selected songs will also be included.

Indicative Reading List

Only a few of the poems/songs listed below will be analyzed in detail, the remaining poems/songs will be analyzed by students during the course of their presentations.

Poems

Alice Walker, "When Golda Meir was in Africa"
Marge Piercy, "The Rape Poem"
Pablo Neruda, "Letter on the Road"
Claude McKay, "If We Must Die"
W. S. D. Du Bois, "An ABC of Color"
Walt Whitman, "Song of the Open Road"
Faiz Ahmed Faiz, "We will See"
Wilfred Owen, "Dulce et Decorum Est"
Avtar Singh Pash, "Ominous"
Margaret Atwood, "Reincarnation of Captain Cook"
Allen Ginsberg, "Howl"
Kumar Vikal, "Children of Dangerous Times"
Nazim Hikmet, "Angina Pectoris"
Wole Soyinka, "Telephone Conversation"
Kamla Das, "My Grandmother's House"
Brecht, "The Burning of Books", "The Shopper"
Dhoomal, "Twenty years after Independence"
Selections from Bhakti and Sufi poetry (Kabir, Bulle Shah, Meera)
Shiv Kumar Bhatalvi, selections from "Luna"
Maya Angelou, "Still I Rise"
Edna St Vincent Millay, "Conscientious Objector"
Langston Hughes, "Harlem"
A.K. Ramanujan, "Highway Stripper"
F.M. Shinde, "Habit"
D.S. Dudhalkar, "Wall"
Namdeo Dhasal, "Man you should Explode"
Anshu Malvia, "In the Womb, Why did they kill me..."
Kishwar Naheed, "I am Not That Woman"
Amreen Murad, "Surfacing of the mad; crumbling normalcy", "I Too Exist"
Muhamad Darwish "Eleven Stars over Andalusia"
Tenzin Tsundue "Desperate Times"
Sonam D Buchung selection from *Muses In Exile*
Agha Shahid Ali's Selection from *The Country Without a Post office: Poems*
Anais Nin selection from *Children of the Albatross*
Adrienne Rich selection from *Blood, Bread and Poetry*
Ashwini Sukthankar selection from *Facing the Mirror: lesbian Writing from India*

Songs
Bob Dylan, "How Many Times Must a Man..."

Joan Baez, “Do You know talking about the revolution...”, “Raise the Prisons to the ground...”

Paul Robeson, “Old Man River...”

Bhupin Hazarika, “O’ Ganga Tume...”

Majaz, “Speak O’Earth, turn the wheels of power upside down”

Sahir Ludhivanvi, “Where are all those who are proud of India..”

Selections will also be made from a number of Protest songs emerging from several social, political, feminist as well as other radical groups across the world.

(The course design is non-modular; it has an internal continuity as is apparent from the course content)

28. Assessment Methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.

29. No. of students to be admitted: 25-30 students (ideal)

30. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: African American Women Writing
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Creative Writing, MA Gender Studies
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long Course
6. Proposed date of launch: Will be decided in coordination with other English Courses
7. Course Team: (coordinator, team members etc.): Diamond Oberoi Vahali

Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is a part of the broad area called Themes in Literature. Just as the courses in this category are concerned with literature's syncretic and complex engagement with marginality, dissent, resistance, race, gender, sexuality and, class and caste imperatives, this course deals with similar issues within the specific context of Black African American Women's Writings. This course also has a direct relationship with Women Writing in India and other courses related to issues concerning race, gender and sexuality.

8. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective

9. A brief description of the Course:

The course will study the writings of the African American Women Writers and will focus mainly on issues related to racism and sexism. Besides the course will also focus on a few slave narratives and will trace the origins of African American writing within these narratives. During the course of reading the writings by these women writers the courses hopes to bring within its purview the note of celebration and pride that these writers experience despite all the pain and humiliation in being black and women. The course hopes to celebrate the voice of protest and resistance so dominant in the writings of the African American Women writers. Besides reading the novels in detail, several writings related to the Black Civil Rights, Women's Movement, the Black Power movement will be discussed at length.

10. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.): Interest in women writing and Black American Literature.

11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): This course focuses on the issues raised by the African American Women Writers. The 1970s and 1980's saw a proliferation of African-American women writers. Many of them had been activists in the 'Civil Rights Movement' and the 'Women's Movement' and they began to explore racism in the 'Women's Movement' and sexism in the 'Black Power Movement'. Some of them also depicted the discontent of the black women with the black 'Civil Rights Movement' because of its sexist overtones. A deep analysis of their writings makes evident the fact that these writers were addressing their concerns primarily to a black audience. Moreover their work focused not on any monolithic notion of a black community but on specific black communities. The focus of their writing was about black women and their relationship with black men. The African-American women writers felt compelled to restate their position vis-à-vis black men, stating, that "we struggle together with black men against racism while we also struggle with black men against sexism". They felt that the black women's existence, their experience, culture and oppression are invisible. Therefore they felt that when black women's lives are considered, they are always considered within the context of black people and this largely ignores the implications of sexual politics.

The second major issue that the African-American women writers took up in their writings was regarding the relationship of the white women with black women. They saw the role of the white women in their lives as highly problematic. Though some of

them acknowledged the struggle of a few white men and women who had fought against their own race for the rights of black people yet they felt that there had to be an ongoing struggle against white women who though they were women, yet they remained their masters, extending their field of exploitation. Thus the two most significant issues that emerged in these writings were sexism and racism.

Indicative Reading list: Selection will be made from the following list. Only a few of the text listed below will be taken up for detailed analysis and study. The rest of the text will be analyzed by students during their presentations and in the process of writing term papers.

Harriet Jacob *Incidents in the Life of a Slave*

Zora Neale Hurston *Their Eyes Were Watching God*

Alice Walker *By The Light of My Father's Smile*

Toni Morrison *The Bluest Eye, Beloved*

Selection from Alice Walker *In Search of My Mother's Garden*

Maya Angelou *The Heart of a Woman, I Know Why the Caged Bird Sings*

Diana Russel *Lives of Courage*

Besides the works of Rita Dove, Barbara Smith, Gloria Naylor, Margaret Walker, Toni Cade Bambara, June Jordan, Audre Lorde and a few other writers will be discussed and analyzed.

(The course design is non-modular; it has an internal continuity as is apparent from the course content)

12. Assessment Methodology:___ (Tentative, will be finalized after assessing the strength of the class) Class Participation 15%, Group presentations 20%, Term Paper 30%, End term exam 35%._____

13. No. of students to be admitted: An ideal number would be 25_____

14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

5. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

7. Title of the Course:
Marriage, Love and Tragedy in 19th European Fiction: Three novels and their adaptations
8. *Name of the School/ Centre proposing the course:*
School of Liberal Studies & School of Culture and Creative Expressions
9. *Programme(s) which this course can be a part of:*
MA Programme
10. *Level at which the course can be offered:*
Post Graduate level
11. *If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)*
Semester-long course
12. *Proposed date (semester) of launch:*
This course has already been offered in the *Winter Semester 2013*. The proposed course, however, is the final course outline.
9. *Course team (coordinator, team members etc):*
Dr Rajan Krishnan (course co-ordinator for SCCE), Diamond Oberoi Vahali & SayandeB Chowdhury (course co-ordinator for SLS).
10. *Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):*

The role of the great realist novels of Europe of the nineteenth century in inscribing the emergence of modern subjectivity has been widely commented upon and critiqued. Three great novels that appeared in the latter half of nineteenth century Europe curiously deal with the same theme in different locales and national contexts. The theme concerns the tragic married lives and love outside the wedlock of the women protagonists who lend their names as titles to the novels: Madame Bovary, Anna Karenina and Effi Briest. The central questions in these novels concern the role of marriage and love in a women's life in that period and if at all a women has right to happiness outside marriage. In due course, all the three novels have assumed central roles in discussion of early feminism and have now become literary vanguards in the hugely influential realist canon of the 19th century.

In addition to that, each of these novels has spawned several film versions right from the early decades of cinema to the present times. The course will discuss the three novels and three different film versions based on each.

13. *Write the categories applicable for the course from those given below:*

MA discipline course

14. *Brief (max. 250 words) course description:*

The course seeks to explore at least four inter-related areas:

What is the sociological, historical and aesthetic significance of the lives of these tragic women which get inscribed in three major European languages and in the second half of the 19th century? How do they compare with each other in their seemingly common destiny and do they lead us into considering a possible and collective metaphor of the times? While understanding the context of the three novels, the course will also look at Realism as the dominant form of literature in Europe at that time, the debates around them and their significance from contemporary critical vantage point and how enmeshed they have become in literary critique and canon. Finally, how can we understand the film form as attracted to these narratives and what affinities do novel and cinema have in narrating such themes? This leads to the next inquiry: how do the depictions of the finer details change over the period of time as can be evidenced by the different versions of the films? What do such changes signify?

15. *Specific requirements on the part of students who can be admitted to this course:*

(Prerequisites or prior knowledge level etc)

Interest in a critical understanding of literature and cinema and in the correspondence between the two.

16. *Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)*

The course is divided into three modules, each module with a novel and two/three films based on it to be handled by a different faculty member. Each module will have the duration of five weeks. There will be two classes in a week one for lecture (two hours) and the other meant for lecture followed by discussions (three hours); the longer class will also include viewing film excerpts.

Week 1: General Introductory remarks

Week 2: *Lecture 1:* 19th Century Europe, social Transformation and women in changing perceptions of gender

Lecture 2: The Evolution of Novel as an art form in General and in France, Germany, Russia in particular – varieties of realism etc.

Week 3: *Lecture 3 & 4*: Phenomenological understanding of narrative in novel and cinema:
affinities and differences

Module 1: *Madame Bovary* by Gustav Flaubert (Sayandeb Chowdhury)

Elaborate lectures/discussion on/of the novel to be followed by discussions of two or three film versions of the novel from among the following:

1. Jean Renoir (1939)
2. Vincent Minnelli (1949)
3. Claude Chabrol (1991)
4. Ketan Mehta (1992: *Maya Memsaab*)

Module 2: *Anna Karenina* by Leo Tolstoy (Dr Diamond Oberoi)

Elaborate lectures/discussions on/of the novel to be followed by discussions of two or three film versions of the novel from among the following:

1. Clarence Brown (1935) with Greta Garbo
2. Julien Duvivier (1948) with Vivian Leigh
3. Alexander Zarkhi (1967) Russian production
4. Joe Wright (2012) British

Module 3: *Effi Briest* by Theodor Fontane (Dr Rajan Krishnan)

Elaborate lectures/discussions on/of the novel to be followed by discussions of two or three film versions of the novel from among the following:

1. Gustaf Grundgens (1938)
2. Rudolf Jugert (1955)
3. Rainer Werner Fassbinder (1974)
4. Hermine Huntgeburth (2009)

A reader prepared by the course team will be the main course of reading.

16. *Assessment methodology:*

Response Paper I (5 pages): 15% (Madam Bovary)

Response Paper II (5 pages): 15% (Anna Karenina)

Response Paper II I (5 pages): 15% (Effi Briest)

Term paper 30 %

Class participation and presentation: 25%

17. *Proposed enrolment ceiling (max. number of students to be admitted):*
20-25

18. *Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:*
Books and reading material and audio visual support

Dr Diamond Oberoi, Dr Rajan Krishnan, Sayandeb Chowdhury,

Signature(s) of Course Coordinator(s)

Note:

19. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

20. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

16. Title of the Course: Theatre of the Absurd
17. Name of the School/ Centre proposing the course: School of Liberal Studies
18. Programme(s) which this course can be a part of: MA English
19. Level at which the course can be offered: Postgraduate
20. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
21. Proposed date (semester) of launch: Not yet decided
22. Course team (coordinator, team members etc): Dr. Vikram Singh Thakur
23. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is envisaged to introduce students to an important genre of literature viz. drama. Amongst the various areas of study that AUD's MA English is divided, this course falls under the category of "Forms in Literature". The course will provide students with a specific focus on one major movement in European and American drama— Absurd Drama. It will help students in understanding drama and writing about it in a critical and a nuanced manner.
24. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: NA
25. A brief description of the Course:

The course will study an influential dramatic movement called Theatre of the Absurd. It will include the works of eminent playwrights like Alfred Jarry, Samuel Beckett, Jean Genet, Eugene Ionesco, Harold Pinter, Luigi Pirandello, Arthur Adamov, Fernando Arraba and Tom Stoppard in the tradition of the theatre of the absurd. The course will also study the influential existentialist thought that played an important part in establishing the theatre of the absurd.

26. Specific requirements on the part of students who can be admitted to this course (Prerequisites or prior knowledge level etc): Interest in drama and theatre

27. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course aims to introduce students to an influential theatre movement called the absurd drama. By the end of the course the students would have learnt to analyse drama in a nuanced and critical manner as they situate this tradition in the social, political and cultural times when they were written. Also, the course will engage students to critique dramatic literature and express intellectual thoughts. This will help sharpen the critical skills of the students.

Indicative Reading List

Some of the following plays may be taken up for detailed study:

Alfred Jarry, *Ubi Roi*

Jean Paul Sartre, *No Exit*

Albert Camus, *Caligula*

Jean Genet, *The Maids*

Jean Genet, *The Balcony*

Eugene Ionesco, *The Chairs*

Eugene Ionesco, *The Bald Soprano*

Eugene Ionesco, *The Lesson*

Eugene Ionesco, *Rhinoceros*

Eugene Ionesco, *Amedee or How to Get Rid of It*

Samuel Beckett, *Waiting for Godot*

Samuel Beckett, *Endgame*

Harold Pinter, *The Birthday Party*

Harold Pinter, *Landscape*

Harold Pinter, *The Homecoming*

Edward Albee, *Who's Afraid of Virginia Woolf*

Edward Albee, *The Zoo Story*

Luigi Pirandello, *Six Characters in Search of an Author*

Tom Stoppard, *Rosencrantz & Guildenstern are Dead*

Arthur Adamov, *Professor Taranne*

Fernando Arrabal, *The Two Executioners*

28. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam, short written assignments.

29. No. of students to be admitted: 25-30

30. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: None

Dr. Vikram Singh Thakur

Signature of Course Coordinator

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Cultural Memory of Holocaust
2. *Name of the School/ Centre proposing the course:*
School of Liberal Studies
3. *Programme(s) which this course can be a part of:*
MA Programme
4. *Level at which the course can be offered:*
Post Graduate level

If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)
Semester-long course

5. *Proposed date (semester) of launch:*
Winter Semester 2014
6. *Course team (coordinator, team members etc):*
Sayandeb Chowdhury
7. *Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):*

The importance of a course on the Holocaust, - the systematic extermination of over 6 million Jews in Europe during the Second World War - cannot be overestimated in a world in which there is an ever increasing threat of multiplication of conflict zones, and its attendant violence. Holocaust was one of the most horrific specimens of brutality in modern history in which human capacity for inhumanity touched new and unforgiving depths. In doing a course on the Holocaust, one not just revisits an extra-ordinarily tragic time in modern history but also tries to understand what the entire process did to the victims and the victors. This course makes no attempt to read Holocaust from a Jewish (or Zionist) point of view but hopes to develop a 'secular' study of suffering of a community facing a highly organized military machinery of death with extraordinary zeal and stoicism while never failing to affirm life in the face of the most dark and disturbing developments. This course would also recognize how Adorno's famous indictment of the impossibility of art after Auschwitz has not only been invalidated, but have been done so with astonishing intellectual brio and emotional power. Not only does literature, cinema and the arts have responded generously to the imperatives of a wounded civilization but their continuous reading, production, viewing and analysis stand vigil against acts of forgetfulness and erasure of history. A Holocaust course is one more reminder of the invaluable and indefatigable role of cultural memory in the modern world.

8. *Write the categories applicable for the course from those given below:*
MA discipline course

9. *Brief (max. 250 words) course description:*

This course will look at how various artists, intellectuals, filmmakers, writers, poets etc have responded to the Holocaust, creating a body of work (cultural memory) over the last six decades that not only reflect and critique one of the darkest hours of modern history with considerable intellectual power but also stand guard against the proclivity of cultural erasure and historical forgetfulness. At various intellectual levels, in a range of genres and formal structures, across a number of geographical territories and in a wide variety of languages work on the Holocaust exists and is still being written/filmed. The wider cultural memory on the Holocaust encompasses works of fiction and memoir, poetry, short stories, polemic, graphic novel, fiction and cinema and this course will try to look at important (and some even canonical) works from each of the genres to understand the nature of human suffering, human capacity to oppress and to endure and the triumph of will over insanity. It will also look at how war and violence can and do produce enduring and amazing works of visual, literary and other art.

10. *Specific requirements on the part of students who can be admitted to this course:*
(Prerequisites or prior knowledge level etc)
Interest in the appeal and critical understanding of literature.

11. *Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)*

Primary Reading/ viewing list

Module I: Introduction

WWII, Fascism, Holocaust and the history of Europe, 1919-1945

Module II: Holocaust and Cultural Memory

Arts, music and performance around Holocaust

Module III: Memoirs

Eli Weisel, *Night*

Primo Levi, *If this is a Man*

Module IV: Short Stories, Polemic

T Borowski, From *This Way for the Gas, Ladies and Gentleman*

Victor Fenkl, *Man's Search for Meaning*

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Selections)

Module V: Graphic Fiction & Fiction

Art Spiegelman, *Maus I & II*

Imre Kertész, *Fatelessness*

Z Becker, *Jacob the Lair*

Module VI: Film

A Resnais, *Night and Fog* (Documentary)

S Spielberg, *Schindler's List*

Istvan Szabó, *Sunshine*

A Benigni, *Life is Beautiful*

R Polanski, *The Pianist*

A reader prepared specially for the course will comprise of the secondary readings.

19. Assessment methodology:

- Response Paper I: 20% (on Module I-II)
- Response Paper II: 20 % on (Module III-IV)
- Response Paper III: 20% (on Modules V& VI),
- Class participation: 10%,
- Term Paper: 30% (End Term)

20. *Proposed enrolment ceiling (max. number of students to be admitted):*
20-25
21. *Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:*
Books and reading material and audio visual support

Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

21. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
22. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Ambedkar University, Delhi

Proposal for Launch of an Academic Programme
(To be approved by the Board of Studies and the Academic Council)

1. Title of the Programme: **MA English**
2. Name of the School/Centre proposing the Programme: School of Liberal Studies
3. Level of the Programme: Masters
4. Full time: Full time
5. Duration of the Programme: 2 years (4 semesters)
6. Proposed date/session for launch: The Programme was launched in August 2011
7. Particulars of the Programme Team Members: Dr. Gunjeet Arora, Dr. Vikram Singh Thakur, Dr. Usha Mudiganti, Ms. Bhoomika Meiling, Ms. Sanju Thomas, Mr. Sayandeb Chowdhury, Professor Alok Bhalla (Visiting Professor), Ms. Juhi Rituparna, Ms. Nupur Samuel, Dr. M. Murali Krishna, Dr. Diamond Oberoi Vahali (Coordinator).
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective students, Prospects for graduates):

Vision statement

The Masters Programme in English proposes to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literatures belonging to lesser known languages and regions. Strengthening the overall vision of Ambedkar University, this Programme hopes to orient students towards engaged and reflective scholarship. A concern with social and literary margins will consistently guide the Programme's overall vision, philosophy and content. It is hoped that the Programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, social and creative sensibilities. It is further envisaged that through this Programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they can actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order.

Programme Objectives

The objective of the Programme is to integrate interdisciplinary paradigms to facilitate a greater amalgamation between various literatures, theory and practice on the one hand and between music, dance, theatre, cinema and the visual arts on the other. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines. In order to enable critical thinking, intervention and praxis, the Programme will also encourage community oriented research work and an engagement with the lesser known literatures and cultures existing in India and elsewhere. This Programme, through its research projects, hopes to document, as much as it can, the undocumented literary wealth of India. Besides creating a resource for Indian literature, this would help the students in developing a deep insight into the contemporary socio-political reality.

Structure of the Programme

Total number of credits to be completed by the student: 64

Total number of courses fully prepared: 24

- a) Compulsory Courses: 0 (Total Credits: 0)
- b) Optional/Elective Courses: 16 (Total Credits: 64)
- c) Practical/Dissertation/Internship/Seminar: (Faculty may decide to offer a research seminar course in lieu of an Elective course.)

MA Programme in English

Areas of Study

The Areas of Study designed by the English Faculty have been defined based on the assumption that no literary canon or tradition can be fixed once and for all. It has to be rediscovered and recreated by each new generation of teachers, students, readers and critics in response to their own historical or cultural location. Indeed, even the definition of what is a text or what is literature has to be debated continuously. A literary and textual culture is, therefore, part of an on-going critical dialogue in a society about those civilizational, social, political, philosophical concerns which matter at a particular historical juncture. It is in this belief that the wide range of Areas of Study in this Programme invite students and teachers to become participants in an adventure of ideas; questors who understand that written texts, theatrical presentations, oral songs, folklores, paintings, films and music exist beside each other and are equally important components in a continuous tradition of thinking and knowledge-making.

The Areas of Study, indicating an *open field of exploration*, are further marked by *some of the possible* Courses of Study which the Faculty of English shall offer from time to time. The Courses of Study shall change from semester to semester and will depend upon the availability of faculty members, the current scholarly interests of the faculty and the changing debates around questions of literary function, critical tasks, the Self and its experiences in the surrounding world, discourses on religions and their role, peace and reconciliation in a world threatened by violence or war, crime and justice, caste and gender, notions of beauty and aesthetic pleasure, childhood and identity, genres and myths, oral narratives and written cultures, etc. The Areas and Courses of Study may be reformulated by the instructor concerned and announced at the beginning of each academic year. Though the current Areas of Study are listed yet the categories are not exclusive and there may be overlaps as well as interfaces across categories. The Areas of Study for the current English Programme are as follows:

Literatures of the Indian Sub-continent

Courses in this category will offer an introduction to the long and rich literary tradition of the Indian sub-continent. They could deal with the ancient, medieval, modern and contemporary periods in Indian Literature and may include specific literary forms. Courses on the epics, the Ramayana, the Mahabharata as well as on the Therigatha, the Sangam poets, the Bhakti and Sufi poets could be a part of this area. The writings of the bards during the medieval age in India, the discourses of the early reformers, the beginnings of Indian Literature in English, the journalistic as well as creative writing during the Freedom Movement, literature emerging from the partition of the sub-continent, the writing interrogating the Emergency of 1975 and the new literatures being written in the globalised India as well as courses around literature representing rural India and specific literary periods in Indian literature can fall under this area.

Literatures of North America and the British Isles

Courses in this category will deal with literatures from Britain, Scotland, Ireland and North America written in all possible genres over the ages. While some of these courses would explore works of specific writers and their influence on the times in which they lived and wrote, some other courses will approach specific ages and examine their impact on the writers and their work. Yet another category of courses would analyse the literary and historical ages and authors through the lens of themes that unite varied and yet inter-related literary, journalistic, artistic and cinematic productions. There may also be some survey courses that provide an overview of the representative literary works of a region over several centuries to understand the changes that literary styles go through with changing times. The following courses may be included in this category: Shakespeare and his Contemporaries, Seventeenth Century British Poetry, Renaissance in America, Restoration Comedy, Jacobean

Tragedy, Gothic Novel, The Age of Enlightenment, The Modern Novel, Twentieth Century British Poetry and Drama, Victorian Literature, Blake and the Romantics, Nineteenth Century American Literature, Twentieth Century American Drama and Poetry, African-American Literature.

Forms in Literature

Varied forms of literature that developed through the ages also reflect on the specific social and political perspective of a particular period. Courses under this broad area would thus look into the many associations, responses, specificities, challenges, experimentation and evolution with regard to a particular literary form. The courses will examine literary and oral forms such as Epic, Novel, Lyric, Drama, Comedy, Tragedy, Satire, Poetry, Realism and Magic Realism, Romance, Folklore etc. Some of the courses under this category will be The Indian Novel, Shakespeare's Tragedies, Popular literature, Graphic Novels, Historical Fiction, Science Fiction, Autobiography etc.

Literature and the Other Arts

The convergences, parallels and overlaps between literature and cinema, music, visual and performing arts will be explored through various courses in this category. These courses will study the written word in relation to other creative forms. Courses in this category may include Understanding Cinema, Fiction into Film, Problems of Identity in Modern European Cinema and Literature, Drama: Text and Performance, Literature and Architecture, Literature and the Visual Arts, Science Fiction and Cinema, Literature and Music, Cinema as Visual History etc.

Themes in Literature

The courses under this category will analyse ways in which literature has been shaped and in return shapes political, psychoanalytical, sexual, social and cultural movements and ideas; how a correspondence between literature and other forms of meaning-making enables literature to become a discourse, a willing and productive participant in the history of ideas. The courses would concern literature's syncretic and complex engagement with marginality, dissent, war and resistance, race, gender, sexuality, class and caste imperatives, adventures and exiles, ecology and the environment, memory and the psyche, modernity and post-coloniality etc. The courses offered under this category may be Literature of the Marginalised, Slave Narratives, Literature of Dissent, Women's Writings, History and Literature, Debates around Caste in India, Literature and the Human Psyche, Literatures of Resistance, Adventure Literature, Environment and Literature, Modernity and its Discontents, Literature of Conflict and Reconciliation, Literature and the Holocaust, The (Post)-Colonial City, Literature and the Political, Exile and Literature, Literatures of Childhood, Interrogating Morality in Literature.

Oral, Indigenous and the Folk Imagination

The courses in this area would facilitate understanding of the dynamics of the oral, the indigenous and the folk imagination. They would also attempt to sensitise students towards the linkages between these categories and their relation with the written word. As oral transmission of stories can also be through graphics and visual artistic forms, dance, music, rituals, the courses in this category will look into the various songs, stories, paintings, dance, music, tapestries, folklore and rituals that circulate in tribal cultures across space and time and will discuss as to how several communities survive as communities because they are bound up by their oral epics, myths and narratives. The courses will bring to the fore the songs of the Itinerant street singers, the folklore and tales of the mystics. The courses in the Indian context could be designed around the traditional forms of narration like the Dastangoi, Qissagoi, Brihat Katha, Panchtantra and tales of different languages and regions. Courses can also be designed around the Aborigine African, Australian, New Zealand (Maori), Canadian and Latin American story telling traditions and cultures. The courses can also attempt to refer to a few Indigenous knowledge systems and systems of healing and nurturing. Thus the courses in this area will delve into the indigenous imagination in its varied manifestations.

Colonial and Postcolonial Literatures

This category will focus on literatures emerging from colonial and postcolonial contexts either in English or in translation. The courses will address themes like empire, language, hybridity and mimicry, indigeneity, race, gender, caste, ethnicity, subalternity, cultural identity and diaspora, globalization, representation and resistance. Texts for study may be drawn from literatures written in Latin America, the Caribbean Islands, Australia and New Zealand, Africa and Asia.

World Literature in Translation

This category will study literature in translation from the dawn of the European and non-European intellectual traditions to the many complex and discursive practices in literature and the arts in the contemporary period. Courses in this category will centre around translations of significant literary texts from across the globe. Students may study the canonical greats of Western European Literature like Homer, Virgil, Dante Cervantes and Goethe or may study ancient Indian literature in translation as well as literature from across various continents. Courses under this category may include European Modernist Poetry, African Literature, Nineteenth and Twentieth Century Fiction across Continents, Literature of the Americas, Contemporary World Poetry, European Novel in the Nineteenth and Twentieth Century, Australian Aborigine Literature, World Drama, Modern South Asian Literature, Modern South East Asian Literature.

Literary and Cultural Theory

This category is designed with the understanding that theory helps in questioning easy assumptions and problematizes accepted categories. This category of courses comprising literary, cultural and aesthetic theories also assumes that theory enriches and deepens our understanding of the world in which we live. It aims to introduce students to various strategies of reading, comprehending and engaging with literary and cultural texts. Courses in this category may include: Literary Criticism, Contemporary Literary and Cultural theory, Theories from the Global South, Theories of Marginality, Theories of Popular and Counter Culture.

Translation: Theory and Practice

This area of study takes into cognizance the rise of Translation Studies as a discipline with extensive theoretical and practical bearings. While negotiating within postcolonial, multilingual spaces like India, translation often becomes the silent, even unobserved tool in our routine transactions. A study therefore of the politics and mechanics of translation is significant. This area would address the translation question through a range of courses based on translation theory, history of translation, different types and methods of translations, processes and procedures for translating literary texts, politics of publishing translations, and translation as social practice. Through a study of translation practices, these courses would also engage with identity politics in cross-cultural communications. Multilingual courses would also be offered under this area in order to investigate the impact of translation on authors, texts and readers.

English Language Education

A comprehensive understanding of English Language Education will equip students with skills in English language teaching, technical writing, content writing, instructional designing and soft skills training. These components will make students aware of research in language teaching and get a hands-on experience in using this knowledge in the classroom. It will also allow students to understand the differences between teaching literature and language. Courses in English Language Education (ELE) will focus on the following areas: Introduction to ELE, Approaches and Theories of Language Learning, English as a Second Language, Second Language Acquisition, Bi/Multilingualism, English for Specific Purposes, Pedagogic Practices, Developments in Language Teaching, Material Development, Educational Technology, Classroom based Assessment and methods of Evaluation.

Seminars/Workshops

Seminars and Workshops will be conducted throughout the Programme.

Course Design and Evaluation

The Masters Programme in English will consist of 16 semester-length courses of 4 credits each, amounting to a total of 64 credits..

In keeping with AUD's emphasis on inter-disciplinary studies, students will be encouraged to opt for up to four optional courses from other programmes within the School of Liberal Studies or from any other School of the University. For all the courses, assessment will include term papers, class presentations, class discussions, workshops, group work, tests and assignments and also in cases, mid-term or term-end invigilated examinations. Students will be provided with a detailed reading list for most courses. Students are expected to attend and participate in all class discussions.

List of courses on offer, 2013-2015:

Semester July 2013	Semester January 2014	Semester July 2014	Semester January 2015
Interrogating Morality in Literature	ALPWA and IPTA	Short Story	Literatures from Africa
The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination	Dalit Literature: A Critical Overview	Analysing Fiction: The Human Condition	European Cinema and its Exploration of the Human Psyche
Metaphysical Poets	20 th century American Drama	Contemporary Indian English Fiction	Texts and Textiles
The Poet and the City: The Experience of European Modernism	Literature, Socialism and Dissent	Shakespeare's Many Adaptations: The Tragedies	English Structure and Practice
Literatures of Childhood	Women Writing in India	Lost Generation: American Literature between the World Wars	Translation: Theory and Practice
Literary Theory	Contemporary Indian Drama and Theatre	Postcolonial Theory and Practice	The Women Question in Anglo-American Literature

Some of these courses being offered will depend upon the availability of faculty. Keeping in mind the vision of AUD, a few courses may be designed in collaboration with other Schools and Programmes. Similarly a few seminar courses may also be offered. Hence the list of 'courses currently on offer', as listed above may change slightly if required.

9. Courses in brief:

Title of the course	Type / Nature of course: (Taught Course or otherwise - specify), (Compulsory / Elective), Any other	No of Credits	Brief Course Description
1. Interrogating Morality in Literature	Optional / Elective	4	This course foregrounds the concept of conditional morality as opposed to universal morality through a critical reading of narratives which deal with deep moral dilemmas and conflicts.
2. The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination	Optional/ Elective	4	The aim of the course is to familiarize the students to the Indian rural through literature, art, cinema and the Indigenous and Folk Imagination.
3. Metaphysical Poetry	Optional/ Elective	4	The course will outline the seventeenth century literary scene, probe the term 'metaphysical' by analyzing the earlier and later critiques besides taking up some poems for appreciation in great detail.
4. The Poet and the City: The Experience of European Modernism	Optional/ Elective	4	This course will look at how Modernist European poetry in the early twentieth century grew in response and reaction to the rapid urbanisation of Europe in late 19 th and early 20 th centuries.
5. Literatures of Childhood	Optional/ Elective	4	This course will examine the notion of childhood through its representations in Anglo- American and Indian literatures.
6. Literary Theory	Optional/ Elective	4	The course will engage students with the ideologies, discourses, movements and changes

			in critical and interpretive thought in contemporary world.
7. Revisiting All India Progressive Writers' Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s, 1940s and 1950s	Optional/ Elective	4	This course introduces students to the All India Progressive Writers Association and Indian People's Theatre Association, the two most significant movements in literature in 1930s, 1940s and 1950s.
8. Dalit Literature: A Critical Overview	Optional/ Elective	4	This course will familiarise students with varied forms of <i>dalit</i> literary expressions and engage with ideas of community, equality, subjectivity and social relevance of literature in the context of <i>dalit</i> struggles for emancipation.
9. 20 th century American Drama	Optional/ Elective	4	20 th century American Drama will look at the representative texts of some of the great playwrights who had mirrored in their works a wide variety of issues that plagued the modern USA.
10. Literature, Socialism and Dissent	Optional/ Elective	4	This course examines the most prominent form of 20 th century dissent literature as that which critically engages with an idea of a utopian state/system or ridicules and rejects it.
11. Women Writing in India	Optional/ Elective	4	This course foregrounds literary expression of women's hopes, joys,

			desires and struggles while attempting to read these literary expressions in the larger context of the women's movement in India.
12. Contemporary Indian Drama and Theatre	Optional/ Elective	4	The course introduces students to various issues involved in contemporary Indian drama and theatre.
13. Short Story	Optional/ Elective	4	This is a survey course which explores the origins of the short story across the world through the study of stories written by some representative authors of the genre.
14. Analysing Fiction: The Human Condition	Optional/ Elective	4	This course looks at a few specific works of fiction that reflect the various facets of the human condition.
15. Contemporary Indian English Fiction	Optional/ Elective	4	The course will look at the latest trends in Indian English Fiction and how Indian English writers paint the larger picture of India through their discourse on themes of nation, culture, politics, identity and gender.
16. Shakespeare's Many Adaptations: The Tragedies	Optional/ Elective	4	The course will discuss how William Shakespeare's plays have travelled across culture, language and medium, and most importantly, languages to become landmarks of cinema.
17. Lost Generation: American Literature between the World Wars	Optional/ Elective	4	This course will examine ways in which literature grappled with the changes in American society once the United States joined the Allied Nations in World War I in 1917 and Americans entered a new kind of relationship with Europe and the world.

18. Postcolonial Theory and Practice	Optional/ Elective	4	The course introduces students to some of the major issues and themes of postcolonial theory and how they get reflected and resonated in postcolonial literatures.
19. Literatures from Africa	Optional/ Elective	4	This is a survey course which explores representative colonial and post-colonial works from Africa written in the twentieth century.
20. European Cinema and its Exploration of the Human Psyche	Optional/ Elective	4	This course looks at how European cinema has deep connections with the human psyche.
21. Texts and Textiles	Optional/ Elective	4	This course attempts to understand the politics of dress and fashion and uncover said politics hidden in the layers of literary texts and subtexts.
22. English Structure and Practices	Optional/ Elective	4	This course will enable students to perceive the underlying features of contemporary English language and will help them grasp or explore the interconnectedness between theory of language and theory of literature.
23. Translation: Theory and Practice	Optional/ Elective	4	This course will introduce students to principal aspects in the theory and practice of translation.
24. The Women Question in Anglo-American Literature	Optional/ Elective	4	This course will attempt to trace the changes in the perceptions of womanhood in the Anglo-American nations during the late- nineteenth and early twentieth century.
25. Theatre of the Absurd	Optional/ Elective	4	The course will provide students with a focus on a major movement in European and American drama — The Theatre of the Absurd
26. The Cultural	Optional/ Elective	4	The course will study the various

Memory of Holocaust			artistic and cultural responses to the Jewish Holocaust under Fascism.
27. Marriage, Love and Tragedy in 19th European Fiction: Three novels and their adaptations	Optional/ Elective	4	The course will explore three 19 th century European novels, Madame Bovary, Anna Karenina and Effi Briest, and their cinematic adaptations.
28. Radical Poetry of Protest and Resistance	Optional/ Elective	4	The course will analyse poetry of protest and resistance across various continents.
29. African-American Women's Writing	Optional/ Elective	4	The course will study the work of African-American Women writers.

10. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Interrogating Morality in Literature

This course seeks to sensitize students about the critical issues related to the seemingly simple and ‘universal’ category of morals. Through a selection of texts from the seventeenth century onwards, the course will interrogate prevalent notions on morality and invite the students to revisit, review and re-judge their own moral standpoints.

The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination

The aim of the course is to familiarize the students with the Indian rural through literature, art, cinema and folklore. The course through selected narratives will offer several dimensions of the rural, whether in the form of representing Indian villages or then the diverse Indigenous sensibility existing in India. The range of the selected texts will be broad and will represent the various colors and shades of rural India. The narratives will range from being narratives of oppression and marginalization, to narratives that celebrate the rural and the indigenous imagination, to narratives that problematise the rural and depict the various complexities surrounding and existing within it.

Metaphysical Poetry

This course focuses on the work of John Donne, George Herbert, Henry Vaughan, Andrew Marvell, Richard Crashaw, Edward Herbert and others who are widely and conventionally accepted as ‘metaphysical poets’. The works of the metaphysical poets were distinctly different from the other poets of their time, the marks of their poetry being the use of stark and unique imageries, conceits, complex themes, wit, sarcasm, and compact expression. However cerebral their poetry had been, they were also capable of deep feeling and refinement even as they showed great flexibility in the use of meter and language. The course will outline the seventeenth century literary scene, probe the term ‘metaphysical’ and also look into the critiques by scholars like Dr Johnson, T.S. Eliot, and others.

The Poet and the City: The Experience of European Modernism

This course examines European Modernist poetry as response and reaction to the rapid urbanisation of Europe in late 19th and early 20th century. While London, Berlin, Moscow, Rome, Paris and New York grew in size and complexity, this modern urbanization triggered utmost anxiety, alienation and sense of loss. We study how the works of major European poets during this time responded to this emerging urban modernity expressed in the feverish physical transformation of the urban landscape, debates over territory, political conflict, the breakdown of earlier frames of reference, radical art movements, rapid militarisation of skies and seas, and so forth. Modernism explored the experiences of ‘total’ alienation of the individual and the search for a personal space in the ruthlessly impersonalising ecosystem of the cities.

Literatures of Childhood

This course will examine the notion of childhood through its representations in Anglo-American and Indian literatures. It engages with the evolution of childhood into its contemporary forms in these cultures. The point of departure for this course is the belief that the construction of childhood is significantly influenced by the dominant ideas of the period and is informed by the specificities of the culture within which it is being formed. The main texts considered include those written *about* children as well as those written *for* them. These texts are supplemented by studies of childhood conducted in the social, legal and psychological domains.

Literary Theory

This course undertakes the study of literary theory. In keeping with the overall vision of the MA English programme it seeks to engage students with the ideologies, discourses,

movements and changes in critical and interpretive thought. As part of reading and understanding literature and evolving a more critical and analytical sensibility this course will discuss contemporary literary theory. The course is likely to include all or most of the following approaches: Psychoanalysis, Marxism, Feminism, New Historicism and Cultural Materialism, Structuralism, Post-Structuralism, Post-Modernism, Reception theory and Postcolonial theory.

Revisiting All India Progressive Writers' Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s, 1940s and 1950s

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s, 1940s and 1950s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened. While the course will celebrate the emergence of this new writing and theatre in India, it will also critique its rigid premises which led to the exclusion, expulsion and alienation of some of the best minds and writers of its time.

Dalit Literature: A Critical Overview

This course will familiarize students with the political and cultural context in which dalit literature as a distinct domain of knowledge production emerged in modern India. Dalit literature serves as a platform for dalit articulation in addressing political concerns and achieving dalit emancipatory goals. Students would be introduced to different forms of dalit literature such as novels, poems, short stories, essays, plays, and autobiographies to examine how the varied forms of dalit cultural expressions contribute to the project of dalit emancipation.

20th century American Drama

American drama of the 20th century was shaped by the political, social, economic, and cultural changes that swept across the world in the latter half of the nineteenth century and all through the twentieth century. In a world torn by two world wars, and post war sufferings, displacement, lack of faith and loss of relationships, it was only natural for writers to reflect in their works deep-seated psychological traumas and social concerns. Even when American drama is often said to be neglected as compared to other genres of literature, undeniably it has produced great masters in content and technique. The course will take up for close analysis some of the works of these dramatists.

Literature, Socialism and Dissent

A large part of the history of 'dissent' in the last century has to do with the disturbing history of socialism in and out power. This course would study this most prominent form of 20th century dissent literature as that which critically engages with an idea of a utopian state/system or ridicules and rejects it. The four modules of the course will consider early critiques of Utopian Socialism, responses for and against Socialism in Anglo-American world, satires against socialist structures in the Europe and critiques of Soviet Socialism. The course will discuss works by William Morris, Upton Sinclair, George Orwell, Albert Camus, Mikhail Bulgakov, Fyodor Dostoevsky, Arthur Miller and Arthur Koestler.

Women Writing in India

This course foregrounds literary expression of women's hopes, joys, desires and struggles while attempting to read these literary expressions in the larger context of the women's movement in India. Beginning with the Therigatha of the Buddhist nuns, the course traces the history of women's writing in India. The course will look into women's expression of their spiritual journeys and the ways in which these journeys formed their notions of self and womanhood. Women's experiences of negotiating the changes in the domestic sphere during the colonial times and the changing ideals of Indian womanhood during the freedom movement will be understood through the autobiographies of women. Women's early expressions of anger against the patriarchal structure, experiences of stepping into the world of work, struggles to overcome structural barriers of caste and class will also be studied. Writing by women will also be read as a cathartic experience.

Contemporary Indian Drama and Theatre

The course involves a study of plays and productions in various Indian languages through English translations to discuss issues and trends in Indian drama and theatre since Independence. Some of important issues that have shaped contemporary Indian drama and theatre like folk theatre, theatre of roots, history, myth and politics of performance will be taken up for study in the course.

Short Story

This course focuses on the short story, a form which despite having very ancient roots has gained a formal acknowledgement fairly recently. It focuses on the rise and development of the short story in the nineteenth century around the same time in America, Russia, Germany, Britain and France. It also includes a brief study of the origin of the short story in India.

Analysing Fiction: The Human Condition

This course looks at a few specific works of fiction that reflect facets of the human condition. While it examines the journeys of fictional characters who struggle to be human despite their own inner compulsions that pull them in contrary directions, it also traverses the journey of characters as they confront their own marginalization and grapple with it, in their own specific ways. The course thus observes these twin issues as it goes deep into the psychic and existential journeys of individuals as they face up to their own inner being and also realize the multifaceted realities of human existence.

Contemporary Indian English Fiction

Indian English fiction has undeniably attained a grand stature among the literatures of the world. The post-Salman Rushdie era has brought in so much of commercial and critical success to Indian English fiction that it has spurred great ambition and prolific literary activity, with many Indians aspiring to write English fiction. Outside India, Indian English fiction is taken as representative writings from India, though at home the 'Indianness' of Indian English fiction is almost always questioned. A course in contemporary Indian English fiction will briefly review the history of Indian English fiction tracing it from its colonial origins to the postcolonial times to look at the latest trends, and how they paint the larger picture of India. Themes of nation, culture, politics, identity and gender will be taken up for in-depth analysis and discussions through representative texts. The aim will also be to understand and assess the cross-cultural impact of these writings.

Shakespeare's Many Adaptations: The Tragedies

Much of the appeal of Shakespeare's seemingly inexhaustible power as a playwright lies in some of the most astonishing adaptations of his plays into cinema. The course will discuss how his plays have travelled across culture, medium and most importantly, languages and how the inherent potency of Shakespeare's plays are unlocked in cultures and languages far removed from the original. This course will look into four of the most widely read tragedies by Shakespeare and how they have been adapted for screen. The first module will look at *Macbeth*, along with its adaptations by Akira Kurasawa, Roman Polanski and Vishal Bhardwaj. Module II will take up *Othello* and its adaptations by Orson Welles, Oliver Parker and Jayaraaj. Module III will study *King Lear* with notable adaptations by Jean-Luc Godard, Peter Brooke and Grigori Kozintsev while Module IV will discuss the various adaptations of *Hamlet* by MichealAlmereyda, Tom Stoppard and Celestino Colorado.

Lost Generation: American Literature between the World Wars

This course will attempt to examine the ways in which literature grappled with changes in American society after America joined the Allied nations in World War I in 1917. A

largely agrarian nation found itself in the midst of restless international affairs. America's involvement in the war changed the social, political and cultural life of the nation. The literature written during this period reflects the conflicts and confusions that formed modern America. Through a detailed reading of literary texts written during the years between the two World Wars, we will attempt to understand the difficult coming-of-age of the American nation.

Postcolonial Theory and Practice

The course introduces students to postcolonial theory and literatures. The course will explore the historical relationships of power and domination in the colonial and neo-colonial world through the study of literature and culture. The course will introduce the students to some of the major issues and themes in postcolonial theory and literatures like decolonization, language, canon, hybridity, cultural identity, diaspora, representation and resistance.

Literatures from Africa

This course focuses on colonial and post-colonial writings which emerged from different African colonies and nations in the twentieth century. It invites student to grapple with issues of gender, race, ethnicity, language and decolonization through a reading of works which respond and react to racial subjugation, exploitation and even erasure faced by the people of Africa over the last four centuries. An attempt would be made to survey some representative texts from Africa written in the recent past in English or in translation.

European Cinema and its Exploration of the Human Psyche

This course looks at how European cinema has deep connections with the human psyche and how it has engaged with the invisible undercurrents that govern and shape our existence in very subtle modes, beyond the realm of the comprehensible. This course will deal with films from the early twentieth century till the nineteen eighties. It will undertake an in-depth analysis of films like Luis Bunuel and Salvador Dali's *Un Chien Andalou*, Federico Fellini's *Eight And A Half*, Andrei Tarkovsky's *The Sacrifice*, Robert Wiene's *The Cabinet of Dr. Caligari*, Ingmar Bergman's *Wild Strawberries*, Carl Dreyer's *The Passion of Joan of Arc*, Michelangelo Antonioni *The Red Desert*, Alain Resnais' *Hiroshima Mon Amour* and Passolini's *Oedipus Rex*

Texts and Textiles

This course attempts to understand the politics of dress and fashion as they are revealed by and hidden in literary texts and sub-texts. Dress is a complex decorative art and an important aspect of self-representation. It is the most prominent form of visual articulation of one's socio-economic status, identity, subjectivity, culture and nationality. Dress is a language - an ideological signifying system - through which one writes the

narrative one wishes to disseminate. It is at once a highly individual and personal action, and an openly social and public endeavor. A dress is also necessary, functional article of everyday life, universal to all cultures, and governed by socially structured codes and conduct. This course seeks to look at the politics of dress and dressing – both as a personal and as a public marker of identity – in literature down the ages, but with a special emphasis on the English novel in the Victorian period. Women’s dress and politics of body and sexuality will be central to the course. Through the course, students should be able to connect identity, subjectivity, respectability and sexuality within and under the skin of texts and textiles.

English Structure and Practices

This course will introduce students to structure of modern English, its diverse forms and practices in the Anglophone and the postcolonial countries. It will enable students to understand and analyse the constitutive elements of the spoken and written forms of English. This course will equip them with the necessary skills and tools required in the systematic study of language and literature. The basic literary stylistic concepts such as metre and rhythm, genre, narrative structure, interpretation and point of view will be studied in conjunction with the theoretical frameworks of the English language.

Translation: Theory and Practice

This course will introduce students to principal aspects in the theory and practice of translation. The course will provide students with an overview of Translation Studies as a discipline as well as an understanding of how translation practice is shaped by theory. Students will be made familiar with principal translation notions and learn to identify and critique what are termed ‘translation problems’. They will be introduced to different types and methods of translations, including the processes and procedures for translating literary texts. The course will situate translation as social practice, where taking into account the role and politics of the translator will involve considering related areas of identity politics, such as gender-conscious strategies of translation practice and Postcolonial approaches to translation. The course will also offer practical sessions in translation to encourage students to reflect on what translation choices they have made, why they made these choices and the implications of their translation choices.

The Women Question in Anglo-American Literature

This course will attempt to trace the changes in the perceptions of womanhood in the Anglo-American nations during the late nineteenth and early twentieth century. The changes in Victorian society owing to new developments in science and technology included a re-examining of the cultural norms of that society. These changes sparked discussions and debates about the role of women in family and society. This was called

the Woman Question by Victorians. The Woman Question encompassed discussions on the role of women in families, social duties, and legal rights. These issues were taken up in literary texts of the period, both in Britain and America. A few texts that engage with the Woman Question will be studied.

The Theatre of the Absurd

The course will study the influential dramatic movement called Theatre of the Absurd in Europe and America. It will include works of playwrights like Alfred Jarry, Samuel Beckett, Jean Genet, Eugene Ionesco, Harold Pinter, Luigi Pirandello, Arthur Adamov, Fernando Arraba and Tom Stoppard. The course will also study influential existentialist thought that played an important part in establishing the theatre of the absurd.

The Cultural Memory of Holocaust

This course will look at how artists, intellectuals, filmmakers, writers, poets etc have responded to the Holocaust, creating a body of work (cultural memory) over the last six decades that not only reflects and critiques one of the darkest hours of modern history with considerable intellectual power but also stands guard against the proclivity of cultural erasure and historical forgetfulness.

Marriage, Love and Tragedy in 19th European Fiction: Three novels and their adaptations

The role of the great realist novels of Europe of the nineteenth century in inscribing the emergence of modern subjectivity has been widely commented upon and critiqued. Three great novels that appeared in the latter half of nineteenth century Europe curiously deal with the same theme in different locales and national contexts. The theme concerns the tragic married lives and love outside the wedlock of the women protagonists who lend their names as titles to the novels: Madame Bovary, Anna Karenina and Effi Briest. The central questions in these novels concern the role of marriage and love in a women's life in that period and if at all a women has right to happiness outside marriage. In due course, all the three novels have assumed central roles in discussion of early feminism and have now become literary vanguards in the hugely influential realist canon of the 19th century.

In addition to that, each of these novels has spawned several film versions right from the early decades of cinema to the present times. The course will discuss the three novels and three different film versions based on each.

Radical Poetry of Protest and Resistance

This course is designed to introduce students to the radical poetry of protest across various countries and across the boundaries of time. This course aims to historicize as well as contextualize the poetry of resistance and protest.

African American Women Writing

The course will study the writings of the African American Women Writers and will focus mainly on issues related to racism and sexism. Besides the course will also focus on a few slave narratives and will trace the origins of African American writing within these narratives. During the course of reading the writings by these women writers the courses hopes to bring within its purview the note of celebration and pride that these writers experience despite all the pain and humiliation in being black and women. The course hopes to celebrate the voice of protest and resistance so dominant in the writings of the African American Women writers. Besides reading the novels in detail, several writings related to the Black Civil Rights, Women's Movement, the Black Power movement will be discussed at length.

11. Courses for which course details have not yet been worked out:

Sufi and Bhakti Poetry

Nineteenth and Twentieth Century Fiction across Continents

European Drama

Contemporary European Fiction

American Literature

Twentieth Century British Poetry and Drama

Studying Character

Narrating India

Environment and Literature

The Indian Novel (bilingual)

Modern South Asian Literature

Modernity and its Discontents

Poetry and the other Arts: Blake's Minor Prophesies

Problems of Identity in Modern European Cinema and Literature

Punk!

World Drama

Popular Culture

The (Post)-Colonial City: Writings on Delhi, Bombay and Calcutta
Literature and Architecture
Literature and the Political
The Indigenous and the Oral Traditions in Literature
Modern poetry
Themes of Bondage and Slavery in Literature

The English Faculty is in the process of developing the details of the courses listed above.

12. A note on the instructional (curriculum transaction) design for the Programme:

The Masters Programme in English requires the student to complete 16 semester-length courses of 4 credits (total of 64 credits). In each semester a student is expected to complete at least three 'English' courses, while a fourth could be chosen from offerings of other postgraduate programmes (whether within or outside of SLS). English students are encouraged to opt for up to four 'non-English' courses (16 credits) and/or courses developed by English faculty in cooperation with other AUD faculty members.

13. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:

Not applicable in the current programme but the faculty will be happy to provide students with any learning opportunity in application of language and storytelling through projects, internships and other involvements across schools in AUD or outside.

14. Assessment Design:

Assessment will include term papers, class presentations, class discussions, class participation, workshops, group work, tests and assignments and in some cases, invigilated mid- or end-term examinations. Students will be expected to regularly attend and participate in class discussions.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations) etc.:

As many of our courses require film screenings on a regular basis, we will be requiring a room for to the programme with a standard drop-down screen, LCD Projector, a fully equipped audio system, curtains for the room in which screenings will be held, one TB external hard-disc for storage of films etc. Institutional Membership of major libraries and archives in Delhi will be a huge boost. A fund for building up a collection of films, videos and audio CDs will be much welcome.

16. Additional Faculty Requirement:

Full time: The Masters Programme at present requires at least two additional faculty members with specialization in Linguistics and English language Teaching for teaching ELT and Linguistics courses at the Masters level. It also requires at least four more faculty members for conducting the existing BA and MA Programmes as well as the proposed Ph.D in English Programme.

Visiting/Part time/Adjunct/Guest Faculty etc.: The proposal for Visiting Faculty will be given as and when the requirement arises.

- 17. Eligibility for admission: 45%
- 18. Mode of selection: Entrance test and Interview
- 19. No. of students to be admitted: 40

Dr. Diamond Oberoi Vahali

Signature of Programme Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
- 2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held onand has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Interrogating Morality in Literature
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Regular, semester-long course
6. Proposed date of launch: Already launched, Launching again in July 2013
7. Course Team: (coordinator, team members etc.): Ms. Bhoomika Meiling
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This course foregrounds the concept of conditional morality as opposed to universal morality to which we are supposed to make a gesture almost always. By reading intensively some narratives which deal with deep moral dilemmas and conflicts, the course expects to train students in questioning all that is given to us. It is geared towards inculcation of a critical understanding of literature and life itself in the students.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional course, MA English
10. A brief description of the Course:

Social life comprises different poses acquired to project a normal image of self. Morality is one such pose. It is ostensibly a significant aspect of human activity: intellectual, cultural, religious and even physical. It is also one of the main criteria on

which we judge and test each other and form our opinions. Our thoughts regarding propriety, legitimacy, legality, honour and even truth can be traced back to our long drawn out and often coercive training in morality.

The idea of morality differs from society to society. This difference, however, has often been disregarded in favour of a 'universal' morality. The concept of universal morality when perused through the postcolonial lens seems suspect as all it does is to foreground ethnocentric views of politically dominant groups. Morality then becomes a hegemonic site where people's standards of good and bad are played out on the basis of their position in the social hierarchy. Religion is an important tool used often to ensure such hegemonic control. Moral deviance has therefore historically meant deviance from the moral code of conduct formulated, though informally, by the powers that be. In the erstwhile colonies the idea acquires many more layers due to the detailed effort of the colonial regime to 'civilize' the savage other. This course seeks to sensitize students about critical issues related to the seemingly simple and 'universal' category of morals. Through a selection of texts from the seventeenth and eighteenth centuries, the course will interrogate prevalent notions on morality and invite the students to revisit, review and re-judge their own moral standpoints.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course would consist of at least 7-8 primary texts chosen out of the following *indicative* reading list. The primary readings would comprise novels, plays, poems as well as non-fiction interlinked through commonality in theme or context. The rest of the list would provide students with a variety of texts to choose their presentation and term paper topics from. The general purpose of the course would be to acquaint students with different literary genres also while sensitizing them towards the problematique of morality in literature.

William Wycherley, *The Country Wife*
Aphra Behn, *The Rover*
Daniel Defoe, "The True-Born Englishman"
Jonathan Swift, *A Tale of a Tub*
Jonathan Swift, *A Modest Proposal*
Alexander Pope, *Moral Essays*
Samuel Richardson, *Pamela, Or Virtue Rewarded*
Henry Feilding, *Tom Jones*
Alice Walker, *The Color Purple*.
Alka Saraogi, *Over to You Kadambari*

Anthony Burgess, *A Clockwork Orange* (novel and film)
 Arthur Miller, *All My Sons*.
 Bama, *Kuruku*.
 Bibhuti Bhushan Bhattacharjee, *He Who Rides The Tiger*
 Charles Dickens, *Great Expectations*
 Daniel Defoe, *Moll Flanders*.
 Daniel Defoe, *Robinson Crusoe*.
 Edward Albee, *Who's Afraid of Virginia Woolf* (play and film)
 E.M. Foster, *A Passage To India*
 Fyodor Dostoevsky, *Crime and Punishment*.
 Harold Pinter, *Birthday Party*.
 Harper Lee, *To kill a Mockingbird*.
 Henry Fielding, *Joseph Andrews*.
 Henry Fielding, *Shamela*.
 J. M. Coetzee, *Disgrace*.
 Joe Orton, *Loot*.
 Joe Orton, *What the Butler Saw*.
 John Osborne, *Look Back in Anger* (play and film)
 John Steinbeck, *Of Mice and Men*.
 Jonathan Swift, *Gulliver's Travels*.
 Krishna Sobti, *Listen Girl*.
 Krishna Sobti, *Sunflowers of the Dark*.
 Krishna Sobti, *To Hell with You Mitro*.
 Lakshman Gaekwad, *The Branded (Uchalya)*. Trans. P. A. Kolharkar.
 Leo Tolstoy, *Anna Karenina*.
 Maitreyi Pushpa, *Alma Kabutari*.
 Mary Shelley, *Frankenstein Or The Modern Prometheus: The 1818 Text*.
 Nadine Gordimer, *My Son's Story*.
 Nathaniel Hawthorne, *The Scarlet Letter*.
 Philip Roth, *Portnoy's Complaint*.
 R.K. Narayan, *The Guide* (film and novel).
 Samuel Richarson, *Pamela: Or Virtue Rewarded*.
 Sidney Lumet, *Twelve Angry Men*.
 Thomas Hardy, *Tess Of The D'Urbervilles*.
 Toni Morrison, *Beloved*.
 Toni Morrison, *Love*.
 Toni Morrison, *Song of Solomon*.
 Toni Morrison, *Sula*.
 Toni Morrison, *The Bluest Eye*.
 Tsitsi Dengarembga, *Nervous Conditions*.
 Umberto Eco, *Five Moral Essays*.
 Umberto Eco, *The Name of the Rose*.
 U.R. Ananthamurthy, *Samskara*.
 Virginia Woolf, *Orlando*.
 Virginia Woolf, *To the Lighthouse*.
 Vladimir Nabakov, *Lolita*.

William Golding, *Lord of Flies*.
William Shakespeare, *Macbeth*.
William Shakespeare, *Othello*

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:

Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Rural (India) through Literature, Art, Cinema and the Indigenous and Folk Imagination
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, M. Phil Development Practice
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters/M.Phil
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long Course
6. Proposed date of launch: July 2013
7. Course Team: (coordinator, team members etc.): Dr. Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course falls under the areas related to Themes in Literature, Indian Literature as well as Literature and the Other Arts. The course is an interdisciplinary course. One of the significant areas that the MA English Programme attempts to explore is the relationship between literature and other related art forms. It is within this area of convergences, parallels and overlaps between literature, cinema, art, folklore and orality that this course is situated within. The course will be beneficial to students who wish to pursue their interest in rural India and its representation in art, literature, cinema and folklore and the Indigenous imagination.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional

10. A brief description of the Course:

The aim of the course is to familiarize the students to the Indian rural through literature, art, cinema and folklore. The course through selected narratives will offer several dimensions of the rural, whether in the form of representing Indian villages or then the diverse Indigenous sensibility existing in India. The range of the selected texts will be broad and will represent the various colors and shades of rural India. The narratives will range from being narratives of oppression and marginalization, to narratives that celebrate the rural and the indigenous imagination, to narratives that problematise the rural and depict the various complexities surrounding and existing within it.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) Interest in Rural India and its representation in art.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The objective of the course is neither to consolidate the rural as a site of marginalization nor is it to eulogize or romanticize it but to depict it through a realistic lens and to bring to the surface its joys and sorrows, its pain and anguish, its orthodox suffocating conventions and its struggles for emancipation, its existence as a 'unified community' and its expelling practices. Thus the course aims to dismantle the binary of the rural and the urban as conventional and modern on the one hand and as idyllic and alien on the other.

The course will operate through readings of a few selected narratives, in the form of novels, short stories, poems and cinematic texts. As transmission of stories can also be through visual artistic forms, dance, music, rituals, this course will also look into the various songs, stories, paintings, dance, music, tapestries, folklore and rituals that circulate in tribal cultures and rural India.

Selections will be made from the following list. Only a few of the text, listed below will be taken up for detailed analysis and study. The remaining text will be analyzed by students during their presentations and in the process of writing term papers.

Novels

Premchand, *Godan*

Phanishwar Nath Renu, *Maila Anchal*

Shrilal Shukla, *Raag Darbari*

Rahi Masoom Raza, *Adha Gaon*

Gurdial Singh, *Night of the Half Moon*
Tarashankar Bandyopadhyay, *Panch Gaon*
Advaita Malla Burman, *Titash Ekti Nadir Naam*
Omprakash Valmiki, *Joothan*
Vinod Kumar Shukla, *Deevar Main Ek Kirki Rahti Thi*
Baba Nagarjuna, *Balchamna*
Amrita Pritam, *Pinjar*
Sarat Chander Chhotapadhaya, *Devdas*
Bankim, *The Poison Tree*,
---, *Debi Chaudhurani*

Short Stories

Mahasweta Devi, “Bayen”, “Dulati”
A.K. Ramanujan, “A Flowering Tree”
Vijay Dandetha, “Duvidha”
Om Prakash Notiyal, “Path Ja Patchdhara”
Premchand, “Thakur Ka Kuan”

Poems

Nagarjuna, “Harigan Gatha”
Dhoomal, “Gaon”
Jayant Mahapatra, “Hunger”

Films

Gairish Karnard, *Cheluvi*
Ritwik Ghatak, *Puralia Chhou Naritya/Oran*
Mani Kaul, *Duvidha*
Satyajit Ray, *Pather Panchali*
Mehbbob Khan, *Mother India*
Ritwik Ghatak, *Titash Ekti Nadir Naam*

Gurvinder Singh, *Anne Ghore Da Daan*

Bimal Roy, *Do Biga Zamine,*

---, *Madhumati*

Shekar Kapoor, *Bandit Queen*

Other films which may be considered are *Pan Singh Tomar, Naya Daur, Pipli life, Thisri Kasamand Welcome to Sujanpur*

Literature representing the Indigenous and the Folk imagination

Munda and Kondh songs

Selections from the Bhilli *Mahabharat*

Selections from the Kunkana *Ramayan*

Selections from Rajasthan's *Pabu ji ka Phar*

Selected Baul songs of Bengal

Selections from A.K. Ramanujan's *Folktales from India*

Selections from Temsula's *The AO Naga Oral Traditions*

(Selections will be made from folk songs and folk tales across several regions existing in India)

Paintings and other visual art forms

Somnath Hore, *Tebhaga Sketches*

Nandlal Bose's idealized paintings of Indian Villages.

Background Reading

Collected Works of Mahatma Gandhi Sections on the Champaran and the Kheda Satyagrah

13. Assessment Methodology:

The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.

14. No. of students to be admitted: 35 students

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with

external agencies (e.g., with field-based organizations, hospital) etc.: Books and reading material and audio visual support.

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Metaphysical Poets
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme in English
4. Level at which the course can be offered: Pre-doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: July 2013
7. Course Team: (coordinator, team members etc.) Ms. Sanju Thomas, Dr. Vikram Singh Thakur.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The metaphysical poets form an interesting and unique stream in the history of English literature. The influence of metaphysical poetry can be traced down to the later centuries and it evoked great interest in eminent critics like T.S. Eliot. A Masters programme in literature will be rendered richer with an understanding of the minds and methods of the metaphysical poets. The course will also serve as a platform to discuss the overall literary scene in 17th century England.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

The term metaphysical and what makes metaphysical poetry of the 17th century have been much discussed in the course of English literature, with some scholars arguing

that the tradition is visible, in one form or the other, in a host of poets of the later centuries. However, this course will look into the works of John Donne, George Herbert, Henry Vaughan, Andrew Marvell, Richard Crashaw, Edward Herbert who are widely and conventionally accepted as metaphysical poets. The works of the metaphysical poets were distinctly different from the other poets of their time, the marks of their poetry being the use of stark and unique imageries, conceits, complex themes, wit, sarcasm, and compact expression. However cerebral their poetry had been, they were also capable of deep feeling and refinement even as they showed great flexibility in the use of meter and language. The metaphysical poets had a great impact on the course of English poetry, especially after the interest they kindled in critics like T.S. Eliot. The course will thus outline the seventeenth century literary scene, probe the term metaphysical and also look into the critiques of earlier scholars like Dr Johnson and the later ones like T.S. Eliot besides taking up the poems for appreciation in great detail.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) NA
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course will introduce the students to 17th century literary scene in England and to metaphysical poetry in particular. The objective will be to understand the term “metaphysical” and the unique features that characterize metaphysical poetry. It will take up in detail works of poets who are widely accepted as metaphysical poets. The tentative reading list is as follows:

John Donne: ‘On His Mistress Going to Bed’, ‘The Sunne Rising’, ‘The Canonisation’, ‘A Hymn to God My God in My Sicknesse’, ‘Batter My Heart’, ‘Death be not Proud’, The Flea, The Funeral, The Anniversary, selections from other sonnets and songs of John Donne

George Herbert, Poems from “The Temple”

Henry Vaughan, Poems from “Silex Scintillans I, II”, “Pious Thoughts” and “Ejaculations”

Andrew Marvell: “To His Coy Mistress”, “Upon Appleton House”, “The Garden”, and other lyrical poems

Richard Crashaw: Poems from “Hymn to Our Lord - The Flaming Heart”

Edward Herbert: “Tears, Flow No More”

13. Assessment Methodology: Continuous assessment which may include mid-semester test, presentation, written assignment and end semester exam.
14. No. of students to be admitted: 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books

Ms. Sanju Thomas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Poet and The City: The Experience of European Modernism
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme
4. Level at which the course can be offered: Post Graduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
Semester-long course
6. Proposed date (semester) of launch: July 2013
(This course has been offered once in Winter Semester 2012 with some alterations. The proposed course, however, is the final course outline.)
7. Course team (coordinator, team members etc): Sayandeb Chowdhury
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The English postgraduate programme at AUD is mandated to look beyond the usual canon formations and circuits of meaning making that plague much of the conventional programmes in English across the country. Towards that end, the English programme aims to offer a balance of courses which successfully reach out and cater to an ever widening appreciation of the discipline of literature in both its theoretical and generic richness. This course, for example, goes much beyond the usual texts which make up a course on Literary Modernism and tries to understand the extraordinary flourishing of the arts in the last half of the nineteenth and first half of the twentieth century in Europe as both a climax and crisis in the larger project of *modernity* that is intrinsic to western notions of the *self* since Enlightenment. While looking at Literary Modernism from the vantage point of urbanity, new architecture, avant-gardism in the arts, endless flow of people and capital across the globe and the emerging paranoia and alienation that the city both endangers and perpetuates, the course hopes to provide a zeitgeist of a time that has informed recent intellectual life like no other and is yet far in time from ours.

This course hopes to give the students perspective in European history of ideas that has also shaped the modernity of Indian letters.

9. Write the categories applicable for the course from those given below:
MA discipline course

10. Brief (max. 250 words) course description:

This course will look at how Modernist European poetry in early twentieth century grew in response and reaction to the rapid urbanisation of Europe in late 19th and early 20th century. While London, Berlin, Moscow, Rome, Paris and New York grew in size and dominance, it also triggered utmost anxiety, alienation and sense of loss. The course will closely read, discuss and critically analyse how the works of major European poets during this time responded to this emerging urban modernity as it was being preserved in the feverish change of the urban landscape: the debates over territory, the political edginess, the breakdown of frames of reference, radical art movements, rapid militarisation of skies and seas, urban expansionism, sudden and total alienation of the individual and the search for a personal space in the ruthlessly impersonalising ecosystem of the cities. The result was a sort of despair at the loss of a familiar and familial climate and imagery and the difficult and productive search for a new idiom, a new language, search most productively embedded in the extraordinary burst of poetry across the Continent from the mid-19th century to the beginning of the Second World War.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc):

Interest in the appeal and critical understanding of literature. An ability to enjoy literature and some familiarity with Modernist literature will be helpful.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course will discuss the period between 1855/56 (Baudelaire's first publications of poems of what to be later collected as Paris Spleen) to the beginning of WWII. The course will look into selected works of seven poets from Europe and three from Anglican cultures. The European poets to be studied are: Charles Baudelaire (France), Rainer Maria Rilke (Germany), Fernando Pessoa (Portugal), F Marinetti (Italy) Federico Garcia Lorca (Spain), Constantin Cavafy (Greece) and Osip Mandelstam (Russia). The English/American poets to be studied are: Ezra Pound, TS Eliot, WB Yeats. The course has been structured in the following manner:

Module I

Modern, Modernity, Modernism

Movements and Manifestos

The Rise of the City
Modernism and others arts: Painting, Cinema, Photography, Architecture
Fin de siècle Europe
Europe before and after the Wars
Paranoia, Melancholia, Modernism
Literary Modernism: Foundations of a New Poetics

Module II

Charles Baudelaire, *Selections from Flowers of Evil and Paris Spleen*
Rainer Maria Rilke, *Selections from Duino Elegies*
Gabriel Garcia Lorca, *Selections from Poet in New York*

Module III

Constantin Cavafy, *Selections from Collected Poems*
Marinetti and Futurism, *Selections from Anthology of Futurist Poetry*
Fernando Pessoa, *Selections from Collected Poems*
Osip Mandelstam, *Selections from Collected Poems*

Module IV

Ezra Pound, 'Hugh Selwyn Mauberley'
TS Eliot, 'Wasteland', 'The Love Song of J Alfred Prufrock', 'Prelude', 'Hollow Men'
WB Yeats, 'The Second Coming', 'The Tower'
WH Auden, 'In memory of WB Yeats'
Dylan Thomas, 'Do not go gentle into that good night'
Mina Loy, 'Joyce's Ulysses'

Reading List

A Davis & LM Jenkins (ed), *Cambridge Companion to Modernist Poetry*
Lawrence Rainey, *Modernism: An Anthology*
Lawrence Rainey, *Institutions of Modernism*
Rosemary Floyd (ed,) *Cambridge Companion to Charles Baudelaire*
Peter Watson, *Ideas: From Fire to Freud*
M Bradbury and J Macfarlane, *Modernism: A Guide to European Literature*
M Levenson, *Cambridge Companion to Modernism*
M Levenson, *The Genealogy of Modernism*
M Levenson, *Modernism*
P Nichols, *Modernism: A Literary Guide*
P Lewis, *Cambridge Guide to Modernism*
P Burger, *Theory of Avant Garde*
B Buchloh, S Guilbant and D Solved (ed) *Modernism and Modernity*
S Schwartz, *The Matrix of Modernism: Pound, Eliot and Early 20th C Thought*

M Berman, *All That is Solid Melts into Air*
Ian Willison and others(ed) *Modern Writer and the Marketplace*
Charles Taylor, *The Source of the Self: The Making of Modern Identity*
Paul Poplawski (ed), *Encyclopaedia of Literary Modernism*
P Brooker and others (ed) *Oxford Handbook of Modernisms*

13. Assessment methodology:
Response Paper I: 20% (on Module I)
Response Paper II: 20 % on (Module II)
Presentation 20% (on Modules III & IV),
Class participation: 10%,
Term Paper: 30% (End Term)
14. Proposed enrolment ceiling (max. number of students to be admitted):
20-25
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:
Books and reading material and audio visual support

Mr. Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literatures of Childhood
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course
6. Proposed date of launch: July 2013
7. Course Team: (coordinator, team members etc.) Dr. Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Literature written for children and about childhood is one of those areas of literary studies that are left out of mainstream literature studies while childhood studies remains a marginalized area of knowledge. In keeping with AUD's vision of deeper engagement with the margins, this course will introduce students to the significance of the study of childhood. The course aims at exposing the student to a critical examination of the 'construct' of childhood and its cultural implications.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course examines the notion of childhood through its representations in Anglo-American and Indian literatures. It engages with the evolution of childhood into its

contemporary forms in these cultures. The point of departure for this course is the belief that the construction of childhood is significantly influenced by the dominant ideas of the period and is informed by the specificities of the culture within which it is being formed. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.): BA in any discipline

11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course aims at exposing the student to a critical examination of the ‘construct’ of childhood and its cultural implications. The main texts considered include those written *about* children as well as those written *for* them. These texts are supplemented by studies of childhood conducted in the social, legal and psychological domains. A few texts from the list given below will be used for classroom discussions, and assessment situations.

Tentative Reading List

Novel

Great Expectations. Charles Dickens.

Oliver Twist. Charles Dickens.

The Mill on the Floss. George Eliot

A Little Princess. Frances Hodgson Burnett

Little Lord Fauntleroy. Frances Hodgson Burnett

The Secret Garden. Frances Hodgson Burnett

Turn of the Screw. Henry James.

What Maisie Knew. Henry James.

Kim. Rudyard Kipling.

Kabuliwallah Stories. Rabindranath Tagore.

Abol Tabol: The Nonsense World of Sukumar Ray. Trans: Sampurna Chattarji

The Room on the Roof. Ruskin Bond.

Haroun and the Sea of Stories. Salman Rushdie.

No Guns at My Son's Funeral. Paro Anand.

Weed. Paro Anand.

A Town Called Malgudi. R K Narayan.

Malgudi Days. R K Narayan.

Swami and Friends. R K Narayan.
Haroun and the Sea of Stories. Salman Rushdie.
Luka and the Fire of Life. Salman Rushdie.
A Gathering Light. Jennifer Donnelly.
Revolution. Jennifer Donnelly.
Crooked Little Heart. Anne Lamott.
Harry Potter and the Philosopher's Stone. J K Rowling.
Harry Potter and the Chamber of Secrets. J K Rowling.
Harry Potter and the Prisoner of Azkaban. J K Rowling.
Harry Potter and the Goblet of Fire. J K Rowling.
Harry Potter and the Order of the Phoenix. J K Rowling.
Harry Potter and the Half-Blood Prince. J K Rowling.
Harry Potter and the Deathly Hollows. J K Rowling.
The Hunger Games. Suzanne Collins.
Catching Fire. Suzanne Collins.
Mockingjay. Suzanne Collins.

Prose

Midway Station: Real-life Stories of Homeless Children. Lara Shankar.
“The Two Concepts of Childhood”. Philippe Aries.
“Infantile Sexuality”. Sigmund Freud.
The Under-Achieving School. John Holt. Eklavya
Escape From Childhood. John Holt. Eklavya

Short-Fiction

“Baa Baa Black Sheep”. Rudyard Kipling.
“The Rocking Horse Winner”. D H Lawrence.
“My Oedipus Complex”. Frank O’ Connor.
“A Doll’s House”. Katherine Mansfield.
“For Esmé with Love and Squalor”. J D Salinger.

“The Little Store”. Eudora Welty
“Betty”. Margaret Atwood.
“A Doll for the Child Prostitute”. Kamala Das
“The Gift Pig”. Joan Aiken
“Gwen”. Jamaica Kincaid.
“Tinsel Bright”. Kristy Gunn.
“Crusader Rabbit.” Jess Mowry.
“Out-of-the-Body Travel”. Sheila Schwartz.
“Lies”. Glenda Adams.
“Sand”. Susan Hill.
“The Punishment”. Susan Hill.

Poetry

“The Chimney Sweeper”. William Blake
“My Heart Leaps Up When I Behold”. William Wordsworth
“Cry of the Children”. Elizabeth Barrett Browning.
“Rules and Regulations”. Lewis Carroll.
“Casabianca”. Felicia Dorothea Hemans.
“The Pied Piper of Hamelin”. Robert Browning.
“Escape at Bedtime”. Robert Louis Stevenson.
“Children”. William Barnes.
“There Was a Child Went Forth”. Walt Whitman.
“Warning to Children”. Robert Graves.
“A Refusal to Mourn the Death, by Fire, of a Child in London.” Dylan Thomas.

Supplementary Reading

Beales, Ross. W. Jr. “In Search of the Historical Child: Miniature Adulthood and Youth in Colonial New England”. Eds. N. Ray Hiner and Joseph M Harves. *Growing Up in America: Children in Historical Perspective*. Chicago: University of Illinois Press, 1985. 7 – 24.

- Burdan, Judith. "Girls Must Be Seen *and* Heard: Domestic Surveillance in Sarah Fielding's *The Governess*. *Children's Literature Association Quarterly*. 19. 1. Spring 1994. 8 – 14.
- Fiedler, Leslie. A. "The Eye of Innocence: Some notes on the role of the child in literature". *The Collected Works of Leslie Fiedler*. Vol. 1. New York: Stein and Day, 1971. 471 – 511.
- Green, Roger Lancelyn. "The Golden Age of Children's Books' in *Essays and Studies 1962*". Ed, Peter Hunt. *Children's Literature*. Routledge: London, 1990, 36 – 50.
- Nandy, Ashis. "Reconstructing Childhood: A Critique of the Ideology of Adulthood". *Traditions, Tyranny and Utopia*. Delhi: OUP, 1992. 56 – 76.
- MacDonald, Ruth K. "Literature for Children in England and America". Troy, New York: The Whitston Publishing Company, 1982. 44- 80.
- Rodgers, Daniel T. "Socializing Middle-Class Children: Institutions, Fables, and Work Values in Nineteenth-Century America". Eds. N. Ray Hiner and Joseph M Harves. *Growing Up in America: Children in Historical Persepctive*. Chicago: University of Illinois Press, 1985. 7 – 24. 118 – 132.

12. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
13. No. of students to be admitted: 30 – 35
14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, films and documentaries on literature on childhood and childhood studies.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literary Theory
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: Launched in the 2012 winter semester, launching again in July 2013
7. Course Team: (coordinator, team members etc.) Dr.Vikram Singh Thakur.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course undertakes the study of literary theory an influential discipline which complements literature. In keeping with the overall vision of the MA English programme it seeks to engage students with the ideologies, discourses, movements and changes in critical and interpretive thought. It is also a discipline which is highly interdisciplinary since it relies upon the disciplines of psychoanalysis, sociology, anthropology, linguistic and cultural studies. This course is thus designed to help students in their reading and understanding of literature by evolving a more critical and analytical sensibility.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

Literary Theory takes an in depth and intensive study of literary theory which is integral to contemporary literary studies. The course helps students understand the linkages literature has with other disciplines such as psychology, sociology, anthropology and philosophy. The study of literary theory aims at not just problematising the text, author and context but also raises questions about the accepted notions of class, gender and sexuality. The course examines the present dominance of theory in literary studies and the controversies and discussions surrounding it. It consists of significant readings by leading critics, theorists and thinkers.

11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.) BA in any discipline
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course will expose students to the linkages which literature has with other disciplines such as psychology, sociology, anthropology and philosophy. The course examines the present dominance of theory in literary studies and the controversies and discussions surrounding it. It consists of significant readings by leading critics, theorists and thinkers.

Literary theory will take up the dominant schools of literary theory such as Russian Formalism and New Criticism, Psychoanalysis; Marxism and Post-Marxism, New Historicism and Cultural Materialism, Feminism, Structuralism and Post-Structuralism, Post-Modernism and Post-colonialism.

Indicative Reading List:

- Aijaz Ahmad, "Postcolonialism: What's in a Name?"
Alan Sinfield "Cultural Materialism, Othello, and the Politics of Plausibility"
Catherine Gallagher "Marxism and the New Historicism"
Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse"
Cleanth Brooks "The Heresy of Paraphrase"
Edward Said, From *Orientalism*
Ferdinand de Saussure, From *Course in General Linguistics*
Frantz Fanon, From *Black Skins, White Masks*
Ihab Hasan, "Toward a Concept of Postmodern"
Jacques Derrida, "Structure, Sign and Play"
Jean-Francois Lyotard, "Answering the Question: What is Postmodernism?"
Kate Millet, From "Theory of Sexual Politics"
Lionel Trilling, "Marxism and Literature"
Louis Althusser, "Ideology and ideological state apparatus"
Michel Foucault, "What is an Author?"

Northrop Frye "The Archetypes of Literature"
Raymond Williams "The Analysis of Culture"
Roland Barthes "Death of the Author"
Sigmund Freud, From *The Interpretations of Dreams*.
Simone de Beauvoir, From *The Second Sex*
Stuart Hall, "Cultural Studies and Its Theoretical Legacies"

13. Assessment Methodology: The assessment may consist of written assignments, class presentations, class participation, mid-semester exam and end-semester exam.

14. No. of students to be admitted: 20-25

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Dr. Vikram Singh Thakur

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Revisiting All India Progressive Writers' Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s, 1940s and 1950s
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Film Studies, MA Performance Studies, MA History
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) Semester Long Course
6. Proposed date of launch: January 2014 (The Course was a part of the courses offered to MA English students in the Winter Semester 2012)
7. Course Team: (coordinator, team members etc.) : Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course is an interdisciplinary course; it seeks to situate literature within the context of cinema and theatre movements prevalent in India in 1930s, 1940s and 1950s. It also links literature, theatre and cinema to the larger debates around nation building and the formation of new India. The course will be highly beneficial to students who are interested in the history of the Indian cultural scenario in the first half of the twentieth century and the connection between art, literature, theatre and cinema and its intervention in the active processes that led to the decolonization of the Indian psyche in the context of culture.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective

10. A brief description of the Course:

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s, 1940s and 1950s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened.

11. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.): Interest in history, literature, theatre and cinema.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This course introduces students to the All India Progressive Writers Association and Indian People's Theatre Association, the two most significant movements in literature in 1930s and 1940s. During India's freedom movement, the Progressive writers in 1936 gave a call to not only stand against Imperialism but also against inequality, social injustice and fascism within India. The Progressive writers were deeply concerned with the fact that if India was to become truly independent then it had to free itself from class, caste and gender disparities. Hence the idea of critical realism in literature was given precedence against all other forms of writing by the Progressive writers.

AIPWA led to the formation of IPTA in 1942. Based on the same precepts as the AIPWA, IPTA concentrated on People's theatre. Central to it was the belief that the People's theatre must evolve from the organized mass movement of workers, peasants, students, youth and the middle class. But whereas AIPWA imparted great significance to social realism as a mode of writing, IPTA concentrated more on the folk form. The IPTA activists believed that the new theatre was to emerge from a synthesis of the folk and the classical with modern stage technique and lighting. Hence in order to connect with people it was necessary to ground the work in reality, past and tradition.

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s, 1940s and 1950s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a

few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened.

While the course will celebrate the emergence of this new writing and theatre in India, it will also critique its rigid premises which led to the exclusion, expulsion and alienation of some of the best minds and writers of its time.

The objective of the course is to familiarize the students to the socio-political concerns, debates and dissent existing in literature in India from 1930s to 1950s within the broader context of nationalism and the formation of new India.

As the spectrum of AIPWA and IPTA is too vast, the focus of the course will mainly be related to writings in Urdu (Hindustani), Hindi, English and Bangla

Indicative Reading list

The Course will undertake an indepth analysis of only a few of the writers, stories, poems, songs, plays, scripts and films listed below (the remaining readings will be analyzed by students during their presentations):

Module 1

The first module will constitute of several readings that led to the formation of the Progressive Writer's Association and Indian People's Theatre Association. The readings in this module will mainly be from the original documents/ Manifestos of IPTA and AIPWA especially the documents included in Sudhi Pradhan's Marxist Cultural Movement in India (3 Volumes). These readings will be contextualized within several other significant radical literary thought and writings written by cultural activists across several emerging new nations during the early twentieth century.

Module 11

The second module will focus on the literature written by the writers who affiliated themselves with the AIPWA. This module will mainly concentrate on the fiction written by these writers.

Sajjad Zaheer,, "Dulari", "Jannat Ki Basharat" and other stories included in Angarey, London Ki Ak Raat,

Rasheed Jahan, "That One" ("Who"), "A Visit to Delhi" ("Delli ke Sahir")

Ismat Chughtai, "Chhoti Ka Jora", "Lihaf", Gharam Hawa

Saadat Hasan Manto, "Mozil", "Thanda Ghosh"

Mulk Raj Anand , "Old Bapu", The Untouchable

Razia Sajjad Zaheer, "Low Born" ("Neech")

Premchand, "The Path to Hell"

Rajinder Singh Bedi, “Lajwanti”
Krishan Chander, Ann Detta

Module 111

This module will focus on the poems written by writers associated with both the AIPWA and the IPTA

Faiz Ahmad Faiz, “My Fellowmen, My Friend”, “Dawn of Freedom”, “This Harvest of Hope”, “Bury me under your Pavements”, “Dedication” (“Intizab”), “We will see” (“Hum Dekhege”)

Ali Sardar Jafri, “Raj Neeraj” and other poems

Poems by Sajjad Zaheer

Selected works of Suryakant Tripathi (Nirala)

Selected works of Shamsheer Bahadur

Selected poems by Sahir Ludhianvi

Majaz, Selected poems

Kazi Nazrul Islam, ‘Helmsmen, Beware’ and other poems

Jyotirindra Moitra, ‘Many Voices and One’, Navajibaner Gan, Madhubanishir Goli

Salil Chaudhary, Protest songs and music

Module 1V

Module 1V will focus on the film songs and lyrics written by artists associated with AIPWA and IPTA. It will focus on the film songs and lyrics of:

Kaifi A’zmi

Majrooh Sultanpuri

Jan Nisar Aktar

Shalinder

Makhdoom Mohiuddin

Pradeep

Sahir Ludhianvi, “Wo Subha Kabhi to Ayegi”, “Jina Naaz hai hind pe who Kahahe”, and other film lyrics and poems

Majaz, “Bol Ari ye Dharti bol”, “To Sar uta lati to kya tha”, and other poems

(and of other lyricists associated with IPTA and AIPWA will also be discussed)

Module V

This module will focus on the plays associated with IPTA. It will mainly focus on the following plays:

Ritwik Ghatak, Dalil

Bhaskara Pillai, You Made Me a Communist

Dinabandhu Mitra, Nirdarpan

Bijon Bhattacharya, Nabanna, Jabanbandi

V.K. Gokak, Yugantar

Module VI

This module will focus on the films produced in association with IPTA and AIPWA. It will focus on several script writers, directors, producers and film artists. It will mainly focus on the following films:

Nemai Ghosh, Chinnamul

Bimal Roy , Do Biga Zamine, Udayer Pathey

Ritwik Ghatak, Nagarik, Komal Gandhar

Uday Shanker, Kalpana

Shambu Mitra and K. A. Abbas, Dharti ke Lal

Chetan Anand, Nicha Nagar

Raj Kapoor and K. A. Abbas, Awara and Shri 420

Ismat Chughtai and M.S. Satyu, Gharam Hawa

K.A. Abbas, Dr. Kotnis Ki Amar Kahani

Shambu Mitra, Jagte Raho

K. A Abbas, Film Scripts of Raj Kapoor's Awara and Shri 420, Zubeida, The One Who did not Come Back

Naya Daur

Other writers/poets/theatre artists whose works may be included are:

Ahmed Ali, Ahmad Nadeem Qasmi, Ahmad Faraz, Habib Jalib, Shambu Mitra, Habib Tanvir, Fehmida Riyaz, Kishwar Naheed, Anil D'silva, Hajrah Begum, Mahmuduzzafar, Shri Shri, Umashankar Joshi, Gurbaksh Singh, Anna Bhau Sathe, Firaf Gorakhpuri, Josh Malihabadi, Balraj Sahani, Bhisham Sahani, Utpal Dutt, Amrita Pritam, Mukunda Das, Sukanto Bhattacharya, Bishnu Dey, Ram Bilas Sharma, Ageyaya and Muktibodh

16. Assessment Methodology:_ The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
17. No. of students to be admitted: An ideal number will be around 25 students
18. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: LCD Projector and Speakers in the Class Room

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: English: Dalit Literature: A Critical Overview
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters Level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long, regular course
6. Proposed date of launch: January 2014
7. Course Team: (coordinator, team members etc.): Dr. M. Murali Krishna
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The MA English programme seeks to explore and understand literary traditions of English and other languages. Dalit literature emerged from India as a result of the socio-cultural movement spearheaded by Dr. Ambedkar and his followers in the name of Dalit Panthers and other such movements. Dalit literature throws light on the systems of social degradation and dalits' relentless efforts to attain dignity of life and equality. In this course, students will be introduced to the varied forms of dalit literature and its contribution to the domain of creativity and knowledge.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: MA English

10. A brief description of the Course:

This course will familiarize students with the political and cultural context in which dalit literature as a distinct domain of knowledge production emerged in modern

India. Dalit literature serves as a platform for dalit articulation in addressing political concerns and achieving dalit emancipatory goals. Students would be introduced to different forms of dalit literature such as novels, poems, short stories, essays, plays, and autobiographies to examine how the varied forms of dalit cultural expressions contribute to the project of dalit emancipation. Dalit literature challenges the mainstream literary conventions and lays emphasis on the social relevance and politics of art and literature. Students will also be introduced to some of the important debates in dalit literary criticism.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

In order to understand dalit literature in its own context, a selection of background readings or critical material will also be provided to the students from the following sources:

- Anand, Mulk Raj and Eleanor Zelliott, eds. *An Anthology of Dalit Literature*. New Delhi: Gyan, 1992.
- Dangle, Arjun, ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. New Delhi: Orient Longman, 1992.
- Susie Tharu and K. Satyanarayana (Ed). “No Alphabet in Sight: New Dalit Writing” from South India Dossier 1: Tamil and Malayalam. Delhi: Penguin: 2011.
- Gunasekaran, K. A. *The Scar*. Trans. V. Kadambari. Chennai: Orient Blackswan, 2009.
- Bama. *Karukku*. Trans. Lakshmi Holmström. Chennai: Macmillan, 2000.
- . *Sangati: Events*. Trans. Lakshmi Holmström. New Delhi: OUP, 2005.
- Jadhav, Narendra. *Outcaste: A Memoir*. New Delhi: Viking, 2003.
- Kamble, Baby. *The Prisons We Broke*. Trans. Maya Pandit. Chennai: Orient Longman, 2008.
- Limbale, Sharan Kumar. *The Outcaste: Akkarmashi*. Trans. Santosh Bhoomkar. New Delhi: OUP, 2003.
- Mane, Laxman. *Upara: An Outsider*. Trans. A. K. Kamat. New Delhi: Sahitya Akademi, 1997.
- Gaikwad, Lakshman. *The Branded: Uchalya*. Delhi: Sahitya Akademi, 1998.
- Sivakami, P. *The Grip of Change and Author's Notes*. Chennai: Orient Longman, 2006.
- Sudhakar, Yendluri. *Mallemoggala Godugu: Madiga Kathalu*. Hyderabad: Dandora, 1999.
- Valmiki, Omprakash. *Joothan: A Dalit Life Story*. Trans. Arun Prabha Mukherjee. Kolkata: Samya, 2003.

Kalyanarao,G. *Untouchable Spring*. Trans. Alladi Uma and M. Sridhar. Chennai: Orient Blackswan, 2010.

M. Vinodini. *Fifth Pulley*. Published in Tutun Mukherjee (Ed.) *Staging Resistance: Plays by Women in Translation*. Delhi: OUP, 2004.

13. Assessment Methodology:

Assessment for the course includes Class participation, Presentation, Short paper and Long paper.

14. No. of students to be admitted: 30

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Dr. M. Murali Krishna
Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: 20th Century American Drama
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme in English
4. Level at which the course can be offered: Pre-doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: January 2014
7. Course Team: (coordinator, team members etc.) Ms. Sanju Thomas, Dr. Vikram Singh Thakur.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

MA English programme at AUD aims to cover literatures from all over the world. American literature though linked to English literature in the early stages of development has long developed its own unique characteristics. American drama is a comparatively young genre, and has been for long overshadowed by the genres of fiction and poetry. This course would give the students an opportunity to study some of the great American playwrights of the twentieth century like Eugene O'Neill, Tennessee Williams, Arthur Miller among others.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

American drama of the twentieth century was shaped by the political, social, economic, and cultural changes that swept across the world in the latter half of the nineteenth century and all through the twentieth century. In a world torn by two world wars, and post war sufferings, displacement, lack of faith and loss of relationships, it was only natural for writers to reflect in their works deep-seated psychological traumas and social concerns. Even when American drama is often said to be neglected as compared to other genres of literature, undeniably it has produced great masters in content and technique. The course will introduce the students to some of the great dramatists of American literature.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):
The course will showcase some of the brilliant playwrights of America from the early twentieth century to the more recent times. The plays deal with a variety of themes such as class, gender, politics, and disability and personal traumas.

The indicative reading list is as follows:

Adrienne Kennedy, *Funnyhouse of a Negro*
Arthur Miller, *All My Sons, Death of a Salesman,*
---, *The Crucible*
August Wilson, *The Piano Lesson*
---, *Fences*
Clifford Odets, *Waiting for Lefty*
David Mamet, *Oleanna*
Edward Albee, *The Zoo Story*
---, *The Sandbox*
---, *The American Dream*
---, *Who's afraid of Virginia Wolf?*
Eugene O'Neill, *Beyond the Horizon*
---, *Emperor Jones*
---, *Mourning Becomes Electra*
---, *The Hairy Ape*
---, *The Iceman Cometh*
---, *Strange Interlude*
---, *Long Day's Journey into Night*
Langston Hughes, *Mulatto*
---, *Soul Gone Home*
Lillian Hellman, *The Children's Hour*

---, *The Little Foxes*
 Lorraine Hansberry, *Raisin in the Sun*
 Sam Shepard, *Buried Child*
 Susan Glaspell, *Trifles*
 ---, *Alison's House*
 Tennessee Williams, *The Glass Menagerie*
 ---, *A Streetcar Named Desire*
 ---, *Cat on a Hot Tin Roof*
 Thornton Wilder, *The Skin of Our Teeth*
 ---, *Our Town*

13. Assessment Methodology: Continuous assessment which will include mid-semester test, presentation, written assignment and end semester exam.
14. No. of students to be admitted: 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, projector, CDs

Ms. Sanju Thomas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literature, Socialism, Dissent
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme
4. Level at which the course can be offered: Post Graduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)
Semester-long course
6. Proposed date (semester) of launch: Winter Semester 2014
7. Course team (coordinator, team members etc): Mr. Sayandeb Chowdhury
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
This course is an opportunity for students to get acquainted with one of the most productive sub-genres of literature in the 20th century. In keeping with the larger AUD mandate of unmaking disciplinary boundaries, this course takes the study of 20th century literature beyond the obvious and hopes to provide one of the more sophisticated readings of literature as a political apparatus, without losing sight of literature being an aesthetic-cultural superstructure. Politics and literature couple in surprisingly productive ways and this course hopes to unravel the very complex ways in which the literary accost the political and the political underlines the literary-cultural. Serious students of literature will hopefully benefit from this course in understanding how the political unconscious of literature plays out in its consciousness and how great literature is born out of the political imaginary.
9. Write the categories applicable for the course from those given below:
MA discipline course
10. Brief (max. 250 words) course description:

A large part of the history of dissent in the last century has to do with the disturbing history of socialism in and out power. Writers and intellectuals across Europe and beyond have constantly struggled with the limits and limitations of socialism in power as much as they have tried to redefine the contours of literature, under such circumstances, as a socially and politically symbolic manifestation of those very limits. The history of socialism in power is also a history of dissent and dissident writing, of constant fear and loathing, of betrayal and forced performance and of satire and paranoia. This course maps, through a close study of a few landmark samples, a hundred years of dissent against the machinations of Utopian ambition, the dehumanizing effects of a revolutionary ethic and also a serious defence of socialism's lost potential. The result is a fascinating repertoire of writing that engages socialism at various levels and makes a genuine search for literature as the final redeemer against socialism's derogation of the human and the imaginative agency.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): Interest in the appeal and critical understanding of literature.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course would study the most prominent form of 20th century dissent literature as that which critically engages with an idea of a utopian state/system or ridicules and rejects it. The four modules of the course will consider early critiques of Utopian Socialism, responses for and against Socialism in Anglo-American world, satires against socialist structures in the Europe and critiques of Soviet Socialism. The key areas of discussion would be around the idea of commitment and rebellion, state and the arts, the policing of culture, the politics of power and the play of consent, dissent as allegory and mythology, the self and its many Others, the ethics of dissenting and humour as effective 'political' form.

Modules and readings

Module I | Socialism before Socialism

The module will start with William Morris' classical critique of Socialism, *News from Nowhere* (1890) and Upton Sinclair's *The Jungle* (1905), one of the earliest American critiques of Fordism.

Module II | Socialism in the Anglo-American world

The module will include George Orwell's classic satire on totalitarianism, *1984* (1948) and Arthur Miller's anti-McCarthyist parable, *The Crucible* (1952).

Module III | Critiques of Socialism in Europe

This module will include Fyodor Dostoevsky's *Notes from the Underground* (Russian 1864, English trans 1918), a classic critique of Utopian Socialism and the iconic book it inspired: Albert Camus' pro-individualist, counter-existentialist monologue *The Fall* (1956).

Module IV | Soviet Socialism

The final module will study two classic, anti-Communist works from the high-tide of dissent literature under the Soviet regime, Arthur Koestler's gritty *Darkness at Noon* (1940) and Mikhail Bulgakov's sardonic *The Master and Margherita* (1937, 1967).

Reading List

Primary reading: The essential texts

Secondary Reading

Martin Jay, *Marxism and Totality*

Czesław Miłosz, *The Captive Mind*

Bill Marshall, *Victor Serge: The Uses of Dissent*

Henry S Hughes, *Sophisticated Rebels: The Political Culture of European Dissent, 1968-87*

Helen Small, *The Public Intellectual*

D Herms: *Upton Sinclair: Literature and Social Reform*

Dubravka Ugrešić, *The Culture of Lies*

Stephen Eric Bronner, *Socialism Unbound*

Donald F. Busky, *Communism in History and Theory: From Utopian Socialism to the Fall of the Soviet Union*

Popper, Karl, *The Open Society and its Enemies, Vol II*

Josephine Woll, Vladimir Treml, *Soviet Dissident Literature, A Critical Guide*

13. Assessment methodology:

Response paper: 20%, Textual analysis: 20%, Group Presentation: 20 %, Class presentation: 10%, End-term/term paper: 30%

14. Proposed enrolment ceiling (max. number of students to be admitted):

20-25

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external

agencies (e.g., with field-based organizations, hospital) etc:
Books related to the subject , high-end audio-visual equipment.

Mr. Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Women Writing in India
2. Name of the School/Centre proposing the course: School of Liberal Studies and School of Human Studies
3. Programme(s) which this course can be a part of: MA English and MA Gender Studies
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course: NA
6. Proposed date of launch: Has already been launched, launching again in January 2014
7. Course Team: (coordinator, team members etc.) Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Gender studies is a strong disciplinary area within the study of social sciences and humanities. The agency women gain through literary works adds nuances to the perceptions of womanhood. In a gender sensitive university like AUD, the presence of a course that exclusively looks into the literary output of Indian women writers from pre-historical times to now buttresses AUD's commitment to gender equity.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course foregrounds literary expression of women's hopes, joys, desires and struggles while attempting to read these literary expressions in the larger context of the women's movement in India. Beginning with the Therigatha of the Buddhist nuns, the

course traces the history of women's writing in India. The course will look into women's expression of their spiritual journeys and the ways in which these journeys formed their notions of self and womanhood through reading the bhajans of Meerabai, the songs of Lal Ded and Akkamahadevi and the sayings of Bahinabai and Janabai. Women's experiences of negotiating the changes in the domestic sphere during the colonial times and the changing ideals of Indian womanhood during the freedom movement will be understood through the autobiographies and biographies of Indian women. The struggle women faced to overcome structural barriers of caste and class will also be studied through reading some autobiographies. There will also be an attempt to look at women's re-interpretation of some prominent women character's in Hindu mythology. Early expressions of anger by Indian women against the patriarchal structure will be studied. Women's experiences of stepping into the world of work will be studied by reading the records of their work. Writing will also be studied as a cathartic experience for women. Most of the texts in the course will be read in translation in English. However, writing in English by women in India will also be read.

11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.): None

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

A few texts from the list given below will be used for classroom discussions and assessment situations.

Tentative Reading List:

Novels

Desai, Anita. *Fire on the Mountain*

Dutt, Toru. *The Diary of Mademoiselle D'Arvers.*

Ray, Pratibha. *Yagnaseni: The Story of Draupadi.*

Kanitkar, Kashibai. *The Palanquin Tassel.*

Gokhale, Namita. *Shakuntala, The Play of Memory.*

Gokhale, Namita. *Paro, Dreams of Passion.*

Markandeya, Kamala. *Nectar in a Sieve.*

Hossain, Attia. *Sunlight on a Broken Column.*

Kapur, Manju. *Difficult Daughters.*

Sidhwa, Bapsi. *Ice-Candy Man.*

Sobti, Krishna. *Memory's Daughter.*

Sobti, Krishna. *To Hell With You, Mitro*.
Futehally, Shama. *Tara Lane*.
Chughtai, Ismat. *The Crooked Line*.
Hyder, Qurratulain. *River of Fire*
Appachana, Anjana. *Listening Now*.
Pritam, Amrita. *The Skeleton*.
Mehta, Rama. *Inside the Haveli*.
Deshpande, Shashi. *Such a Long Silence*.
Deshpande, Shashi. *The Dark Holds No Terrors*.
Biographies and Autobiographies
Kamble, Baby, Chapter 5 of *The Prisons We Broke*
Sister Jesme. *The Autobiography of a Nun*.
Dalmia, Yashodhara. *Amrita Sher-gil: a life*.
Bama. *Karukku*.
Halder, Baby. *A Life Less Ordinary*.
Butalia, Urvashi. *The Other Side of Silence*.
Das, Kamala. *My Story*.
Das, Binodini, Excerpt from her Autobiography
Haksar, Urmila. *The Future That Was*.
Merchant, W. D. *Home on a Hill: A Bombay Girlhood*.
Sen, Haimabati. *Because I am Woman*.
Tilak, Lakshmibai. *I Follow After*.
Joshi, Shrikrishna Janardhan. *Anandi Gopal*.
Wadekar, Hamsa. *I Am Telling You, Listen*

Prose:

Tharu, Susie and K. Lalita. "Introduction". *Women Writing in India*.
Shinde, Tarabai. Excerpt from *Stri-Purush Tulna*
Pandita Ramabai. Excerpt from *The High-Caste Hindu Woman*.
Sorabji, Cornelia. Letter to *The Pioneer Mail* and *The Indian Weekly*.

Short-Fiction:

Antarjanam, Lalitambika. 'Revenge Herself'
Appachana, Anjana. "Her Mother"
Devi, Mahashweta. 'Kunti and the Nishadin'
Kanuparti, Varalakshamma, "The Promise"
Karve, Iravati. "Kunti" from *Yugantar*
Niranjana, Anupama. "A Day with Charulata".
Pande, Mrinal. "Girls"
Vaidehi "Akku"
Ambai "Yellow Fish"
Shashi Deshpande "My Beloved Charioteer"
Shama Futehally "The Meeting"
Mrinal Pande "Girls"
Anjana Appachana "Her Mother"
Suniti Namjoshi "Dusty Distance"
Rajalakshmi "The Lost World"
Razia Sajjad Zaheer "Neech"
Lalitambika Antarjanam "Revenge Herself"
Ismat Chughtai "The Veil"
Arupa Patangia Kalita "Doiboki's Day"
Abburi Chaya Devi "Wife – Working woman"
Gauri Deshpande "That's the Way it is"
Mahashweta Devi "Bayen"
Ashapura Debi "Izzat"
Urmila Pawar "Justice"
Attia Hosain "The First Party"
Ayoni "Volga"
Amrita Pritam "The Stench of Kerosene"

Poetry

Muddupalani. Verses from *Radhika Santwanam*.

Selections from Antal's *Thiruppavai*.

Selections from the bhajans of Meerabai, Janabai, Akkamahadevi, Lal Dedh, Sule Sankavva

Selections from Therigatha

Selections from the poetry of Kamala Das, Imtiaz Dharker, Meena Alexander, Sarojini Naidu, Toru Dutt, Eunice D' Souza, Suniti Namjoshi, Indira Goswami, Subhadra Kumari Chavan, Mahashweta Devi, Meena Kandasamy and Rukmini Bhaya Nair.

Supplementary Reading List

Showalter, Elaine. "The Female Tradition". *A Literature of their Own*. 1999 edition.

Wool, Virginia. "Women and Fiction". *Granite and Rainbow*.

Gilbert, Sandra M and Susan Gubar. "The Queen's Looking Glass: Female Creativity, Male Images of Women, and the Metaphor of Literary Paternity" *The Madwoman in the Attic*.

De Beauvoir. "Woman, the Other" *The Second Sex*.

Nandy, Ashis. "Woman Versus Womanliness in India: An Essay in Cultural and Political Psychology". *At the Edge of Psychology*. Delhi: OUP, 1980.

Moi, Toril. "Feminist, Female, Feminine".

Morrison, Toni. "Rootedness: The Ancestor as Foundation".

hooks, bell. "Black Women and Feminism".

Mohanty, Chandra Talpade. "Third World Feminism".

Menon, Nivedita. "Embodying the Self: Feminism, Sexual Violence and the Law".

Gabriel, Karen. "Designing Desire: Gender in Mainstream Bombay Cinema".

Cixous, Helene. "The Laugh of the Medusa".

13. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
14. No. of students to be admitted: 30 – 35.
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external

agencies (e.g., with field-based organizations, hospital) etc. Books, films and documentaries on women's studies.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Contemporary Indian Drama and Theatre
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Postgraduate
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
6. Proposed date (semester) of launch: January 2014
7. Course team (coordinator, team members etc): Dr. Vikram Singh Thakur
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is designed to introduce students to an important genre of literature viz. drama. The course assumes that drama is not realized until it is performed. Thus, the course also engages students with some stage performances of select plays that also throw light on the discourse of Indian theatre in post-colonial India. Since the MA English programme at AUD recognizes the need to connect literature with other arts, this course will benefit students by engaging them with literature and theatre. By the end of the course the students should be able to appreciate drama and theatre in a more nuanced and critical manner.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: NA
10. A brief description of the Course:

The course involves a study of various plays and their productions in various Indian languages through English translations to discuss various issues and trends in Indian drama and theatre since Independence. Some of the important issues that have

shaped contemporary Indian drama and theatre like folk theatre, theatre of roots, history, myth and politics of performance will be taken up for study in the course.

11. Specific requirements on the part of students who can be admitted to this course (Prerequisites or prior knowledge level etc): Interest in drama and theatre
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course is designed to introduce students to various issues involved in contemporary Indian drama and theatre. Some of the modules that can be taught in the course are: folk theatre and the search of an indigenous idiom, appropriating history and myth, realism in drama, political theatre, drama from the margins and adaptations of foreign playwrights like Shakespeare, Brecht and Ibsen into an “Indian” context.

Indicative Reading List

Some of the following plays, performances and critical readings may be taken up for detailed study:

Plays and Performances

Habib Tanvir, *Vasantritu ka Sapna Kaamdeo ka Apna* (A Midsummer Night’s Dream)

Mohan Rakesh, *Adhe Adhure*

Chandrashekhar Kambar, *Jokumaraswami*

Girish Karnad, *Hayavadana*

Dharamvir Bharti, *Andha Yug* (*Blind Epoch*)

Utpal Dutt, *Angar* (*Embers*)

Badal Sircar, *Baki Itihas* (*The Rest of History*)

Vijay Tendulkar, *Shantata! Court Chalu Ahe* (*Silence the Court is in Session*)

G.P. Deshpande, *Andhar Yatra*

Mahesh Elkunchwar, *Party, Atmakatha* (*Autobiography*)

Mahesh Dattani, *Dance Like a Man*

Neelam Mann Singh, dir. *Naagmandalam*

Critical Readings:

Awasthi, Suresh, “‘Theatre of Roots’: Encounter with Tradition”.

Jacob, Paul, ed., *Contemporary Indian Theatre: Interviews with Playwrights and Directors*.

Bardola, V.M., “Post 1980 Plays: Hindi”.

Bharucha, Rustom, *Rehearsals of Revolution: the Political Theatre of Bengal*.

Bhatia, Nandi, ed., “Introduction”. *Modern Indian Theatre: A Reader*

Deshpande, G. P., ed. *Modern Indian Drama: An Anthology*.

---, "History, Politics and the Modern Playwright".
McRae, John, "An Introduction to the Plays of Mahesh Dattani"
Mee, Erin B, "Introduction". *Theatre of Roots: Redirecting the Modern Indian Stage*
"Recommendations of the Drama Seminar". *Sangeet Natak*

13. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: 25-30
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Dr. Vikram Singh Thakur

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Short Story
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters Level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long, regular course
6. Proposed date of launch: July 2014
7. Course Team: (coordinator, team members etc.): Ms. Bhoomika Meiling
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The short story is hardly studied separately as a form in India. This course begins with this assumption and goes on to explore the origins of the modern short story. The course focuses on the rise and development of the short story in the nineteenth century around the same time in America, Russia, Germany, Britain and France. It also includes a brief study of the origin of the short story in India. In line with AUD's aim to explore newer fields of knowledge, this course surveys an oft-ignored form in great detail.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: MA English
10. A brief description of the Course:

The short story acquired its name only in 1884 when Brander Matthew, the author of *The Philosophy of Short-story* coined the term though short stories had existed and been popular for almost a century by then. Also, most oral literatures did create and share

stories much before the written form became popular. This course focuses on short story, a form which despite having very ancient roots has gained a formal acknowledgement fairly recently. It is a survey course which explores the origins of the short story across the world through the study of stories written by some representative authors of the genre. It also seeks to engage the students with the origin of the modern Indian short stories in some regions.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Readings for the course will be selected from the following *indicative* reading list:

Module 1: Experiments-

Selections from Washington Irving, Brothers Grimm, E.T.A. Hoffmann Prosper Merimee, Alexander Pushkin, Nikolai Gogol, Nathaniel Hawthorne, Edgar Allen Poe, Herman Melville

Module 2: Early Short Stories-

Selection from Rudyard Kipling, Arthur Conan Doyle, H.G.Wells, Gut de Maupassant, Fyodor Dostoyevsky, Leo Tolstoy, Anton Chekhov, Maxim Gorky

Module 3: Short Story in Twentieth Century-

Selection from Saki, W. Somerset Maugham, Katharine Mansfeild, Thomas Mann, Franz Kafka, William Faulkner, Ernest Hemingway and Ryunosuke Akutagawa

Module 4: Early Short Story in India-

Selection from Rabindranath Tagore, Prem Chand, Sadat Hasan Manto, Ismat Chughtai, Vaikom Mohammad Basheer and others.

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:
Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.
14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Analyzing Fiction: The Human Condition
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Creative Writing, MA Psychology
4. Level at which the course can be offered: Predoctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long Course
6. Proposed date of launch: Already launched, Launching again in July 2014
7. Course Team: (coordinator, team members etc.): Dr. Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The course falls under the area related to both World Literature in Translation and Themes in Literature. It connects itself to human psychology and existential struggles related to invisible, unknown parts of self. The course in this respect extends itself to interdisciplinarity as it enters into the psychic terrains. Students opting for this course will learn how to analyze fiction and its nuances, they will also benefit, as they will hopefully gather deeper insights into the human psyche.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course looks at a few specific works of fiction that reflect the various facets of the human condition. While it examines the journeys of individuals who struggle to be human despite their own inner compulsions that pull them in contrary directions, it also traverses the journey of individuals as they confront their own marginalization and

grapple with it, in their own specific ways. The course thus observes these twin issues as it goes deep into the psychic and existential journeys of individuals as they face up to their own inner being and also realize the multifaceted realities of human existence.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) Basic interest in the complexity of human existence and an ability to analyze fiction.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

“Literature is about trying to capture the one or two moments in your life when your heart opened up” – Albert Camus.

The objective of the course is to familiarize the participants with a plethora of human complexities and their expression through a deep understanding of fictional narratives. It is also to sensitize us both to our own unwitting contribution in the creation of subjectivities that experience social and relational marginalities as it is to become a witness to our own inner world as we bear testimony to the complex hidden parts of fictional characters who are but a reflection of our own unknown, unacknowledged parts of self.

The course will broadly examine themes related to beauty and ugliness, ability and disability, the struggle between responsibility and freedom, truth and dishonesty, love and violation, humility and strength, crime and punishment, racism and marginality, ego and the complete annihilation of self, the quest for the spiritual, guilt, atonement and confession, the intense desire to love and the complete inability to love, desire and its complete negation.

Selections will be made from the following list. Only a few of the text, listed below will be taken up for detailed analysis and study. The rest of the text will be analyzed by students during their presentations and in the process of writing term papers.

Reading list:

Toni Morrison, *The Bluest Eye*
Mohan Rakesh, “Miss Paul”
Fyodor Dostoevsky, “The Meek one”
Franz Kafka, “Metamorphosis”
Flaubert, “The Legend of St Julian the Hospitaller” (*Three Tales*)
Qadiryar, “Qissa Puran Bhagat”
Thomas Hardy, *The Mayor of Casterbridge*
J.M. Coetzee, *Disgrace*
Albert Camus, *The Fall*
Andre Gide, *The Immoralist*
Manto, “Thanda Gosh”
Gurdial Singh, *Half Moon Night*
Fyodor Dostoevsky, *Notes from the Underground*

Fyodor Dostoevsky, *Crime and Punishment*
Camus, *The Outsider*
Khaled Hosseini, *The Kite Runner*
Tehmina Durrani, *Blasphemy*
D.H. Lawrence, *Sons and Lovers*
Leo Tolstoy *Anna Karenina*
Rajinder Singh Bedi “Lajwanti”
Mahasweta Devi, “Bayen”

13. Assessment Methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: 20-25 students (ideal)
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Contemporary Indian English Fiction
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Postgraduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
6. Proposed date (semester) of launch: July 2014 (This course has already been offered twice during 2011 and 2012)
7. Course team (coordinator, team members etc): Ms. Sanju Thomas, Dr. Usha Mudiganti
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
MA English programme at AUD seeks to be an inclusive programme which would break away from British canonical literature to look at literatures emerging from other parts of the world. Literature from India forms an important area of study, and therefore, a course on Indian English Fiction is well justified, especially with the success Indian English writers have been enjoying worldwide.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: NA.

10. A brief description of the Course:

Indian English fiction has undeniably attained a grand stature among the literatures of the world. The post-Salman Rushdie era has brought in so much of commercial and critical success to Indian English fiction that it has spurred great ambition and prolific literary activities, with many Indians aspiring to write English fiction! Outside India, Indian English fiction is taken as representative writings from India, though at home the 'Indianness' of Indian English fiction is almost always

questioned. A course in contemporary Indian English fiction will briefly review the history of Indian English fiction tracing it from its colonial origins to the postcolonial times to look at the latest trends, and how they paint the larger picture of India. Themes of nation, culture, politics, identity and gender will be taken up for in-depth analysis and discussions through representative texts. The aim will also be to understand and assess the cross-cultural impact of these writings.

11. Specific requirements on the part of students who can be admitted to this course (Prerequisites or prior knowledge level etc): An interest in fiction
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course aims to trace the history of Indian English fiction from its colonial origins to the postcolonial times. Students will read some seminal texts written by Indian writers in English to analyze the picture of India emerging from these writings. The course will also try to understand the relationship between Indian English writing and other Indian language writings, and also the larger politics behind publishing and international awards.

Indicative Reading List

Some of the following texts might be included. Since the course is on contemporary fiction many more recent novels may be added to the list.

Salman Rushdie, *Midnight's Children*, *Shame*

Arundhati Roy, *The God of Small Things*

Amitav Ghosh, *The Glass Palace*, *The Hungry Tide*

Rupa Bajwa, *The Sari Shop*

Kiran Nagarkar, *Ravan and Eddie*

Mukul Kesavan, *Looking through Glass*

Gita Hariharan, *A Thousand Faces of Night*

Rohinton Mistry, *Such a Long Journey*

Upamanyu Chatterjee, *English August*

Anita Desai, *Fasting, Feasting*

Tarun Tejpal, *The Valley of Masks*

Shashi Tharoor, *The Great Indian Novel*

Cyrus Mistry, *The Radiance of Ashes*

Tabish Khair, *How to Fight Islamist Terror from the Missionary Position*

Jhumpa Lahiri, *The Namesake*

Kiran Desai, *The Inheritance of Loss*

Esther David, *The Walled City*

Aravind Adiga, *The White Tiger*
Manju Kapur, *Custody*
Vikram Seth, *An Equal Music*
Anjana Appachana, *Listening Now*

13. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. Number of students to be admitted: 25-30
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: A good collection of Indian English fiction.

Ms. Sanju Thomas
Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Shakespeare's Many Adaptations: Tragedies
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Post Graduate level
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc): Semester-long course
6. Proposed date (semester) of launch: Monsoon Semester ie. July 2014
(This course was offered in the Monsoon Semester 2012 with some variations. However the proposed course is how the course will be offered in the future.)
7. Course team (coordinator, team members etc): Mr. Sayandeb Chowdhury
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Much of the appeal of William Shakespeare's seemingly inexhaustible power as a playwright lies in some of the most astonishing adaptations of his plays. The course will discuss how his plays have travelled across culture, language and medium, territories, cities and most importantly, languages and how the inherent potency of a Shakespeare play is unlocked in cultures and languages far removed from the original. By bringing together some of his most well-known plays to stand in comparison with some of the most interesting and landmark cinematic adaptations, the course hopes to highlight both older and newer issues that have surfaced in Shakespearean studies over the years: from grand concepts of honour, ambition, filial love, jealousy and madness to the more recent explorations of race, culture, sexuality, identity, gender and property in theatre. Also, the course would understand the politics and poetics of adaptation, elemental film theory and film logic, the language of cinema and how iconic texts perform as visual imagery.

9. Write the categories applicable for the course from those given below: MA discipline course

10. Brief course description:

This course will look into four of the most widely read tragedies by Shakespeare and how they have been adapted for screen. The first module will look at *Macbeth*, along with its adaptations by Akira Kurasawa, Roman Polanski and Vishal Bhardwaj. Module II will take up *Othello* and its adaptations by Orson Welles, George Cuckor and Jayaraaj. Module III will study *King Lear* with notable adaptations by Jean-Luc Godard, Peter Brooke and Grigori Kozintsev while Module IV will discuss the various adaptations of *Hamlet* by Micheal Almereyda, Tom Stoppard and Celestino Colorado.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Interest in the appeal and critical understanding of literature and cinema. The students must at least know how to enjoy literature, have some reading of contemporary literature and take a keen interest in the cultural reception of literature.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course, while highlighting the Shakespearean oeuvre, would go beyond and look at the many issues that inform adaptations, cinema and how they in return engage with one of the world's talismanic playwrights.

Primary Reading List:

William Shakespeare's *Macbeth* (Arden)
William Shakespeare's *Othello* (Arden)
William Shakespeare's *King Lear* (Arden)
William Shakespeare's *Hamlet* (Arden)

Primary Filmography

Akira Kurasawa's *Throne of Blood*
Roman Polanski's *Macbeth*
Vishal Bhardwaj's *Maqbool*
Orson Welles' *Othello*,
George Cukor's *A Double Life*
Jayaraaj's *Kaliyattam*
Jean-Luc Godard's *King Lear*,
Grigori Kozintsev's *King Lear*

Peter Brooke's *King Lear*
 Micheal Almereyda's *Hamlet*
 Celestino Colorado's *Hamlet*
 Tom Stoppard's *Rosencrantz and Guildenstern are Dead*

Secondary Readings

- Davies, Anthony: *Filming Shakespeare's plays: the adaptations of Laurence Olivier, Orson Welles, Peter Brook, and Akira Kurosawa*. 1988.
- Kenneth S Rothwell: *A History of Shakespeare on Screen: A Century Of Film And Television*, 2004.
- Kenneth S. Rothwell: *Shakespeare on Screen*, Cambridge UP, 1990.
- Anderegg, Michael: *Orson Welles, Shakespeare, and Popular Culture*. Columbia UP, 1999
- Béchervaise, Neil E. et al, eds: *Shakespeare on Celluloid*, St Clair, 1999.
- Buchman, Lorne M. *Still in Movement: Shakespeare on Screen*. Oxford UP, 1991.
- Buhler, Stephen: *M. Shakespeare in the Cinema: Ocular Proof*. Albany: 2002
- Burt, Richard: *Shakespeare after Mass Media: A Cultural Studies Reader*. Palgrave, 2002
- Cartmell, Deborah: *Interpreting Shakespeare on Screen*. Macmillan, 2000.
- Corrigan Timothy: *Film and Literature: An Introduction and Reader*, Routledge, 2nd Edition, 2012, Paperback
- Anthony Davies & Stanley Wells, eds. *Shakespeare and the Moving Image: The Plays on Film and Television*. Cambridge: Cambridge UP, 1994
- Grazia, Margreta de, and Stanley Wells, eds. *The Cambridge Companion to Shakespeare*. Cambridge: Cambridge UP, 2001.
- Henderson, Diane E: *Concise Companion to Shakespeare on Screen*, Blackwell; 2007
- Howlett, Kathy M: *Framing Shakespeare on Film*. Athens: Ohio UP, 2000.
- Jackson, Russell, ed: *The Cambridge Companion to Shakespeare on Film*. CUP 2000.
- Kliman, Bernice W. *Macbeth*. Manchester UP, 2004. (Shakespeare in Performance)
- Virginia M Vaughan: *The Tempest*, Man UP, 2011 (Shakespeare in Performance)
- Alexander Leggatt: *King Lear*, Manchester UP, 2005 (Shakespeare in Performance)
- Lois Potter, *Othello*, Manchester UP, 2002 (Shakespeare in Performance)
- Shaughnessy, Robert, ed: *Shakespeare on Film*. Macmillan; New York: 1998
- Mark Thornton Burnett: *Shakespeare and World Cinema* Cambridge UP, 2013
- Mark Thornton Burnett: *Filming Shakespeare in the Global Marketplace*, Palgrave, 2007.

16. Assessment methodology:

Response Paper: 20%, Film/textual analysis: 20%, Group Presentation on Adaptations of Other Shakespeare plays: 20 %, Class participation: 10%, End-term/term paper: 30%

17. Proposed enrolment ceiling (max. number of students to be admitted): 20-25

18. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Original DVDs/Blue Rays of movies, primary and secondary texts, books related to the subject and most critically, high-end audio-visual equipment.

Mr. Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Lost Generation: American Literature Between the World Wars
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course: NA
6. Proposed date of launch: Already launched in January 2013, to be launched again in July 2014.
7. Course Team: (coordinator, team members etc.) Dr. Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course focuses on the ways in which literary works represented the changes in a particular society. It is hoped that the student will learn to appreciate the transactions between literature and society in the forming of a civilization.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

America's decision to join the Allied Nations in World War I in 1917 led to radical changes in American society. A largely agrarian nation found itself in the midst

of international affairs. Its involvement in the war changed the social, political and cultural life of the nation. The literature written during this period reflects the conflicts and confusions that formed the modern America. This course will attempt to examine the ways in which literature grappled with the changes in American society. Through a detailed reading of a few literary texts, we will attempt to understand the difficult coming of age of the American nation.

Primary Reading List:

Novels:

Hemingway, Ernest. *The Sun Also Rises* (1925).

Fitzgerald, F Scott. *Tender is the Night* (1934).

Wright, Richard. *Native Son*.

Hurston, Zora Neale. *Their Eyes Were Watching God*.

Anderson, Sherwood. *Many Marriages*.

Faulkner, William. *The Sound and The Fury*.

Fitzgerald, F Scott. *The Great Gatsby*.

Hemingway, Ernest. *A Farewell to Arms*.

Steinbeck, John. *Grapes of Wrath*.

Wharton, Edith. *Age of Innocence*.

Toomer, Jean. *Cane*.

Wilder, Thornton. *The Bridge of San Luis Rey*.

Miller, Henry. *Tropic of Cancer*.

Lewis, Sinclair. *Babbitt*.

Nin, Anais. *Winter of Artifice*.

McKay, Claude. *Home to Harlem*.

Passos, John Don. *Three Soldiers*.

Saroyan, William. *The Daring Youngman on the Flying Trapeze*

Stein Gertrude, *Three Lives*.

Barnes, Djuna. *Nightwood*.

Non-Fiction:

Lewis, Sinclair. The Nobel Address: "The Fear of Literature" (1930)

Hurston, Zora Neale. "How It Feels to Be Colored Me" (1928)

Short-stories:

Faulkner, William. "The Bear".

Porter, Katherine Ann. "Flowering Judas".

Singer, Isaac Baashevis. "The Destruction of Kreschev".

Welty, Eudora. "Why I Live at the P. O.".

Poems:

Frost, Robert. "Fire and Ice" (1923), and "Two Tramps in Mud Time" (1936).

Lowell, Amy. "New Heavens for Old" (1927).

Taggard, Genevieve. "At Last the Women Are Mourning" (1935), and "Mill Town" (1935).

Hansom, John Rowe. "Here Lies a Lady" (1924).

Pound, Ezra. "A Pact" (1913, 1916), "In a Station of the Metro" (1913, 1916), and "Hugh Selwyn Mauberly" (1920).

Crane, Hart.

Williams, William Carlos. "The Widow's Lament in Springtime" (1921), "The Red Wheelbarrow" (1923), "The Wind Increases" (1930, 1934).

Stevens, Wallace. "The Death of a Soldier" (1931), and "A Postcard from Volcano" (1936).

Hughes, Langston. "Mother to Son" (1922, 1926), and "The Weary Blues" (1932) and "Mulatto" (1927).

Supplementary Reading:

Wilson, Woodrow. "'Fourteen Points' Address" (1918).

Mencken, H L. "Preface to *The American Language*" (1919).

Hoover, Herbert. "On American Individualism" (1928).

Babbitt, Irving. "The Critic and American Life" (1932).

Roosevelt, Franklin D. "First Inaugural Address" (1933).

Williams, William Carlos. "A Note on Poetry" (1938).

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
13. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
14. No. of students to be admitted: 30 – 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, films and documentaries on American literature between the World Wars.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Postcolonial Theory & Practice
2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Postgraduate
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
6. Proposed date (semester) of launch: July 2014 (The course was taught in the previous semester July 2012)
7. Course team (coordinator, team members etc): Dr. Vikram Singh Thakur
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The course is designed to introduce students to postcolonial theory. As the MA English program at AUD aims to introduce students to literatures other than British and American, this course will focus on literatures written by once colonized countries. The course will help students to theorize postcolonial literatures. The course will also benefit students by connecting them to contemporary realities that may be of immediate relevance to them.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional

10. A brief description of the Course:

The course aims to introduce students to some of the major issues and themes of postcolonial theory. The course may revolve around the following themes: colonialism, imperialism, language, hybridity and mimicry, cultural identity, diaspora, representation, resistance and decolonization. As the title of the course suggests, the course aims not only to introduce students to these theoretical concepts but also make them examine various

literary and cultural texts using these critical concepts. A range of literary, cultural and theoretical texts from Asia, Africa and the Caribbean may be included. Among various postcolonial writers whose literary works have influenced postcolonial writing the course may include works of writers like Jean Rhys, Derek Walcott, Louise Bennet and Aime Cesaire.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):No prerequisites
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

As the name suggests the course aims to introduce students to postcolonial theory and literatures. The course tries to explore the historical relationships of power and domination in the colonial and neo-colonial world through the study of literature and culture. The course will introduce the students to some of the major issues and themes in postcolonial theory and literatures like decolonization, language, canon, hybridity, cultural identity, diaspora, representation and resistance. Following is the list of modules and readings.

Modules and Readings

Following modules and readings may be taken up for detailed study

Introducing the Colonial/Post(-)colonial:

Ania Loomba, From “Situating Colonial and Postcolonial Studies”,
Colonialism/Postcolonialism

Jyotsna Singh, “Different Shakespeares: The Bard in Colonial/Postcolonial India”

Decolonizing the Mind, Canon and Language:

Gauri Viswanathan, “The Beginnings of English Literary Study in India”

NgugiwaThing’o, “The Quest for Relevance”, *Decolonising the Mind*

Edward Kamau Brathwaite, “Nation Language”

Select Poetry of Kamala Das and Louise Bennet

Aime Cesaire, *A Tempest*

Hybridity and Diaspora:

Stuart Hall, “Cultural Identity and Diaspora”, *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia

Homi K. Bhabha, “Signs Taken for Wonders”

Deepa Mehta, *Mississippi Masala*

Vassanji, From *Uhru Street*

Representation and Resistance:

Edward Said, "Introduction", *Orientalism*

Helen Tiffin, "Post-colonial Literatures and Counter-discourse"

Jenny Sharpe, "Figures of Colonial Resistance"

Jean Rhys, *Wide Sargasso Sea*

13. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: 25-30
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: Interest in literary and cultural theory

Dr. Vikram Singh Thakur

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Literatures of Africa
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Regular, Semester-long course
6. Proposed date of launch: January 2015
7. Course Team: (coordinator, team members etc.) Ms. Bhoomika Meiling
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course links with AUD's vision of exploring newer literatures and deviating from the fixed path created by the canon. This course also seeks to understand the historical processes of colonization and decolonization through a reading of the texts belonging to both these phases in Africa. It expects to engage students with the reasons, extent and repercussions of racial exploitation of the natives of Africa through assorted pedagogical methods.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional course in MA English open to all other MA students.
10. A brief description of the Course:

This course focuses on colonial and post-colonial writings which emerged from different African colonies and nations in the twentieth century. It invites student to

grapple with issues of gender, race, ethnicity, language and decolonization through a reading of works which respond and react to racial subjugation, exploitation and even erasure faced by the people of Africa over the last four centuries. An attempt would be made to survey some representative texts from Africa written in the recent past in English or in translation.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
The course will proceed with an in-class analysis of some texts chosen out of the following *indicative* list. In addition to these, students will choose one text for themselves out of the same list and prepare presentations and terms papers on it. By the end of the course, students are expected to be able to draw connections between the content of the novels, the history of decolonization and the ideologies which have generally shaped African literature.

Aime Cesaire- Selected Poems

Alan Paton- *Cry, the Beloved Country*

Alex La Guma- *A Walk in the Night*

Ama Ata Aidoo- Selected Poems

Amos Tutuola- *The Palm-wine Drinkard*

Ayi Kwei Armah- *The Beautiful Ones Are Not Yet Born*

Ben Okri- *The Famished Road*

Bessie Head- *Maru*

Buchi Emecheta- *Naira Power, In the Ditch*

Chimamanda Ngozi Adichie- *Half of A Yellow Sun*

Chinua Achebe- *Things Fall Apart, Anthills of Savannah, A Man of the People`*

Flora Nwapa- *Efuru, This is Lagos and Other Stories*

Frantz Fanon- *Black Skin, White Masks, The Wretched of the Earth*

J.M. Coetzee- *Disgrace*

Leopold Senghor- Selected Poems

Nadine Gordimer- *My Son's Story*

Naguib Mahfouz- *The Beginning and the End*

Ngugi wa Thiong'o- *I Will Marry When I Want, The Trail of Dedan Kimathi, Petals of Blood, Weep not Child, Matigari*

Okot P'Bitek- *Song of Lawino, Song of Ocol*

Ousmane Sambene- *God's Bits of Wood, Xala*

Tsitsi Dangaremba- *Nervous Conditions*

Wole Soyinka- *A Man of the Forests*

Yvonne Vera- *Butterfly Burning*

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:

Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: European Cinema and the exploration of the Human Psyche
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Film Studies, MA Psychology
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long course
6. Proposed date of launch: Will be decided keeping in purview other MA English Courses
7. Course Team: (coordinator, team members etc.): Dr. Diamond Oberoi Vahali
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The course is an interdisciplinary course. It analyzes the connection between psychoanalysis and cinema. One of the significant areas that the MA English Programme attempts to explore is the relationship between literature and other related art forms. It is within this area of convergences, parallels and overlaps between literature and cinema, that this course will find its interface. The course will be beneficial to students who wish to pursue their interest in European cinema and how it has deeply delved into the human psyche.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

This course looks at how European cinema has deep connections with the human psyche and how it has engaged with the invisible undercurrents that govern and shape our existence in very subtle modes, beyond the realm of the comprehensible.

11. Specific Requirements on the part of student's who can be admitted to this course: (Pre requisites or prior knowledge level etc.): Interest in psychoanalysis and cinema
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This course will deal with films from the early twentieth century till the nineteen eighties. It will undertake an in-depth analysis of some of the films like Luis Bunuel and Salvador Dali *Un Chien Andalou* (1929) which explores themes related to the omnipotence of desire, Federico Fellini's *Eight And A Half* (1962), a film that interweaves the past, present and future and through this, creates a thinking process within the mind of the artist himself, similarly Andrei Tarkovsky *The Sacrifice* (1986) is a film about a man who recognizes that the meaning of existence lies above all in the fight against the evil within ourselves, the film deals with the inner journey of the protagonist, who in his quest for a spiritual perfection, almost crosses the threshold of sanity, Robert Wiene's *The Cabinet of Dr. Caligari* (1919) stresses on the dark arena of human dread, terror and anxiety and explores themes related to the unknown areas of the human psyche, especially those parts of oneself that are hidden from one's own self, Ingmar Bergman's *Wild Strawberries* (1957) intermingles the past with the present, until we realize in Maria Wine's words, as Bergman himself says that one sleeps in one's childhood's shoe, Dreyer's *The Passion of Joan of Arc*, though a classic based on the historical trial of Joan Of Arc, yet the film deals with the abstract probing into the psyche of the characters through rapid 'close-ups', Michaelangelo Antonioni *The Red Desert* (1964) is a film about the inner subjectivity of its central character, a psychologically 'disturbed' woman in quest of her own inner self, the film explores her subjectivity through recurrent dream sequences, Alain Resnais *Hiroshima Mon Amour* (1959), a poetic film deals with the integration of the past and the present, of memory and oblivion, of Nevers and Hiroshima, of personal and universal tragedy as perceived through the minds of its central characters. Passolini's *Oedipus Rex*, marvellously manifests the trauma of the protagonist mainly through the technique of sound and the visuals of the barren landscapes.

The course will undertake an in-depth analysis of the selected films. Besides screening the films, the course will analyze special selected shots and will undertake detailed discussions regarding the use of camera, sound, point of view and other related techniques and will discuss as to how the Director through specific techniques reveals the inner working of the human mind. A few articles related to cinema will be analysed.

Besides this, a few psychoanalytical concepts will be introduced to the students as key concepts to understand the basic themes and characters in the films.

The objective of the course is to help inculcate the basics of film appreciation in the students as well as to help them develop deep psychoanalytical insights into literature and cinema and to understand the connection between literature, cinema and the human mind.

The course will undertake an in-depth analysis of seven films from the list given below:

Alain Resnais, *Hiroshima Mon Amour* (1959) France
Michaelangelo Antonioni, *The Red Desert* (1964) Italy
Federico Fellini, *Eight And A Half* (1962) Italy
Ingmar Bergman, *Wild Strawberries* (1957) Sweden
Carl Theodore Dreyer, *The Passion of Joan of Arc* (1928) France
Andrei Tarkovsky, *The Sacrifice* (1986) Sweden/France
Luis Bunuel and Salvador Dali, *Un Chien Andalou* (1929) France
Pier Paolo Pasolini, *Oedipus Rex* (1967) Italy
Rainer Werner Fassbinder, *In a Year with Thirteen Moons* (1978) Germany
Robert Wiene, *The Cabinet of Dr. Caligari* (1919) Germany
Michelangelo Antonioni, *Il Grido* (1957) Italy
Fritz Lang, *M* (1931) Austria

Indicative Reading List:

Freddy Bauche, *The Cinema of Luis Bunuel*
Fellini on Fellini
Ted Perry, *Film Guide to Eight and a Half*
Siegfried Kraucer, *From Caligari to Hitler: A Psychological Study of the German Film*
Donald Skoller, *Dryer In Double Reflection*
Raymond Skoller, *Speaking of the Language of Desire*
Andre Bazin, *What is Cinema*
Sergei Eisenstein, *The Film Sense, The Film Form*
Christian Metz, *Film Language*
Lotte H Eisner, *The Haunted Screen*
Bergman on Bergman
Robert Katz and Peter Berling, *Love is Colder than Death: The Life and Work of Rainer Werner Fassbinder*
Mark Le Fanu, *The Cinema of Andrei Tarkovsky*
Paul Schrader, *Transcendental Style in Film*
Braudy and Dickstein, *Great Directors: A Critical Anthology*
Seymore, *Antonioni of the Surface of the World*
Marguerite Duras, *Hiroshima Mon Amour* (script)

James Monaco, *Alain Resnais*

Roy Armes, *The Cinema of Alain Resnais*

Dictionary of Psychoanalytical Key concepts

Several articles related to psychoanalysis will constitute a core of the readings associated with the course (This course is non modular and hence cannot be divided into modules)

13. Assessment Methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.
14. No. of students to be admitted: (a group of 25 students will be ideal)
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: LCD Projector and Speakers in the class room

Dr. Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: Text and Textiles
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA in English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters Level
5. If it is a stand-alone course, how can it be scheduled? (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
Semester-long, regular course
6. Proposed date of launch: January 2015
7. Course Team: (coordinator, team members etc.): Ms. Juhi Rituparna
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course attempts to understand the politics of dress and fashion and uncover said politics hidden in the layers of literary texts and subtexts. Women's dress and the politics of sexuality will be central to the course. Students will be able to critically diagnose the subtle discourse of dress embedded within the English novels especially of the nineteenth century. They will be able to connect identity, subjectivity, respectability and sexuality within the skins of texts and textiles.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional course in MA English
10. A brief description of the Course:

Dress is a complex decorative art and an important aspect of self-representation. It is the most prominent form of visual articulation of one's socio-economic status, identity, subjectivity, culture and nationality. Dress is a language - an ideological signifying system - through which one writes the narrative one wishes to disseminate. It is at once a

highly individual and personal action, and an openly social and public endeavor; for, one wears clothes in order to be able to appear in public, and what one wears is qualified by the geographical location and social setting. Yet, it is also a purely functional activity. A dress is necessary article of everyday life that is universal to all cultures, and is governed by socially structured codes and conduct. This course seeks to look at the politics of dress – both as a personal and as a public marker of identity – in literature down the ages, but with a special lens pointed toward the Victorian era in the English novel.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) No Prerequisites

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

While the course is such that any text can be studied with the critical focus on the politics of clothes and the body, readings for the course might be chosen from the following *indicative* reading list:

Catherine Spooner, *Fashioning Gothic Bodies*

Charles Dickens, *Great Expectations*

Charlotte Bronte, *Jane Eyre*

---, *Villette*

Clair Hughes, *Dressed in Fiction*

---, *Henry James and the Art of Dress*

Cynthia G. Kuhn, *Self-fashioning In Margaret Atwood's Fiction: Dress, Culture, and Identity*

Cynthia G. Kuhn and Cindy L. Carlson, *Styling Texts: Dress and Fashion in Literature*

Elizabeth Gaskell, *Mary Barton*

Elizabeth Rigby, *Music and the Art of Dress*

George Eliot, *The Mill on the Floss*

---, *Middlemarch*

George Moore, "The Singular Life of Albert Nobbs" (Short Story and Film)

James Cameron's *Titanic* (Film)

Jane Austen, *Mansfield Park*

---, *Pride and Prejudice*

Joanne Entwistle and Elizabeth Wilson, eds. *Body Dressing*

Lars Svendsen, *Fashion: A Philosophy*

Malcolm Barnard, *Fashion Theory: A Reader*

Marcus Ewert, *10,000 Dresses*

Margaret Mitchell, *Gone With the Wind*

Nathaniel Hawthorne, *The Scarlet Letter*

Rabindranath Tagore, *Chokher Bali*

Roland Barthes, *The Fashion System*

---, *The Language of Fashion*

William Makepeace Thackeray, *Vanity Fair*

William Shakespeare, *As You Like It*

---, *The Merchant of Venice*

---, *Twelfth Night*

Apart from these a host of secondary readings will be used to link the different ideological pegs that hold the course together.

13. Assessment Methodology:

Assessment for the course may include Class Participation, Project Presentation, Mid-semester Examination, Term paper, and End-semester Examination.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Ms. Juhi Rituparna

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: English: Structure and Practices
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters Level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) : Semester-long, regular course
6. Proposed date of launch: Launched in January 2013, to be launched again in January 2015
7. Course Team: (coordinator, team members etc.): Dr. M. Murali Krishna
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The Graduate Programme in English at Ambedkar University seeks to introduce students to various aspects of the study of literature, in that the compulsory courses of the programme are designed with a view to introduce students to fundamental concepts and developments in the study of literature and English language. The present course viz. “English: Structure and Practices” falls under core compulsory courses of the M.A. English programme. This course will help students understand the underlying linguistic structure and the literary styles embedded in literary texts.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: MA English

10. A brief description of the Course:

This course will introduce students to the structure, the diverse forms and uses of English. It will enable students to understand and analyse the constitutive elements of the spoken and written forms of English and the language of literary texts. It will equip them with the necessary skills and tools required in the systematic study of language and literature. The basic literary stylistic concepts such as metre and rhythm, genre, narrative structure, interpretation and point of view will be studied in conjunction with the theory of language.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) None

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Some of the key linguistic concepts that define and shape the structure of modern English will be studied alongside the theory of literature. The course will explore the interconnectedness between theory of language and theory of literature. This course will enable students to perceive the underlying features of both written and spoken forms of English language.

Module 1: Phonetics

International Phonetic Alphabet (IPA)
Diphthongs, Monophthongs
Homophones and Homographs
Accent and Intonation

Module 2: Phonology

Phoneme, Minimal Pair and Allophones
Segmental and Suprasegmental Phonology

Module 3: Morphology

Morphemes, Lexemes and allomorphs
Morphological Process

Word Formation

Module 4: Syntax

Syntactic Categories

Syntactic Process

Syntactic Analysis

Module 5: Semantics and Pragmatics

Semantic Theories

Levels of Meaning: lexical and grammatical meaning

Presupposition, Entailment and Implicature

Speech Act Theory

Module 6: Web of English

Language, Dialect, Pidgin, Creole, Slang

Code Switching and Lingua Franca

British English and Indian English

American English and African American English

Module 7: Stylistics

Elements of Style

Metre and Rhythm, Genre

Narrative Structure, Interpretation

Points of View

Narrative Theory

13. Assessment Methodology:

Assessment for the course may include Class Presentation, Mid-semester Examination, Term paper, End-semester Examination and Class Participation.

14. No. of students to be admitted: 30-35

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

M. Murali Krishna

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: An Introduction to Translation Studies: Theory and Practice
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Programme in English, MA Creative Writing
4. Level at which the course can be offered: Pre-doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long course
6. Proposed date of launch: January 2015 (The course was launched in August 2011)
7. Course Team: (coordinator, team members etc.) Ms. Sanju Thomas, Ms. Bhoomika Meiling.
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is designed to provide knowledge and critical tools that will overlap with other courses in the MA English Programme and, should students so wish, to explore Translation Studies in greater depth through further optional courses offered in following MA semesters. Further, this course has a broad framework as it is envisaged that the issues raised in this course will be of interest to MA students of other related humanities disciplines in the School of Liberal Studies.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
10. A brief description of the Course:

This MA course will introduce students to principal aspects in the theory and practice of translation. The course will provide students with an overview of Translation Studies as a discipline as well as an understanding of how translation practice is shaped by theory. Students will be made familiar with principal translation notions and learn to identify and critique what are termed 'translation problems' (for example, 'Equivalence and Compensation,' 'Thick translation,' 'Foreignising and Domesticating' translations etc.). They will be introduced to the different types and methods of translations, including the processes and procedures for translating literary texts. The course will further situate translation as social practice, where taking into account the role and politics of the translator will involve considering related areas of identity politics in cross-cultural communications, such as gender-conscious strategies of translation practice and Postcolonial approaches to translation.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) Working knowledge of one more Indian language other than English

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

At the end of the course students will have an overview of Translation Studies as a discipline, and will be able to identify and critique various translation terms and notions. They will also be able to appreciate the process of translation through some practical work they will do in class.

Indicative reading list:

Bassnett-McGuire, Susan. 1980. *Translation Studies*. London: Methuen.

Robinson, Douglas. ed. (1997) *Western Translation Theory: From Herodotus to Nietzsche*. Manchester: St. Jerome Publishing.

Tymoczko, Maria (2010) 'Western Metaphorical Discourses Implicit in Translation Studies,' in *Thinking Through Translation with Metaphors*, ed. James St. Andre, Manchester: St. Jerome Publishing.

Hermans, Theo. 2007. *The Conference of Tongues*. Manchester and Kinkerhook: St. Jerome Publishing.

Appiah, K.A. (2000) 'Thick Translation,' *The Translation Studies Reader*, ed. Lawrence Venuti, London, New York: Routledge: 417-429.

Venuti, (1995) *The Translator's Invisibility: A History of Translation*. London: Routledge.

- Venuti, L. (1993) 'Translation as cultural politics: Regimes of domestication in English' *Textual Practice* 7: 208-23.
- Tymoczko, Maria (2000) 'Translation and Political Engagement. Activism, Social Change and the Role of Translation in Geopolitical Shifts.' *The Translator* 6 (1): 23-47.
- Even-Zohar Itamar (1978) 'The position of translated literature within the literary polysystem.' In James Holmes, Jose Mabert and Raymond van den Broek eds. *Literature and Translation*. Leuven: ACCO.
- Hermans, Theo. (1999) *Translation in Systems: Descriptive and System-oriented Approaches Explained*. Manchester: St. Jerome Publishing.
- Pym, Anthony. (1998) "Okay, So How Are Translation Norms Negotiated? A Question for Gideon Toury and Theo Hermans," *Current Issues in Language and Society* 5(1): 107–13.
- Toury, Gideon.(1995) *Descriptive Translation Studies and Beyond*. Amsterdam; Philadelphia: J. Benjamins Pub.
- Tymoczko, Maria and Edward Gentzler (eds) (2002) *Translation and Power*, Amherst and Boston: University of Massachusetts Press.
- Robinson, Douglas. 1996. *Translation and Taboo*. Illinois: Northern Illinois University Press.
- Bassnett-McGuire, Susan, and André Lefevere, eds. 1990.*Translation, History and Culture*. London and New York: Pinter Publishers.
- Dirks, Nicholas, 1996. "The Conversion of Caste: Location, Translation, and Appropriation." *Conversion to Modernities: The Globalization of Christianity*. Eds. Peter van der Veer. New York and London: Routledge.
- Spivak, G. (2007) 'Translation as Culture,' in *Translation-Reflections, Refractions, Transformations*. Ed. Paul St. Pierre and P.C. Kar, Amsterdam, Philadelphia: Benjamins.
- Trivedi, Harish. (2007) 'Translating Culture vs. Cultural Translation,' in *Translation-Reflections, Refractions, Transformations*. Ed. Paul St. Pierre and P.C. Kar, Amsterdam, Philadelphia: Benjamins.
- Bassnett-McGuire Susan, and Harish Trivedi, eds. (1999) *Post-colonial Translation: Theory and Practice*. London, New York: Routledge.
- Robinson, D. (1997) *Translation and empire. Postcolonial theories explained*. Manchester, U.K.: St Jerome Publishers.

- Simon, Sherry and Paul St. Pierre, eds. (2000) *Changing the Terms: Translating in the Postcolonial Era*. Ottawa: University of Ottawa Press.
- Trivedi, Harish. (1995) *Colonial Transactions: English Literature in India*. Manchester: Manchester University Press. [some chapters from Part 1 might fit here but other chapters in other sections below].
- Niranjana, Tejaswani, (1992) *Siting Translation: History, Post-structuralism and the Colonial Context*. Berkeley: University of California Press.
- Rafael, Vicente L. (1988) *Contracting Colonialism: Translating and Christian Conversion in Tagalog Society under Early Spanish Rule*. Ithaca: Cornell University Press.
- Simon, Sherry. (1996) *Gender in Translation: Cultural Identity and the Politics of Transmission*. London, New York: Routledge.
- Sharma, Sunil. (2009) 'Translating Gender.' *The Translator*, Special Issue on Nation and Translation in the Middle East. Ed. Samah Selim, St. Jerome, 15 (1): 87-103.
- Chaudhari, Sukanta (2006) 'Translation, Transcreation, Travesty: Two Models of Translation in Bengali Literature.' In Theo Hermans ed *Translating Others I*. Manchester: St Jerome: 247-256.
- Gopinathan, G. (2006) 'Translation, Transcreation and Culture: Theories of Translation in Indian Languages.' In Theo Hermans ed *Translating Others I*. Manchester: St Jerome: 236-246.
- Trivedi, Harish. (2006) 'In our Own Time, On Our Own Terms: "Translation" in India.' In Theo Hermans ed. *Translating Others I*. Manchester: St Jerome: 102-119.
- Ramanujan, A.K. (1991) 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation' in *Many Ramayanas: The diversity of a Narrative Tradition in South Asia*. Ed. Paula Richman, Berkeley, Los Angeles: University of California, 22-49.
- Richman, Paul (1991) *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. Berkeley, Los Angeles: University of California.
- Basu, Tapan (2002) *Translating Caste: Stories, Essays and Criticism*. New Delhi: Katha.
- Israel, Hephzibah. 2006. "Cutchery Tamil versus Pure Tamil: Contesting Language Use in the early Nineteenth-century Protestant Tamil Community." *The Postcolonial Biblical Reader*. Ed. R. S. Sugirtharajah. Blackwell: 269-83.
- Mukherjee, Sujit. 1981. *Translation as Discovery: And Other Essays on Indian Literature in English Translation*. New Delhi: Allied Publishers.

Steiner, George. 1975. *After Babel: Aspects of Language and Translation*. London: Oxford University Press.

Venuti, Lawrence. 2000. *The Translation Studies Reader*. London: Routledge.

13. Assessment Methodology: Continuous assessment which may include mid-semester test, presentation, written assignment and end semester exam.
14. No. of students to be admitted: 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books

Ms. Sanju Thomas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Woman Question in Anglo- American Literature
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester long course: NA
6. Proposed date of launch January 2015
7. Course Team: (coordinator, team members etc.) Dr. Usha Mudiganti
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme, Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course focuses on the literary debates that led to the origins of Women's struggle for freedom from constricting gender roles. By discussing the origins of the Women's Movement, the course hopes to sensitize students to the struggle that led to greater equity for women.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Optional
10. A brief description of the Course:

This course will attempt to trace the changes in the perceptions of womanhood in the Anglo-American nations during the late- nineteenth and early twentieth centuries. The changes in Victorian society owing to new developments in science and technology included a re-examining of the cultural norms of that society. These changes sparked discussions and debates about the role of women in the family and in society. This was called the Woman Question by Victorians. The Woman Question encompassed discussions on the role of women in families, social duties, and legal rights. These issues were taken up in literary texts of the period, both in Britain and America. A few texts that engage with the Woman Question will be read in this course.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) None
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Tentative Reading List

Primary Texts

Bronte, Charlotte. *Jane Eyre*.

Bronte, Emily. *Wuthering Heights*.

Chopin, Kate. *The Awakening*.

Dickens, Charles. *Dombey and Son*.

Dickens, Charles. *Hard Times*.

Eliot, George. *Middlemarch*.

Eliot, George. *Silas Marner*.

Gaskell, Elizabeth. *Cranford*.

Gaskell, Elizabeth. *Wives and Daughters*.

Gilman, Charlotte Perkins. *The Yellow Wallpaper*

Hardy, Thomas. *Tess of the D'Urbervilles*.

Hardy, Thomas. *Jude the Obscure*.

James, Henry. *Daisy Miller*.

James, Henry. *Portrait of a Lady*.

Lawrence, D. H. *The Rainbow*.

Wharton, Edith. *Summer*.

Woolf, Virginia. *Mrs. Dalloway*.

Excerpts from Fuller, Margaret. *Woman in the Nineteenth Century*.

Oliphant, Margaret. "The Anti Marriage League". *Balckwood Magazine*. January 1896. 135- 149.

The journalistic writing of Frances Power Cobbe

Supplementary Readings

Armstrong, Nancy. "The Rise of the Domestic Woman". *The Ideology of Conduct*.

Auerbach, Nina. "Magi and Maidens: The Romance of the Victorian Freud". *Critical Inquiry*. 8:2, Winter 1981, 281-300.

Degler, Carl. "What Ought to Be and What Was: Women's Sexuality in Nineteenth Century". *American Quarterly*. 79. 4. December 1974. 1467 – 1490.

Foucault, Michel. *The History of Sexuality: An Introduction*. Trans. Robert Hurley, New York: Vintage Books; Random House Inc., 1990.

Gallagher, Catherine. "Nobody's Credit: Fiction, Gender and Authorial Property in the Career of Charlotte Lennox". *Nobody's Story: The Vanishing Acts of Women Writers in the Market Place 1670 – 1820*. California: University of California Press, 1994. 145 – 180.

Harris, Jose. "The Victorian Family". *Private Lives Public Spirit: A Social History of Britain 1870 – 1914*. Oxford: OUP, 1993. 61 – 95.

Parkman, Francis. "The Woman Question Again". *North American Review*. Vol 0130 Issue 278, January 1880.

Stage, Sarah J. "Out of the Attic: Studies of Victorian Sexuality". *American Quarterly*. 27. 4. October 1975. 480 – 485.

Woolf, Virginia. "Professions for Women". *Collected Essays*. Vol. II. London: The Hogarth Press, 1972. 284 – 289.

Wollstonecraft, Mary. *A Vindication of the Rights of Woman: with Stricture on Political and Moral Subjects*. 1792.

13. Assessment Methodology: The assessment will consist of written assignments, presentations and an end-term/ term paper.
14. No. of students to be admitted: 30 - 35
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Books, films and documentaries on Women's Studies.

Dr. Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

16. Title of the Course: Radical Poetry of Protest and Resistance

17. Name of the School/Centre proposing the course: MA English

18. Programme(s) which this course can be a part of: MA English, MA History

19. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters

20. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long course

21. Proposed date of launch: Will be decided in coordination with other English Courses

22. Course Team: (coordinator, team members etc.): Diamond Oberoi Vahali

23. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

As the courses are also designed to familiarize the students with the major genres of literature in English such as epic, drama, poetry, novel, novella, short story, non-fiction, song, lyric and film, this course will familiarize the students to the specific genre of poetry and music. Keeping in view AUD's concern with margins and resistance, this course will celebrate protest and depict its varied manifestations. Students opting for this course will not only be able to appreciate the domain of protest and resistance but will be able to problematise as well as contextualize protest within the larger historical and political domains.

24. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective
25. A brief description of the Course: This course is designed to introduce students to the radical poetry of protest across various countries and across the boundaries of time. This course aims to historicize as well as contextualize the poetry of resistance and protest.
26. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): Basic interest and an ability to analyze poetry.
27. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course is designed to introduce students to the radical poetry of protest across various countries and across the boundaries of time. This course aims to historicize as well as contextualize the poetry of resistance and protest. While the broad theme of the course is related to all forms of protest and resistance, the poems in this course will bring to the fore resistance to issues related to the divisive categories of class, caste, race, nation, state, war, patriarchy, heterosexuality, religion, communalism, sanity and normalcy and will analyze as to how literature and in this case poetry and music have the strength to form and create a counter hegemonic culture that subtly destroys from within the discourses of power in their varied manifestations. While the course will celebrate protest and resistance, it will also in the process problematize them.

Protest and resistance have always existed. Whenever there has been repression, whether overt or subtle, the voice of protest has always been heard, sometimes in muffled whispers and sometimes in the form of collective protest and mass resistance. This course aims to historicize as well as contextualize the poetry of resistance and protest. While analyzing the poems an attempt will be made to offer a brief background to the history and context in which the poem was written and an attempt will be made to situate the poems (where ever required) within the socio-political background of several radical movements. The focus of the course primarily will be related to poems but a few selected songs will also be included.

Indicative Reading List

Only a few of the poems/songs listed below will be analyzed in detail, the remaining poems/songs will be analyzed by students during the course of their presentations.

Poems

Alice Walker, “When Golda Meir was in Africa”
Marge Piercy, “The Rape Poem”
Pablo Neruda, “Letter on the Road”
Claude McKay, “If We Must Die”
W. S. D. Du Bois, “An ABC of Color”
Walt Whitman, “Song of the Open Road”
Faiz Ahmed Faiz, “We will See”
Wilfred Owen, “Dulce et Decorum Est”
Avtar Singh Pash, “Ominous”
Margaret Atwood, “Reincarnation of Captain Cook”
Allen Ginsberg, “Howl”
Kumar Vikal, “Children of Dangerous Times”
Nazim Hikmet, “Angina Pectoris”
Wole Soyinka, “Telephone Conversation”
Kamla Das, “My Grandmother’s House”
Brecht, “The Burning of Books”, “The Shopper”
Dhoomal, “Twenty years after Independence”
Selections from Bhakti and Sufi poetry (Kabir, Bulle Shah, Meera)
Shiv Kumar Bhatalvi, selections from “Luna”
Maya Angelou, “Still I Rise”
Edna St Vincent Millay, “Conscientious Objector”
Langston Hughes, “Harlem”
A.K. Ramanujan, “Highway Stripper”
F.M. Shinde, “Habit”
D.S. Dudhalkar, “Wall”
Namdeo Dhasal, “Man you should Explode”
Anshu Malvia, “In the Womb, Why did they kill me...”
Kishwar Naheed, “I am Not That Woman”
Amreen Murad, “Surfacing of the mad; crumbling normalcy”, “I Too Exist”
Muhamad Darwish “Eleven Stars over Andalusia”
Tenzin Tsundue “Desperate Times”
Sonam D Buchung selection from *Muses In Exile*
Agha Shahid Ali’s Selection from *The Country Without a Post office: Poems*
Anais Nin selection from *Children of the Albatross*
Adrienne Rich selection from *Blood, Bread and Poetry*
Ashwini Sukthankar selection from *Facing the Mirror: lesbian Writing from India*

Songs
Bob Dylan, “How Many Times Must a Man...”

Joan Baez, “Do You know talking about the revolution...”, “Raise the Prisons to the ground...”

Paul Robeson, “Old Man River...”

Bhupin Hazarika, “O’ Ganga Tume...”

Majaz, “Speak O’Earth, turn the wheels of power upside down”

Sahir Ludhivanvi, “Where are all those who are proud of India..”

Selections will also be made from a number of Protest songs emerging from several social, political, feminist as well as other radical groups across the world.

(The course design is non-modular; it has an internal continuity as is apparent from the course content)

28. Assessment Methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam.

29. No. of students to be admitted: 25-30 students (ideal)

30. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: African American Women Writing
2. Name of the School/Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA English, MA Creative Writing, MA Gender Studies
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
5. If it is a stand-alone course, how can it be scheduled? :(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester-long Course
6. Proposed date of launch: Will be decided in coordination with other English Courses
7. Course Team: (coordinator, team members etc.): Diamond Oberoi Vahali

Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is a part of the broad area called Themes in Literature. Just as the courses in this category are concerned with literature's syncretic and complex engagement with marginality, dissent, resistance, race, gender, sexuality and, class and caste imperatives, this course deals with similar issues within the specific context of Black African American Women's Writings. This course also has a direct relationship with Women Writing in India and other courses related to issues concerning race, gender and sexuality.

8. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Elective

9. A brief description of the Course:

The course will study the writings of the African American Women Writers and will focus mainly on issues related to racism and sexism. Besides the course will also focus on a few slave narratives and will trace the origins of African American writing within these narratives. During the course of reading the writings by these women writers the course hopes to bring within its purview the note of celebration and pride that these writers experience despite all the pain and humiliation in being black and women. The course hopes to celebrate the voice of protest and resistance so dominant in the writings of the African American Women writers. Besides reading the novels in detail, several writings related to the Black Civil Rights, Women's Movement, the Black Power movement will be discussed at length.

10. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.): Interest in women writing and Black American Literature.

11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): This course focuses on the issues raised by the African American Women Writers. The 1970s and 1980's saw a proliferation of African-American women writers. Many of them had been activists in the 'Civil Rights Movement' and the 'Women's Movement' and they began to explore racism in the 'Women's Movement' and sexism in the 'Black Power Movement'. Some of them also depicted the discontent of the black women with the black 'Civil Rights Movement' because of its sexist overtones. A deep analysis of their writings makes evident the fact that these writers were addressing their concerns primarily to a black audience. Moreover their work focused not on any monolithic notion of a black community but on specific black communities. The focus of their writing was about black women and their relationship with black men. The African-American women writers felt compelled to restate their position vis-à-vis black men, stating, that "we struggle together with black men against racism while we also struggle with black men against sexism". They felt that the black women's existence, their experience, culture and oppression are invisible. Therefore they felt that when black women's lives are considered, they are always considered within the context of black people and this largely ignores the implications of sexual politics.

The second major issue that the African-American women writers took up in their writings was regarding the relationship of the white women with black women. They saw the role of the white women in their lives as highly problematic. Though some of

them acknowledged the struggle of a few white men and women who had fought against their own race for the rights of black people yet they felt that there had to be an ongoing struggle against white women who though they were women, yet they remained their masters, extending their field of exploitation. Thus the two most significant issues that emerged in these writings were sexism and racism.

Indicative Reading list: Selection will be made from the following list. Only a few of the text listed below will be taken up for detailed analysis and study. The rest of the text will be analyzed by students during their presentations and in the process of writing term papers.

Harriet Jacob *Incidents in the Life of a Slave*

Zora Neale Hurston *Their Eyes Were Watching God*

Alice Walker *By The Light of My Father's Smile*

Toni Morrison *The Bluest Eye, Beloved*

Selection from Alice Walker *In Search of My Mother's Garden*

Maya Angelou *The Heart of a Woman, I Know Why the Caged Bird Sings*

Diana Russel *Lives of Courage*

Besides the works of Rita Dove, Barbara Smith, Gloria Naylor, Margaret Walker, Toni Cade Bambara, June Jordan, Audre Lorde and a few other writers will be discussed and analyzed.

(The course design is non-modular; it has an internal continuity as is apparent from the course content)

12. Assessment Methodology:___ (Tentative, will be finalized after assessing the strength of the class) Class Participation 15%, Group presentations 20%, Term Paper 30%, End term exam 35%._____

13. No. of students to be admitted: An ideal number would be 25_____

14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

5. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

7. Title of the Course:
Marriage, Love and Tragedy in 19th European Fiction: Three novels and their adaptations
8. *Name of the School/ Centre proposing the course:*
School of Liberal Studies & School of Culture and Creative Expressions
9. *Programme(s) which this course can be a part of:*
MA Programme
10. *Level at which the course can be offered:*
Post Graduate level
11. *If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)*
Semester-long course
12. *Proposed date (semester) of launch:*
This course has already been offered in the *Winter Semester 2013*. The proposed course, however, is the final course outline.
9. *Course team (coordinator, team members etc):*
Dr Rajan Krishnan (course co-ordinator for SCCE), Diamond Oberoi Vahali & Sayandeep Chowdhury (course co-ordinator for SLS).
10. *Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):*

The role of the great realist novels of Europe of the nineteenth century in inscribing the emergence of modern subjectivity has been widely commented upon and critiqued. Three great novels that appeared in the latter half of nineteenth century Europe curiously deal with the same theme in different locales and national contexts. The theme concerns the tragic married lives and love outside the wedlock of the women protagonists who lend their names as titles to the novels: Madame Bovary, Anna Karenina and Effi Briest. The central questions in these novels concern the role of marriage and love in a women's life in that period and if at all a women has right to happiness outside marriage. In due course, all the three novels have assumed central roles in discussion of early feminism and have now become literary vanguards in the hugely influential realist canon of the 19th century.

In addition to that, each of these novels has spawned several film versions right from the early decades of cinema to the present times. The course will discuss the three novels and three different film versions based on each.

13. *Write the categories applicable for the course from those given below:*
MA discipline course

14. *Brief (max. 250 words) course description:*

The course seeks to explore at least four inter-related areas:

What is the sociological, historical and aesthetic significance of the lives of these tragic women which get inscribed in three major European languages and in the second half of the 19th century? How do they compare with each other in their seemingly common destiny and do they lead us into considering a possible and collective metaphor of the times? While understanding the context of the three novels, the course will also look at Realism as the dominant form of literature in Europe at that time, the debates around them and their significance from contemporary critical vantage point and how enmeshed they have become in literary critique and canon. Finally, how can we understand the film form as attracted to these narratives and what affinities do novel and cinema have in narrating such themes? This leads to the next inquiry: how do the depictions of the finer details change over the period of time as can be evidenced by the different versions of the films? What do such changes signify?

15. *Specific requirements on the part of students who can be admitted to this course:*
(Prerequisites or prior knowledge level etc)

Interest in a critical understanding of literature and cinema and in the correspondence between the two.

16. *Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)*

The course is divided into three modules, each module with a novel and two/three films based on it to be handled by a different faculty member. Each module will have the duration of five weeks. There will be two classes in a week one for lecture (two hours) and the other meant for lecture followed by discussions (three hours); the longer class will also include viewing film excerpts.

Week 1: General Introductory remarks

Week 2: *Lecture 1:* 19th Century Europe, social Transformation and women in changing perceptions of gender

Lecture 2: The Evolution of Novel as an art form in General and in France, Germany, Russia in particular – varieties of realism etc.

Week 3: *Lecture 3 & 4*: Phenomenological understanding of narrative in novel and cinema:
affinities and differences

Module 1: *Madame Bovary* by Gustav Flaubert (Sayandeb Chowdhury)

Elaborate lectures/discussion on/of the novel to be followed by discussions of two or three film versions of the novel from among the following:

1. Jean Renoir (1939)
2. Vincent Minnelli (1949)
3. Claude Chabrol (1991)
4. Ketan Mehta (1992: *Maya Memsaab*)

Module 2: *Anna Karenina* by Leo Tolstoy (Dr Diamond Oberoi)

Elaborate lectures/discussions on/of the novel to be followed by discussions of two or three film versions of the novel from among the following:

1. Clarence Brown (1935) with Greta Garbo
2. Julien Duvivier (1948) with Vivian Leigh
3. Alexander Zarkhi (1967) Russian production
4. Joe Wright (2012) British

Module 3: *Effi Briest* by Theodor Fontane (Dr Rajan Krishnan)

Elaborate lectures/discussions on/of the novel to be followed by discussions of two or three film versions of the novel from among the following:

1. Gustaf Grundgens (1938)
2. Rudolf Jugert (1955)
3. Rainer Werner Fassbinder (1974)
4. Hermine Huntgeburth (2009)

A reader prepared by the course team will be the main course of reading.

16. *Assessment methodology:*

Response Paper I (5 pages): 15% (Madam Bovary)

Response Paper II (5 pages): 15% (Anna Karenina)

Response Paper II I (5 pages): 15% (Effi Briest)

Term paper 30 %

Class participation and presentation: 25%

17. *Proposed enrolment ceiling (max. number of students to be admitted):*
20-25

18. *Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:*
Books and reading material and audio visual support

Dr Diamond Oberoi, Dr Rajan Krishnan, Sayandeb Chowdhury,

Signature(s) of Course Coordinator(s)

Note:

19. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

20. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

16. Title of the Course: Theatre of the Absurd
17. Name of the School/ Centre proposing the course: School of Liberal Studies
18. Programme(s) which this course can be a part of: MA English
19. Level at which the course can be offered: Postgraduate
20. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable
21. Proposed date (semester) of launch: Not yet decided
22. Course team (coordinator, team members etc): Dr. Vikram Singh Thakur
23. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is envisaged to introduce students to an important genre of literature viz. drama. Amongst the various areas of study that AUD's MA English is divided, this course falls under the category of "Forms in Literature". The course will provide students with a specific focus on one major movement in European and American drama— Absurd Drama. It will help students in understanding drama and writing about it in a critical and a nuanced manner.
24. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: NA
25. A brief description of the Course:

The course will study an influential dramatic movement called Theatre of the Absurd. It will include the works of eminent playwrights like Alfred Jarry, Samuel Beckett, Jean Genet, Eugene Ionesco, Harold Pinter, Luigi Pirandello, Arthur Adamov, Fernando Arraba and Tom Stoppard in the tradition of the theatre of the absurd. The course will also study the influential existentialist thought that played an important part in establishing the theatre of the absurd.

26. Specific requirements on the part of students who can be admitted to this course (Prerequisites or prior knowledge level etc): Interest in drama and theatre

27. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course aims to introduce students to an influential theatre movement called the absurd drama. By the end of the course the students would have learnt to analyse drama in a nuanced and critical manner as they situate this tradition in the social, political and cultural times when they were written. Also, the course will engage students to critique dramatic literature and express intellectual thoughts. This will help sharpen the critical skills of the students.

Indicative Reading List

Some of the following plays may be taken up for detailed study:

Alfred Jarry, *Ubi Roi*

Jean Paul Sartre, *No Exit*

Albert Camus, *Caligula*

Jean Genet, *The Maids*

Jean Genet, *The Balcony*

Eugene Ionesco, *The Chairs*

Eugene Ionesco, *The Bald Soprano*

Eugene Ionesco, *The Lesson*

Eugene Ionesco, *Rhinoceros*

Eugene Ionesco, *Amedee or How to Get Rid of It*

Samuel Beckett, *Waiting for Godot*

Samuel Beckett, *Endgame*

Harold Pinter, *The Birthday Party*

Harold Pinter, *Landscape*

Harold Pinter, *The Homecoming*

Edward Albee, *Who's Afraid of Virginia Woolf*

Edward Albee, *The Zoo Story*

Luigi Pirandello, *Six Characters in Search of an Author*

Tom Stoppard, *Rosencrantz & Guildenstern are Dead*

Arthur Adamov, *Professor Taranne*

Fernando Arrabal, *The Two Executioners*

28. Assessment methodology: The assessment for the course may include class presentations, term paper, mid-term exam and end-term exam, short written assignments.

29. No. of students to be admitted: 25-30

30. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: None

Dr. Vikram Singh Thakur

Signature of Course Coordinator

Note:

3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: The Cultural Memory of Holocaust
2. *Name of the School/ Centre proposing the course:*
School of Liberal Studies
3. *Programme(s) which this course can be a part of:*
MA Programme
4. *Level at which the course can be offered:*
Post Graduate level

If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)
Semester-long course

5. *Proposed date (semester) of launch:*
Winter Semester 2014
6. *Course team (coordinator, team members etc):*
Sayandeb Chowdhury
7. *Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):*

The importance of a course on the Holocaust, - the systematic extermination of over 6 million Jews in Europe during the Second World War - cannot be overestimated in a world in which there is an ever increasing threat of multiplication of conflict zones, and its attendant violence. Holocaust was one of the most horrific specimens of brutality in modern history in which human capacity for inhumanity touched new and unforgiving depths. In doing a course on the Holocaust, one not just revisits an extra-ordinarily tragic time in modern history but also tries to understand what the entire process did to the victims and the victors. This course makes no attempt to read Holocaust from a Jewish (or Zionist) point of view but hopes to develop a 'secular' study of suffering of a community facing a highly organized military machinery of death with extraordinary zeal and stoicism while never failing to affirm life in the face of the most dark and disturbing developments. This course would also recognize how Adorno's famous indictment of the impossibility of art after Auschwitz has not only been invalidated, but have been done so with astonishing intellectual brio and emotional power. Not only does literature, cinema and the arts have responded generously to the imperatives of a wounded civilization but their continuous reading, production, viewing and analysis stand vigil against acts of forgetfulness and erasure of history. A Holocaust course is one more reminder of the invaluable and indefatigable role of cultural memory in the modern world.

8. *Write the categories applicable for the course from those given below:*
MA discipline course

9. *Brief (max. 250 words) course description:*

This course will look at how various artists, intellectuals, filmmakers, writers, poets etc have responded to the Holocaust, creating a body of work (cultural memory) over the last six decades that not only reflect and critique one of the darkest hours of modern history with considerable intellectual power but also stand guard against the proclivity of cultural erasure and historical forgetfulness. At various intellectual levels, in a range of genres and formal structures, across a number of geographical territories and in a wide variety of languages work on the Holocaust exists and is still being written/filmed. The wider cultural memory on the Holocaust encompasses works of fiction and memoir, poetry, short stories, polemic, graphic novel, fiction and cinema and this course will try to look at important (and some even canonical) works from each of the genres to understand the nature of human suffering, human capacity to oppress and to endure and the triumph of will over insanity. It will also look at how war and violence can and do produce enduring and amazing works of visual, literary and other art.

10. *Specific requirements on the part of students who can be admitted to this course:*
(Prerequisites or prior knowledge level etc)
Interest in the appeal and critical understanding of literature.

11. *Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)*

Primary Reading/ viewing list

Module I: Introduction

WWII, Fascism, Holocaust and the history of Europe, 1919-1945

Module II: Holocaust and Cultural Memory

Arts, music and performance around Holocaust

Module III: Memoirs

Eli Weisel, *Night*

Primo Levi, *If this is a Man*

Module IV: Short Stories, Polemic

T Borowski, From *This Way for the Gas, Ladies and Gentleman*

Victor Fenkl, *Man's Search for Meaning*

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Selections)

Module V: Graphic Fiction & Fiction

Art Spiegelman, *Maus I & II*

Imre Kertész, *Fatelessness*

Z Becker, *Jacob the Lair*

Module VI: Film

A Resnais, *Night and Fog* (Documentary)

S Spielberg, *Schindler's List*

Istvan Szabó, *Sunshine*

A Benigni, *Life is Beautiful*

R Polanski, *The Pianist*

A reader prepared specially for the course will comprise of the secondary readings.

19. *Assessment methodology:*

Response Paper I: 20% (on Module I-II)

Response Paper II: 20 % on (Module III-IV)

Response Paper III: 20% (on Modules V& VI),

Class participation: 10%,

Term Paper: 30% (End Term)

20. *Proposed enrolment ceiling (max. number of students to be admitted):*
20-25
21. *Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:*
Books and reading material and audio visual support

Sayandeb Chowdhury

Signature(s) of Course Coordinator(s)

Note:

21. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
22. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Bharat Ratna Dr. B.R.
Ambedkar University, Delhi

School of Liberal Studies



M.A. Programme in Sociology

Faculty Members

Dr. Amites Mukhopadhyay

Dr. Bidhan Chandra Dash

Dr. Kiranmayee Bhushi

Dr. Rukmini Sen

Dr. Santosh Kumar Singh

Dr. Urfat Anjem Mir

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Masters Programme in Sociology: The Vision

Duration: 2 years (4 semesters)

Total Credits: 64

Medium of instruction: English

Numbers: 42

Eligibility: Bachelor's degree with 45 % marks (or an equivalent grade) from a recognized University. Relaxation of 5% marks for candidate belonging to SC, ST and PD categories.

Reservation of seats: In accordance with Government of NCT of Delhi rules.

Admission Procedure: Entrance test

The Masters Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflexive action. The unique approach of the program is its focus on orienting students to the relationship between text and context, between sociology and society, and between the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge. In so doing, we aim to ensure that, while their learning is relevant in today's market-driven world, as sociologists, they are also equipped to critique the commodification of knowledge in a consumerist economy. The MA programme in Sociology at AUD envisages its students as compassionate researchers and active learners who are committed to making a difference in the world.

The curriculum in Sociology at AUD achieves this by means of innovative courses that sharpen students' communication skills and professional capabilities. Our unique courses on *Workshop on Expressions* and *Organizational Exposure* demonstrate this orientation. The former is aimed at developing students' writing, library research and presentation skills as it takes them through the mechanics and protocols of various genres of writing—from proposals to reports, and theses. The latter course introduces students to a range of organizations in and around Delhi that are engaged in social science research and advocacy, and hence to the world of employment opportunities for sociologists in the NGO, governmental, and private sectors.

The courses on *Social Theory* and *Social Research* are conceptualized in such a way that they foreground the necessary dialogue between the world of abstraction and everyday life. For example, in the courses on *Social Research*, emphasis is placed on demonstrating the links between epistemological assumptions, methodological approaches, and specific methods and techniques of research. Likewise, in *Social Theory*, we animate the links between ontological worldviews, middle-range theoretical formulations, and concrete theoretical concepts. In sum, our curriculum aims to impart the necessary and continuous movement between deductive and inductive modes of reasoning and scholarship in the study of society.

The curriculum has a core compulsory component of “Research Project”. The course aims to train students in the craft and protocol of social research. Introduced as ‘seminar course’ in the second semester, the course is based on the assumption that students having done courses in Theory and Research and being exposed to a course on Workshop and Expressions will have sufficient grounding to apply theoretical knowledge to the touch stone of reality. The students are expected to do primary data collection, whether textual, archival, or field-based—that is relevant to their research question and interests. Other core courses on *Culture, Hierarchy and Difference*, and *Economy Politics and Society* examine the mutual constitution of the economic, cultural and political realms in Indian social life. The course titled ‘Sociology of Indian Society’, on the other hand, introduces the students to various perspectives and debates in Indian Sociology through an examination of substantive themes such as caste, village, community and gender.

AUD’s flexible academic structure fosters an interdisciplinary approach to scholarship and research. Students must complete five elective courses over the course of their programme. They may choose from a range of courses that are on offer within the School of Liberal Studies in the Humanities or Social Sciences, or from other schools in Development, Psychology, Ecology, Education, or Business, etc. Graduates from our program are thus taught to think broadly and to ask questions from multiple vantage points, while delving deeply into specific research issues. This breadth and depth of scholarship and training is unparalleled among Sociology programmes in Indian academia.

The Sociology faculty at SLS is drawn from varied academic backgrounds whose research methodologies span the spectrum of survey research, caste studies, life histories, interviews and narrative and content analysis. Fields of research specialization include the environment, agrarian change, caste and exclusion, class formation, culture and consumerism, globalization and transnational migration, social movements, and gender and sexuality studies. There are also sociologists and anthropologists at AUD who are located in schools other than SLS. They make significant contributions to the scholastic and educational life of Sociology at AUD and are an important resource for students as research advisors.

MA Sociology Program Structure

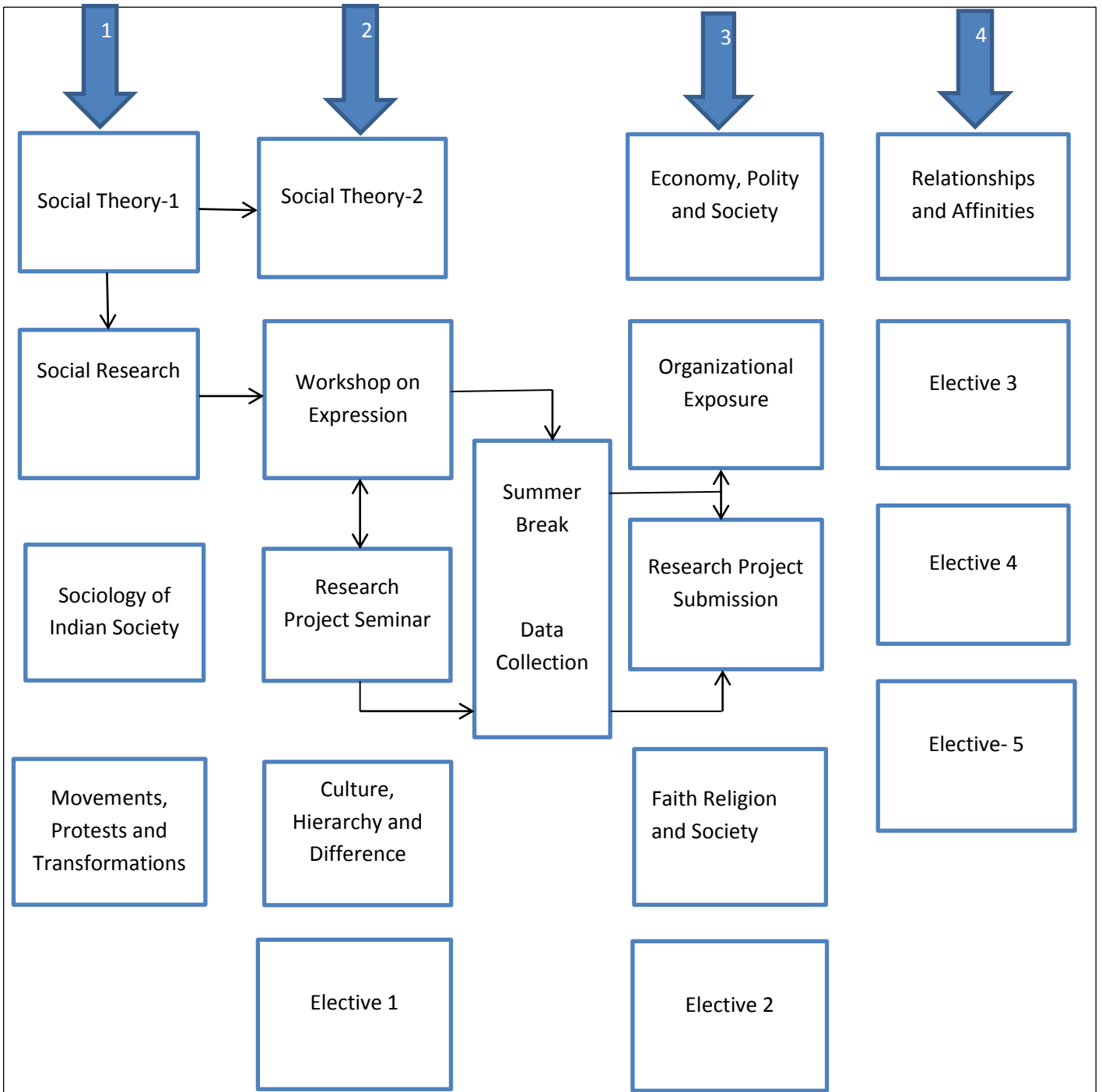
(Credits in parentheses)

2013-15

COURSES	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core Courses	1. Social Theory 1 (4) 2. Sociology of Indian Society (4) 3. Movements, Protest and Social Change (4) 4. Social Research (4)	1. Social Theory 2 (4) 2. Culture, Hierarchy & Difference (4) 3. Workshop on Expressions (2) 4. Research Project (Seminar) – (2)	Data Collection (Non-Credit)	1. Economy, Polity & Society (4) 2. Faith Religion and Society (4) 3. Organizational Exposure (2) 4. Research Project (Submission) (2)	1. Relationships and Affinities(4)
Electives		Elective 1 (4)		Elective2(4)	Elective 3 (4) Elective 4 (4) Elective 5 (4)
Credits Per semester (TOTAL 64)	16 credits	16 credits		16 credits	16 credits

Sociology of Agriculture (4), Social Exclusion (4), Culture, Health and Systems of Healing (4), Globalization, Transnationalism and Diaspora (4), Law and Society (4), Science, Technology and Society (4),

M.A. Sociology Flow Chart



Compulsory

Compulsory Courses

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

Title of the Course:

Social Theory I (4 Credits)

1. Name of the School/ Centre proposing the course: **School of Liberal Studies**
2. Programme(s) which this course can be a part of: **MA Sociology Programme**
3. Level at which the course can be offered: **Postgraduate level**
4. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) **NA**
5. Proposed date (semester) of launch:
6. Course Coordinator: Dr. Kiranmayi Bhushi
7. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The rationale behind introducing the course is to revisit the classical sociological thinkers and their seminal ideas. The course aims to do this by exposing students to some of the original texts of the thinkers/theorists like Marx, Durkheim, Weber and Simmel. Students pursuing their masters in School of Liberal Studies need to trace the genesis of liberal ideas and their critique in the classical sociological thinking. These thinkers and their reflections on modern society and

its predicament are still relevant in today's world. Therefore, the central idea behind introducing this course is to help capture the contemporaneity of the so-called classical thinkers. Teaching method includes class room lectures, tutorials/workshops and lectures from invited speakers.

8. Write the categories applicable for the course from those given below:

.....

- a. Foundation (compulsory/ optional) **Compulsory**
- b. Discipline : Sociology, Social Theory I
- c. Special interest Course (optional) NA
- d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional) NA
- e. Any other NA

9. Brief (max. 250 words) course description:

This course explores frameworks of analysis, perspectives and paradigms that seek to explain the society and aspects within it. New social theories are built upon the work of their predecessors and these classical theories are still considered important and relevant. The field of sociology and sociological theory by extension is relatively new, however various strands in philosophical traditions have influenced the social theorist. Besides the philosophical traditions, some key developments in society have influenced social theory, such as the ideas of enlightenment, the advent of industrialisation and capitalism and the resulting urbanisation and individualism and the expansion of industrialisation in to colonisation. The course starts by exploring some foundational ideas and philosophies, underlying social theories and then goes on to discuss the founders of theoretical discourses in sociology. The founding fathers that this course concentrates on are Karl Marx, Emile Durkheim, Max Weber and Georg Simmel. Some of the issues and concerns they were grappling with, at the turn of the century, are germane to any understanding of society; issues such as the nature of society and change, the inequalities in society and the process of social reproduction, the ontology of the social and methods suitable to study society, the place of individual in society -- structure and agency as it were, the origin and nature of social cohesion as well as disorder. We will examine some of the principle texts written by these scholars and analyse their contribution in the context of

the time-space in which they were produced and most importantly, consider them for their relevance to issues we face today.

10. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc)

11. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **See the Annexure- I**

12. Assessment methodology: **See the Annexure- I**

13. Proposed enrolment ceiling (max. number of students to be admitted):
42

14. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: **NA**

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Social Research (4 Credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**

3. Programme(s) which this course can be a part of: **MA Sociology**

4. Level at which the course can be offered: **Postgraduate Level**

5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) **Not Applicable**

6. Proposed date (semester) of launch: Since Mansoon 2011

7. Course team (coordinator, team members etc): **Urfat Anjem Mir**

8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course Social Research not only introduces the students to various debates in the philosophy of Science, but also is designed to equip the students with hands on techniques in scientific methods. The course will enable the students to think scientifically to conduct quantitative and qualitative social research.

9. Write the categories applicable for the course from those given below:

Social Research: Discipline (Sociology), Core required for MA Sociology

Compulsory

- a. Discipline (core required for / core optional for.../ elective for...): **Social Research: Discipline (Sociology), Core required for MA Sociology**
 - b. Special interest Course (optional): NA
 - c. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional): NA
 - d. Any other: NA
10. Brief (max. 250 words) course description:

This course pursues seemingly two contradictory goals. The intellectual goal is to understand the epistemological foundations of the major research traditions in the social sciences. The practical goal is to help students develop rigorous and workable research techniques and designs for their theses and dissertations. The attempt is to explore the embattled terrain that lies between method and theory. While the students are not expected to be quantitatively inclined or statistically competent, they will be sensitive to and equipped with various techniques of research. Above all, they will be required to think in formal logical terms. The course begins with an overview that emphasizes both the conflicts and the complementarities among different methodological traditions and gives an overview of the major steps in conducting social sciences research. Subsequently, the course engages in the difficult task of choosing a research design. The aim is to help them frame research topics, develop hypothesis, ask research relevant questions, device methods of data collection and employ various techniques of data analysis.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): **See Annexure- II**
13. Assessment methodology:

In tune with the vision of Ambedkar University, Delhi, this course has designed comprehensive contentious assessment for the students. There will be four assignments given at different intervals during the length of the Semester, which will be focused developing practical skills of writing research proposal, conducting field-based research. The aim of the assessments will be to develop a flair for scientific writing.

- a. Proposed enrolment ceiling (max. number of students to be admitted): **As per SLS policy**
14. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:
- a. **Classroom**
 - b. **Computer Laboratory**
 - c. **Field-based Visits**

Signature(s) of Course Coordinator(s)

Note:

- 3. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- 4. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Sociology of Indian Society (4 Credits)

1. Name of the School/ Centre proposing the course: **School of Liberal Studies**
2. Programme(s) which this course can be a part of: **MA, Sociology Programme**
3. Level at which the course can be offered: **PG Level**
4. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
5. Proposed date (semester) of launch: Since Winter 2011
6. Course team (coordinator, team members etc): **Santosh Kr. Singh (Coordinator)**
7. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course charts historical trends in the sociology of Indian society via an examination of the major themes that have preoccupied the discipline. In particular, we seek to illustrate the ways that earlier Indological categories, often developed by colonial administrators for the purposes of colonial govern mentality and rule, preoccupied sociologists of India for several decades after independence. How have such categories been radically rethought in the postcolonial era? And how have these aspects of social life undergone change in the past few decades?

8. Write the categories applicable for the course from those given below:
 - d. Foundation (compulsory/ optional) **compulsory**
 - e. Discipline (core required
for...../ core optional
for...../ elective for
 - f. Special interest Course (optional)

g. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)

h. Any other

10. Brief (max. 250 words) course description: The course introduces students to the growth and development of sociology in India and the debates pertaining to it. It traces the trajectories of 'can there be a Sociology of India' debate initiated in 1957 by Dumont and Pocock. Building on those debates the course further examines various discourses on Indian Society. Whether tradition-modernity continuum is still a relevant frame, whether there are distinct schools as articulated by some scholars or whether historicizing Indian society is a way out-are some of the questions the course will address. In addition, the course will examine the dominant and central themes, namely village dynamics and caste and Kinship networks, of the early sociology in India and how the disciplinary focus gradually shifted to other substantive themes such as gender, environment, conflict and violence.

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) NA

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **Annexure-III**

13. Assessment methodology: see Annexure

14. Proposed enrolment ceiling (max. number of students to be admitted):
42

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Signature(s) of Course Coordinator(s)

Note:

5. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas
discussed by the Board of Studies in itsmeeting held
on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Movements, Protests and Transformations (4 Credit)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**

3. Programme(s) which this course can be a part of: **MA Sociology**

4. Level at which the course can be offered: **Postgraduate Level**

5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) **Not Application**

6. Proposed date (semester) of launch: **(Monsoon Semester, 1st Semester)**

7. Course team (coordinator, team members etc): **Bidhan Chandra Dash**

8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

One of the primary preoccupation of sociology as a discipline has been to understand and explain social static and dynamics. The challenge of sociology has been to provide adequate explanation to the increasing occurrence of social movements in contemporary society. Movements, protests form that moment in which social agents collectively imagine and engage with social transformation for a different world.

9. Write the categories applicable for the course from those given below:

Compulsory

- i. Discipline (core required for / core optional for.../ elective for
- j. Special interest Course (optional): NA

k. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional): NA

l. Any other: NA

10. Brief (max. 250 words) course description:

Social Movements and Protests as social phenomena are increasingly becoming ubiquitous in today's world. Instead of perceiving social movements as 'crowd pathology or 'mass hysteria', Sociology asserts that social movements are diverse, creative and progressive as they carry alternative voices and ultimately reconstruct the society. While protests are the strategic manifestations of any social movements, social and political transformation is what they seek to achieve. This course attempts to unravel the manifold connections between Movements, Protests with that of socio-political Transformations. The aim of this course is to make the students understand how social agents collectively strive for social change by questioning the established power structures of any society.

Instead of inferring it as some kind of disturbance to the structural equilibrium of the society, sociology has explained social movements as important and integral part of the society that needs careful observation. While the frequent recurrence of movements and protest at different historical junctures, have constantly challenged sociological explanations and theorizations, nuanced paradigms have evolved out of the constant need to engagement with the practice. The course begins by introducing the theorization of social movements and explains how they have evolved into various avatars in time. It also attempts to make sense of various kinds of social movements, protests, and collective action that surround us in the age we live.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

13. Assessment methodology:

In tune with the vision of Ambedkar University, Delhi, this course has designed comprehensive contentious assessment for the students. There will be four assignments given at different intervals during the

length of the Semester. There will be two term papers, one group presentation and an assignment at different stages. The aim will be to make the students apply and test theoretical assumptions in explaining practical social phenomena

14. Proposed enrolment ceiling (max. number of students to be admitted):

As per SLS policy

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

a. **Classroom**

b. **Field-based Visits**

Bidhan Chandra Dash

Signature(s) of Course Coordinator(s)

Note:

7. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
8. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Social Theory II (4 Credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA Sociology Programmes**
4. Level at which the course can be offered: **Postgraduate level**
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) NA
6. Proposed date (semester) of launch: **Since Winter 2013**
7. Course coordinator: Amites Mukhopadhyay
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course Social Theory I introduced in the first semester largely looks at the classical sociological thinkers. The rationale behind introducing a course on Social Theory II is to expose students to ideas of social theorists who followed the classical thinkers and contributed to the evolution and enrichment of sociological thought. This course deals with theorists who looked at issues at stake in advanced capitalism, modernity and their implications for knowledge and power. Therefore one of the objectives behind offering this course is to help students understand the time they live in, particularly their role as

producers and consumers dominant social ideas. Teaching methods in this course will include class room lectures, documentary/workshops and lectures from invited speakers.

9. Write the categories applicable for the course from those given below:
Social Theory II Discipline: Sociology

.....

- c. Foundation (compulsory/ optional) **compulsory**
 - d. Discipline : Sociology, Social Theory II
 - e. Special interest Course (optional) NA
 - f. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional) NA
 - g. Any other NA
10. Brief (max. 250 words) course description:
This course follows Social Theory I taught in the first semester. While the earlier course deals with the classical sociologists, the present one goes beyond the confines of classical theory. The course focuses largely on contemporary theorists, but it also looks at some of the theorists of early capitalism and modernity whose rich and nuanced ideas have often been swept under much homogenizing perspectives such as functionalism or structuralism etc. The course does not handle social theory from the vantage point of theoretical perspectives which seek to club diverse ideas under one head. Instead it focuses on individual theorists and shows how their unique ideas help address some of the broader issues at stake in social theory.
11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc) **NA**
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **See the annexure.**
13. Assessment methodology: **See Annexure-IV**

14. Proposed enrolment ceiling (max. number of students to be admitted): **As per SLS Policy**

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: **NA**

Signature(s) of Course Coordinator(s)

Note:

9. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

10. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Culture, Hierarchy and Difference (4 Credit)

2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Sociology Program, MPhil Development Practice
4. Level at which the course can be offered: MA, MPhil
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc): Semester-long course
6. Proposed date (semester) of launch: Monsoon 2012
7. Course team (coordinator, team members etc): Dr Rukmini Sen (coordinator)
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

For a student of Sociology, need to understand culture and how it works in a hierarchical set of codes is essential. Traditional sociological and anthropological theories as well as more contemporary cultural studies theoretical paradigms therefore need to be provide the background of this course. The need to appreciate differences in the governance of a plural society is equally significant. For students of Development Practice this will be a course which shall enable them to learn the methods and the issues of the field more closely, it shall challenge the myth of the village being a 'simple' homogeneous site for intervention. That there is an interface between culture and development will appeal to both the categories of students.

9. Write the categories applicable for the course from those given below:

- b. Foundation (compulsory/ optional)

- c. Discipline (core required
for...../ core optional
for...../ elective for
- d. Special interest Course (optional)
- e. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
- f. Any other

Foundation/Compulsory for MA Sociology, Elective course for
MPhil Development Practice

10. Brief (max. 250 words) course description:

How does culture re/produce difference, hierarchy and inequality? Are the cultural, social and economic realms discrete or imbricated? How are individuals produced as cultural subjects and what role does identity play in this process? This course will examine these and other lines of inquiry in cultural sociology. We will begin with some classic statements in the study of culture, such as Raymond Williams, Clifford Geertz, Bourdieu, and the post-Orientalist scholarship of the subaltern studies collective. We will then turn to an examination of contemporary politics in India that have brought issues of cultural hegemony and majoritarianism to the fore in the re-marking of hierarchies and difference. These will include, for example, the creation and exclusion of partition histories and the kind of archives that the nation-state generates, the questions of legality and culture through legal trials, the shaping of a majoritarian public sphere, the reinvention of tradition in the caste-gender nexus as evidenced in the incidents of honour killings and *khap panchayats*, and the emergence of a visible sphere of middle class consumerism and consumption in the urban cityscape and in provincial towns. The goal throughout is to get students to understand the making of hegemonic cultures through which compliant and desirous subjects are produced and, through them, hierarchy and inequality reproduced.

11. Specific requirements on the part of students who can be admitted to this course: None

(Prerequisites or prior knowledge level etc)

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): Separate Document Attached **See annexure-V**

13. Assessment methodology: Article Review, Visit to National Museum and writing a report, Group Presentation

14. Proposed enrolment ceiling (max. number of students to be admitted):
Number of students who are enrolled at MA Sociology, any student who wants to take the course as elective in MPhil Development Practice
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

There course has a component of visit to National Museum and National Archives, so linkages with personnel from these institutions are required. The course also intends to take students to watch a theatre as a collective and interact with members of a theatre group; linkages with these groups therefore need to be established.

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Economy, Polity and Society (4 Credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA Sociology Programmes**
4. Level at which the course can be offered: **Postgraduate level**
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) **NA**
6. Proposed date (semester) of launch: Running since Monsoon 2012
7. Course coordinator: Amites Mukhopadhyay
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course addresses issues at stake in contemporary Indian society. The objective of the course is to help students make a sense of the society they live in. Economy, Politics and Society would primarily be an interdisciplinary course that exposes students to the changing modernity and political economy of Indian society. This would be an ideal course in a university like AUD where disciplines do not exist in water tight compartments. The course would look at Indian society from historical and anthropological and economic perspectives. The course touches on a variety of sub-themes highlighting the functioning of market and the complexity of modernity debates, democratic experiences, nation-building and state making in contemporary India. Pedagogical tool and teaching methods will include class room lectures, documentary/film screening, tutorials/workshops and lectures from invited speakers.

9. Write the categories applicable for the course from those given below:

.....

...

- g. Foundation (compulsory/ optional) **compulsory**
- h. Discipline :
- i. Special interest Course (optional)
- j. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
- k. Any other

10. Brief (max. 250 words) course description:

This course aims to capture Indian society in throes of transition. The course studies specific character of economic and political modernizations in India. It moves away from the trinity model whereby market, state and society appear as three distinct entities, towards an examination of the complex process of institution building shaped by colonial modernity and nation building in post colonial India. The process of institution building has never been a uniform experience in India. What we encounter is not one single state or market, but its different avatars occasioned/necessitated by regimes of governmentalities. The course intends to expose students to the changing political economy of Indian society. Apart from looking at state and market as grand institutions articulating and drafting rules of governance, the course visits the idea of everyday state or market. The intention here is to view institutionalization from the bottom. It tells us a great deal about the banality of the so-called institutions and how they are minutely and at times imperceptibly textured into wider society.

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) NA

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **see the annexure-VI**

13. Assessment methodology:

See Annexure-VI

14. Proposed enrolment ceiling (max. number of students to be admitted): **42**

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: **NA**

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Faith, Religion and Society (4 Credits)

1. Name of the School/ Centre proposing the course: **School of Liberal Studies**
2. Programme(s) which this course can be a part of: **MA (Sociology/History/Psychology)**
3. Level at which the course can be offered: **Masters Level**
4. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
5. Proposed date (semester) of launch: **Monsoon 2013**
6. Course team (coordinator, team members etc): **Santosh Kr. Singh/ Yogesh Snehi/ Honey Oberoi**
7. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Religion, as a social phenomenon, is of critical importance in the contemporary world. The religion and faith, as social categories, have always been core areas of Sociological research and teaching. The impact of positivism and classical modernity's fetish for science, however, brought about a momentary eclipse of the ideas of faith and divinity and god appeared to be on death bed in the social science discourse. The tall claims of Science that it would completely debunk and demystify nature soon proved to be ostentatious and even hollow. The questions of and about life and death, this worldly and otherworldly continued to engage human minds. The revival of religion and faith as the most indelible identity markers in the age of globalization has brought religion back to the centre in Social sciences

writings and research. The course is important as it introduces the students to the world of divinity and the structures of domination within it; prepares them to make sense of the mind boggling dynamics of diversity that exists and defines the world of faith and spirituality.

9. Write the categories applicable for the course from those given below:

- a. Foundation (compulsory/ optional) **CORE (Sociology)**
- b. Discipline (core required
for...../ core optional
for...../
elective for
- c. Special interest Course (optional)
- d. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
- e. Any other

10. Brief (max. 250 words) course description:

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) NA

16. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course is currently being developed as an inter-programme/ inter-school course in collaboration with colleagues from History and Psychology. Some of the key themes that would form the kernel of the proposed course would include:

- 2. Religion: Socio-anthropological roots
- 3. Post enlightenment scenario: The myth of secularization
- 4. Science vs. Faith: Critique of modernity debates
- 5. Revival of religion
- 6. Globalization and religion as element of identity politics

7. Communities and faith: Exploring the world of 'unreason'
8. Spiritualism: Lost and found

Heredia, Rudolf C. 2007. *Changing Gods: Rethinking Conversion in India*. New Delhi: Penguin Publishers

Madan.T.N. 1992. *Religion in India*. New Delhi: Oxford University Press.

Melissa, Wilcox (ed.) 2012. *Religion in Today's world: Global issues, Sociological perspectives*. Routledge.

Robinson, Rowena 2004 *Sociology of Religion in India*. New Delhi: Sage.

Kanungo, Pralay. 2007 *Globalization, the Diaspora and Hindutva in Bhupinder Brar et al (Ed.) Globalization and The Politics of Identity in India*, New Delhi: Pearson.

17. Assessment methodology: NA

18. Proposed enrolment ceiling (max. number of students to be admitted):
42

19. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: **Need faculties with specializations in the relevant are.**

Signature(s) of Course Coordinator(s)

Note:

11. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

12. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Relationships and Affinities (4 Credit)

2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Sociology Program
4. Level at which the course can be offered: MA
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc): Semester-long course
6. Proposed date (semester) of launch: Monsoon 2014
7. Course team (coordinator, team members etc): Dr Rukmini Sen (coordinator)
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Study of society is a study of human relationships—relationships through blood, marriage, adoption, friendship, and labour. The need for this course emanates from the complex and continuously changing nature of human relationships in modern, globalized societies. Thus to discuss only marriage and familial relationships seems limited today where same-sex relationships are challenging the normative of heterosexual, affinal unions. The phenomenon of adoption and the reality of a surrogate mother alter the biological bonding between a parent and child and redefine parenting. The role of the professional care-giver as the domestic worker to look after the basic requirements of the household, the nanny to take care of the child, the *ayah* to take care of the elderly or the disabled re-creates domestic relationships where labour, love and salary interact in complex ways. Questions of how caste interacts in our everyday relationships and intimacies of labour relations also are an important

signifier in comprehending relationalities. Realities of ‘single’ women, live-in relationships, friendships with otherwise strangers in big cities, or affinities created in the virtual space through social networking sites need the attention of contemporary sociology.

9. Write the categories applicable for the course from those given below:
 - h. Foundation (compulsory/ optional)
 - i. Discipline (core required
for...../ core optional
for...../ elective for
 - j. Special interest Course (optional)
 - k. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
 - l. Any other

Foundation/Compulsory for MA Sociology

9 Brief (max. 250 words) course description:

Having laid the objectives of the course, the selected themes that will be covered range from the theoretical to the topical. Human relationships, emotions, power, sexualities have been studied by sociologists (Simmel, Chicago school, Foucault) anthropologists (Radcliffe Brown), psychologists (Freud, Kakar) and feminists (Shulamith Firestone, Carol Gilligan)—attempts will be made to represent these multi-disciplinary theoretical paradigms. Are marriages about match-making or individual choices, what are the legal and social rights in heterosexual cohabitation and homosexual civil partnerships, what kind of principle determines custody of a child in cases of marital breakdown, what are the varieties of violence that prevail in any intimate relationship, can we consider surrogates and sex workers to be labourers within the framework of political economy debates, how shall we analyze care economy in a globalized world, where family is the main benefactor of the professional care-giver? Are relationships today undergoing transformations with the virtual space emerging as a new site of love and intimacy? There is a need to explore sibling relationships, friendships, relationships developed in a working women’s hostel or a paying guest accommodation where the role of the parent/sibling is taken over by the room-mate/flat-mate. This course intends to unpack and critically engage with the myriad subjectivities of relationships.

Select Readings

- Grover, Shalini (2011) *Marriage, Love, Caste and Kinship Support: lived Experiences of the Urban Poor in India*, Social Science Press, New Delhi
- Kakar, Sudhir (1989) *Intimate Relationships: Exploring Indian Sexuality*, Viking, Delhi
- Mody, Perveez (2008) *Love-Marriage and the Law in Delhi*, Taylor and Francis
- Neetha, N. *Contours of Domestic Service: Characteristics, Work, Relations and Regulations*, *The Indian Journal of Labour Economics*, Vol. 52, No. 3, 2009, 489-506
- Pandey, Amrita *Commercial Surrogacy in India: Manufacturing a Perfect „Mother-Worker* *Signs: Journal of Women in Culture and Society*, Vol. 35, No. 4, 2010, 969-994
- Tambe, Ashwini *Codes of Misconduct: Regulating Prostitution in Late Colonial Bombay*, Zubaan Books, New Delhi

12. Specific requirements on the part of students who can be admitted to this course: None

(Prerequisites or prior knowledge level etc)

13. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This is a course that is being prepared and the details of the modules are therefore being worked out.

14. Assessment methodology: Reflective essay on the way a student feels her/his relationships have been transforming taking help from theoretical paradigms; Group Presentation, Film Review

15. Proposed enrolment ceiling (max. number of students to be admitted): Number of students who are enrolled at MA Sociology.

16. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Primarily a class-based course with good library resources.

Signature(s) of Course Coordinator(s)

Note:

17. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

18. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Seminar/ Research Project (4 Credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA Sociology Programmes**
4. Level at which the course can be offered: **Postgraduate level**
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)
6. Proposed date (semester) of launch: **Winter 2013**
Course coordinator: Amites Mukhopadhyay
7. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course is spread across two semesters. In the second semester (winter) students are required to prepare a research proposal in consultation with his/her assigned supervisor, present it before the faculty and prepare in the light of suggestions from the faculty. Student is expected to work around his/her research proposal over the summer break and finally prepare his/her research report and submit the same to supervisor in the monsoon (third) semester. The course aims to train students in the craft and protocols of social research. The course introduced in the second semester is based on the assumption that students having done courses on Social Theory and Social Research in the first semester and being exposed to a course on Workshop on Expression in the second semester, whereby they learn the art of writing, style, citation and the dangers of plagiarism, will have sufficient wherewithal to apply their theoretical knowledge to the touchstone of reality. The opportunity of a seminar where student presents his/her research proposal before the entire faculty exposes student to the protocols of research. Research becomes meaningful only when it gets debated, discussed and subjected to peer review. The course aims to incorporate both

these dimensions and expose students to both the attributes of social research.

8. Write the categories applicable for the course from those given below:

.....

- m. Foundation (compulsory/ optional) **compulsory**
- n. Discipline :
- o. Special interest Course (optional) NA
- p. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional) NA
- q. Any other NA

9. Brief (max. 250 words) course description:

This course on seminar project introduced in the second semester initiates students into social research. The course is planned across two semesters i.e. second and third. In the second semester each student is assigned a supervisor and it is in consultation with the assigned supervisor that the student chooses to work around a particular theme/problem/social issue. Student's area of research could be based either on primary fieldwork or review of the secondary data. However, the project, whether based on primary fieldwork or secondary data, aims to train students in the formulation of a research problem and the subsequent modalities of carrying out the research. At the end of the second semester students are expected to formulate their individual research problem and modalities or methods of carrying out the proposed research and submit this in the form a short research proposal (in about 1000-1500 words). The students would present their research proposals before the entire faculty in the form of a seminar presentation. The four credits assigned to this course are split up into two credits each for second and third semesters. And the two credits assigned to this course in the second semester factor in the evaluation of the student on his/her formulation of the research problem and the short research proposal. Out of this two credits meant to evaluate the student on his/her seminar presentation 60 per cent would be evaluated by the faculty collectively and rest 40 per cent would be by the assigned supervisor. The students are expected to pursue their individual researches over the semester break/summer recess.

In the third semester the students are expected to finalise their research findings in consultation with their respective supervisors, submit short research reports (in about 2000-3000 words). Thus, the remainder of two credits for the course in third semester goes into evaluating the student on her/his final report. Thus, here student would be evaluated entirely the assigned supervisor.

10. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc) **NA**

Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **See the annexure-**

11. Assessment methodology: **See Annexure**
12. Proposed enrolment ceiling (max. number of students to be admitted): **42**
13. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: **NA**

Signature(s) of Course Coordinator(s)

Note:

14. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
15. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Workshop on Expressions (2 Credits)

1. Name of the School/ Centre proposing the course: School of Liberal Studies
2. Programme(s) which this course can be a part of: Sociology
3. Level at which the course can be offered: Masters level
4. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
5. Proposed date (semester) of launch: Winter Semester 2013
6. Course team (coordinator, team members etc): Urfat Anjem Mir
7. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is meant for the beginners to the research processes. However, unlike research methodology courses which also have similar target group this course restricts itself to training students in some of the fundamental learning skills which research methodology courses do not cover systematically. Upon completion of this course the students are expected to learn various skills required for gathering information like effectively using library and internet and also learning to read literature, and how to avoid plagiarism. They are also supposed to master different techniques related to sharing of information like procedure of citation, writing texts, and making effective presentation.

8. Write the categories applicable for the course from those given below:

Core (Sociology)

9. Brief (max. 250 words) course description:

Doing research requires knowledge of various elementary but essential skills like techniques of using library, utilizing internet, citing systematically, reading effectively, reviewing, writing, presenting, and avoiding plagiarism. Despite their importance, courses in research methodology hardly manage to incorporate them, given the range of other topics they need to cover. As a result it is expected that students will learn these skills on their own under the mentorship of their research supervisors. However, such learning does not happen uniformly given the difference in priorities set by various research supervisors. The aim of this course is to address this gap and create uniformity in learning these skills among the students.

This course is divided into two parts. The first part is directed towards techniques of gathering information and identifying relevant information. The issues of plagiarism and ways to avoid it shall also be covered in this part of the course. Upon completion of this course the students are expected to learn various skills required for gathering information like effectively using library, internet based resources and most importantly learning to identify, read, evaluate and review relevant literature. Upon completion of the second part of this course the students are supposed to master different techniques related to sharing of information like procedure of citation, writing texts, and making effective presentation.

10. Specific requirements on the part of students who can be admitted to this course: As per SLS Policy

(Prerequisites or prior knowledge level etc.) NA

11. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Course Outline

Part 1: Gathering Information

Module Topics

- | | |
|---|------------------------------------------------------------|
| 1 | Making best use of library, Using Internet based resources |
| 2 | What is plagiarism? How to avoid it? |

- 3 Learning to read effectively
- 4 Reviewing literature

Part 2 : Sharing Information

- 5 Citation Styles(In-text and End text reference)
- 6 Doing the Writing
Writing dissertation/ research report
- 7 Effective presentation

Instructional Design:

The course is going to involve hands-on learning through the execution of specially designed worksheets and development of proposal for conducting research projects. However, it may be supplemented by occasional lectures.

Reading material:

- American Psychological Association; 2010. *Publication Manual of the American Psychological Association*. Washington DC:AMA
- Lipson, Charles. 2006. *Cite Right: A Quick Guide to Citation Styles—MLA, APA, Chicago, the Sciences, Professions, and More*. Chicago: The University of Chicago Press.
- Meloy, Judith M. 2002. *Writing the Qualitative Dissertation: Understanding by Doing*. London: Lawrence Erlbaum Associates, Publishers.
- Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: The University of Chicago Press. (6th Edition Revised by John Grossman and Alice Bennett).
- University of Chicago. 2010. *The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*(16th Edition). Chicago: The University of Chicago Press.

12. Assessment methodology:

This course would involve continuous assessment based on the administered worksheets

13. Proposed enrolment ceiling (max. number of students to be admitted):

14. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: Computer Lab.

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Organizational Exposure (2 Credits)

1. Name of the School/ Centre proposing the course: **School of Liberal Studies**
2. Programme(s) which this course can be a part of: **MA, Sociology Programme**
3. Level at which the course can be offered: **PG Level**
4. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
5. Proposed date (semester) of launch: Since Mansoon 2011
6. Course team (coordinator, team members etc): **Santosh Kr. Singh (Coordinator)**
7. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

‘Organizational exposure’ in the third semester of MA Programme in Sociology at Ambedkar University Delhi (AUD) has been designed to create an interface between the students and the **world beyond class rooms**. AUD has been premised on the principles of an alternative pedagogy that privileges experiential and hands-on learning, thereby enabling the knowledge seekers to transcend the domain of the routine. We believe it is at this juncture that the whole art of learning as a profession moves in to a new realm of freedom and emancipation. The idea of this course on Organizational Exposure essentially flows, albeit somewhat differently, from these pedagogical standpoints. This course, in addition and in a substantial sense, has been designed in response to the larger existential question of ‘employability’ and ‘career-concerns’ of the students practicing Social Sciences today. The course requires that students visit various organizations and spend time there to get a sense of the functioning of the organization and then the organizations can also be asked to come and interact with the students at AUD campus.

8. Write the categories applicable for the course from those given below:

- b. Foundation (compulsory/ optional) **Compulsory**
 - c. Discipline (core required
for...../ core optional
for...../ elective for
 - d. Special interest Course (optional)
 - e. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
 - f. Any other
10. Brief (max. 250 words) course description:
More often than not students, even after completing their Post Graduate degrees, seem to be completely in dark as far as their understanding of career choices are concerned. This is primarily because they have not been equipped with any exposure on various career choices available. The course aims to address precisely these issues. To this end we identify organizations with close interface with the discipline of Sociology. We undertake a minimum of 3 visits in a semester to organizations ranging from NGOs and international research and development agencies to media and corporate houses. In short, the aim is to **acquaint the students with various career perspectives** through these organization
Organizations visited with the 2011-13 Batch: OXFAM, NFI and CSR;
Organizations visited by the 2012-14 Batch: World Bank, ACTIONAID and NFI.
11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc) NA
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **Annexure-VII**
13. Assessment methodology: **Students write thematic papers based on their experience at the organizations which are guided by the instructors.**
14. Proposed enrolment ceiling (max. number of students to be admitted):
42
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Electives

Elective Courses

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Globalization, Transnationalism and Indian Diaspora
(4 credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**

3. Programme(s) which this course can be a part of: **MA, Sociology Programme**

4. Level at which the course can be offered: **PG Level**

5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):

6. Proposed date (semester) of launch: Since (Winter semester 2013)

7. Course team (coordinator, team members etc): **Kiranmayi Bhushi (Coordinator)**

8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course aims to introduce students to the study of Indian diaspora and transnationalism in the contemporary context of globalization. The course will not only address issues of nationality and citizenship, host-home connections and politics of contexts, but also the issues of ethnicity, religion, caste, gender that have implicated the Indian diaspora in their varied locations . A significant aspect to understanding transnational connection is the media-mediated social fields that this course will focus on as well.

9. Write the categories applicable for the course from those given below:
 - a. Foundation (compulsory/ optional) **Elective**
 - b. Discipline (core required
for...../ core optional
for...../ elective for
 - c. Special interest Course (optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
 - e. Any other

10. Brief (max. 250 words) course description:

Globalisation, among others things, is characterised by large scale migration of people. Indians have migrated in the past -- in ancient and colonial periods -- but large scale emigration took place during the 19th and 20th century. The Indian diaspora is estimated to be 20 million now, spread over North America, Western Europe, the Middle East and the erstwhile colonies of the British, Dutch and French colonial empires. Today, Indians, who are spread over the globe, have formed transnational connections among themselves, and with the motherland, along familial, socio-economic and political lines. These networks and connections unites them in to common cultural identity which questions notions surrounding nation-state, citizenship and the isomorphic connection one associates with space/culture. The course develops on these key issues and familiarizes the students to a world which is fast unfolding before them.

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) NA

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) See **Annexure-VIII**

13. Assessment methodology: Students write thematic papers based on their experience at the organizations and are guided by the instructor.

14. Proposed enrolment ceiling (max. number of students to be admitted): 42

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Law and Society (4 Credits)

2. Name of the School/ Centre proposing the course: School of Liberal Studies
3. Programme(s) which this course can be a part of: MA Sociology Program/MA Gender Studies/MA History
4. Level at which the course can be offered: MA
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc): Semester-long course
6. Proposed date (semester) of launch: Winter 2013
7. Course team (coordinator, team members etc): Dr Rukmini Sen (coordinator)
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
That law affects our everyday social life in very direct and indirect ways is a reality. Thus an elective on Law and Society will enable students in social sciences to engage with this phenomenon called law making as well as law enforcement. Increasingly law is becoming an area where involvement of civil society forces is being sought. Law and society is that area of studies, which will provide an overview of the different ways in which law regulates human behavior. To understand the rationale and historical processes of law formations, colonial legacies in the laws existing in India and patriarchal biases that laws uphold in most otherwise democratic states.
9. Write the categories applicable for the course from those given below:
 - a. Foundation (compulsory/ optional) **Elective**
 - b. Discipline (core required
for...../ core optional
for...../ elective for
 - c. Special interest Course (optional)

- d. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
- e. Any other

Elective course for MA Sociology, MA Gender Studies

10. Brief (max. 250 words) course description:

This is an interdisciplinary course that will make an attempt to provide an overview of major legal transformations that has happened primarily in India in contemporary times. It aims to introduce law to students of sociology, gender studies or any other social science discipline. The reason being law affects our everyday social and personal lives in more ways than one. For every action that an individual or a collective performs there seems to be a law determining—prescribing, prohibiting, or punishing the action. This course will provide a theoretical background to the sociological and feminists approaches to law and society; make the students aware about Indian nation-building and the role that law played in it. The course broadly divides the themes into prohibitive and prescribed relationships, environmental justice and compensation, community knowledge and rights, state impunity through laws and non-judicial mechanisms of justice. The need to understand the history behind legislation or a judgment, involvement of civil society groups and movements towards the framing of laws and judgments and the extent of implementation of any law will be an inherent part of the readings in this interdisciplinary course on law and society. The course will introduce students to the methods of reading legal statutes, judgments, law commission reports and constituent assembly debates.

- 11. Specific requirements on the part of students who can be admitted to this course: None

(Prerequisites or prior knowledge level etc)

- 12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Separate sheet attached **see annexure-IX**

- 13. Assessment methodology:

Article Review (30%): Discussing an Act or a Bill in the context of the theoretical aspects of the interface between law and society

Analysis of a Judgment (30%): Discussing the historical and political backgrounds to a judgment, concepts that can be identified in the

judgment, locating the judgment within the law and society theoretical framework
Group Presentation (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted):
No ceiling on student capacity
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

This course would want to take students to a courtroom or a Family court and make them witness how a case is conducted, so linkages with people in the legal profession will be necessary.

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Social Exclusion: Perspective, Politics and Policies (4 Credit)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA Sociology**
4. Level at which the course can be offered: **Postgraduate Level**
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) **NA**
6. Proposed date (semester) of launch: **(Monsoon Semester 2012)**
7. Course team (coordinator, team members etc): **Bidhan Chandra Dash**
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The language of social exclusion has become commonplace in public discourse, academic circles, and pervades government policy-making of most of the countries in the World. The course is aimed at developing a critical approach to the new terminology of 'social exclusion' in redefining poverty, inequality, and marginalization. In tune with Ambedkar University, Delhi's commitment of social justice and equality, the course is expected to be among the central features of pedagogy of the University.

9. Write the categories applicable for the course from those given below:

Social Exclusion: Perspectives, Politics and Policies: Discipline (Sociology), Elective for MA Sociology

Elective

- f. Discipline (core required for / core optional for.../ elective for...): **Social Exclusion: Perspectives, Politics and Policies: Discipline (Sociology), Elective for MA Sociology**
 - g. Special interest Course (optional): NA
 - h. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional): NA
 - i. Any other: NA
10. Brief (max. 250 words) course description:

The language of social exclusion has become commonplace in public discourse, academic circles, and pervades government policy-making of most of the countries in the World. The international Non-Governmental Organizations and Inter-State bodies have cherished the significance of this new concept for a better and equitable society. At the outset, the concept of social exclusion claims to provide a holistic understanding than economic deterministic approaches such as poverty and deprivation. Yet, poverty remains a key precursor or key component of social exclusion. At the same time, social exclusion goes beyond economic variables, such as employment status or occupational class. The concept also seems to be intrinsically problematic. It represents the primary significant division in society as one between an included majority and an excluded minority. Attention is not focused on the inequalities and differences among the included and also the excluded. Adding to the woes of the problematic, there have been attempts to list anything and everything under the broad rubric of social exclusion. The enthusiasts are busy arranging seminars and conferences to find a researchable content in an umbrella term for which there is limited theoretical underpinning'

This elective course aims to introduce the students to the various perspectives on social exclusion and the underlying politics of its recent popularity. Since social exclusion is a concept that holds primary significance in terms of its policy orientations, this course also attempts to equip the students with a critical understanding that will help them make sense of the rationale behind various inclusive policy initiatives and their implications

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): See **Annexure-X**

13. Assessment methodology:

In tune with the vision of Ambedkar University, Delhi, this course has designed comprehensive contentious assessment for the students. There will be one group presentation, a term paper, a book review and an End-Semester assessment given at different intervals during the length of the Semester, which will be focused developing critical engagement with issues of poverty, inequality and Policies for Social Justice and empowerment.

14. Proposed enrolment ceiling (max. number of students to be admitted):

As per SLS policy

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

a. Classroom

b. Field Visits

Bidhan Chandra Dash

Signature(s) of Course Coordinator(s)

Note:

16. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

17. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Sociology of Agriculture (4 credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA, Sociology Programme, MPhil in Development Practice**
4. Level at which the course can be offered: **PG Level**
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc):
6. Proposed date (semester) of launch: **Since Monsoon 2013**
7. Course team (coordinator, team members etc): **Santosh Kr. Singh (Coordinator)**
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Contemporary globalization has posed several new sets of challenges to Indian agriculture and thus to villages in India. There has been talk of 'vanishing villages' with the land and agriculture being increasingly seen as unproductive, untenable and with no future. A recent report from Punjab, the hub of green revolution in India, for instance, concludes that every ninth farmer in the state has quit agriculture over the past 25 years. According to census reports (2001) from Punjab nearly 2 lakh marginal and small farmers left the occupation between 1991 and 2001. Studies with similar concerns have been reported from elsewhere as well. The course essentially introduces the concept of rural, its crisis and problems, to the students where more than 70 percent of India lives. This course can also be made part of the MPhil development practices course, currently being offered at AUD in collaboration with PRADAN.

9. Write the categories applicable for the course from those given below:
 - j. Foundation (compulsory/ optional) **Elective**

- k. Discipline (core required
for...../ core optional
for...../ elective for
 - l. Special interest Course (optional)
 - m. Practical/ Dissertation/ Internship/ Seminar courses
(compulsory/ optional)
 - n. Any other
10. Brief (max. 250 words) course description: Culture of agriculture displayed sharp dichotomized spaces of sacred and profane. Use of agricultural produce for grain and trading was considered sinful, ploughing of field by women was considered part of profanity and while some grains could be indispensable part of religious rituals, others were strictly prohibited. The process of modernization, however, has altered many of the traditional premises of agricultural universe. Indian Agriculture is no exception to this transition. However the scenario in the farm sector and thus in the villages look gloomy. The factors which are being considered responsible for this disenchantment from rural sector include the phenomenon of diminishing returns on land owing to fragmentation of land. Besides, the ecological costs and socio-economic imbalances in agriculture today have drawn sharp comments. The concern for food security that promoted the technology of breeding high yielding varieties that is supposed to have ushered in what is popularly known as the green revolution, has created severe regional imbalances. The course attempts to map these changes with special reference to Indian Scenario.
 11. Specific requirements on the part of students who can be admitted to this course:
 12. (Prerequisites or prior knowledge level etc) NA
 13. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **Annexure-XI**
 14. Assessment methodology: **See Annexure-XI**
 15. Proposed enrolment ceiling (max. number of students to be admitted): 42
 16. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Need experts, agriculture scientists and activists for consultations and teaching certain modules. The idea of wall magazine for and by the students would be important. Also a

compulsory field trip to a rural location will make the course more engaging and enriching.

Signature(s) of Course Coordinator(s)

Note:

17. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
18. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course:

Science Technology and Society (4 Credits)

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA Sociology**
4. Level at which the course can be offered: **Postgraduate Level**
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) **NA**
6. Proposed date (semester) of launch: Since **Winter Semester 2013**
7. Course team (coordinator, team members etc): **Bidhan Chandra Dash**
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
Science and technology present modern societies with immense challenges and opportunities. This course introduces students to the roles of science and technology in society and the multiple ways in which science and technology, individuals and institutions mutually shape one another. The course provides a critique to the conventional, commonsensical technological determinist approach and introduces a new sociology of science and technology which assumes that technological artefacts are socially shaped, not just in their usage, but especially with respect to their design and technical content.
9. Write the categories applicable for the course from those given below:

Elective
 - a. Discipline (core required for / core optional for.../ elective for...): **Elective**
 - b. Special interest Course (optional): NA
 - c. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional): NA
 - d. Any other: NA

10. Brief (max. 250 words) course description:

Science and technology play immensely important roles in our lives. However, understanding how science, technology, and society work together in shaping our world is not easy. The attempt here is to try and disentangle the multiple relationships between science, technology, and society. In contrast to the *commosensical* ‘technological determinist’ image, this course will introduce a new sociology of science and technology which assumes that technological artefacts are socially shaped, not just in their usage, but especially with respect to their design and technical content. Technology is not constructed merely by engineers in their laboratory, but also by marketing departments, managers, Luddite action groups and users. The production and reproduction of technology goes far beyond the laboratory and is a continuous process. This course will introduce the multiple ways in which science and technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): **See Annexure-XII**
13. Assessment methodology:

In tune with the vision of Ambedkar University, Delhi, this course has designed comprehensive contentious assessment for the students. There will be four assignments given at different intervals during the length of the Semester, which will be focused developing critical engagement with the rhetoric and realities of scientific innovation and technological promises

14. Proposed enrolment ceiling (max. number of students to be admitted): **As per SLS policy**
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:
- a. **Classroom**
 - b. **Auditorium**
 - c. **Good Quality Sound System**

Bidhan Chandra Dash

Signature(s) of Course Coordinator(s)

Note:

15. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
16. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. **Title of the Course:**

Culture, Health and Systems of Healing

2. Name of the School/ Centre proposing the course: **School of Liberal Studies**

3. Programme(s) which this course can be a part of: **Sociology**

4. Level at which the course can be offered: **Masters Level**

5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc)

Semester Long Course to be taught in the Third semester in MA Sociology second year.

6. Proposed date (semester) of launch: **3rd Semester, Monsoon Semester 2013**

7. Course team (coordinator, team members etc): **Urfat Anjem Mir (Coordinator)**

8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional and vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course aims to address some very basic questions in the field of health: Why do we have diverse medical Systems? Are there some common elements of health and healing practices in these diverse medical systems? Why disease and illness cannot be fully understood by treating them as biological in nature? Why should we look at health problems as complex biosocial processes? Why is it essential to

study a range of factors like systems of belief, structures of social relationships and environmental conditions in the context of health problems?

In short, this course will discuss in detail the aspect of universal realities of disease and distress and how the systems of health care are socially, culturally and politically constructed. The aim is to enlighten students about the dynamics of individual and community health knowledge, relationship between public health problems and socio-cultural processes. It will also sharpen their understanding of the notion of healthy life worlds and lifestyle choices that diverse communities practice and seek to protect.

9. If the Course is a part of one or more programme(s), choose the categories applicable

It could be offered as a core/ optional course in any programme but in that case, it may require certain modifications in line with the Discipline or programme for which it is offered.

10. Brief (max. 250 words) course description:

Health as a concept is very central to the idea of human survival, thus a comprehensive understanding of the notions of health, illness, well-being, and health care systems and practices –especially in multi-cultural societies is vital. The course aims to introduce students to the foundations of health systems, different beliefs and behaviours, health related issues and challenges. The approach will be to examine the notion of health as culturally constructed means of representing and shaping the body, illness, disease and healing practices. Therefore, the course will broadly have three sections: theoretical perspectives, medical systems and the public health issues. In the first section, the course will examine the concepts of health, illness, disease and wellbeing by using the various theoretical perspectives—largely, medical anthropological. The medical anthropological perspective, because, it certainly draws on research formulated in other disciplines like, medical sociology, epidemiology, public health and history of medicine. Is there a dichotomy of ‘body’ and ‘mind’, and if so, how can we challenge it?

The second section will look at different medical systems and medical pluralism. The third section will deal primarily with the contemporary problems of disease, illness, issues of public health and the global health problems. How the biological and socio-cultural evolution in response to environmental challenges has resulted into a complex human body. By drawing largely from ‘cases’ of health issues across cultures, the course will try to make it interesting for students – and challenge the common assumption of a student that there exists a

gap between ‘theoretical’ and ‘real’ knowledge. It will keep focus on the human body and study the realities of human disease, illness, suffering and death in different cultural contexts.

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) NA

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Course outline:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>1. What is health? Conceptions of Disease and illness, and 2</p> <ul style="list-style-type: none"> a. Health and quality of life b. Embodying health c. Cultural definitions of anatomy and physiology | <p>Week 1</p> |
| <p>2. Theoretical Perspectives 5</p> <ul style="list-style-type: none"> a. Medical ecological theory b. Cultural interpretive theory c. Critical medical anthropology | <p>Week 3, 4 and 5</p> |
| <p>3. Medical Systems and Health Care Pluralism 8</p> <ul style="list-style-type: none"> a. Ethnomedicine b. Ethnopsychiatry c. Ethnopharmacology d. Biomedicine as a system of medicine e. Health care pluralism; Complementary and alternative medicines (CAM) | <p>Week 6, 7 and 8</p> |
| <p>4. Nutrition and Health and 10</p> <ul style="list-style-type: none"> a. Cultural classification of food b. Food as medicine c. Dietary changes and disease | <p>Week 9</p> |
| <p>5. Pain and Culture</p> <ul style="list-style-type: none"> a. Private and public pain b. Social dimensions of pain | <p>Week 11</p> |
| <p>6. Health issues in Human populations</p> <ul style="list-style-type: none"> a. Health and environment b. Gender cultures and health c. Contemporary issues in health | <p>Week 12 and 13</p> |
| <p>7. Health disparity and Social inequality and 15</p> <ul style="list-style-type: none"> a. Health and social disparity cross culturally | <p>Week 14</p> |

- b. Health praxis and the struggle for a healthy world
- c. Health and human rights
- d. Public policy and health care

Suggested Readings:

- a. Baer, Hans, A., Merrill, Singer, and Ida Susser. 2003. *Medical Anthropology and the World System*. Westport, Connecticut: Praeger.
- b. Cant, Sarah, and Ursula. 1999. *A New Medical Pluralism: Alternative Medicine, Doctors, Patients and the State*. London and New York: Routledge.
- c. Farmer, Paul. 2005. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press.
- d. Helman, Cecil, G. 2000. *Culture, Health and Illness*. Oxford: Butterworth Heinmann.
- e. Mcelroy, Ann, and Patricia, A., Townsend. 2009 (eds). *Medical Anthropology in Ecological Perspective*. USA: Westview Press
- f. Sargent, Carolyn, F., and Thomas, M. Johnson (eds). 1996. *Medical Anthropology: Contemporary Theory and Method*. Westport, Connecticut: Praeger
- g. Singer, Merrill, and Hans Baer. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Plymouth, UK: AltaMira Press.
- h. Womack, Mari. 2010. *The Anthropology of Health and Healing*. Plymouth, UK: AltaMira Press.

13. Assessment methodology:

In line with the continuous assessment and evaluation policy of AUD, there will be four written assignments of 25% weightage each.

- 14. Proposed enrolment ceiling (max. number of students to be admitted):
No more than 35
- 15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: NA

Signature(s) of Course Coordinator(s)

Note:

- 13. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

14. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Annexures

Annexure- I
Ambedkar University Delhi
School of Liberal Studies
Social Theory-I
MA in Sociology
Monsoon Semester-2012

Course Coordinator: Kiranmayi Bhushi

Credits: 4

This course explores frameworks of analysis, perspectives and paradigms that seek to explain the society and aspects within it. New social theories are built upon the work of their predecessors and these classical theories are still considered important and relevant. The field of sociology and sociological theory by extension is relatively new, however various strands in philosophical traditions have influenced the social theorist. Besides the philosophical traditions, some key developments in society have influenced social theory, such as the ideas of enlightenment, the advent of industrialisation and capitalism and the resulting urbanisation and individualism and the expansion of industrialisation in to colonisation. The course starts by exploring some foundational ideas and philosophies, underlying social theories and then goes on to discuss the founders of theoretical discourses in sociology. The founding fathers that this course concentrates on are Karl Marx, Emile Durkheim, Max Weber and Georg Simmel. Some of the issues and concerns they were grappling with, at the turn of the century, are germane to any understanding of society; issues such as the nature of society and change, the inequalities in society and the process of social reproduction, the ontology of the social and methods suitable to study society, the place of individual in society -- structure and agency as it were, the origin and nature of social cohesion as well as disorder. We will examine some of the principle texts written by these scholars and analyse their contribution in the context of the time-space in which they were produced and most importantly, consider them for their relevance to issues we face today.

The course is structured through the following themes and key classical thinkers

1. The significance of social theory
2. The philosophical traditions and foundational ideas

3. Karl Marx and his key ideas
4. Emile Durkheim and society
5. Max Weber and science and rationality
6. Georg Simmel and modern society

Reading List

Hamilton, Peter. 1995. The Enlightenment and the Birth of Social Science. Pp. 20-54 In Stuart Hall, David Held, Don Hubert and Kenneth Thompson, eds., *Modernity. An Introduction to Modern Societies*. Oxford: Polity Press.

Marx, Karl. 1944. Economic and Philosophic Manuscripts of 1844
[http://www.marxists.org/archive/marx/works/1844/manuscripts/pr
 eface.htm](http://www.marxists.org/archive/marx/works/1844/manuscripts/pr

 eface.htm)

Marx, Karl 1946. The German Ideology
[http://www.marxists.org/archive/marx/works/1845/german-
 ideology/index.htm](http://www.marxists.org/archive/marx/works/1845/german-

 ideology/index.htm)

Marx, Karl and Friedrich Engels. 1978. *The Marx-Engels Reader*. Edited by Robert C. Tucker. 2nd ed. New York: W.W. Norton & Co.

Giddens, Anthony. 1971. "Marx's Early Writings." Pp. 1-17 In *Capitalism And Modern Social Theory. An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

Durkheim, Emile 1997 (1951). *Suicide : A Study in Sociology*. New York: The Free Press. <http://archive.org/details/suicidestudyinso00durk>

Durkheim, Emile .1982 (1895).The Rules of Sociological Method. New York: Free Press <https://webfiles.uci.edu/dstokols/SE200-2010/Durkheim,%20E.%20%20The%20rules%20of%20sociological%20method.pdf>

Durkheim, Emile.2004. *Readings From Emile Durkheim*. Edited by Kenneth Thompson. 2nd ed. London: Routledge, 2004.

Weber, Max. 1935 (1905) *Protestant Ethic and the Spirit of Capitalism*. New York: scribner
<http://archive.org/details/protestantethics00webe>

Weber, Max. 1946. *From Max Weber: Essays in Sociology* Trans. By H.H Gerth and C. Wright Mills. New York: OUP
http://archive.org/stream/frommaxweberessa00webe/frommaxweberessa00webe_djvu.txt

Weber, Max. *Max Weber: Selections in Translation*. Edited by W.G. Runciman. Cambridge: Cambridge UP, 1978.

Simmel, Georg. 1971(1917). The Metropolis and Mental Life. Pp.324-339. in Donald N. Levine(ed.) *On Individuality and Social Forms*. Chicago: The University of Chicago Press,

http://WWW.BLACKWELLPUBLISHING.COM/CONTENT/BPL_IMAGES/CONTENT_STORE/SAMPLE_CHAPTER/0631225137/BRIDGE.PDF

Simmel, George. 1994(1909) Door and Bridge. Translated by Mark Ritter. *Theory, Culture & Society*, 11, 1:5-10. http://www2.latech.edu/~wtwillou/A320_420images_w02/GSimmel.pdf

Simmel, Georg. 1972. *On Individuality and Social Forms*, Edited by and with an introduction by Donald Levine, Chicago: University of Chicago Press

Simmel, George. 1950. *The Sociology of George Simmel*. Translated, edited and introduced by Kurt H. Wolff. Glencoe: Free Press. http://archive.org/stream/sociologyofgeorg030082mbp/sociologyofgeorg030082mbp_djvu.txt

Aron, Raymond. 1958. *Main Currents in Sociological Thought: Montesquieu, Comte, Marx, Tocqueville, and The sociologists and the Revolution of 1848*. NJ: Transactions

Aron, Raymond. 1965. *Main Currents in Sociological Thought: Durkheim, Pareto, Weber*. New Jersey: Transactions

Requirements for the course

- If you miss a class, it is your responsibility to get copies of any materials handed out or be apprised of any announcements made during class. I do not provide those to students who are absent. However, I use email to make certain announcements throughout the semester. I expect that you will check the email sent to you.
- **All Assessment situations are compulsory.** All assignments must be submitted in time. You are required to submit your assignment by hand. (no soft copies) keeping in mind the following: Assignments have to be typed in 12 point, Times New Roman font, 1.5 spacing; Normal setting for margins in Microsoft Word; Referencing in APA style.

- **Plagiarism will not be tolerated.** If you don't know what plagiarism entails visit the following site; <http://www.plagiarism.org/>
- You will be required to carry the reading material (the text under discussion) to class, as we may spend time analysing particular passage from the recommended texts.
- **Do not use Wikipedia** as your source or resource material.

Assessment

The assessment situation and the weightage for them are as follows;

- There will be four class tests. The dates for this will be announced in class. The weightage for this is 20% (5+5+5+5)
- In addition there will be four small term papers ; weightage 80% (20+20+20+20)

Annexure-II

Ambedkar University, Delhi
M.A. Sociology

Social Research (4 Credits)

Course Coordinators: Dr. Bidhan Chand Dash and Dr. Urfat Anjem Mir

Objective of the Course

The object of the course is to understand the epistemological foundations of the major research traditions in the social sciences. The practical goal is to help students develop rigorous and workable research techniques and designs for their theses and dissertations. The attempt is to explore the embattled terrain that lies between method and theory. The course begins with an overview that emphasizes both the conflicts and the complementarities among different methodological traditions and gives an overview of the major steps in conducting social sciences research. Subsequently, the course engages in the difficult task of choosing a research design. The aim is to help them frame research topics, develop hypothesis, ask research relevant questions, device methods of data collection and employ various techniques of data analysis.

Assessment

- First assignment will be of 20% Weightage, Due Date on 9th of February 2013**
- Second assignment will be of 25% Weightage, Due Date on 11th of March 2013**
- Third assignment will be of 25% Weightage, Due Date on 8th of April 2013**
- Fourth assignment will be of 30% Weightage, Due Date on 6th of May 2013**
- Specific assignment details will be provided by the concerned teacher in the class. Please note that assignments shall not be accepted after the dead line of submission is over.**

Course Modules

M-I: Positivism and Philosophy of Scientific Research Social Research:
Overview

Bryant C.G.A. 1985. Positivism in Social Theory and Research, London:
Macmillan, (Chapter-I, Chapter-6)

Johnson, T. Dardeker, C. Ashworn C. 1984. Structure of Social Theory,
London: Macmillan, (Chapter-II: Empiricism)

William, M. May, T. 1996. Introduction to the Philosophy of Social Sciences, London: UCL Press, (Chapter-V)

M-II: Objectivity, Subjectivity and Ethics of Social Research

Giddens, A. 1977, Studies in Social and Political Theory, London: Hutchison.

William, M. May, T. 1996. Introduction to the Philosophy of Social Sciences, London: UCL Press, (Chapter- VI and VII)

M-III: Causality, Probability, Reliability, Validity

Babbie, E. 1998. The Practice of Social Research, London, Washington, Toronto: Wardswork Publishing Company. (Chapter-V, Chapter-VI)

M-IV: Using Secondary Sources of Information: NSSO, Census, Archival, etc.

Babbie, E. 1998. The Practice of Social Research, London, Washington, Toronto: Wardswork Publishing Company. (Chapter-III)

Matt, Hann, Mark Weinstein and Nick Foard, 2006. A Short Introduction to Social Research, New Delhi: Sage Publication, (Chapter-V)

M-V: Research Design, Conceptualization, Operationalization and Measurement

Babbie, E. 1998. The Practice of Social Research, London, Washington, Toronto: Wardswork Publishing Company. (Chapter- IV).

M-VI: Sampling

Babbie, E. 1998. The Practice of Social Research, London, Washington, Toronto: Wardswork Publishing Company. (Chapter- X).

M-VII: Survey, Panel Study

Babbie, E. 1998. The Practice of Social Research, London, Washington, Toronto: Wardswork Publishing Company. (Chapter-IX)

M-VIII: Questionnaire and Schedule

Russell B. H. 2008. Research Methods in Anthropology: Qualitative and Quantitative Approach, New Delhi: Rawat Publications, (Chapter- IX).

M-IX: Interview, Case Study, Focus Group, Observation, Life History

Babbie, E. 1998. The Practice of Social Research, London, Washington, Toronto: Wardswork Publishing Company. (Chapter- XV, Page: 370-386).

Russell B. H. 2008. Research Methods in Anthropology: Qualitative and Quantitative Approach, New Delhi: Rawat Publications, (Chapter- XIX), Page: 549-590.

M-X: Ethnography and Thick Description

Alison, J., Hockey, J et al. 1997. After Writing Culture: Epistemology and Praxis in Contemporary Anthropology, London: Routledge.

Clifford, J. Marcus, G.E. 1986. Writing Culture: The Poetics and Politics of Ethnography, London: University of California Press.

M-XI: Managing and Analysing Quantitative Data

Fuller, U.L, Fulton, J et. Al 2011. *Picture Yourself: Learning Microsoft Excel 2010*, Boston: Course Technology
Darren, G. 2010. *SPSS for Windows Step by Step*, Noida: Pearson

M-XII: Managing and Analysing Qualitative Data, Content Analysis, Discourse Analysis, Field Note analysis.

Riffe, D. Lacy S. Fico. F.G 2005. *Analyzing Media Messages: Using Quantitative Content Analysis in Research*, London: Lawrence Erlbaum Associates. (Chapter-I, II, and III)

Weber, R.P 1990, *Basic Content Analysis*, London: Sage Publications. (Chapter- II)

M-XIII: Writing Research Reports, Presenting Research Finding

Supplementary Readings.

Benton, T. 1977. *Philosophical Foundations of Three Sociologies*, London: Routledge & Kegan Paul

Harding, S. Hintikka, M.B. 2004, *Discovering Reality, Feminist Perspective on Epistemology, Metaphysics, Methodology and Philosophy of Science*, Dordrecht: Kluwer Academic Publishers Jayati's

Ilaiah, K. 1996. *Why I am not a Hindu: a Shudra Critique of Hindutva, Philosophy, Culture and Political Economy*, Calcutta, Bombay: Samya.

Sapsford, R. 2007. *Survey Research*, London: Sage

Weber, M, Edward Albert Shils, and Henry A. Finch. 1949. *The Methodology of the Social Sciences*. New York: Free Press.

Annexure-III
Ambedkar University, Delhi
M.A. Sociology

Sociology of Indian Society
(4 Credits)

Winter semester 2012

Course- Coordinator

Dr. Santosh Kr. Singh

Email: Santosh@aud.ac.in

Course Description:

This course charts historical trends in the sociology of Indian society via an examination of the major themes that have preoccupied the discipline. In particular, we seek to illustrate the ways that earlier Indological categories, often developed by colonial administrators for the purposes of colonial governmentality and rule, preoccupied sociologists of India for several decades after independence. How have such categories been radically rethought in the postcolonial era? And how have these aspects of social life undergone change in the past few decades? The course is designed in a modular fashion and will be team-taught by all members of the sociology faculty, including lecturers from other units. Many of these topics will be offered in further detail in our elective courses. By providing an introduction to the topic in this class by instructors who are also researching in these areas, students will gain a good understanding of the scope of sociology as a discipline. This will enable you to make informed choices in choosing topics for your field research, theses and term papers.

Assessment:

1. 10% class attendance
2. 10 % for a short assignment on a module of your choice. Details and due date to be announced.
3. 40% for a mid-term exam, covering the 1st half of the course material. This will be an 'open-book' exam.
4. 40% for a final exam, covering the 2nd half of the course syllabus. This will also be an 'open-book' exam.

Unit 1. Debates in Indian Sociology, 1945-1985: Can there be a

‘Sociology of India’?

Is Sociology in India simply a derivative of the *West* or firmly embedded in political and cultural landscapes of India? In other words *Can there be Sociology of India?* In an attempt to find an answer to this question this module revisits some of the significant debates in Indian sociology, debates that appeared in the journal *Contributions to Indian Sociology* instituted by Louis Dumont and David Pocock way back in 1957.

Dumont, L and David F. Pocock. 1957. ‘For a Sociology of India’. *Contributions to Indian Sociology* I. 7-22.

Bailey, F.G. 1959 ‘For a Sociology of India’. Correspondence published by editors to *Contributions to Indian Sociology* III: 88-101.

Uberoi, J.P.S. 1974. ‘For a Sociology of India: New outlines of structural sociology, 1945-1970’. *Contributions to Indian Sociology*. NS 8:135-52

Guha, R. 1989. ‘For a Sociology of India: Sociology in India: Some elective affinities’. *Contributions to Indian Sociology*. NS. 23(2):339-46.

Unit-2. Village India: Issues and Approaches

The world today has more people living in urban than the rural areas. This is unprecedented. India, however, remains predominantly rural as majority of its more than one billion population lives in the countryside. The module will map the transition of village India from the romance of “Little Republics” to a zone of suicides, hopelessness and despair.

Appadurai, A., 1989. “Transformation in the culture of agriculture.” In *Contemporary Indian Traditions: Voices on Culture, Nature, and the Challenge of Change* (ed.) C. Borden: 173-184. Washington Smithsonian Institution Press.

Beteille, Andre. 1980. The Indian Village: Past and present in E.J. Hobsbawm et.al, *Peasants in History*: 107-120. Published for Sameeksha Trust by Oxford University Press, Delhi.

Gupta, Dipankar, 2005, Whither the Indian Village: Culture and Agriculture in Rural India in *Economic and Political Weekly*, Feb 9, 2005

Srinivas, M.N. 1976. *The Remembered Village*, Delhi: Oxford India: 102-136, 233-258

Unit 3- Religion in India

This module will make an attempt to introduce the student to major theoretical perspectives that inform the study of religion in India and also touch upon some contemporary practices of religion.

Madan.T.N. 1992. *Religion in India*. OUP; Delhi.

Robinson, Rowena 2004 *Sociology of Religion in India*. Sage: New Delhi

Kanungo, Pralay. 2007 *Globalization, the Diaspora and Hindutva* in Bhupinder Brar et al edited. *Globalization And The Politics Of Identity In India*, Pearson; Delhi

Unit 4- The Recalcitrance of Caste in Modern India

This module attempts to address the question of resurgence of caste in modern India. While Caste has been one of the central themes of Indian Sociology and Social Anthropology from its inception, this module intends to inform the sociological understanding on the 'modernity of caste'.

Ambedkar, B.R. 1916. *Caste in India: Their Mechanism, Genesis and Development*, Paper Presented at an Anthropology Seminar, Columbia University, on 9th May

Srinivas M.N. Ed. 2000, *Caste: its twentieth Century Avatar*, Penguin, New Delhi, (Chapters- I, IX, X, XII) pp. IX-XXXVIII, 174-193, 203-220, 244-261

Deshpande, S. 2004, *Contemporary India: a sociological view*, Viking, New Delhi (Chapter-5), pp. 98-124

Dirks, N. 1992, *Caste of Mind, Representations No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories*, pp. 56-78

Menon, N. & Nigam A. 2007. *Power and Contestations: India after 1989*, Zed Books, London, New York. (Chapter-I), pp. 15-36

Unit 5- Globalization and Politics of Social Exclusion in India

Through the perspective of 'social exclusion', this module attempts to understand the multidimensional forms of deprivation encountered by various communities in India. It addresses the relevance, as well as, politics of social exclusion paradigm in understanding poverty, deprivation and marginalization in contemporary India.

De Haan, A. 2008, *Social Exclusion: Towards a holistic understanding of Deprivation*, New Delhi: Critical Quest: 1-18.

Kabeer, N. 2008. *Social Exclusion, Poverty & Discrimination: Towards an Analytical Framework*, New Delhi: Critical Quest: 19-39.

Sen, A. 2000, *Social Exclusion: Concept, Application, and Scrutiny*, Social Development Paper No-1, Asian Development Bank, Manila, Philippines

Thorat, S.K., Attewell P. Rizvi, F.F., 2009, *Urban Labour Market Discrimination, Indian Institute of Dalit Studies Working Paper Series*, Vol: III, Nov 01.

Government of India, 2006, Cabinet Secretariat, Prime Minister's High Level Committee, *Social, Economic and Educational Status of Muslim Community of India*, Sachar Panel Bhawan, New Delhi, Chapter-II, X and XII), pp. 9-25, 189-213, 237-243

Unit 6- Anthropology of violence and conflict

Starting from the sociological and social anthropological debate on violence, this course module specifically seeks to focus on the emergence of violence and conflict in India. Using a sociological & anthropological perspective, this module will attempt to understand the causes and experiences of violence in the Indian context.

- Austin T. Turk. "Sociology of Terrorism". *Annual Review of Sociology*, Vol. 30 (2004), pp. 271-286.
- Bettina E. Schmidt and Ingo W. Schroder *Anthropology of Violence and Conflict* Rutledge: London, 2001. (Select Chapters)
- Das, Veena, Ed. *Mirrors of Violence: Communities, Riots and Survivors in South Asia*. Delhi Oxford University Press, 1990. (Select Chapter)
- Das, Veena. "Anthropological Knowledge and Collective Violence: The Riots in Delhi, November 1984". *Anthropology Today*, Vol. 1, No. 3. (Jun., 1985), pp. 4-6.
- George J. Bryjak. "Collective Violence in India". *Asian Affairs*, Vol. 13, No. 2 (summer, 1986), pp. 35-55.

(MID -SEM - 27 FEBRUARY)

Unit 7- The 'New Woman': Gender and Advertising in Contemporary Commodity Culture

The globalization of the economy since the 1990s has transformed representations of gender in consumer culture, particularly in advertising. We will examine the broad contours of these shifts in the media and their significance for the (re)production of the middle class.

- Munshi, Shoma. 1998. "Wife/Mother/Daughter-in-law: Multiple Avatars of Homemaker in 1990s Indian Advertising." *Media, Culture & Society* 20 (4):573-591.
- Rajagopal, Arvind. 1999. "Thinking about the New Indian Middle Class: Gender, Advertising and Politics in an Age of Economic Reform." In *Signposts: Gender Issues in Post-independence India*, edited by Rajeshwari Sunder Rajan, 57-100. New Delhi: Kali for Women.
- Chaudhuri, Maitrayee. 2001. "Gender and Advertisements: The Rhetoric of Globalisation." *Women's Studies International Forum* 24 (3-4): 373-85.
- Vanita, Ruth. 2002. "Homophobic Fiction/Homoerotic Advertising: The Pleasures and Perils of Twentieth-Century Indianness." In *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*, edited by Ruth Vanita, 127-148. London and New York: Routledge.

Unit 8- Family and Kinship

This module is designed to acquaint the students with the critical significance of the system of family and kinship networks in the building of social institutions and cultures of India.

- Karve, Irawati. 1993. The Kinship Map of India. In *Family, Kinship and Marriage in India*. (ed.) P. Uberoi, New Delhi: Oxford University Press. Pp.50-73

Parkin, Robert. 1997. *Kinship: An introduction to Basic Concept*. Malden: Blackwell Publishers. Pp.28-46, 123-132.

Uberoi, Patricia (ed.). 1993. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press. (Introduction : 1-44)

Unit 9. Globalisation, Transnationalism and the Indian Diaspora:

Under this theme an aspect that will be explored is the nature of transnationality with particular reference to Indian diaspora and their identity, given their cultural citizenship across time and space.

Safran, William et al. 2008. *Indian Diaspora in Transnational Contexts*, Taylor&Francis:London

Thapan, Meenakshi. 2005 *Transnational Migration and the Politics of Identity*. Sage:New Delhi

Unit 10- Media and society:Case Study of the Indian Emergency, 1975-1977

This module will look various theoretical perspectives pertaining to the role of media within society and its power to influence the perception and construction of events in public memory. We will examine the case study of the Indian Emergency (1975-77) to illustrate how the Indian and Western media played a crucial role during and after the event in terms of its endorsement and criticism.

Rajagopal, Arvind. 2011. ' The Emergency as Prehistory of the New Indian Middle Class.' *Modern Asian Studies*, Vol.45 (6): 1003-1049.

Verghese, B. G. 1977. 'The Media in a Free Society: Proposals for Restructuring' *Economic and Political Weekly*, Vol. 12 (18),:731-740.

Select articles from *The Indian Express*, *The Hindustan Times* and the Foreign Press.

Unit 11- Gendered Challenges made in understanding the 'Indian Society'

This module traces a historical journey of understanding the influence of gender in Indian society, and how taking gender into account modifies concepts and theory building in Indian sociology. We will examine how the mainstream discipline made room for feminist scholarship, how the latter challenged concepts of the former, and what kind of literature has been produced thereby.

Chaudhuri, Maitrayee (2002) "Learning through teaching sociology of women" *Indian Journal of Gender Studies* 9:2

Uberoi, Patricia (2002) 'Problems with Patriarchy: Conceptual Issues in Anthropology and Feminism' in Rege, Sharmila (ed.) *Sociology of Gender: The Challenges of Feminist Sociological Knowledge*, Sage Publications, New Delhi pp 88-126

- Chakravarti, Uma (2003) *Gendering Caste: Through a Feminist Lens*, Stree Publications, Kolkata pp 114-171.
- Rege, Sharmila (2006) *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonios*, Zubaan, New Delhi pp 9-92

Unit 12. What is a 'Sociology of India'? Review of Debates, 1985-2011

Debates in sociology continue. So does the search for a *Sociology of India*. Has the debate remained the same or undergone significant changes in both style and content? The texts below raise some questions significant and relevant for our time.

- Beteille, A. 1993. 'For a Sociology of India: Sociology and anthropology: Their relationship in one person's career'. *Contributions to Indian Sociology*. NS. 27(2):291-304.
- Das, Veena. 2003. "Social Sciences and the Publics." In *The Oxford India Companion to Sociology and Social Anthropology*, edited by Veena Das, 1-29. Oxford, New York: Oxford University Press,
- Vasavi, A.R. 2011. "Pluralising the Sociology of India." *Contributions to Indian Sociology*. NS 45(3): 399-426.
- Patel, Sujata. 2011. "Sociology in India: Trajectories and Challenges." *Contributions to Indian Sociology* NS 45(3): 427-35.

Annexure-IV
Ambedkar University Delhi
School of Liberal Studies

Social Theory II

Dr. Santosh Singh
Email: santosh@aud.ac.in
ROOM 70, KG Campus

Dr. Amites Mukhopadhyay
Email: amites@aud.ac.in
ROOM 37, KG Campus

Course Coordinator: Dr. Amites Mukhopadhyay
Credits: Four

Course Description

This course follows Social Theory I taught in the first semester. While the earlier course deals with the classical sociologists, the present one goes beyond the confines of classical theory. The course focuses largely on contemporary theorists, but it also looks at some of the theorists of early capitalism and modernity whose rich and nuanced ideas have often been swept under much homogenizing perspectives such as functionalism or structuralism etc. The course does not handle social theory from the vantage point of theoretical perspectives which seek to club diverse ideas under one head. Instead it focuses on individual theorists and shows how their unique ideas help us address some of the broader issues at stake in social theory.

Assessment : Students will be required to write four short papers of 20% each. These papers would be spread across evenly over the entire semester. Each course instructor would evaluate two such papers. The remainder of 20% would be devoted to *End of the Term Group Presentation* in the presence of both the teachers. This evaluation would be done by both teachers. The class would be divided into groups and each group will be required to make a presentation on key ideas of one or two theorists.

Part I

Social theory, Modernity and Capitalism

Module 1

Georg Simmel on Cultures of Modernity; Simmel's views on Money and Human Relations

Simmel, Georg. 1997. "The Sociology of Sociability." In *Simmel on Culture: Selected Writings*, edited by David Frisby and Mike Featherstone, 120-29. London and Thousand Oaks, CA: Sage Publications.

Simmel, Georg. 2007 [1908]. "The Stranger." In *Classical Sociological Theory*, edited by Craig J. Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk, 295-299. Malden, MA, USA and Oxford, UK: Blackwell Publishing.

Module 2

Antonio Gramsci's concept of Hegemony and Revolution

Gramsci, A. 1996. *Selections From the Prison Notebooks*. Hyderabad: Orient Longman.

Module 3

Louis Althusser, Capitalism and the Problem of Over Determination

Althusser, L. and E. Balibar. 1997. *Reading Capital*. Tr. By Ben Brewster. London: Verso.

Part II

Debates on Nature, Culture and Human Agency

Module 4

Claude Levi-Strauss and Understanding the Social

Levi-Strauss, C. 1963. *Structural Anthropology*. Tr. by Claire Jacobson and Brooke Grundfest Schoepf. New York: Basic Books.

Module 5

Clifford Geertz and Culture as *Thick Description*

Geertz, C. 1973. *Interpretation of Cultures: Selected Essays*. New York: Basic Books.

Part III

Revisiting Debates on Modernity, Culture, Knowledge and Power

Module 6

Jurgen Habermas , Modernity, Rationality and Emancipation

Habermas, J. [1981] 1991. *The Theory of Communicative Action. Vol. II*.

Translated by Thomas McCarthy, 113-118 and 153-197. Cambridge: Polity Press.

Module 7

Michel Foucault on Knowledge/Power and Governmentality

Foucault, M. 2002. *The Archaeology of Knowledge*. London and New York: Routledge.

- Foucault, M. 1980. *Power and Knowledge: Selected Interviews & Other Writings 1972-77*, edited by Colin Gordon. New York: Pantheon Books.
- Foucault, M. 1991. 'Governmentality' in Graham Burchell *et.al.* (eds.) *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press.

Part IV

Language, Truth and Power

Module 8

Jacques Derrida on Language, Text and Construction

- Derrida, J. 1980. *Writing and Difference*. Chicago: University of Chicago Press.

Part V

Power, Reproduction, Subversion

Module 9

Pierre Bourdieu: On Social Class, Distinction & Forms of Capital

- Bourdieu, Pierre. 1986. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*. Ed. John G. Richardson, New York: Greenwood Press.

- Bourdieu, Pierre. 1987. "What Makes a Social Class? On the Theoretical and Practical Existence of Groups." *Berkeley Journal of Sociology*, 32: 1-17.

Module 10

James Scott: On Counter-hegemony, Subversion and Politics

- Scott, J. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. Yale: Yale University Press.

Suggestive Readings

- Bernstein, J. Richard. 1985. *Habermas and Modernity*. Cambridge: Polity Press.

- Bottomore, Tom 2002. *The Frankfurt School and its Critics, Key Sociologists*. London and New York: Routledge.

- Frisby, David. 2002. *Georg Simmel, Key Sociologists*. London and New York: Routledge

- Jenkins, Richard. 2002. *Pierre Bourdieu, Key Sociologists*. New York and London: Routledge.

- Leach, E. 1989. *Levi-Strauss*. Chicago: University of Chicago Press.

Mills, Sara. 2003. *Michel Foucault, Routledge Critical Thinkers*. London and New York: Routledge.

Simon, R. 1982. *Gramsci's Political Thought: An Introduction*. London: Lawrence and Wishart.

Smart, Barry. 2002. *Michel Foucault, Key Sociologists*. London and New York: Routledge.

Annexure-V

Culture, Hierarchy and Difference

Type: Core, Required
Semester: Semester 1
Credits: 4
Course Teacher/s: Dr Rukmini Sen

Course Description: How does culture re/produce difference, hierarchy and inequality? Are the cultural, social and economic realms discrete or imbricated? How are individuals produced as cultural subjects and what role does identity play in this process? This course will examine these and other lines of inquiry in cultural sociology. We will begin with some classic statements in the study of culture, such as Raymond Williams, Clifford Geertz, Bourdieu, and the post-Orientalist scholarship of the subaltern studies collective. We will then turn to an examination of contemporary politics in India that have brought issues of cultural hegemony and majoritarianism to the fore in the re-marking of hierarchies and difference. These will include, for example, the creation and exclusion of partition histories and the kind of archives that the nation-state generates, the questions of legality and culture through legal trials, the shaping of a majoritarian public sphere, the reinvention of tradition in the caste-gender nexus as evidenced in the incidents of honour killings and *khap panchayats*, and the emergence of a visible sphere of middle class consumerism and consumption in the urban cityscape and in provincial towns. The goal throughout is to get students to understand the making of hegemonic cultures through which compliant and desirous subjects are produced and, through them, hierarchy and inequality reproduced.

Module 1: Understanding Culture

- Marx, Weber and Durkheim on culture
- Balinese cock fight-Geertz
- analysis of culture—Williams, Bourdieu
- place of culture in sociology
- MN Srinivas and understanding Indian culture

Smith, Culture in Classical Sociological Theory available online at www.blackwellpublishing.com/content/BPL_Images/.../Smith.pdf

Geertz, Clifford Deep Play: Notes on the Balinese Cockfight, *Deadalus*, Fall 2005, 134, 4 Page 56

Wolff, Janet Cultural Studies and the Sociology of Culture, *Contemporary Sociology*, Vol. 28, No.5 (Sep 1999), pp 499-507 available online at <http://www.jstor.org/stable/2654982>

Williams, Raymond (1998) Analysis of Culture in Storey, John (ed.) *Cultural Theory and Popular Culture: A Reader*, The University of Georgia Press, Athens pp 48-56

Fowler, Brigit, Pierre Bourdieu's sociological Theory of Culture, *Variant*, Vol.2, No.8, 1999
Srinivas, M N Indian Anthropologists and the Study of Indian Culture, *Economic and Political Weekly*, Vol. 31, No 11, (March 16, 1996) pp 656-657

Module 2: Culture, Hierarchy, Harmony

--location of culture: Homi Bhaba
--subaltern studies and culture
--Ashish Nandy on culture and hierarchy
--multiculturalism and Kymlicka

Bhaba, Homi (1994) *Location of Culture*, Routledge, London and New York
Kymlicka, Will (2012) *Multiculturalism: Success, failure and the Future*, Transatlantic Council of Migration
Nandy, Ashis (2004) *Culture, Voice and Development: A Primer for the Unsuspecting in Bornfire of Creeds: The Essential Ashis Nandy*, Oxford University Press, New Delhi
Sen, Amartya *How Does Culture Matter* available online at <http://www.cscsarchive.org/dataarchive/textfiles/textfile.2009-08-24.9377468545/file>

Module 3: Studying Culture

--ethnography
--role of archives acting as repositories of culture
--seeing culture (art, films, advertisements, performance)

Geertz, Clifford (1993) *Towards an Interpretive Theory of Culture in The Interpretation of Cultures*, Harper Collins, London
Deshpande, Anirudh *Films as Historical Sources or Alternative History*, *Economic and Political Weekly*, October 2, 2004
Bharucha, Rustom *Between Truth and Reconciliation: Experiments in Theatre and Public Culture* *Economic and Political Weekly*, Vol. 36, No. 39
Nestle, Joan (1990) *The Will to Remember: The Lesbian Herstory Archive of New York*, *Feminist Review*, No. 34, pp 86-94
Freeman, James M *Collecting the Life History of an Indian Untouchable in Srivastava, Vinay Kumar (ed.) Methodology and Fieldwork*, Oxford University Press, New Delhi pp 389-412

Module 4: Culture, Memory, Oral Narratives

--partition narratives (Gyan Pandey and Urvashi Butalia)
--Holocaust memories: *The Diary of Anne Frank*, Schindler's List

--collective memory as a concept

Pandey, Gyanendra (2001) By Way of Introduction in *Remembering Partition: Violence, Nationalism and History in India*, Cambridge University Press pp 1-20

Butalia Urvashi (1998) Other Side of Silence: Voices from the partition of India, Penguin Books, New Delhi, pp 1-26, 106-171, 344-371

Ocshner, Jeffery Karl (1995) Understanding the Holocaust through the US Holocaust Memorial Museum, *Journal of Architectural Education*, Vol 48, No 5 pp 240-249 available online at <http://www.jstor.org/stable/1425386>

Module 5: Law as Culture, Law representing culture

--law as monolithic, and culture as heterogenous

--courtroom trials (rape and sexual harassment trials in courtroom and gender stereotyping)

--law and pluralism: caste panchayats (khap panchayats) and family courts

Baxi, Upendra (2007) Enculturing Laws? Some Unphilosophic Remarks in John, Mathew and Kakarala, Sitharamam (ed.) *Enculturing Law: New Agendas for Legal Pedagogy* pp 2-21

Watching and analyzing rape trial scenes in *The Accused* and sexual harassment trials in North Country

Chowdhury, Prem Redeeming 'Honour' through Violence: Unraveling the concept and its Application in *Pilot*, Sara and Prabhu, Lora (ed.) *The Fear that Stalks: Gender-based Violence in Public Spaces*, Zubaan, 2012 pp 197-237

Module 6: Studying films, studying culture, understanding love and sexuality

--Fire and lesbian sexuality

--Rudaali: gender and subalternism

--men and masculinity

Kapur, Ratna (2000) Too Hot to Handle, *The Cultural Politics of Fire*, *Feminist Review* No.64, pp 53-64

Arora, Poonam (1995) Devdas: Indian Cinema's Emasculated Hero, Sado-Masochism and Colonialism *Journal of South Asian Literature* Vol. 30 No. ½ pp 253-276

Subhramanyam, Radha (1996) Class, Caste and Performance in "Subaltern" feminist film theory and practice: An analysis of Rudaali, *Cinema Journal*, Vol. 35, No. 3, pp 34-51, available online at <http://www.jstor.org/stable/1225764>

Module 7: Theatre and civil society: protesting hierarchy through performance (Guest Faculty)

- class and gender issues through theatre
- role of theatre in generating public opinion
- concepts of truth, witness, memory through theatre

Bharucha, Rustom (1991) Politics of Indigenous Theatre: Kanhailal in Manipur, *Economic and Political Weekly*, Vol. 26, No. 11/12 pp 747-754

Wakashe, Philemon (1986) "Pula": An Example of Black Protest Theatre in South Africa, *The Drama Review*, Vol. 30, No. 4 pp 36-47

Ghosh, Arjun (2005) Theatre for the Ballot: Campaigning with Street Theatre in India, Special Issue on Taziye, Vol. 49, No. 4 pp 171-182 available online at <http://www.jstor.org/stable/4488692>

Module 8: Culture/Politics and questions of censorship of books

- controversy about Ramanujan essay on Ramayanas and Delhi University
- controversy about Rohinton Mistry's book and Mumbai University
- controversy about cartoons in NCERT text books

Suroor, Hasan You Can't Read this Book, 3rd March 2012, *The Hindu*
Apoorvanand (July 11, 2012) Response to "In Defense of Democratic Struggle against Shankar's Cartoon"

Kumar, Prabhat (May 24, 2012) This, That and Other Cartoons

Rajalakshmi, TK Chorus of Unreason, *Frontline* Vol. 29, Issue 11, June 2-15, 2012

Ramanujan, AK Three Hundred Ramayanas: Five Examples and Three thoughts on Translation, available online at http://www.sacw.net/IMG/pdf/AKRamanujan_ThreeHundredRamayanas.pdf

Module 9: Museums, recording and excluding cultural histories (Guest Faculty)

- role of museums for purposes of education
- museums/archive as a source of exclusion: Role of Centre for Community Knowledge at AUD

Smith, Harlan (1917) Development of Museums and their Link to Education, *The Scientific Monthly*, Vol. 5, No.2 pp 97-119

Nakou, Irene Oral History, Museums and History Education Paper presented for the conference "Can Oral History Make Objects Speak?", Nafplion, Greece. October 18-21, 2005

Wilson, Thomas and Parezo, Nancy The Role of Museums

Module 10: Cultural policies and the role of the state (Guest Faculty)

--10th Five Year Plan and emerging culture industry

--Role of ICCR in globalizing Indian culture

Bennett, Tony (1993) Putting Policy into Cultural Studies in During, Simon (ed.) *Cultural Studies Reader*, Routledge, London pp 479-491

Sethi, Rajeev (2005) Towards a National Policy on Creative/Cultural/Legacy Industries

Wegener, Corine, The 1954 Hague Convention and Preserving Cultural Heritage, AIA Site Preservation Program

Module 11: Globalization, brands and cultural lifestyles

--brands and hierarchy

--creation of lifestyles, cultural status

Morris, Meaghan (1993) Things to Do with Shopping Centres in During, Simon (ed.) *Cultural Studies Reader*, Routledge, London pp 391-409

Klein, Naomi (2000) No Logo, Flamingo

Annexure- VI
Ambedkar University Delhi
M.A. Course 3rd Semester 2012
Economy, Polity and Society

Core Course

Credits: 4

Course Coordinator: Dr. Amites Mukhopadhyay

Course Teachers: Dr. Amites Mukhopadhyay and Dr. Santosh K. Singh

Course Outline

This course aims to capture Indian society in throes of transition. The course studies specific character of economic and political modernizations in India. It moves away from the trinity model whereby market, state and society appear as three distinct entities, towards an examination of the complex process of institution building shaped by colonial modernity and nation building in post colonial India. The process of institution building has never been a uniform experience in India. What we encounter is not one single state or market, but its different avatars occasioned/necessitated by regimes of governmentalities. The course intends to expose students to the changing political economy of Indian society. Apart from looking at state and market as grand institutions articulating and drafting rules of governance, the course visits the idea of everyday state or market. The intention here is to view institutionalization from the bottom. It tells us a great deal about the banality of the so-called institutions and how they are minutely and at times imperceptibly textured into wider society.

Module I

Introduction: Colonial Encounter and instituting society in India.

Cohn Bernard. 1991 *Colonialism and Its Forms of Knowledge*. Delhi: OUP. Chapter 1

Module II

Modernity in India: Perspectives

Singh, Yogendra. 1986. *Modernization of Indian Tradition*. Jaipur: Rawat Publications (Selections).

Pathak, Avijit. 2006. *Modernity: Contradictions and Possibilities*. Delhi: Gyan Publishers (Selections).

Chatterjee, Partha. 1999. 'Talking About Our Modernity in Two Languages' in *The Partha Chatterjee Omnibus*. Delhi: OUP.

Module III

Planning as the Reason of the State in India

Chatterjee, Partha. 1994. 'Development Planning and the Indian State', T.J. byres (ed.) *State and Development Planning India*. New Delhi: OU

Module IV

Rural India: Economy and Society – An overview

National Sample Survey Organisation (NSSO) data 2011-12 on rural consumption

Gupta, Dipankar, 2005, "Whither the Indian Village: Culture and Agriculture in Rural India," *Economic and Political Weekly*, Feb. 9, 2005.

Module V

Village India and politics of development: Problematizing governmental planning

Mines, D. P., & Yazgi, N. (2010). Introduction: Do Villages Matter?. In Diane P. Mines & Nicolas Yazgi (Eds.), *Village Matters: Relocating Villages in the Contemporary Anthropology of India*(pp. 1-27). India: Oxford University Press

Dube, Saurabh. (2010). Lost and Found: Villages between Anthropology and History. In Diane P. Mines & Nicolas Yazgi (Eds.), *Village Matters: Relocating Villages in the Contemporary Anthropology of India*(pp. 31- 49). India: Oxford University Press

Inden, R. (2010). From Village to Shantytown: Poverty and Mobility in the Popular Films of the New India. In Diane P. Mines & Nicolas Yazgi (Eds.), *Village Matters: Relocating Villages in the Contemporary Anthropology of India*(pp. 241-253). India: Oxford University Press

Bhardwaj, A. (2010). From the Green Revolution to the Gene Revolution in India 1965-2008. In McNeill, J. R., Padua, J. A. & Rangarajan, M. (Eds.), *Environmental History: As if Nature Existed* (pp. 186-208). India: Oxford University Press.

Nanda, M. (2003). The Ecofeminist Critique of the Green Revolution. In *Prophets Facing Backward: Postmodern Critiques of Science and Hindu Nationalism in India* (pp. 225 – 246). India: Rutgers University Press.

Shiva, V. (1988). *Staying Alive: Women, Ecology and Survival in India*. New Delhi, India: Kali For Women

Schumacher, E. F. (1973). *Small is beautiful: A study of Economics as if people mattered*. India: Random House.

Shiva, V. (1991). *The Violence of Green Revolution : Third World Agriculture, Ecology and Politics*. Penang, Malaysia: Third World Network.

Dhas, A. C. (2009). *Agricultural crisis in India: The Root Cause and Consequences*. Madurai, TN: The American College.

Srinivas, M.N. 1976. The Remembered Village, Delhi: Oxford India: 102-136, 233-258.

Module VI

Agrarian Relations in India: understanding the contemporary dynamics

GOI, Planning Commission. October, 2011. *Faster, Sustainable and More Inclusive Growth: An approach to the Twelfth Five year plan (2012-17)*. New Delhi: India Offset Press.

Food and agricultural Organization of the United Nations. 2012. *The State of Food Insecurity in the World Economic growth is necessary but not sufficient to accelerate reduction of hunger and malnutrition*. Rome.

Module VII

Emergency of the Seventies: Troubled Times, Authoritarian State and its Avatars

Chatterjee, Partha. 'Ninety Seventy Seven', in *The Partha Chatterjee Omnibus*. Delhi: OUP.

Tarlo, Emma. 2001. 'Paper Truths: The Emergency and Slum Clearance Through Forgotten files' in C. Fuller and V. Benei (ed.) *The Everyday State and Society in Modern India*. London: Hurst & Company

Module VIII

Democracy in India: Revisiting State and Civil Society Debates

Kothari, R. 1988. 'Decline of Moderate State', in *State Against Democracy: In Search of Human Governance*. Delhi: Ajanta.

Nandi, A. 1989. 'The Political Culture of the Indian State'. *Daedalus*. Fall 118(4)

Gupta, A. 2000. 'Blurred Boundaries: The Discourse of Corruption, the Culture of Politics and the Imagined State', in Z. Hassan (ed.) *Politics and the State in India*. New Delhi: Sage.

Film Screening Chakrabyuh and post film discussion on state, civil society and insurgency.

Module IX

Reservation and Politics in India

Seth, D.L. 1996. 'Changing terms of Elite Discourse: The Case of Reservation for "Other Backward Classes"' in T.V. Sathyamurthy (ed.) *Region, Religion, Caste, Gender and Culture in Contemporary India* vol. 3. New Delhi: OUP.

Francine, F. 1989. 'Decline of a Social Order' in Francine R. Frankel (ed.) *Dominance and State Power in India* Vol. II new Delhi: OUP.

Economy, Polity and Society: First Assignment

Write a book review selecting any one of the following books:

Sea of Poppies (2008) by Amitav Ghosh;

Midnight's Children (1981) by Salman Rushdie;

Hind Swaraj (1909) by M. K. Gandhi;

India The Siege Within (1996) by M. J. Akbar

The Wretched of the Earth (1961) by Frantz Fanon

Write the book review reflecting on how it has enabled your understanding of Indian polity and society. The review should be approx. 2000 words.

Due date: September 20, 2012

EPS Second and Third Assignments:

The following assignments of 20 per cent weightage are to be submitted

EPS 2: Term paper.

Critically examine the Agrarian crisis in India through a sociological lens i.e. what sense do you make of crisis? Why is everyone talking about villages? Why are farmers committing suicide? It should be a reflective piece of at least four pages long with references using readings in module V.

Due Date: October 20, 2012

EPS 3: Term paper

Write an evaluative and thematic paper on the theme of this year's World Food Day i.e. agricultural co-operatives - the key to feeding the world and how this theme applies to the Indian scenario. For this purpose, use the 12th plan approach paper by the GOI and look at the chapters on 'Farm

Sector' and 'Rural Development' from module VI. Read both the perspectives of the UN and GOI on food policy and come up with your critical and evaluative insights. Much more material can be found online e.g. JSTOR, EPW articles, Hindu, Frontline, FAO website, countercurrents.org that can be used to approach this theme.

Due Date: November 15, 2012

EPS Fourth and Final Assignment:

Assignment Topic: *The biography of the Indian nation is fraught with paradoxes and contradictions. Write a commentary highlighting what according to you are the critical moments in the nation's self representation.*

You are expected to write a short essay (2000 words maximum) using the readings and literature Amites Mukhopadhyay has used in preparing **modules I-III and VII-IX**. Write this short paper in your own words, following citation style wherever you consult or use reference and end the paper with a bibliography.

Each of you should make a presentation of your paper. The paper would account for 20% and 20% would be reserved for the presentation.

Paper Due Date: November 28, 2012 and Individual Presentation due on 1.12.2012. Each should be able to make a short/brief preantation for 10 minutes. You could resort to power point or reading of your papers.

Annexure-VII
Ambedkar University Delhi (AUD)

MA (Sociology)

Organizational Exposure (2 credits, Core)

Course coordinator: Dr. Santosh Kr. Singh

Concept and the objective: ‘organizational exposure’ in the third semester of MA Programme in Sociology at Ambedkar University Delhi (AUD) has been designed to create an interface between the students and the **world beyond class rooms**. AUD has been premised on the principles of an alternative pedagogy that privileges experiential and hands-on learning, thereby enabling the knowledge seekers to transcend the domain of the routine. We believe it is at this juncture that the whole art of learning as a profession moves in to a new realm of freedom and emancipation. The idea of this course on Organizational Exposure essentially flows, albeit somewhat differently, from these pedagogical standpoints. This course, in addition and in a substantial sense, has been designed in response to the larger existential questions of **‘employability’ and ‘career-concerns’** of the students practicing Social Sciences today. Our experience is that the departments of Sociology and Social sciences in general have either sidelined or completely ignored these legitimate instrumental concerns of the students. It was erroneously believed that any admission of such ‘practical’ concerns in the curriculum, even marginally, would amount to dilution of discipline’s larger epistemological and philosophical goals and objectives.

It is not surprising that more often than not students, even after completing their Post Graduate degrees, seem to be completely in dark as far as their career is concerned. This is primarily because they have not been equipped with any exposure on various career choices available. The course aims to address precisely these issues. To this end we identify organizations with close interface with the discipline of Sociology. We plan to organize at least 3 visits in a semester to organizations ranging from NGOs and International research and development agencies to media and corporate houses. In short, the aim is to **acquaint the students with various career perspectives** through these organizations.

For example, our first organizational exposure visit was to Centre for Social Research, an NGO with core area of activity in research, training and outreach programmes in the domain of gender and women empowerment. The visit, as envisaged, served the following objectives: 1. introduce the students to the concept and idea of an NGO, their functioning as an organization, their world view and areas of work 2. Interaction session with

the programme coordinators, field volunteers and counselors proved to be an extremely enriching experience in gender discourse as articulated by the people engaged in action-research and intervention 3. Students were also told about the employment possibilities in the sector especially in the research department and the kind of profile that the sector prefers while recruiting people in its various wings. This was the beginning of a rapport building exercise with the organization to explore possibilities of employment opportunities for the students after they finish the course 4. The last but not the least, the process of learning in a group mode in a new setting and with a new set of people in itself was an exciting idea. Our subsequent visits to **National Foundation for India (NFI)** and **Oxfam India, Delhi** focused on issues such as Livelihood, poverty, rural agrarian transformation and the role played by these agencies and their teams in these sectors. The presence of a large number of professionals trained in social sciences in these organizations had a deep positive impact on the self perception of the students and their world views

Clearly, in essence therefore these visits are a *job seeking* exercise but only in a marginal sense. Predominantly it is about preparing and equipping the students with the right kind of exposure to the relevant areas of work, people and organizations where Sociology as a discipline is not just valued but also preferred. Hence the concept of organizational exposure here is qualitatively different from, say the way for instance a typical management curriculum would visualize it. Its success lies in establishing and more importantly highlighting to the students the links that exist between their vocation and the multi sectoral relevance that it commands today. It will add to the self-worth of the young practitioners who decided to sail against the tide and opted for social science stream.

Organizations that our 2012-14 batch visited: World Bank, NFI, Action Aid

Course Requirement: Students are required to write **assignments** based on their experiences during the visit within a given theme. After the first visit, for instance, students have been asked to write a paper of about 3000 words on a theme titled 'NGOs in india and their role in community development'. The idea is to make the students follow their organizational visits with some serious readings on or about the sector. This structure of assessment is repeated with every visit.

Latest update: The proposal is that we can also invite organizations to our campus to interact with the students and offer placements related talks alongside our visits to the organizations. This two-way approach will, we believe, make the process more interactive, enriching and rewarding.

Electives

Annexure-VIII

Ambedkar University, Delhi

Globalisation, Transnationalism and Indian Diaspora

Course Type: Elective

Class timings: Tuesday; 3.00-5.00 and Wednesday: 9.00-11.00

Course Instructor: Kiranmayi Bhushi, kiran@aud.ac.in

Globalisation, among others things, is characterised by large scale migration of people. Indians have migrated in the past -- in ancient and colonial periods -- but large scale emigration took place during the 19th and 20th century. The Indian diaspora is estimated to be 20 million now, spread over North America, Western Europe, the Middle East and the erstwhile colonies of the British, Dutch and French colonial empires. Today, Indians, who are spread over the globe, have formed transnational connections among themselves, and with the motherland, along familial, socio-economic and political lines. These networks and connections unites them in to common cultural identity which questions notions surrounding nation-state, citizenship and the isomorphic connection one associates with space/culture. This course aims to introduce students to the study of Indian diaspora and transnationalism in the contemporary context of globalization. The course will not only address issues of nationality and citizenship, host-home connections and politics of contexts, but also the issues of ethnicity, religion, caste, gender that have implicated the Indian diaspora in their varied locations . A significant aspect to understanding transnational connection is the media-mediated social fields that this course will focus on as well.

Each module is for one week, running in to two classes of two hours.

Module 1 **Why Study Diaspora and Transnationality?**

Introduction to the course; *Namesake* ; the film and review
From diaspora to transnationality; the ongoing connections
between the home-host countries.

Readings: (1) Bahri, Deepika, "The Namesake: Deepika Bahri is Touched by Mira Nair's Vivid, Sonorous Account of Immigrant Life in an Adopted Home City" *Film Quarterly*, Vol. 61, No. 1 (Fall 2007), pp. 10-15

(2) Kearny M, 1995. The Local and the Global: The Anthropology of Globalization and Transnationalism *Annual Review of Anthropology*, Vol. 24 (1995), pp. 547-565

Module 2 **Studying Transnationality**

Methodologies and issues of space and time, capturing simultaneity through ethnography

Readings; (1) Gille Zsuzsa, and Seán Ó Riain, “Global Ethnography” *Annual Review of Sociology*, Vol. 28 (2002), pp. 271-295

Module 3 **Global Flows and Transnational Social Fields**

Migrations, flow of capital, finances, images, goods etc.: deterritoriality , time/space compression and distancing, border crossing shared spaces of consumption

Readings: (1) Levine, Michael, “Flow and Place: Transnationalism in Four Cases” *Anthropologica*, Vol. 44, No. 1 (2002), pp. 3-12
(2)Levitt, Peggy and Nina Glick Schiller, “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society” *International Migration Review*, Vol. 38, No. 3, Conceptual and Methodological Developments in the Study of International Migration (Fall, 2004), pp. 1002-1039

Module 4 **Patterns of migration**

Pre-colonial; Trade, and spread of religion, colonial; The indentured system - Post-colonial: Brain drain and skill drain.

Readings: Clarke, Colin; Cerci Peach and Steven Vertovec (eds.) 1990. *South Asian Overseas*. Cambridge : Cambridge University Press.

Jain, Ravindra, K. 1993, *Indian Communities Abroad : Themes and Literature*. New Delhi. Manohar.

Module 5 **Indian Diaspora in North America**

From the nationalist discourse of brain drain to privileging of the NRI,

Indian migrants as model minority, transnational social fields of the diaspora

Readings; Bhalla, Vibha. 2006. “The New Indians: Reconstructing Indian Identity in the United States” *American Behavioral Scientist*.Volume 50 Number 1September 2006 118-136

Kurien, Prema. “Gendered Ethnicity : Creating a Hindu Indian Identity in the United States” *American Behavioral Scientist* 1999 42: 648

Module 6 **Indians in Africa**

Issues of race, apartheid and political struggles in South Africa , East Africa and Mauritius

Readings: (1) Smitha Radhakrishnan. "Time to Show Our True Colors": The Gendered Politics of "Indianness" in Post-Apartheid South Africa
Gender & Society, April 2005; vol. 19, 2: pp. 262-281.

- Module 7 **Indians in the Caribbean, Malaysia and Fiji**
Multicultural contexts, issues of cultural revivalism, identity enclaves and political participation
Readings: Dabydeen, David and Brinsley Samaroo (eds.) 1996.
Across the Dark Waters; Ethnicity and Indian identity in the Caribbean.
London and Basingstoke : Macmillan Education.
Gosine, Mahin (ed.). 1994. **The East Indian Odyssey : Dilemmas of a Migrant people.** New York : Windsor Press
- Module 8 **Migration to the Middle East**
Remittances from the sojourners and implications for the host country economy and the family, case studies from Kerala
Readings; Percot, Marie. 2006. INDIAN NURSES IN THE GULF: TWO GENERATIONS OF FEMALE MIGRATION” **South Asia Research.**Vol. 26(1): 41–62
Jain. Praksh.C. 2005. Indian Migration to the Gulf Countries: Past and Present
India Quarterly: A Journal of International Affairs, April 2005; vol. 61, 2: pp. 50-81
- Module 9 **Indian State and Indians abroad**
Policies to attract remittances and investments; Politics of old and new diaspora
Lynn-Ee Ho, Elaine. 'Claiming' the diaspora: Elite mobility, sending state strategies and the spatialities of citizenship
Progress in Human Geography, December 2011; vol. 35, 6: pp. 757-772.
Gangopadhyay, Aparajita. India's Policy towards its Diaspora: Continuity and Change, **India Quarterly: A Journal of International Affairs, October 2005; vol. 61, 4: pp. 93-122.**
- Module 10 **Film and Diasporic Imagination**
Bollywood, cross-over film , the incorporation of diaspora in the imagery and imagination .
Kavoori, Ananadam and Christina A Joseph, "Bollyculture: Ethnography of identity, media and performance” *Global Media and Communication* 2011 7: 17
Desai, Jigna. 2007. South Asian Diasporic Cosmopolitanism and Indian Cinema in Gita Ranjan and Shailja Sharma ed. *New Cosmopolitanisms: South Asians in the US*

Module 11 **Diasporic Writing and Postcoloniality**

Module 12 **Cyberworld of home-abroad**

Networking and creating transnational communities

(1) Therwath, Ingrid, *Cyber-hindutva*; Hindu nationalism, the diaspora and the Web. *Social Science Information* 2012 51: 551

(2) Mitra, Ananda. 2005. Creating immigrant identities in cybernetic space: examples from a non-resident Indian website. *Media, Culture & Society*, May 2005; vol. 27, 3: pp. 371-390.

Assessment

Total of four assessment situations;

- **15% weightage for class participation**
- **25% for book review**
- **30+ 30% weightage for 2 term papers**

- **All Assessment situations are compulsory.** All assignments must be submitted in time. You are required to submit your assignment in soft copy only.
- **Plagiarism will not be tolerated.** If you don't know what plagiarism entails visit the following site; <http://www.plagiarism.org/>
- **Do not use Wikipedia** as your source or resource material.

Annexure-IX

Law and Society

4 credits MA Elective

Dr Rukmini Sen

This is an interdisciplinary course that will make an attempt to provide an overview of major legal transformations that has happened primarily in India in contemporary times. It aims to introduce law to students of sociology, gender studies or any other social science discipline. The reason being law affects our everyday social and personal lives in more ways than one. For every action that an individual or a collective performs there seems to be a law determining—prescribing, prohibiting, or punishing the action. This course will provide a theoretical background to the sociological and feminists approaches to law and society; make the students aware about Indian nation-building and the role that law played in it. The course broadly divides the themes into prohibitive and prescribed relationships, environmental justice and compensation, community knowledge and rights, state impunity through laws and non-judicial mechanisms of justice. The need to understand the history behind legislation or a judgment, involvement of civil society groups and movements towards the framing of laws and judgments and the extent of implementation of any law will be an inherent part of the readings in this interdisciplinary course on law and society. The course will introduce students to the methods of reading legal statutes, judgments, law commission reports and constituent assembly debates.

14th January Week: Introduction to the course and discussing the themes that shall be discussed in the course

Module 1: Importance of law in everyday social reality

January 21 --emergence of modern legal system

--law as social control through examples of Vagrancy/Beggary Laws

January 22 --law as a unifying force

--law as an oppressive force

Tigar, Michael and Levy, Madeleine (2000) Law and the Rise of Capitalism, Monthly Review Press, pp 247-252

Mukherjee, Uddalak To be without a Home, Like a Complete Unknown, The Telegraph, Tuesday, January 31st 2012

William J. Chambliss A Sociological Analysis of the Law of Vagrancy, *Social Problems*, Vol. 12, No. 1 (Summer, 1964), pp. 67-77 available online at <http://www.jstor.org/stable/798699>

Carroll Seron and Frank Munger, Law and Inequality: Race, Gender...and, of Course, Class, *Annual Review of Sociology*, Vol. 22 (1996), pp. 187-212P, <http://www.jstor.org/stable/2083429>

Ramanathan, Usha Ostensible Poverty, Beggary and the Law, *Economic and Political Weekly*, November 1, 2008, pp 33-44

Module 2: Sociology and Law: Theoretical Insights I

January 28 --Durkheim on repressive and restitutive law

--Weber on rational-legal authority

January 29 --Marx on law and ideology

Eugen Schoenfeld and Stjepan G. Meštrović Durkheim's Concept of Justice and Its Relationship to Social Solidarity *Sociological Analysis*, Vol. 50, No. 2, Thematic Issue: A Durkheimian Miscellany(Summer, 1989), pp. 111-127 available online at <http://www.jstor.org/stable/3710982>

Trubek, David Max Weber's Tragic Modernism and the Study of Law in Society, *Law and Society Review*, Vol. 20, No.4 (1986) pp 573-598

Weber, Max (1978) *Economy and Society: An Outline of Interpretive Sociology* Volume 1 (chapter VIII), University of California Press available online at books.google.co.in pp 641-658

Marx, Karl German Ideology available online at <http://cwanderson.org/wp-content/uploads/2011/09/The-German-Ideology.pdf>

Module 3: Sociology and Law: Theoretical Insights II

February 4 --feminists on legal reform and patriarchal legal system

--Foucault—on law, power, knowledge and governmentality

February 5 --Habermas on law

Bartlett, Katherine Feminist Legal Methods, *Harvard Law Review*, Volume 103, February 1990, No 4 pp 829-888

Foucault, Michel Power/Knowledge available online at <http://www.ualberta.ca/~rmorrow/Resources/F-power%20%20lectures-power.pdf>

Wickham, Gary Foucault, Law, and Power: A Reassessment *Journal of Law and Society*, Vol. 33, No. 4 (Dec., 2006), pp. 596-614 available online at <http://www.jstor.org/stable/4129593>

Zurn, Christopher F Habermas's Discourse Theory of Law

Module 4: Indian Political Thinkers and the Role of Law in Nation-Building

February 11 --Nehru and the vision of modern India

--Gandhi on importance of lawyers

February 12 --Ambedkar on modern/liberal constitution

Manto, Sadat Hasan The New Constitution

Ambedkar, B. R. Annihilation of Caste available online at http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_2004.pdf

Baxi, Upendra The Recovery of Fire: Nehru and the Legitimation of Power in India available online at <http://upendrabaxi.net/documents/The%20recovery%20of%20fire%20Nehru%20and%20legitimation%20of%20power%20in%20india.pdf>

Module 5: Community, Legal Pluralism and Difference

February 18 --Concept of Legal Pluralism

--Customary laws and constitutional principles

February 19 --Personal laws, Shah Bano judgment and the Muslim Women's (Protection of Rights on Divorce) Act, 1986

Merry, Sally Engle Legal Pluralism *Law and Society Review*, Vol. 22, No. 5 (1988) pp 869-896 available online at <http://www.jstor.org/stable/3053638>

B Mmusinyane The Role of Traditional Authorities in Developing Customary Laws in Accordance with the Constitution PER/PELJ 2009 (12) 3

Mullally, Siobhan Feminism and the Multicultural Dilemmas in India: Revisiting the Shah Bano case, *Oxford Journal of Legal Studies*, Vol.24, No 4 (2004) pp 671-692

Rajan, Nalini Personal Laws and Public Memory, *Economic and Political Weekly*, Vol. 40, No. 26 (Jun. 25 - Jul. 1, 2005), pp. 2653-2655 available online at <http://www.jstor.org/stable/4416810>

Module 6: Environmental Movements and Justice through courts

February 25 --Issues that Chipko raised

--Narmada Bachao Andolan and the judgment

February 26 --Bhopal Gas Tragedy, negligence, MNCs and compensation

Guha, Ramchandra (2010) Chipko: Social History of an 'Environmental' Movement in *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas* Twentieth Anniversary Edition, Permanent Black pp 152-184

John, Mathew Interpreting Narmada Judgment *Economic and Political Weekly*, Vol. 36, No. 32 (Aug. 11-17, 2001), pp. 3030-3034 available online at <http://www.jstor.org/stable/4410970>

Baxi, Upendra Writing about Impunity and Environment: the 'silver jubilee' of the Bhopal catastrophe, available online at <http://upendrabaxi.net/documents/Writing%20About%20Impunity%20-%20Bhopal%202009.pdf>

Module 7: Relationships, Violence and Law

March 4 --Naz Foundation Judgment

March 5 --Relationships not recognized by law—live in relationships, maitri karar in Gujarat, runaway heterosexual couples, lesbian couples

Final Written Arguments—Voices against 377 available online at http://www.altlawforum.org/sites/default/files/Final%20Written%20Arguments-%20Voices%20against%20377_0.pdf

Centre for Health Law, Ethics and Technology, OP Jindal Global University (2012) Impact of Naz Foundation judgment on the Gay, Bisexual, Transgender People in Delhi: An Empirical Investigation, available online at http://www.jgls.edu.in/UploadedDocuments/Report_ImpactoftheNaz_FoundationJudgment.pdf

Mody, Perveez Love and the Law: Love-Marriages in Delhi, *Modern Asian Studies*, Vol. 36, No. 1 (Feb., 2002), pp. 223-256, available online at <http://www.jstor.org/stable/3876697>

Partners for Law in Development (2010) *Diverse Intimacies: mapping Non-Normative Intimate Relationships in Rural and Urban Contexts*, PLD Delhi, pp 44-72

Prem Choudhury *Private Lives, State Intervention: Cases of Runaway Marriages in Rural North India*, *Modern Asian Studies*, Vol. 38, No. 1 (Feb., 2004), pp. 55-84, available online at <http://www.jstor.org/stable/3876497>

Module 8: Relationships, Violence and Law

March 11 --Caste and Law, History leading to SC/ST (Prevention of Atrocities) Act, 1989; Khairlanji Judgment

March 12 --Important judgments and Abortion debates: Roe v Wade and Samar Ghosh v Jaya Ghosh

Galanter, Marc *Law and Caste in Modern India* *Asian Survey*, Vol. 3, No. 11, (Nov., 1963), pp. 544-559, available online at <http://www.jstor.org/stable/3023430>

Teltumbde, Anand *Khairlanji and its Aftermath: Exploding Some Myths*, *Economic and Political Weekly*, Vol. 42, No. 12 (Mar. 24-30, 2007), pp. 1019-1025, available online at <http://www.jstor.org/stable/4419383>

Before Roe v Wade: Voices that shaped the abortion debate before the Supreme Court's ruling available online at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2131505

Module 9: Intellectual Property Rights and Community Knowledge

March 18 and 19

--discussing copyright

--community knowledge v individual right over a property/idea

Goswami, Ruchira and Nandi, Karubaki *Naming the Unnamed: Intellectual Property Rights of Women Artists from India*, *Journal of Gender, Social Policy and Law*, Volume 16, Issue 2, 2008 pp 257-281

Module 10: State Impunity and 'legitimate' legal repressions

March 25 --Provisions of Sedition and Binayak Sen judgment

March 26 --Armed Forces Special Powers Act, its use in Manipur and Kashmir and the resistances

Stride, Margaret Not a 21st Century Law, April 30, 2011, Issue 17, Volume 8
available online at <http://tehelka.com/not-a-21st-century-law/>

Bhan, Gautam Silence as Sedition available online at
<http://kafila.org/2010/12/29/silence-as-sedition/>

The Asian Centre for Human Rights (2005) An Analysis of Armed Forces
Special Powers Act, 1958, PUCL Bulletin available online at
<http://www.pucl.org/Topics/Law/2005/afspa.htm>

1st April Week--Reading Week

Module 11: Extra Judicial institutions and justice delivery

April 8 --South African Truth Commission

April 9 --Experiences of Family Courts in India

Slabbert, Nothling M Debunking a Meta-Narrative: A few reflections on
South Africa's Truth and Reconciliation Commission one decade after
its report Available online at
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1796024

Gibson, James L The Truth about Truth and Reconciliation in South Africa
International Political Science Review, 2005, Volume 26, No 4, pp 341-
361 available online at
<http://www.jstor.org/stable/pdfplus/30039021.pdf>

Basu, Srimati Playing Off Courts: The Negotiation of Divorce and Violence in
Plural Legal Settings in Kolkata available online at
<http://www.jlp.bham.ac.uk/volumes/52/basu-art.pdf>

Basu, Srimati Judges of Normality: Mediating Marriage in Family Courts of
Kolkata Signs, Vol. 37, No. 2, Unfinished Revolutions A special issue
edited by Phillip Rothwell (Winter 2012), pp. 469-492, available online
at URL: <http://www.jstor.org/stable/10.1086/661712>

Module 12: Democracy, Human Rights and Law

April 15 --people's movements and role of law

April 16 --importance and limitations of rights

Baxi, Upendra Law, Democracy and Human Rights, *Lokayan Bulletin*, 5, 4:5,
1987

Baxi, Upendra Law, Struggle and Change, *Social Action*, Vol.35, April-June 1985

Sircar, Oishik Spectacles in Emancipation: Reading Rights Differently in India's Legal Discourse (2012) 49 *Osgoode Hall Law Journal* pp 527-573

Assessments:

1. Article Review (30%): Discussing an Act or a Bill in the context of the theoretical aspects of the interface between law and society—25th February
2. Analysis of a Judgment (30%): Discussing the historical and political backgrounds to a judgment, concepts that can be identified in the judgment, locating the judgment within the law and society theoretical framework—2nd April
3. Group Presentation (40%): 22nd April Week

Annexure-X

Social Exclusion: Perspectives, Politics and Policies

Type: Elective/ Optional

Credits: 4

Semester: 4, Monsoon 2012

Course Teacher: Bidhan Chandra Dash

Course Description

The language of social exclusion has become commonplace in public discourse, academics circles, and pervades government policy-making of most of the countries in the World. The international Non-Governmental Organizations and Inter-State bodies have cherished the significance of this new concept for a better and equitable society. At the outset, the concept of social exclusion claims to provide a holistic understanding than economic deterministic approaches such as poverty and deprivation. Yet, poverty remains a key precursor or key component of social exclusion. At the same time, social exclusion goes beyond economic variables, such as employment status or occupational class. The concept also seems to be intrinsically problematic. It represents the primary significant division in society as one between an included majority and an excluded minority. Attention is not focused on the inequalities and differences among the included and also the excluded. Adding to the woes of the problematic, there have been attempts to list anything and everything under the broad rubric of social exclusion. The enthusiasts are busy arranging seminars and conferences to find a researchable content in an umbrella term for which there is limited theoretical underpinning'

This elective course aims to introduce the students to the various perspectives on social exclusion and the underlying politics of its recent popularity. Since social exclusion is a concept that holds primary significance in terms of its policy orientations, this course also attempts to equip the students with a critical understanding that will help them make sense of the rationale behind various inclusive policy initiatives and their implications

Evaluation

Three presentations including one as group presentation of 20% weightage each, and End-Semester of 40%.

Modules

Module- 1: The Concept of Social Exclusion: New ways to understand the (New) Poverty

Burchardt, et.al 2001. Understanding Social Exclusion, London: OUP: 1-12

De Haan, A.2008, Social Exclusion: Towards a holistic understanding of Deprivation, New Delhi: Critical Quest: 1-18.

Sen, A. 2000, Social Exclusion: Concept, Application, and Scrutiny, Social Development Paper No-1, Asian Development Bank, Manila, Philippines

Bryne, D. Social Exclusion, London: Open University Press, Chapter- I &II: 19-50

Module 2: Theorizing the Policy Formulation

DFID,

Kabeer, N. 2008. Social Exclusion, Poverty & Discrimination: Towards an Analytical Framework, New Delhi: Critical Quest: 19-39.

Levitas, R. 2005. The Inclusive Society? Social Exclusion and New Labour, New York: Palgrave, Macmillan: 1-29

Bryne, D. Social Exclusion, London: Open University Press, Chapter- III &IV: 52-78

Wagle, U. 2008. The Multidimensionality of Poverty, New York: Springer, Chapter=I, II & III

Module 3: Globalization and Social Exclusion

Bryne, D. Social Exclusion, London: Open University Press, Chapter- VI: 115-131

Krisch, M. 2006. Inclusion and Exclusion in the Global Arena, New York: Routledge, Chapter-I&II: 1-66.

Munk, R. 2005. Globalization and Social Exclusion: A Transformationalist Perspective: Bloomfield: Kummarian Press, Chapter-I&III: 1-19 &41-58

Module 5: Mapping an exclusive India: Discrimination in Rural Society

Baviskar, A. et al. 2008. Untouchability in Rural India: New Delhi: Sage

Cohn, B. 1996. Colonialism and its Forms of Knowledge, New Jersey: Princeton University Press

Dhanagare, D.N. 1991. Peasant Movement in India: 1020-1950, New Delhi: Oxford University Press.

Module 6: Mapping an exclusive India: Discrimination in Urban Context

World Bank, 2011, Poverty and Social Exclusion in India, Washington D.C: World Bank

Nigam A & Menon N. 2004. Power and Contestations: India after 1989, New Delhi: Permanent Black

Gooptu, N. 2001. The Politics of Urban Poor in Early Twentieth Century India, New York: Cambridge University Press

Module 7: Forms of Exclusion in Indian Society

Thorat, S.K., Attewell P. Rizvi, F.F., 2009, *Urban Labour Market Discrimination, Indian Institute of Dalit Studies Working Paper Series, Vol: III, Nov 01.*

Thorat S.K.: Caste exclusion/ Discrimination and deprivation: The situation of Dalit in India Concept paper for DFID Delhi

Chopra, R. 2008. Technology and Nationalism in India: Cultural Negotiation from Colonialism to Cyberspace.

Module 8: Spaces of Exclusion

Thorat, S.K. et al, 2009, Dalits in India: Search for a Common Destiny, New Delhi: Sage, 57-61, 86-95

Chatterjee, P. 1993. Nation and its Fragments, New York: Princeton University Press

Shah, G. 2001. Dalit Identity and Politics, New Delhi: Sage

Module 9: Social Policy Reclaimed

Han, De, A. 2007. Reclaiming Social Policy: Globalization Social Exclusion and New Poverty Reduction Strategies, New York: Palgrave Macmillan.

Hills, J. et al. Making Social Policy Work: Essays in Honours of Howard Glennester, Bristol: The Policy Press.

Percey-Smith, J. 2000. Policy Responses to Social Exclusion, Philadelphia, Open University Press.

Module 10: Political Economy of Inclusive Policies

Bryne, D. eds. 2005. Social Exclusion, New York: Open University Press

Haan, Arjan de, 2007. Reclaiming Social Policy: Globalization, Social Exclusion and New Poverty Reduction Strategies, New York: Palgrave Macmillan.

Module 11: Social Policies for Social Inclusion: A Critique

Selected Readings

- Bryne, D. eds. 2005. *Social Exclusion*, New York: Open University Press.
- Hills, J., Grand. J.L and Piachaud, D. 2002. *Understanding Social Exclusion*, New York: Oxford University Press.
- Haan, Arjan de, 2007. *Reclaiming Social Policy: Globalization, Social Exclusion and New Poverty Reduction Strategies*, New York: Palgrave Macmillan.
- Percy-Smith, J. eds. 2000. *Policy Responses to Social Exclusion: Towards Inclusion?* Philadelphia, Open Univerisity Press
- Sen, A. 2000. *Social Exclusion: Concept Application and Scrutiny*, Social Development Papers No-1, Manila, Philippines: Asian Development Bank.

Annexure-XII
Ambedkar University Delhi

Sociology of Agriculture
M.A. Sociology

Course Type: Elective

Semester: IV

Coordinator: Dr. Santosh Kr. Singh

Course teachers: Dr. Santosh Kr. Singh (SKS) and Dr. Arindam Banerjee

Agriculture has played a pivotal role in the progress of human civilization. In fact it is very fundamental to the emergence of human society and culture. 'Agriculture, wrote David Ludden (1998) very perceptively, 'is civilization at work on the land, humanizing nature and naturalizing the powers that human societies exert upon nature'. Before the term like agribusiness and agrimarketing gained currency, the idea of gain, profit making and surplus-motives were remote to the culture of agriculture. Traditional agricultural environment and its universe were woven into religion, caste, deities, symbols and values. Lands, seeds and humans were not so much units of production as elements of larger religio-cultural universe. Culture of agriculture displayed sharp dichotomized spaces of sacred and profane. Use of agricultural produce for grain and trading was considered sinful, ploughing of field by women was considered part of profanity and while some grains could be indispensable part of religious rituals, others were strictly prohibited. The process of modernization, however, has altered many of the traditional premises of agricultural universe. Indian Agriculture is no exception to this transition.

Contemporary globalization has posed several new sets of challenges to Indian agriculture and thus to villages in India. There has been talk of 'vanishing villages' with the land and agriculture being increasingly seen as unproductive, untenable and with no future. A recent report from Punjab, the hub of green revolution in India, for instance, concludes that every ninth farmer in the state has quit agriculture over the past 25 years. According to census reports (2001) from Punjab nearly 2 lakh marginal and small farmers left the occupation between 1991 and 2001. Studies with similar concerns have been reported from elsewhere as well. The factors which are being considered responsible for this disenchantment from rural sector include the phenomenon of diminishing returns on land owing to fragmentation of land. Besides, the ecological costs and socio-economic imbalances in agriculture today have drawn sharp comments. The concern for food security that promoted the technology of breeding high yielding varieties that is supposed to have ushered in what is popularly known as the green revolution, has created severe regional imbalances. A large tract of arable land remained untapped as the new technology concentrated on selected irrigated areas to increasing the production of food grains. To redress the balance, some agriculture experts recommend diversification through the introduction of new crops such as medicinal and aromatic

plants, horticulture and floriculture. They argue that sector and region specific mapping of agricultural zones should be undertaken to cultivate zone-specific cash crops to tap the market potential, both domestic and overseas. Innovation, investment and market-interface are projected as offering a panacea for the decline of the village and of agriculture. Promotion of entrepreneurship is being seen as the key element in any debate about strategies towards revival of agriculture and the villages.

The course attempts to map these changes with special reference to Indian Scenario.

Assessment:

1. Term papers (30 % weightage)/ Submission time: Mid February
 2. Mid semester class room test (30%)/ March end
 3. Group presentation (40 %)/ After the workshop*
-

Modules:

I. Understanding CULTURE in agriculture

- History, civilizations and seeds
- Symbols , values and rituals
- Making of agronomic universe

Appadurai, A. 1989. Transformation in the culture of agriculture. In contemporary Indian traditions: voices on culture, nature, and the challenge of change (ed.) by C. Borden, Washington: Smithsonian Institution press.

Chopra, Radhika. 1984, 'voices from earth: work and food reproduction in a Punjab village' in Sociological Bulletin, 43 (I), March.

Ludden, David. 1999. The New Cambridge History of India, IV.4. An Agrarian History of south Asia, New Delhi:Cambridge University Press.

Panini, M.N. 1999. Trends in Cultural Globalization, Form Agriculture to Agribusiness in Karnataka in the EPW, Vol. XXXIV, No. 31, July 31.

Srinivas, M.N. 1976. The Remembered Village, Delhi: Oxford India paper Books.

Vasavi, A.R. 1994. Hybrid Times, Hybrid people: Culture and Agriculture in South India, in MAN, the Journal of the Royal Anthropological Institute Vol. 29, No. 2, June 1994.

Vasavi, A.R. 1999. Harbingers of Rain, Land and Life in South India, Delhi: Oxford University Press

II. Hierarchy, Difference and structures

- Formation of classes
- Emergence of Peasantry
- Structures of inequalities(Land, Labor and capital)

III. Issues in 'Agrarian Question'

- Change and transformations

- Technology-capital intervention
- 'Death of the peasantry' debates

Bharadwaj, Krishna (1974) *Production Conditions of Indian Agriculture*, Cambridge, Cambridge University Press.

Byres, T.J. (2002) 'Paths of Capitalist Agrarian Transition in the Past and in the Contemporary World' in Ramachandran, V. K. and Swaminathan, M. eds. *Agrarian Studies: Essays on Agrarian Relations in Less-Developed Countries*, New Delhi, Tulika.

Bernstein, Henry (2002) 'Land Reform: Taking a Long(er) View', *Journal of Agrarian Change*, Vol. 2(4), pp.433-463.

Patnaik, U. (1971) 'Capitalist Development in Agriculture', *Economic and Political Weekly, Review of Agriculture*, Vol. 6(39); pp.123-130.

IV. Green Revolution to Gene Revolution

- Factors and conditions
- Food security issues
- Environment debates
- Socio-economic implications (women, marginal, small farmers)

Nanda, Meera. 2004, *Prophets Facing Backward-Postmodernism, science and Hindu nationalism*. Delhi: Permanent Black.

Mies, Maria. 1987. *Indian women in subsistence and agricultural labor*, New Delhi:Vistaar Publication.

Shiva, Vandana, 1999, *The violence of the Green Revolution –third world Agriculture, Ecology and Politics*, Zed Books Ltd. Third World Network, Penang , Malaysia.

Sobhan, Rehman, 1993, *Agrarian Reforms and Social transformation, pre condition for Development*, Zed books, London/New Jersey.

V. Politics and economics of/ about SEEDS/GRAINS

- Consumption patterns
- Global food chain/ Cool chain
- Dominance of Agribusiness firms
- Asymmetry between South and North (Problem with the legal framework/WTO/IPR)

Akram-Lodhi, A. Haroon and Cristobal Kay (ed.). 2009. *Peasants and Globalization: Political Economy, rural transformations and the agrarian question*. London: Routledge.

Hobsbawm, E.J.1994. *Age of Extremes. The short twentieth century, 1994-1991*. London: Michael Joseph.

McMichael, P. (ed.) 1994. The Global restructuring of Agro-food systems, Ithaca. NY: Cornell University Press.

VI. Globalization and Agriculture

- Marginalization of Agriculture/ Rural
- Export-oriented agriculture versus food security
- Institutional changes under reforms: credit, inputs and extension services
- Southern perspective on Development

Patel, Raj, *Stuffed and Starved*, Melville House Publishing, 2008

Patnaik, U. (2002) 'Deflation and Déjà vu: Indian Agriculture in the World Economy' in V. K. Ramachandran and M. Swaminathan eds. *Agrarian Studies: Essays on Agrarian Relations in Less-Developed Countries*, New Delhi, Tulika.

Ramachandran, V. K. and M. Swaminathan (2002) 'Rural Banking and Landless Labour Households: Institutional Reform and Rural Credit Markets in India', *Journal of Agrarian Change*, Vol.2(4); pp.502-544.

VII. Crisis in Indian Agriculture: Farmers' suicides / An over view

Gupta, Akhil, 1998, 'Post colonial development- Agriculture in the making of modern India, oxford university press, Delhi.

Gupta, Dipankar, 2005, "Whither the Indian Village: Culture and Agriculture in Rural India," *Economic and Political Weekly*, Feb. 9, 2005.

Mohanty, B.B., 2005, We are like the living dead: Farmer suicides in Maharashtra. *Journal of Peasant Studies*. Vol. 32. No 2.

VIII. In search of an alternative agrarian model

(2-days workshop*)

Group presentations- May first week

Annexure-XII

Science Technology and Society

Course Type: Elective

Semester: IV

Instructors: Dr. Bidhan Chandra Dash

Dr. Amites Mukhopadhyay

Science and technology play immensely important roles in our lives. However, understanding how science, technology, and society work together in shaping our world is not easy. The attempt here is to try and disentangle the multiple relationships between science, technology, and society. In contrast to the *commosensical* 'technological determinist' image, this course will introduce a new sociology of science and technology which assumes that technological artefacts are socially shaped, not just in their usage, but especially with respect to their design and technical content. Technology is not constructed merely by engineers in their laboratory, but also by marketing departments, managers, Luddite action groups and users. The production and reproduction of technology goes far beyond the laboratory and is a continuous process. This course will introduce the multiple ways in which science and technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society.

Assessments

The course will have FOUR assessment situations of 25% weightage, spread across the semesters. The assessment situation with date and due date of submission is provided in the table below

Ass No	Date of assignment	Due Date of Submission
1.	8 th February 2013	20 th February 2013
2.	1 st March	15 th of March
3.	28 th of March	10 th of April
4.	18 th of April	2 nd of May

MODULES

❖ **Screening of Film on 17th of January followed by discussion**

• **M-I: Science, Technology and Knowledge Production: A Sociological Overview**

➤ **January-17, 18 and 24**

- Kuhn, T. S. 1970. *The Structure of Scientific Revolutions*. Chicago, IL: The University of Chicago Press.
- MacKenzie, D. 1998. *Knowing Machines: Essays on Technical Change*, Massachusetts: MIT Press.
- Merton, R.K. 1938. *Technology and Science in Seventeenth Century England*, *Osiris*, Vol. 4, (pp. 360-632)
- Bauchspies, W.K, et al, ed. 2006. *Science, Technology and Society: A Sociological Approach*, Oxford: Blackwell Publishing.

• **M-II: Science, Technology and Critical Thinking: The Technical Fix**

➤ **January- 25, 31 & February 1**

- Cooper, S. 2002. *Technoculture and Critical Theory*, New York: Routledge
- Habermas, J. (1971) 'Technology and Science as "Ideology" ', in *Toward a Rational Society*. London: Heinemann.
- Kellner, D. 1998. *Technology, War and Fascism: Collected Papers of Herbert Marcuse*, New York: Routledge.

• **M-III: Science, Technology and the Rise of Capitalism**

➤ **February 7 & 8**

- Bell, D. 1973. *The Coming of Post-Industrial Society*. New York: Basic Books.
- Preston, P. 2001. 2001, ['Reshaping Communications: Technology, Information and Social Change'](#), New Delhi: Sage Publications,
- Castells, M. 2000. *The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I*. Cambridge, MA; Oxford, UK: Blackwell.

❖ **The FIRST assignment will be given after module- I to III. The assignment will be due on 20nd of February 2013.**

• **M-IV: Surveillance and Control, Violence and Hegemony**

➤ **February 14 & 15**

- Brook J. and Boal, I. 1995. *Resisting the Virtual Life: the Culture and Politics of Information*, New York: City Lights Publishing.
- Castells, M. 2004. *The Internet Galaxy: Reflections on the Internet, Business, and Society*, Oxford: OUP
- Cohen, E.D. 2010. *Mass Surveillance and Control: the Total Information Awareness Project*, New York: Palgrave Macmillan.

Law, J. 1991. *Sociology of Monsters: Essays on Power, Technology and Domination*, New York: Routledge.

Garfinkle, S. 2000. *Database Nation: the Death of Privacy in 21st Century*, New York: O'Reilly.

- **M-V: Globalization and the Wired World: Addressing Contemporary Change**

- **February 21 & 22**

Brook J. and Boal, I. 1995. *Resisting the Virtual Life: the Culture and Politics of Information*, New York: CityLights.

Castells, M. 2000. *The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I*. Cambridge, MA; Oxford, UK: Blackwell.

Castells, M. 2004. *The Power of Identity, The Information Age: Economy, Society and Culture Vol. II*. Cambridge, MA; Oxford, UK: Blackwell.

Castells, M. 2004. *The Internet Galaxy: Reflections on the Internet, Business, and Society*, Oxford: OUP.

Evarard, J. 2000. *Virtual States: Internet and the Boundaries of the Nation States*, Tylor and Francis.

Kumar, K. 2005. *From Post-Industrial to Post-Modern Society*: Oxford, Blackwell.

- **M-VI: Social and Political Construction of Science and Technology**

- **February 28 & March 1**

Bijker, W.E. et al. ed. 1993. *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, Massachusetts: MIT Press.

Bijker, W.E. et al. ed. 1995. *Of Bicycles, Backlites and Bulbs: Towards a Theory of Sociotechnical change*, Massachusetts: MIT.

Oudshoorn, N. and Pinch, T. 2003. *How Users Matter: the Co-construction of Technology*, Massachusetts: MIT Press.

Turkle, S. 2008. *The Inner History of Devices*, Massachusetts: MIT Press.

- ❖ **The SECOND assignment will be given after module- VI. The assignment will be due on 13th of March 2013.**

- **M-VII: Schooling Technocrats: Science, Technology, Fictions and Futurology**

- **March 7 & 8 & 14**

Tofflor, A. 1989. *The Third Wave*, New York Bentam Books

- ❖ Screening of Film on 7th March

- **M-VIII: Resisting the Techno-Life and Technology of Resistance**

- **March 15 & 21**

Brook J. and Boal, I. 1995. Resisting the Virtual Life: the Culture and Politics of Information, New York: CityLights.
Castells, M. 2004. The Internet Galaxy: Reflections on the Internet, Business, and Society, Oxford: OUP.

- **M-IX: Gender and Environment: Body, Cyborg and Electronic Village**

- **March 22 & 28**

Bjelic, D.I. 2003. Galilio's Pendulum: Science, Sexuality, and the Body-Instrument Link, New York: the State University of New York Press.

Castells, M. 2000. The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I. Cambridge, MA; Oxford, UK: Blackwell.

Castells, M. 2004. The Internet Galaxy: Reflections on the Internet, Business, and Society, Oxford: OUP.

Kleinman, D. L.2005. Science and Technology in Society: From Biotechnology to the Internet, Oxford: Blackwell.

Wajcman, J. 1991. Feminism Confronts Technology, Pennsylvania: Pennsylvania State University Press.

The THIRD assignment will be given after module- IX. The assignment will be due on 10th April 2013.

- **M-X: Technoculture and Cultural Technologies**

- **March 29 & April 4**

Baber, Z. 1996. Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India, SUNY Series in Social Sciences: New York: State University of New York Press.

Bernard S. Cohn, 1996. Colonialism and Its Forms of Knowledge, New Jersey: Princeton University Press.

Castells, M. 2000. The Rise of the Network Society, the Information Age: Economy, Society and Culture Vol. I. Cambridge, MA; Oxford, UK: Blackwell.

Castells, M. 2004. The Internet Galaxy: Reflections on the Internet, Business, and Society, Oxford: OUP.

- ❖ **Screening of Film on 5th of April followed by discussion**

- **M-XI: Science and Technology and Myths in India**

- **April 5 & 11**

Bernard S. Cohn, 1996. Colonialism and Its Forms of Knowledge, New Jersey: Princeton University Press.

Nanda, M. 2002. Breaking the Spell of Dharma, New Delhi: Three Essays Collective.

❖ **Screening of Documentary Film 12 of April followed by discussion**

• **M-XII: The Politics of Science and Technology in India**

➤ **April 18 & 19**

Baber, Z. 1996. Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India, SUNY Series in Social Sciences: New York: State University of New York Press.

Nandy, A. 1988. Science, Hegemony and Violence: A Requiem for Modernity, New York: United Nations University.

Singhal, A. and Rogers E.M. 2001. India's Communication Revolution: From Bullock Cart to Cybermart, New Delhi: Sage.

Visvanathan, S. 1997. A carnival for science: essays on science, technology, and development, New Delhi: Oxford University Press.

The FOURTH assignment will be given after module- XII. The assignment will be due on 2nd of May 2013.

The following are the main issues/concerns/inputs that were discussed at the BOS:

Dated: 20th March 2013

Broad observations about MA Sociology programme:

1. Courses are uneven and too modular
2. Need to be De-westernized
3. Philosophy and the vision are not clear
4. To offer 'new' does not mean to dump the 'old'/ traditional
5. Where is the transformative agenda?
6. Lack inter-disciplinary focus when it comes to breaking the disciplinary boundaries or making it more porous

Course specific observations:

1. Sociology of Indian Society

- Where are Ghurye, Mukerjees and others, the Indian Sociologist?
- Why should the course start with Dumont-Pocock debate?
- Traditional texts are missing in the reading list
- Sub-headings not even

2. Culture, Hierarchy and Difference

- Looks too modular, Conceptually ambiguous
- If it is in place of the traditional Social Stratification course, the basic thrust should have been on the idea of inequality rather than culture
- Is it a course on cultural studies?

3. Social Exclusion

- Reading list too western, First Sen and then Dhanagre and Baviskar
- Need to problematize the concept of Social Exclusion and its genealogy and how it entered academic lexicon in India

4. Science, Technology course

- Need to historicize the course, the French tradition and writings (Please email to ntyabji@gmail.com for his detailed feedback)

5. Law and Society lacks coherence and patchy, too modular.

Objective not clearly spelt out; Faith, religion and Society- why faith? Where are traditional texts of Durkheim and Weber?; Relationships and Affinities course too needs to keep in mind, while developing the course, the long intellectual and academic history of the course on Family and Kinship in Sociology curriculum.

Suggestions of new courses: Sociology of Knowledge, A course on thinkers like Phule and Periyar, A course on Sociology of literature, Course on Indian Sociological tradition etc.

Bharat Ratna Dr B R
Ambedkar University, Delhi



भारत रत्न डॉ. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

12 February 2013

Dear _____ :

The Vice-Chancellor of Ambedkar University, Delhi has nominated you a member of the Board of Studies of the School of Liberal Studies (SLS). SLS currently offers four Masters degree programmes--MA History, MA Economics, MA Sociology and MA English--as well as research programmes in History and Hindi. We hope you will accept this nomination. Your participation in the meetings and deliberations of SLS will contribute significantly to the academic activities of the School and enrich the learning environment of our university. The term of office of a Board member is three years. We anticipate holding at least one and as many as three meetings of the Board in each semester.

The Board meeting for which your attendance is requested is scheduled on **Tuesday, 5 March 2013**, at 2 p.m. in the Kashmere Gate campus of the University.

Programme documents for review at the first meeting as well as relevant university statutes shall be forwarded to you shortly. We look forward to working with you in this enterprise.

(Salil Misra)

Bharat Ratna Dr B R
Ambedkar University, Delhi



भारत रत्न डॉ. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

12 February 2013

Dear Professor Maitrayee Chaudhuri:

The Vice-Chancellor of Ambedkar University, Delhi has nominated you a member of the Board of Studies of the School of Liberal Studies (SLS). SLS currently offers four Masters degree programmes--MA History, MA Economics, MA Sociology and MA English--as well as research programmes in History and Hindi. We hope you will accept this nomination. Your participation in the meetings and deliberations of SLS will contribute significantly to the academic activities of the School and enrich the learning environment of our university. The term of office of a Board member is three years. We anticipate holding at least one and as many as three meetings of the Board in each semester.

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Bharat Ratna Dr B R
Ambedkar University, Delhi



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अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

12 February 2013

Dear Professor Mohanty: :

The Vice-Chancellor of Ambedkar University, Delhi has nominated you a member of the Board of Studies of the School of Liberal Studies (SLS). SLS currently offers four Masters degree programmes--MA History, MA Economics, MA Sociology and MA English--as well as research programmes in History and Hindi. We hope you will accept this nomination. Your participation in the meetings and deliberations of SLS will contribute significantly to the academic activities of the School and enrich the learning environment of our university. The term of office of a Board member is three years. We anticipate holding at least one and as many as three meetings of the Board in each semester.

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(Salil Misra)



Professor Salil Misra
Dean, School of Liberal Studies

12 February 2013

Dear Professor S. B. Upadhyay:

The Vice-Chancellor of Ambedkar University, Delhi has nominated you a member of the Board of Studies of the School of Liberal Studies (SLS). SLS currently offers four Masters degree programmes--MA History, MA Economics, MA Sociology and MA English--as well as research programmes in History and Hindi. We hope you will accept this nomination. Your participation in the meetings and deliberations of SLS will contribute significantly to the academic activities of the School and enrich the learning environment of our university. The term of office of a Board member is three years. We anticipate holding at least one and as many as three meetings of the Board in each semester.

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(Salil Misra)

Bharat Ratna Dr B R
Ambedkar University, Delhi



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अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

12 February 2013

Dear Professor Tayabji:

The Vice-Chancellor of Ambedkar University, Delhi has nominated you a member of the Board of Studies of the School of Liberal Studies (SLS). SLS currently offers four Masters degree programmes--MA History, MA Economics, MA Sociology and MA English--as well as research programmes in History and Hindi. We hope you will accept this nomination. Your participation in the meetings and deliberations of SLS will contribute significantly to the academic activities of the School and enrich the learning environment of our university. The term of office of a Board member is three years. We anticipate holding at least one and as many as three meetings of the Board in each semester.

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(Salil Misra)

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Ambedkar University, Delhi



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Professor Salil Misra
Dean, School of Liberal Studies

12 February 2013

Dear Professor Udaya Kumar:

The Vice-Chancellor of Ambedkar University, Delhi has nominated you a member of the Board of Studies of the School of Liberal Studies (SLS). SLS currently offers four Masters degree programmes--MA History, MA Economics, MA Sociology and MA English--as well as research programmes in History and Hindi. We hope you will accept this nomination. Your participation in the meetings and deliberations of SLS will contribute significantly to the academic activities of the School and enrich the learning environment of our university. The term of office of a Board member is three years. We anticipate holding at least one and as many as three meetings of the Board in each semester.

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Professor Salil Misra
Dean, School of Liberal Studies

13 March 2013

Dear Professor Chaudhuri:

As a member of the Board of Studies of the School of Liberal Studies, your presence is requested at a Board meeting on **Wednesday, 20 March 2013**, at 2 p.m. in the Kashmere Gate campus of the University. The venue will be the Committee Room, School of Human Studies.

Enclosed herewith are documents relating to the MA English and MA Sociology programmes. We look forward to your participation in discussions of the design and content of these two programmes.

(Salil Misra)

Bharat Ratna Dr B R
Ambedkar University, Delhi



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अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

13 March 2013

Dear Professor Mohanty:

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Professor Salil Misra
Dean, School of Liberal Studies

13 March 2013

Dear Professor Upadhyay:

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(Salil Misra)

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Professor Salil Misra
Dean, School of Liberal Studies

13 March 2013

Dear _____ :

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(Salil Misra)

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Ambedkar University, Delhi



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अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

13 March 2013

Dear Professor Tyabji:

As a member of the Board of Studies of the School of Liberal Studies, your presence is requested at a Board meeting on **Wednesday, 20 March 2013**, at 2 p.m. in the Kashmere Gate campus of the University. The venue will be the Committee Room, School of Human Studies.

Enclosed herewith are documents relating to the MA English and MA Sociology programmes. We look forward to your participation in discussions of the design and content of these two programmes.

(Salil Misra)

Bharat Ratna Dr B R
Ambedkar University, Delhi



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अम्बेडकर विश्वविद्यालय, दिल्ली

Professor Salil Misra
Dean, School of Liberal Studies

13 March 2013

Dear Professor Kumar:

As a member of the Board of Studies of the School of Liberal Studies, your presence is requested at a Board meeting on **Wednesday, 20 March 2013**, at 2 p.m. in the Kashmere Gate campus of the University. The venue will be the Committee Room, School of Human Studies.

Enclosed herewith are documents relating to the MA English and MA Sociology programmes. We look forward to your participation in discussions of the design and content of these two programmes.

(Salil Misra)

NOTES on the 2nd meeting of the School of Liberal Studies Board of Studies on 20 March 2013.

[The following text is not a transcript of statements made in the meeting but rather 'notes' extracted from comments, observations and questions by the participants. MA programme coordinators took notes separately and promised to communicate them to programme faculty.]

Preface. Notified members of the BoS SLS (file no. AUD/1-23(1)/2013) had been invited to the Board by letter and email in February 2013. Letters, emails and documents for review were sent prior to the first Board meeting on 5 March, and another set of documents was sent prior to the second meeting on 20 March. The following members attended the meeting of 20 March (2 – 5:40 p.m.) in the School of Human Studies Committee Room on the Kashmere Gate campus:

Prof. Alok Bhalla (Visiting Professor, SLS)
Prof. Maitreyee Chaudhuri (Sociology, JNU)
Prof. Udaya Kumar (English, Univ. of Delhi)
Prof. Denys P. Leighton (Visiting Professor, SLS and Deputy Dean SLS)
Dr. Preeti Mann (Assistant Professor, SDS)
Professor Manoranjan Mohanty (Center for Development Studies, New Delhi)
Dr. Satyaketu Sankrit (Assoc. Professor, SLS)
Dr. Santosh Kumar Singh (Asst. Professor, SLS)
Prof. Nasir Tyabji (formerly Director, Centre for Jawaharlal Nehru Studies, Jamia Millia Islamia, New Delhi)
Prof. S. B. Upadhyay (School of Social Sciences, IGNOU, New Delhi)
Dr. Diamond Oberoi Vahali (Associate Professor, SLS)
Professor Geetha Venkataraman (SLS and Dean, SUS)
Dr Milind Wakankar (Associate Professor, SCCE)

Professor Salil Misra (Dean SLS) was able to attend only part of the meeting due to other administrative obligations. The meeting was chaired in his absence by Professor Denys Leighton (Deputy Dean SLS), who prepared these notes.

The **MA Sociology programme document** was introduced by Dr. Santosh Singh. Dr. Singh's presentation featured some slides of MA programme faculty members and students attending meetings and workshops at various research foundations and NGO's in Delhi. He emphasized that the programme was designed to equip students with skills for sociological research and informed action while also encouraging them to acquire ideas and skills through neighboring academic disciplines: as many as 16 credits (of 64 required for programme completion) could be earned from other postgraduate programmes of the University.

Comments and questions raised by the participants (not a comprehensive list!):

- The theoretical basis of the course 'Sociology of Indian Society' (compulsory Semester I course) was disproportionately shaped by the 'Delhi School'.
- What does 'postcolonial' really mean for study of Indian sociology apart from its use as a temporal marker?
- Is 'Culture, Hierarchy and Difference' (compulsory Semester II course) an appropriate or effective substitute for more orthodox courses examining hierarchy as 'economic', 'social', 'political', etc.?
- Is 'identity' a more appropriate term than 'culture' in the item above?
- 'Social Theory' (compulsory Semester I course) is too 'Western' in orientation.
- No course in sociology of knowledge? Consider.
- Why 'Faith, Religion and Society'? What is the meaning of the distinction here between faith and religion?
- Is the programme geared specifically towards research careers? What career options will the students become aware of through this programme? (Many participants opined that the programme would provide skills suitable for many kinds of non-academic work.)
- Many of the courses combine 'traditional inevitables' with some innovations (e.g., attention to 'globalization'). How to de-westernize theoretical perspectives. Are there viable Southern or Eastern perspectives. Can the element of perspective in this sense inform some or all of the courses? (See comment above on sociology of knowledge.)
- Do you want to present a 21st-century programme of social research for India?
- There should be greater attention to 'classic' (and 'alternative'?) texts by Indian sociologists and Indian social observers.
- Could there be some *advanced* courses that imprint a distinctive 'stamp' on the students? A course or workshop that would encourage critical reflection on the whole programme?
- How is *social exclusion* imagined in one or more courses?

The Board broadly approved the MA Sociology programme, recognized it as an ambitious work in progress and encouraged the faculty to consider the points raised in the meeting in its deliberations. The discussion concluded by 4 p.m. Prof. Udaya Kumar suggested that two meetings be held, separated by about a month, for discussion of any programme. Prof. Leighton (Deputy Dean) and others agreed this would be a useful practice.

The second part of the meeting devoted to review of the **MA English programme document** began shortly after 4 p.m. and continued for 90 minutes.

Professor Alok Bhalla made introductory remarks, followed by Dr. Diamond Oberoi Vahali's review of pp. 9-13 of the programme document (table of 'courses in brief').

Some comments (not an exhaustive list):

- Given that the programme is completely 'elective' in nature, it would help to provide not only a descriptive outline of courses but a set of questions or issues that define the approach of the programme.
- What are the intellectual frames of the programme and the courses constituting it? Self-conscious questioning should be reflected more clearly in the design of separate courses.
- More on 'global South' literature and South Asian (regional) literature?
- A curriculum with no core/compulsory courses creates flexibility as well as problems. The problems relate less to coherence of *content* than to coherence and continuity in development of skills (writing, analysis).
- The programme foregrounds interesting and 'useful' radicalisms, but there could be more attention to South-South perspectives and more comparisons of them with northern hemispheric radicalisms (as purported universalisms?).
- 'English has been un-Englished' in many universities today, but this programme features many competing geographical centers/locations.
- The course bibliographies feature few works of literary criticism/theory. Can MA students really be expected to interpret texts without some critical apparatus? There are some classic and useful critical texts that students should become aware of.
- There should be at least one (required?) course on something as mundane as literary criticism.
- Very little in the courses directing attention to Asian culture as a whole, Asian sensibilities/ways of seeing, etc.
- Thesis or extended essay requirement is innovative, because most MA English programmes do little to promote actual research.
- The observation (above) about lit. crit./literary theory could be extended to include non-literary texts: key statements in philosophy, cultural analysis, anthropology, aesthetics.

Professor Bhalla made some observations about the difficulties of transacting thesis work with the students. He nevertheless concluded that it was worth doing.

The MA English programme was broadly approved by the Board. Faculty were encouraged to take account of these comments.

Signed:

Denys P. Leighton,
8 May 2013 (from notes taken on 20 March)

For Minutes of BoS: ECONOMICS

The rationale and structure of the MA Economics programme in School of Liberal Studies was presented briefly supplementing the Programme and Course details documents that were placed before the Board of Studies. The broad rationale and objective of the programme was to develop an enquiry through critical perspectives within the discipline and explore the possibilities of interdisciplinary collaborations. The programme engages with different traditions of economic thought and explores the synergies and contestations between them. The programme also endeavours to develop socially-sensitive approaches of looking at and analysing contemporary economic problems.

The students are adequately trained and exposed to quantitative tools and political economy approaches. There is also a scope of specialization through baskets of elective courses in quantitative methods, political economy, environmental economics, behavioural economics, etc. The programme requires a student to complete 10 Core Courses and 6 Elective Courses, of which at least 3 should be from within the discipline. The pedagogy consists of class lectures, discussions, laboratory sessions, field work, data analysis assignments, etc. The teaching in the courses is also supplemented by a two-week workshop on Mathematical methods and Political economy at the beginning of the Monsoon Semester.

Kommentar [dpl1]: Which/when?

The members of the Board of Studies approved of the MA Economics programmes. They also provided two broad categories of suggestions. The first category of suggestions was regarding additional courses that the programme should try to include. There were suggestions for elective courses on Technological Development, Labour Economics, Comparative Economic Development (studying economic development outside India and Europe) and Ethics of Economics. The other category of suggestions was regarding re-ordering of course sequence. There was a suggestion that 'Theories of value and Distribution' should be a Core course in Semester 1 and Statistics and Data Exploration can be shifted to Semester 2. The other suggestion in this category was whether the Indian economy course can be taught in any of the earlier semesters. Currently, this is a compulsory course in Semester 4.

Apart from the above suggestions, there was also a suggestion whether it is possible to make it compulsory for students to take 'at least two' courses from outside the discipline.

Ambedkar University, Delhi

**Proposal for Launch of an Academic Programme
(To be approved by the Academic Council)**

1. Title of the Programme: **MA in History**
2. Name of the School/Centre proposing the Programme: **School of Liberal Studies**
3. Level of the Programme: **Masters**
4. Full time/Part time: **Full Time**
5. Duration of the Programme: **Two years (4 semesters)**
6. Proposed date/session for launch: **July 2011**
7. Particulars of the Programme Team (Coordinator, Members):
Co-ordinator: Tanuja Kothiyal
Members: Anil Persaud, Aparna Kapadia, Denys Leighton, Dharitri Chakravarty, Dhiraj Kumar Nite, Dhirendra Dangwal, Salil Misra, Sanjay Sharma, Shailaja Menon, Yogesh Snehi.
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):
The Masters Programme in History teaches students to think historically with aid of insights and techniques of other disciplines, and it seeks to encourage a spirit of critical thinking about contemporary social questions. While some students may pursue careers as academic historians and teachers, the tools of historical scholarship combined with a spirit of critical engagement shall serve Programme graduates well in such careers as journalism, publishing, educational administration, museology/archival management, heritage management, government service, and many others.
9. Programme Objectives:
The objectives of the Masters Programme in History are to impart knowledge of historical phenomena and processes, to teach skills of historical analysis and to encourage the historical imagination. Students are expected to learn the historian's craft and to acquire competence in independently formulating ideas and judgments on the basis of historical data and through logical procedures of enquiry.
10. Structure of the Programme:
 - (a) Total No. of credits required for completion: **64**
 - (b) Total No. of courses offered: **31 (as of Winter Semester 2013)**
 - (c) Compulsory Courses: **04 (Total Credits: 16)**

- (d) Optional/Elective Courses: **16** (Total Credits: **64**). Students are required to complete at least 8 credits of elective courses from each of two categories: South Asian history, Comparative history
- (e) Practical/Dissertation/Internship/Seminar **11 seminars** (Total Credits: **88**). See **item 14 below**.
- (f) Any other: **Students may undertake for academic credit as many as 2 elective courses (up to 8 credits) at the postgraduate level from any discipline outside History.**

(Please attach the programme structure roughly along the following lines)

Type of Courses	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Taught Courses	4 (4 credits each)	4 (4 credits each)	----	4 (4 credits each)	2 (8 credits)
Seminar /Workshop Courses			----		1 (8 credits)* [see item 14]
Project			----		
Fieldwork			----		
Practicum			----		
Dissertation			----		

11. List of Courses (descriptions attached as Annexure): MHC courses are core/compulsory courses; MHE courses ser. no. 5-18 are ‘South Asian history’ electives unless otherwise indicated.

S No	Code	Course Title	Classification	Credits	Brief Course Description
1	MHC01	State in Indian History	Core/Taught	4	This core course equips students with key historiographical concepts related to the history of state formation in India. The course traverses a long temporal trajectory (ca. 1000 BCE to present), helping students attain a thorough understanding of state, state formation, and their attendant ideologies.
2	MHC02	Making of Modern World	Core/Taught	4	Surveys the major historical processes, events and actors who shaped and were shaped in the course of the formation of what we understand today as the ‘modern world’.

3	MHC03	Power, Culture and Marginality in India	Core/Taught	4	This course offers critique of dominant discourses of knowledge formation and helps students understand the historical place of alternative voices challenging this hegemony. It thus links historical understanding with perception of contemporary social relations.
4	MHC04	Problems of Historical Knowledge	Core/ Taught	4	Introduces students to philosophy of history—that is, to critical issues about historical evidence, analysis and interpretation—and facilitates understanding of the same through examination of case studies.
5	MHE01	Indian National Movement	Elective/Taught	4	Deals with the dismantling of the colonial structure and the establishment of independent modern political structure in India. At a broader level, it engages with two major themes of the modern world – transition to modernity and the transformation of social structures in post-colonial societies.
6	MHE02	Urbanisation in India	Elective/Taught	4	Historicizes and critiques the massive expansion of urban spaces in India. The process of urbanization entails tremendous pressure on the scarce natural resources leading to violent conflicts and environmental degradation. Sustainable urbanisation is a process by which urban settlements contribute to environmental sustainability in the long term. Such urbanisation would require conservation of non-renewable resources, mass-scale deployment of renewable resources, and a reduction in the energy-use and waste-production per unit of output/consumption. This course links contemporary social, economic, environmental and other challenges to elements of urbanisation in India going back thousands of years.
7	MHE03	Making of Modern Punjab	Elective/Taught	4	Offers historical insights into the study of regions and regionality in India. It transcends the territoriality of nation-states and foregrounds the study of Punjab as a significant region of South Asia.
8	MHE04	Global Environmental History: An Introduction	Elective/Taught	4	The course is offered as part of the ' Comparative history ' category. Environmental history has grown world over

					rapidly in the recent decades resulting in exploration of newer and newer themes. Purpose of the course is to familiarize students with these developments and to make them to understand how different societies in different parts of the world interacted with nature. The present day environmental crisis cannot be understood without knowing its historical roots.
9	MHE05	Environmental History of South Asia	Elective/Taught	4	The course introduces students to a newly emerged area of historical knowledge. Environmental history has grown significantly in the last 2-3 decades. The purpose of the course is to make students aware of this growing field of historical research. The course traces human role in changing environment. In the era of environmental crisis this awareness is essential and this underlines significance of the course.
10	MHE06	Aspects of Rural History of Western India	Elective/Taught	4	This course attempts to bring together wide-ranging perspectives on the study of Rural History in Western India. The study of rural history has largely been centred on the questions of land and relations of agrarian production. The idea of "rural" has thus often excluded non-agrarian sections of village society like pastoralists, petty traders and carriers, artisanal groups, bardic communities etc., which seem to exist on the margins. This course attempts to take a long term view of emergence of structures in rural society in Western India.
11	MHE07	Unstable Empires: British Imperial Experience 1600-1970	Elective/Taught	4	'Comparative history' course. Provides an analytical framework for understanding Indian history in relation to other histories. Historians in postcolonial societies have usually written about the empires from which they achieved liberation in light of their new national identities and politics; many view the imperial past in simple binary terms, generalizing about the experiences of colonizers and the colonized. Historians of colonialism have also produced nuanced assessments of colonialism, paying attention to factors such as gender and social class that determined power relationships within colonial societies. Some historians locate

					continuities between colonial and postcolonial experiences—for example, by identifying colonialist epistemologies or ways of knowing that continue to put the ‘Orient/Oriental’ in an unfavorable light against ‘the West/Western’. This course explores various ways in which empire was experienced, both in the colonies and ‘at home’ .
12	MHE08	Indian Ocean	Elective/Taught	4	‘Comparative history’ course. The history of the Indian Ocean is important for anyone interested in the phenomenon of globalization. Human interactions in the world of the Indian Ocean created a common culture between a variety of different regions of Africa and Asia. The individual cultures of these regions were in turn also affected by the emergence of common cultural practices including forms of exchange, religion, food and other social phenomena such as trade, travel and trust and friendship.
13	MHE09	Communalism and Partition in South Asia	Elective/Taught	4	Focuses on 19 th and 20 th century India. It discusses the nature and emergence of groups, forces and institutions that eventually culminated in the partition of the sub-continent. At a broader level, the course has a thematic connectivity with certain major facets of modern world – making and unmaking of nations, nationalisms in conflict with each other, the appeal of identity politics and the explosive power of ideologies in modern world. In a way the course treats Indian communalism as a case-study of identity politics at a generic level.
14	MHE10	India’s Economy and Colonial Rule 1750-1950	Elective/Taught	4	No proper understanding of colonial rule in India is possible without studying economic conditions between 1750 and 1950. This course makes students aware of how the Indian economy worked under colonial rule. Economic conditions in the post-colonial period are closely linked to the economy under colonial rule. This course will appeal to anyone who is interested in India’s economic performance in recent decades.
15	MHE11	Oral Epics in India: Exploring History and Identity	Elective/Taught	4	Introduces students to the uses of oral sources, particularly oral epics, in constructions of community histories.

					Explores the emergence of community identities through oral narratives. Representations of caste, community and gender in oral epics are explored as well as roles of oral narratives, narrators and narrations in the evolution of a notion of “self” among social groups.
16	MHE12	Comparative History of Labour Relations and Well Being	Elective/Taught	4	‘Comparative history’ course. Equips students with tools for analysing everyday life and social existence in terms of labour, capital, and wellbeing in the modern and contemporary world. It demonstrates the significance of comparative historical perspectives, dwelling on the centrality of manual, skilled and professional labour to socio-economic life. Opposed to any attempt to regard the labourer as only one of the factors of production, the course demonstrates how the working people perform constitutive roles in the progression of civilization.
17	MHE15	Race and Capitalism in Southern Africa	Elective/Taught	4	‘Comparative history’ course presenting elaboration on conservative-liberal and Marxist approaches to the emergence and development of capitalist agriculture, animal husbandry, industrial economy, with focus on the racial division of labour in South Africa (1850s-2000s). Marxist approaches reveal how dynamics of capitalist development were entwined with the instrument of racial differentiation and division of labour in the colony or settler society. Demands for cheap black labour accompanied attempts of white working men to preserve their privileges, continually denying a fraternity of skill or function between ethnic categories. How did the evolution of the ‘segregationist’ regime into the ‘apartheid’ regime since 1948 address challenges to the system of cheap black labour? How did the new attainment of skills by the black population and the articulation of black consciousness sap the cultural and political basis of the apartheid rule and lay the foundation for a multiracial democracy? The course also dwells on the interface among class, race, gender, and immigrant identities. It delves into debates, and reveals the strength, limitation, and

					silence found in the available literature, encouraging students to reflect upon <i>historical and other literatures</i> .
18	MHE16	History of Modern Japan	Elective/Taught	4	'Comparative history' course presenting a larger context for understanding the dominant political and cultural ideologies of Japan since the Meiji regime (1860s). The Japanese conception of modernity, the notion of 'self' and the 'other', the emergence of a national perspective on social and cultural minorities, the 'nihonjinron' discourse or 'Japaneseness' that is related to the idea of 'homogeneity' – one nation, one culture--are some of the dominant ideologies that made Japan what it is today.

Seminar courses ('research papers'): descriptions attached as Annexure. (See item 14 on credit weightage of these courses.)

Code	Research Paper	Brief Description (with instructor/supervisor)
MHR01	Leadership and Politics in 20 th Century South Asia	This course addresses certain key questions related to the emergence of modern politics in 20 th century India. (Misra)
MHR02	Famine Public Works and Welfare in Colonial India	This course is intended for students wishing to explore some aspects of 'development' or 'welfare' during British rule in India. Colonial rule was marked by official claims of benefits that accrued to India as it was ruled by a developed British society. Did India really experience development and modernization under British rule? If so to what extent and what was the nature of welfare and growth under colonial conditions? This can be explored by examining famines, relief policies and public works like railways, canals, roads etc, their critiques and popular perceptions. (Sharma)
MHR03	Conceptualising a Region	This course helps students understand how regions can be conceptualised and explored in the processes of their emergence. The early medieval <i>Sthala Puranas</i> to the nineteenth century settlement reports provide insights into how polity, religious symbols, language, food, culture, geographical imagination and mapping led to regions being conceptualised differently. Through engagement with different kinds of sources the students are expected to explore the continuities and contradictions in the varying constructions of regions in history writing. (Kothiyal)
MHR04	Environmental History of India	This course gives students opportunities to work on environmental themes in historical perspective. They may work on any one theme or on any region of India. They will be expected to read secondary literature on the theme and work in archives on primary sources to prepare their seminar paper. To supplement their archival work, if possible, they can also go for fieldwork

		where they can collect additional information and interview people. (Dangwal)
MHR05	Kingship in South Asia	Students in this research course will choose specific issues related to the institution of kingship ranging from the 12 th to the 19 th centuries CE. They will be encouraged to place materials on kingship against particular historical and cultural backdrops including the evolution of religious doctrines, rituals, courtly culture, religious rituals and political performance, as well as Orientalism, colonialism and globalisation. In addition to contextual and thematic readings, the course will also be encourage students to use a wide variety of primary sources including religious and ritual texts, courtly literature, art (paintings, sculpture, material culture), inscriptions as well as modern popular representations in literature and cinema. (Kapadia)
MHR06	Social and Cultural Marginality	Students will be encouraged to explore the history of marginality in India and focus on methodological approach. Marginality is a series of situations often understood in terms of religion, community, culture, gender, caste, etc. It is largely accepted that 'marginality' is a post colonial ideology that emerged in the context of colonial oppression and subjugation. (Chakravarty)
MHR07	Intellectual History in India	This seminar provides a vantage point for studying ideas and their uses in India. Some particular problematics of intellectual history in India will be investigated. Students will choose their topics of investigation/writing with attention to ideas, people bearing or using them, 'events' and processes of change that can be studied historically in India. They will be oriented towards the processes of intellectual history by an initial course of reading of work by such historians as Quentin Skinner, Dominick LaCapra, Sheldon Pollock, Sanjay Subrahmanyam and Kumkum Chatterjee. (Leighton)
MHR08	Meta-narratives and the Historiography of Everyday	Through the trope of 'everyday', this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of 'ordinary' individuals and subaltern groups. (Snehi)
MHR09	Urban Societies	Cities and urban areas have set the foundation of modern civilisation – they have proved to be the engines of economic growth, and the centres of innovation, culture, knowledge and political power. Cities are known to be places where money, services and wealth are centralized. Cities are where fortunes are made and where social mobility is possible. Businesses, which generate jobs and capital, are usually located in urban areas. Whether the source is trade or tourism, it is also through the cities that foreign money flows into a country. Due to their high populations, urban areas can also have much more diverse social communities allowing others to find people like them when they might not be able to in rural areas. Through this seminar paper students would be expected to research some conflicting aspects of urbanisation. (Menon)
MHR10	Critiques in the Racially-divided Society: South Africa, 1899-2012	This research seminar positions students to unravel the dynamics of South African life by attending to articulation, reinforcement, subversion and alteration of the racial paradigm of social relationships which occurred in South Africa between 1899 and 2012. Critiques of racial oppression emerged from experiences in the officially racialized polity. Autobiographies are of

		great value to us in understanding these processes. This course encourages students to analyze experiences, arguments, episteme, and the resolution which these proposed. (Nite)
MHR11	Migration and Diaspora	Students undertaking the seminar are expected to develop a research question that involves historicizing <u>one</u> of the following Indian Diasporic communities: Australia or the Gulf. Linking the context of migration with the growth of diasporas and their relationship with the home and destination states are possible areas of research for students. (Persaud)

12. Please list the courses which are common with other programmes/schools. **None**

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Courses for which course details have been worked out: (attach list and details)

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

14. A note on the instructional (curriculum transaction) design for the Programme:

Taught courses are largely transacted through classroom teaching and use books and other instructional material available in the AUD library or in other Delhi libraries. Audio-visual materials and computer resources are also used in many situations.

Seminar courses ('research papers', designated MHR) are transacted on an 'independent study' basis but entail regular interaction between supervisor and supervisee. Students are expected to utilize knowledge and methodological insight gained over three semesters to interpret primary sources and produce a research paper of 5000-8000 words within the span of a semester. Thus, travel to libraries and archives within and possibly outside of Delhi is essential, and some kinds of field-work or non-archival data collection may be involved. A viva voce exam will form part of the assessment process.

In Winter Semester 2013, MA History students who enrolled in 2011 are required to complete 2 Seminar Papers, each of 6 credits, for a total of 12 'research credits'. From Winter Semester 2014 onwards, MA History students who enrolled in 2012 or later shall complete 1 Seminar Paper of 8 credits. Thus, the 'research' component of the programme is reduced from 12 credits to 8

credits.

15. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme: **See item 14.**

16. Assessment Design:

Taught Courses are assessed through written assignments, oral presentations, group projects and written examinations, with no single assessment worth more than 40% of the total course grade.

Seminar ('research') papers are assessed in two parts. 75% of the course grade is for the written component ('paper') to be evaluated by the supervisor; 25% of the course grade is awarded for oral presentation of the research by the student, which is evaluated by History faculty.

17. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Taught courses require classroom space and library. Some courses require projection and audio-visual facilities in the classrooms. 'Linkages with external agencies' could include making arrangements for (e.g., obtaining permission) for students to engage in archival work or field-work.

18. Additional Faculty Requirement:

- a. Full time: **Two with specializations in: 1) Ancient History and/or Archaeology.
2) Museology or Archival Sciences or Public History**
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: **2 Visiting/Adjunct Faculty in each year for short-term assignments (of up to 10 months).**

19. Eligibility for admission: **BA/BA Hons. in any field**

20. Mode of selection (Entrance test, Interview, Cut off of marks etc.): **Entrance test and interview.**

21. No. of students to be admitted: **42**

Tanuja Kothiyal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held onand has been approved in the present form.

Signature of the Dean of the School

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **The State in Indian History (MHC01)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
Semester Course
6. Proposed date of launch: **July 2011.**
7. Course Team: (coordinator, team members etc.)
Coordinator: Sanjay Sharma
Team Members: Aparna Kapadia, Sanjay Sharma
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This is a core course designed to equip Masters students of History with key historiographical concepts related to the history of state formation in India. The course traverses a long temporal trajectory, thus giving the students a robust training in understanding this important political and social institution.
The AUD library is equipped with a number of books recommended for the course. Teaching is also based on certain significant literary texts through which the workings of the 'state' can be demonstrated, thus giving it an interdisciplinary flavour despite being a core course in history.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Core course for MA History but can be offered to any Masters students.**
10. A brief description of the Course:
This course transits the 'ancient', 'medieval', and 'modern' periods of Indian history concentrating on the crucial political institution called the State. It examines the processes through which a variety of state systems have evolved in India down to the present. The different types of state formations that emerged in the Indian subcontinent are situated in their historical contexts at various points of time in

India's past. The structures and modes of exercise of power are related to changes in the economic, social and cultural spheres located in the shifting axes of time and space.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) **NA**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The objective of this course is to introduce students of history to the historiography and history of the institution of the State in India from the ancient through the colonial periods. The students will also be taught to think about the post-colonial state towards the end of the course.

The following modules will be taught:

1. Introduction to the study of the state in India: historiographical issues; state formation as a study of power and its exercise through ideology and cultural representations (2 hours, AK)
2. Introduction to key concepts: lineage, class, surplus, hegemony and claims of dominance on the basis of gender, caste, race, region, religion, ritual superiority, military strength, law (2 hours, AK)
3. The emergence of early forms of state control in India: from pastoralism to revenue yielding agrarian settlements; the early republics the Mauryan state. (4 hours, AK)
4. The early medieval polities: Debates on medieval Indian society and political formations; Asiatic Mode of Production; Oriental Despotism; Feudalism; the concept of the Segmentary State (4 hours, AK)
5. Northern Indian polities: The Rajputs; the Sultanate; regional kingdoms (4 hours, AK)
6. South Indian states: Cholas; Vijayanagara empire; the legacy of Vijayanagara (4 hours, AK)
7. The Mughal State: Understanding the Mughal Empire in the Asian context; centralized bureaucratic state or decentralization of power? (4 hours, AK)
8. 'Collapse' or decentralization in the eighteenth century? (8 hours, SS)
9. The Colonial State: from Company rule to British Raj: structures and ideologies of governance, nationalism and decolonization. (10 hours, SS)
10. The nation state after independence and partition: legacy of colonialism, elements of continuity and change in the exercise of political power. (6 hours, SS)

Suggested Readings

1. J. F. Richards (ed.), *Kingship and Authority in South Asia* (Delhi, OUP, 1998)
2. Romila Thapar, *The Penguin History of Early India: From the Origins to AD 1300* (Penguin, 2001)
3. Romila Thapar, *Cultural Pasts: Essays in Early Indian History* (Delhi, OUP, 2000)
4. *The Oxford India Kosambi* edited by B. D. Chattopadhyaya (Delhi, OUP, 2009)
5. R. S. Sharma, *India's Ancient Past* (Delhi, OUP, 2008)

6. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century* (Delhi, Pearson-Longman, 2009)
7. Kautilya's *Arthashastra* (available in English and other languages)
8. Irfan Habib, *The Agrarian System of Mughal India* (2nd revised edn. Delhi, OUP, 1999)
9. Meena Bhargava (ed.) *Exploring Medieval India Part I and II* (Orient Blackswan, 2010)
10. Harbans Mukhia, *The Mughals of India* (Blackwell Publishing, Indian reprint 2005).
11. Muzaffar Alam and Sanjay Subrahmanyam, *The Mughal State, 1526-1750*, (Delhi, OUP, 2000)
12. Muzaffar Alam and Sanjay Subrahmanyam, *Writing the Mughal World: Studies in Political Culture* (Ranikhet, Permanent Black, 2011)
13. Burton Stein (ed) *Essays on South India* (New Delhi, Vikas Publishing House, 1976).
14. Hermann Kulke (ed), *The State in India 1000-1700* (New Delhi, OUP, 1995)
15. Sumit Sarkar, *Modern India 1885-1947* (New Delhi, Macmillan India, 2000)
16. Partha Chatterjee, *The Nation and its Fragments* (Princeton University Press, 1993). Also included in *The Partha Chatterjee Omnibus* (Delhi, OUP, 1999)
17. C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion* (New Delhi, OUP, 1992)
18. Nicholas Dirks, *The Hollow Crown* (Delhi, Orient Longman, 1998)
19. *Subaltern Studies* Vols. 1-10, Boxed set of Paperback volumes (Delhi, OUP)
20. Eric Stokes, *The English Utilitarians and India* (Delhi, OUP paperback, 1989, 1st published, 1959,)
21. Radhika Singha, *A Despotism of Law: Crime and Justice in Early Colonial India* (Delhi, OUP, 2000)
22. Seema Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India 1770-1830* (Delhi, OUP, 1995)
23. Seema Alavi (ed), *The Eighteenth Century in India* (Delhi, OUP, 2002)
24. P.J. Marshall (ed), *The Eighteenth Century in Indian History: Evolution or Revolution?* (New Delhi, OUP, 2003)
25. Sanjay Sharma, *Famine, Philanthropy and the Colonial State: North India in the Early Nineteenth Century* (Delhi, OUP, 2001)
26. Michael H. Fisher, *A Clash of Cultures: Awadh, the British and the Mughals* (New Delhi, Manohar, 1987)
27. Michael H. Fisher (ed), *The Politics of British Annexation of India 1757-1857* (Delhi, OUP, 1996) Paperback.
28. Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 2000)
29. Ranajit Guha, *The Small Voice of History* (Permanent Black, 2009)
30. Ranajit Guha, "Dominance without Hegemony and its Historiography" in Ranajit Guha (ed), *Subaltern Studies*, Vol, VI (Delhi, OUP, 1989), pp. 210-309.
31. Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self under Colonialism* (Delhi, OUP, 1983)
32. Mohandas K. Gandhi, *Hind Swaraj* (1908, various editions, also available online)
33. Dharma Kumar, *Colonialism, Property and the State*, (Delhi, OUP, 1998)
34. Thomas R. Metcalf, *The New Cambridge History of India: III.5, Ideologies of the Raj* (Cambridge, CUP, Indian edition, 1998)

35. David Arnold, *The New Cambridge History of India: III.5, Science, Technology and Medicine in Colonial India* (Cambridge, CUP, Indian edition, 2000)
36. Gyan Prakash, *Another Reason: Science and the Imagination of Modern India* (New Delhi, OUP, 2000)
37. Indivar Kamtekar, "A Different War Dance: State and Class in India 1939-1945", *Past and Present*, Number 176, August, 2002, pp. 187-221.
38. Bipan Chandra, *India since Independence* (Penguin, 2008), Paperback.
39. Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy* (Picador India, 2008)
40. Nicos Poulantzas and James Martin, *The Poulantzas Reader: Marxism, Law and the State* (Verso, 2008)
41. Special issue on the everyday State in India and Pakistan, 1947-1970 in *Modern Asian Studies*, Vol. 45, Part I, January 2011.

Fiction Titles

1. Rabindranath Tagore, *The Home and the World* (Wisdom Tree, 2009)
2. Shrilal Shukla, *Raag Darbari* (published in Hindi by Rajkamal Prakashan) English translation published by Penguin Books.
3. Saadat Hasan Manto, *Toba Tek Singh* (Penguin India), Paperback.
4. George Orwell, *1984* (Rupa, 2010), Paperback.
5. Phaniswar Nath Renu, *Maila Aanchal* in Hindi published by Rajkamal Prakashan (in English *The Soiled Border*, Chanakya Publications)
6. Rahi Masoom Reza, *Aadha Gaon* in Hindi published by Rajkamal Prakashan (translated by Gillian Wright as *A Divided Village*, Penguin Books India Pvt. Ltd.)
7. Boris Pasternak, *Dr Zhivago* (Random House)
8. Mahasweta Devi's Bengali story *Draupadi* translated by Gayatri C. Spivak in the *The Spivak Reader* (Routledge). Also *Mahasweta Devi Breast Stories* translated by Gayatri C. Spivak (Seagull Books Pvt. Ltd), Paperback.
9. Uday Prakash, 'Warren Hastings ka Saand', Hindi story in Uday Prakash, *Paul Gomra ka Scooter* (Delhi, Radhakrishna Prakashan, 1997)

13. Assessment Methodology: **Two take-home assignments (60%), end semester examination (40%)**

14. No. of students to be admitted: **All First Semester MA History Students.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **NA**

APARNA KAPADIA on behalf of SANJAY SHARMA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **The Making of the Modern World MHC-02**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Core course for history; Elective for students in other Programmes.**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Anil Persaud**

8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This is a core course in the MA history programme.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Core for MA history.**
10. A brief description of the Course:
This course surveys the major historical processes, events and actors who shaped and were shaped in the course of the formation of what we understand today as the 'modern world'. As the title suggests there are three central concerns that will run through this course: the word 'making' suggests its methodological concerns (does writing world or global history make sense? If so, how do we go about such a task? Is it possible to write world history from a local perspective?); 'modern' suggest its conceptual concerns (reason and rationality, liberalism, democracy, nation and nationalism, capitalism, design, technology and science, resistance which all together constitute what we understand as constitutive of the 'modern') and 'world' highlights its representational or spatial dimension. Depending on how we configure this world, does it make more sense to speak in terms of 'modernities' and modern worlds as opposed to 'the modern world'? Let it suffice for now to say that the period covered will be from the Haitian Revolution to the present.
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):
Our first aim will be to consider how the movement of people in our period facilitated an exchange of ideas and things that in turn linked places and nature to create what has come to be known as the modern world. Sanjay Subrahmanyam's emphasis on writing 'connected histories' will guide us through our second aim which is to connect aspects of this story that remain underrepresented, such as those that bookend our period of study. And finally, since the making of the modern world was not a smooth process, we will consider historical challenges to its making. Discussions will be enlivened by examples drawn from across the globe, covering the period under study, and will include primary and secondary sources, films and literary materials. In addition to being about the making of the modern world, this course is also aimed at developing students' awareness of the tools and skills used in the practice of the historian's craft. Towards this end every attempt will be made to enable the student to situate the making of the modern world both theoretically and historically. Students should end the term interested in historical themes and ideas other than the making of the modern world. Central to any history course is the place and constitution of the archive. Close attention will be paid to the materials used by scholars to develop their arguments in the texts to be read and will therefore a) act as an introduction to the wide and always increasing array of archival materials available to study any given topic and b) emphasize the fact that

an historian's task is to first and foremost define and justify her archive. Our hope is that students will go away from this course interested in continuing their studies in history. Notwithstanding, students will be encouraged to develop their academic reading and writing skills as well as their capacity for critical engagement regardless of the subject.

Modules: 1) Knowledge Production: history of the social sciences and its contribution to the making of the modern world. 2) Modern political ideologies: the emergence specifically of globalization and liberalism; 3) Design: history of design and how ideologies are communicated through this medium; 4) Technology for commodity production: the history of technology and its link to the industrial revolution and mass production; 5) revolutions, wars and movements: the history of the inter-linkages between the three and a comparison over time with a specific historical attention to the psychological history of control of the masses.

This course will include guest lectures by faculty within and from outside of AUD.

Sample readings: Robert Paul Wolff, "What Good Is a Liberal Education?"
Enrique Dussel, "Eurocentrism and Modernity" and "Europe, Modernity, and Eurocentrism";
Walter D. Mignolo, "The Geopolitics of Knowledge";
Buck-Morss, Giddens, "Hegel and Haiti";
Anthony Giddens, "The Consequences of Modernity"
Andrew Vincent, *Modern Political Ideologies* – "The Nature of Ideology"
Louis Althusser, *On Ideology*
Michel Foucault, *The Birth of Biopolitics*
Henri Lefebvre *The Production of Space*;
Eugene J. McCann, "Race, Protest and Public Space: Contextualizing Lefebvre in the US City";
Doreen Massey, "Politics of Space/Time"
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*
Karl Marx, *Capital* Volume one, Chapter One: "Commodities"
Adam Mckeown, "Global Migration, 1846–1940" *Journal of World History*, Vol. 15, No. 2. University of Hawai'i Press, 2004
Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*
Guido Frison, "History of Technology"
Frantz Fanon, "Concerning Violence". David Livingstone Smith, *Less Than Human: Why We Demean, Enslave, and Exterminate Others*;
Eric Hobsbawm, *Age of Revolution*
Vijay Prashad, *Arab Spring, Libyan Winter*

13. Assessment Methodology: Assessments will be on an ongoing basis and comprise of the following: In-class participation (including introducing readings), 15%; 2) Class group presentations and written submission of short written essay, 20%; 3) , Longer essay 30%, and 4) Final take home exam 35%

14. No. of students to be admitted: Maximum : **Compulsory for all Students admitted to Masters in History**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Power, Culture and Marginality**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**

7. Course Team: (coordinator, team members etc.) **Dr. Anil Persaud, Dr. Dharitri Narzary, Dr. Shailaja Menon and Dr. Tanuja Kotiyal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **The notion of power reflects social sanctities and leads to marginalization. This course attempts to critique dominant discourses of knowledge formation and understand alternative voices which challenge this hegemony. The resources used for the course, textual, audio-visual provides a wide array of materials for the students to engage with the course.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Core Course**
10. A brief description of the Course: **The course module will try to reflect on historical processes that play an important role in marginalizing people or community, and how inadvertently the very processes generate cultural and political consciousness in the margins. Power cannot be reduced to just the exercise of political authority but is also reflective of social sanctions and sanctities. In its dispersal, power leads to the formations of multiple marginalities of sex, gender, class and caste. History has witnessed numerous revolutions and counter-revolutions which has lead to a critique of the meta-narratives of history. This course aims to question the paradigm of “Othering” and dissect the politics of cultural imperialism. In doing so it would be pertinent to understand how, in the first place, the ‘other’ is created and how its relation to the larger society is shaped in the process. The idea is to highlight the complex process of ‘acculturation and assimilation’ that leads to determining power equation between the dominant and the ‘other’. The intent is to enable students to develop critical perspectives on the ways in which cultural differentiation and ethnic formulations have been used to maintain ‘power’ and justify inequalities and injustices. The themes chosen for this section involve minorities; religious, linguistic, sexual, and physically disadvantaged, indentured labour and deprivation and exclusion arising out of caste/tribe based hierarchies.**
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **It is a core course for History students but is open to students of other disciplines**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
Possible Themes

- **Revisiting Concepts: Power, Culture and Marginality**
- **Creating the ‘Other’**
- **The Reaction from the Margins-Resistance to Dominant Narratives in the form of Literature, Music, Myths etc.**
- **The Nature of the Alternative Discourse- Autobiographies, Films, Narratives.**

Brief Bibliography:

- 1) Kancha Illiah: Why I am Not a Hindu: A [Sudra](#) critique of [Hindutva](#) philosophy, Culture and Political Economy(Calcutta: Samya, 1996)
- 2) Kancha Illiah: Post Hindu India, Sage 2010
- 3) Amartya Sen: Development as Freedom, OUP, 1999
- 4) Foucault: The History of Sexuality, (3 Volumes), London, Penguin
- 5) Meera Radhakrishan: Dishonoured by History, Orient Longman, Hyderabad, 2001
- 6) Badri Narayan: The Emergence of the Dalit Public in North India, OUP 2011
- 7) Maria Ceoti: Retro Modern India: Routledge, 2010
- 8) Kalpana Kannabiran: The Violence of Normal Times
- 9) Subaltern Studies, Vol XI
- 10) Documentaries: a) India Untouched Directed by Stalin, b) Shit and c) Notes from the Crematorium directed by R Amudhan
- 11) Films: ‘Jahaji Music: India in the Caribbean’, Surabhi Sharma; and 1 of: ‘Rebel Music: The Bob Marley Story’, Jeremy Marre, or, ‘Time will tell’, Declan Lowney.
- 12) Clem Seecharan. *Bechu: Bound Coolie Radical in British Guiana 1894-1901*.
- 13) Harold Sonny Ladoo, No Pain like this Body, both the novel as well as the radio play for the BBC (which I have), produced by David Dabydeen.
- 14) Kathinka Sinha-Kerkhoff (ed.); Ellen Bal, Alok Deo Singh (translators). *Autobiography of an Indian Indentured Labourer. Munshi Rahman Khan (1874-1972)*. Jeevan Prakash/Shipra Publications.
- 15) Walter Rodney. *A History of the Guyanese Working People, 1881-1905*.
- 16) Lal, Brij V.; Munro, Doug; Beechert, Edward D. (editors). *Plantation Workers: Resistance and Accommodation*. University of Hawaii Press.

- 17) Manuel, Peter. *East Indian Music in the West Indies: Tan-Singing, Chutney, and the Making of Indo-Caribbean Culture*. Philadelphia: Temple University Press, 2000. Otherwise,
- 18) P. Manuel, "Transnational Chowtal: Bhojpuri Folk Song from North India to the Caribbean, Fiji, and Beyond" Available from muse.jhu.edu, 2009.
- 19) Shalini Puri Editor, *Marginal Migrations: The Circulation of Cultures within the Caribbean* (Macmillan, 2003).
- 20) Aisha Khan, "Sacred Subversions? Syncretic Creoles, the Indo-Caribbean, and 'Culture's In-between'" *Radical History Review* - Issue 89, Spring 2004, pp. 165-184
- 21) Prabhu P. Mohapatra. "The Politics of Representation in the Indian Labour Diaspora: West Indies, 1880-1920" At: <http://www.indialabourarchives.org/publications/prabhu2.htm>
- 22) Marina Carter. *Voices from Indenture: Experiences of Indian Migrants in the British Empire*. Leicester Univ Press, 1996. (New Historical Perspectives on Migration)
- 23) Virginius Xaxa, 'Transformation of Tribes in India: Terms of Discourse', *Economic and Political Weekly*, Vol. 34, No. 24, 1999.
- 24) Virginius Xaxa, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, No.51, 1999.
- 25) P.N. Luthra, 'North-east Frontier Question in Assam', *Economic and Political Weekly*, Vol. 27, No. 20/21, 1992. Agency Tribes: Impact of Ahom and British Policy', *Economic and Political Weekly*, Vol.6, No. 23, 1971.
- 26) K.N. Panikkar, *Colonialism, Culture and Resistance*, OUP, Delhi, 2007
- 27) Charles Taylor (ed.), *Multiculturalism*, Princeton Univ. Press, 1992
- 28) J.E. Hobsbawm, *Nations and Nationalism Since 1780: Programme, Myth, Reality*, Cambridge University Press, 1992.
- 29) Sir Edward Gait, *A History of Assam*, Surjeet Publications (Third Indian Reprint), 2006.
- 30) Rev. Sidney Endle, *The Kacharis*, Cosmo Publications, Delhi, 1975

31) Suniti Kumar Chatterji, *Kirata-Jana-Krti: The Indo-Mongoloids - Their Contribution to the History and Culture of India*, The Asiatic Society, 1974

32) Charan Narzary, *Dream for Udayachal and the History of the Plains Tribal Council of Assam (PTCA, 1967-93)*, N.L. Publications, Guwahati, 2011

33) Yasmin Saikia, *Framgeded Memories: Struggling to be Tai-ahom in India*, Duke University Press, 2004.

34) B.G. Verghese, *India's Northeast Resurgent: Ethnicity, Insurgency, Governance, Development*, Konark Publishers, Delhi, 2002 (Third edition).

13. Assessment Methodology: **Written Assignments 30%, Midterm Examination 30% and Project 40% (30% for the Report and 10% for Presentation)**

14. No. of students to be admitted: **Compulsory Paper for the MA History Students**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Audio- Visual resources**

Dr. Anil Persaud, Dr. Dharitri Narzary, Dr. Shailaja Menon and Dr. Tanuja Kotiyal (Course Team)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Problems of Historical Knowledge (MHC04)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History programme, but may opted by other MA students.**
4. Level at which the course can be offered: **Masters (MA)**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Denys P. Leighton (coordinator). MS 2012 course team members: Dhiraj Nite, Anil Persaud, Sanjay Sharma**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course introduces students to philosophy of history—that is, to critical issues about historical evidence, analysis and interpretation. Since undergraduate History students are allowed few opportunities to explore philosophy of history or historiography in depth, PHK is offered as a core/compulsory course. It should be taught by a team of faculty members who are prepared to teach about different styles, approaches and methods, not only about various historical subjects, themes, regions, periods, era, etc. The course units are taught as ‘case studies’ that can be changed in each iteration of the course. The course can be taught by the AUD faculty, but visiting lecturers could also be brought in for particular course units. There need not be a permanent ‘team’ of teachers, and the course could benefit from reconstitution of the team every two or three years. No special teaching resources are necessary.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Compulsory for MA History, may be opted by other MA students.**

10. A brief description of the Course:

This course focuses on questions and problems involved in historical research and writing and reviews various formulations of historical method, giving special attention to the development of historical science during the nineteenth and twentieth centuries. The course familiarizes students with seminal ideas of modern philosophy that have influenced the development of the social sciences in general and history in particular. While the first unit of this course explores theory and philosophy of history, subsequent modules deal with particular examples of the

making of historical knowledge and illustrate how understanding of ‘historical reality’ has changed or been challenged by new discoveries or approaches. Another purpose of these case studies is to illustrate how historical facts and ‘discoveries’ gain different significance over time and are dependent on different social and political contexts of interpretation.

11. Specific Requirements on the part of students who can be admitted to this course (pre requisites or prior knowledge level etc.): **None.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Unit 1. The historian and her problems: overview of philosophical-methodological issues (Prof. D. Leighton: 7 – 30 August).

Beginnings of historical understanding and writing – Myth, epic and history: ‘imaginative’ and ‘factual’ accounts of past – History and its auxiliary disciplines: philology, archaeology, geography – The thresholds of scientific history: inductivist, historicist, positivist, historical materialist and other approaches to historical science in the 19th century – Key developments in history and social science during the 19th and 20th centuries – All the world’s a text: history and the linguistic turn.

UNIT READINGS:

- Carr, E. H., *What Is History?* (London: Penguin Books, 2006)
Collingwood, R. G., *The Idea of History*, revised edition (OUP, 1994)
Hobart, Michael E., ‘The Paradox of Historical Constructionism’, *History and Theory*, 28/1(1989), pp. 43-58.
Mink, Louis O., ‘The Autonomy of Historical Understanding’, *History and Theory*, 5/1 (1966), pp. 24-47.
Nora, Pierre (ed.), *Rethinking France: Les lieux de mémoire*, Vol. 1 (Chicago: Univ. of Chicago Press, 1999)
Rao, V. N., D. Schulman and S. Subramanyam, *Textures of Time: Writing History in South India, 1600-1800* (Delhi: Permanent Black, 2001)
Scott, Joan W., *Gender and the Politics of History*, revised edition (New York: Columbia UP, 1999)

Unit 2. History and ‘The People without History’ (Dr. A. Persaud: 4 September – 4 October).

This module foregrounds the following questions: What are the implications of having a history? How has the very idea of history produced peoples without histories? When is it efficacious to have history? What are the methodological concerns of the researcher studying a people without history? Is there an ethical dimension to such studies? We will enter these questions by focusing on the following texts and films:

- (1) *Europe and the People without History* by Eric Wolf. This study challenges the long-held anthropological notion that non-European cultures and peoples were isolated and static entities before the advent of European colonialism and imperialism. These societies encountered in ‘early modern’ times by Western colonizers--Wolf refers to the former ironically as ‘the People Without History’--possessed perpetually changing cultures and were indeed intertwined in the processes of the pre-Columbian global economic system.
- (2) Richard Price’s *First-Time: The Historical Vision of an African American People*. Price’s books ‘studies the Saramaka people of Suriname, a population whose way of staying alive has been to disperse what is in effect a secret knowledge of what they call First-Time throughout the groups; hence First-Time, i.e., eighteenth-century events that give the Saramakas their national identity, is circumscribed, restricted, and guarded. . . . When Price asks “the basic question of whether the publication of information that gains its symbolic power in part by being secret does not vitiate the very meaning of that information,” he tarries very briefly over the troubling moral issues, and then proceeds to publish the secret information anyway’ (Edward Said in a review of the book);
- (3) James Scott’s *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. This book is a pioneering synthesis of literature about the peoples of Southeast Asia who have partially or with some success resisted incorporation into states. Scott considers why people would deliberately and reactively remain stateless. For two thousand years the disparate groups that now reside in *Zomia*--a mountainous region the size of Europe that consists of portions of seven Asian countries--have fled the projects of the organized state societies that surround them: slavery, conscription, taxes, corvée labor, epidemics, and warfare. How have they done this, and what have been the costs and benefits of remaining outside of “civilization”? What other histories could be written with Scott’s as a model? ;
- (4) *Eer - Stories in Stone*, directed by Shriprakash, is a documentary film that attempts to document the unwritten histories of the tribal people in India and explore the ways in which these communities have understood, recorded and kept alive their histories, with little access to the written word on the one hand and a complete absence from mainstream history on the other;
- (5) *Bury me Standing: The Gypsies and their Journey* by Isabella Fonseca. Fonseca’s book reminds us that peoples without histories have resided within Europe for many centuries. The Roma--as the Gypsies prefer to refer to themselves--have always intrigued and fascinated, partly because of their mysterious origins, and partly because of the romance of nomadism. But because they resist assimilation, having survived as a distinct people for over a thousand years, they have also been objects of other people’s nationalism and xenophobia, enduring the Nazi Holocaust and the subsequent communist regimes.

Unit 3. India ‘1857’: mutiny, rebellion or national freedom struggle? (Dr. S. Sharma: 9 October – 1 November).

The 1857 rebellion and its historiography has played a significant role in the imagination and shaping of modern Indian history. As one of the biggest popular uprisings against colonialism in modern times it provides a very useful entry point into an investigation of India’s varied past. Described variously as a sepoj mutiny, the first war of independence, nationalist revolt, civil

rebellion and popular unrest, a close study of '1857' enables us to explore a range of archival sources and modes of historical enquiry.

UNIT READINGS:

Bayly, C. A., *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*, Delhi, OUP, 1998 (Chapter on 1857).

Bhadra, Gautam, 'Four Rebels of Eighteen Fifty-Seven' in Ranajit Guha ed. *Subaltern Studies*, IV, Delhi, OUP 1985.

Bhattacharya, S, ed. *Rethinking 1857*, New Delhi, Orient Longman, 2007.

Deshpande, Prachi, 'The Making of an Indian Nationalist Archive: Lakshmbai, Jhansi and 1857', *Journal of Asian Studies*, 67/3 (August, 2008), pp. 855-879.

Farooqui, Mahmood, ed. and transl., *Besieged: Voices from Delhi 1857*, New Delhi, Viking, Penguin Books, 2010.

Joshi, P.C., ed., *Rebellion 1857*, PPH, 1957, NBT Reprint, New Delhi, 2007.

Mukherjee, Rudrangshu, *Awadh in Revolt 1857-1858*, Delhi, OUP, 1984.

Pati, Biswamoy, ed., *The 1857 Rebellion*, New Delhi, OUP, 2007.

Roy, Tapti, *The Politics of a Popular Uprising: Bundelkhand in 1857*, Delhi, OUP, 1994.

Savarkar, V.D., *The Indian War of Independence of 1857*, London, 1909.

Stokes, Eric, *The Peasant Armed: the Indian Rebellion of 1857*, edited by C.A. Bayly, Delhi, OUP, 1986.

Unit 4. Memory and history (Dr. D. Nite: 6 - 20 November).

'History survives as social activity only because it has a meaning for people today. The voice of the past matters to the present. But whose voice or voices are to be heard?' So asks Paul Thompson (2000: iv). In response to such a question and with a view to the democratisation of history, oral history and memory studies have developed since the 1960s. Memories provide source materials, a cultural register, and a fountain of social action. Today's theorists of oral history are sensitive to the danger of collecting social myths in pursuit of memorial accounts. Scrutiny of memorial evidence becomes necessary in order to check its veracity and to identify what Alessandro Portelli (1991) describes as the specific significance or strength of oral testimonies. Luisa Passerini (1992) proposes the comparative reading of memorial testimonies

against each other and against the written record. Through the 'historiology' of the popular, we can access the historical sense, code of logic and rationale of the informant (Nite and Stewart, 2012). In the end, memorial evidences need to be regarded for their epistemic significance: what do these traces of memory as 'past' tell us about the person who 'knows' this past, and what precisely is it that we learn about the teller of a memory? The memory and history unit dwells on the issues raised above.

UNIT READINGS:

Amin, Shahid, *Event, Metaphor, Memory: Chauri-Chaura 1922-1992*, OUP, 1996.

Dennis, Phillipe, *Oral History in a Wounded Country: Interactive interviewing in South Africa* (Scottsville, South Africa: University of Kwa-Zulu Natal Press, 2008).

Nite, Dhiraj, and Paul Stewart, *Mining Faces: an oral history of the southern African mining people, 1952-2012* (Johannesburg, South Africa: Jacana press, 2012).

Passerini, Luisa, 'A Memory for Women's History: Problems of Method and Interpretation', *Social Science History*, 16/4 (1992), pp. 669-692.

Idem., *Europe in Love, Love in Europe* (New York: New York Univ. Press, 1999).

Idem., 'A Passion for Memory', *History Workshop*, 72 (Autumn, 2011).

Portelli, Alessandro, *The Death of Luigi Trastulli and other stories: form and meaning in oral history* (New York: NYU Press, 1991).

Thompson, Paul, *The Edwardians: the Remaking of British Society* (London: Weidenfeld and Nicolson, 1975).

Idem., *The Voices of the Past* (Delhi: OUP, 2002).

13. Assessment Methodology: Assessments as essay-answers can be set for all or most of the course units. An end-semester examination may be given. Therefore, 3-4 assessments of roughly equal weightage may be set.

14. No. of students to be admitted: **Compulsory for all students of Masters in History .**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **None.**

Denys P. Leighton

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Indian Nationalist Movement (MHE01)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: **Salil Misra. Some lectures by outside experts may also be organized.**
8. Rationale for the Course: **The course focuses on the closing decades of the 19th and the first half of the 20th century. It deals with the dismantling of the colonial structure and the establishment of independent modern political structure in India. At a broader level, it engages with two major themes of the modern world – transition to modernity and the transformation of social structures in post-colonial societies. It deals with the first themes at some length and gives a broad outline of the starting of the second. The course therefore has a contemporary relevance.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **As of now it is part of the MA programme in History. But it can be taken by students of other masters programmes.**
10. A brief description of the Course:

The course follows a thematic approach instead of a chronological one. It focuses on the basic attributes of the national movement. The idea is to treat it as an important building block in the

making of modern India. The various details of the national movement are geared towards this end.

The Indian National Movement has a very rich and comprehensive historiography. Therefore all the major themes will be discussed in the light of different perspectives that have developed on and around the national movement. The richness of historical data and the plurality of perspectives is reflected in the teaching of the course.

Certain crucial and related themes of modern India that have impinged on the national movement have been kept out of the course as far as possible. Therefore themes like communalism, peasant movements, making of the Indian labour movement, the caste movements, communist movement and the partition of India will be treated in a very superficial manner in the hope that we would develop separate four-credit courses on each of them. These themes will be brought into the discussion only where they were entangled into the national movement.

**11. Specific Requirements on the part of students who can be admitted to this course:
The course can be taken up by any Masters student.**

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): **The teaching of the course is organized around the following sub-themes:**

1. Background and Setting

(A general theoretical overview of nationalism; the context of 19th century India; making of a nation of Indian people; early expressions of nationalism in the realm of culture; economic nationalism; formation of the Indian National Congress)

2. Indian Nationalist Movement: Essential Attributes

(Basic components of the movement and the changes that came about in the trajectory of the national movement – political objectives, strategy, ideological orientation, leaders and the masses, social base and class character, long-term dynamics)

3. Range of Activities

- Agitational Politics – Swadeshi (1905), Non-cooperation movement (1920-22), civil disobedience (1930-34), Individual Satyagraha (1940) and Quit India (1942).
- Constructive Programme
- Constitutionalism (Moderate politics, Swarajism, Nehru Report, Congress governments in provinces, Cabinet Mission)
- Ideological Spectrum Within (Left-Right divide within Congress, potentialities of an ideological transformation of Congress and of the National Movement in a leftist direction; The range of the nationalist spectrum (revolutionary terrorists – Communists and Socialists – mainstream Congress leadership – Liberals)

4. Social Dimensions and Legacies

- National Movement and the Classes – Workers, peasants, landlords and the capitalists.
- Entanglement with questions of caste, gender, language and religion
- National Movement and the minority question
- Shortcomings and weaknesses
- Legacies (Secularism, foreign policy, civil liberties, making of the nation, pluralism, democracy, developmental perspective, etc.

Essential Readings

A.K.Gupta (ed.), *Myth and Reality: Struggle for Freedom in India, 1945-47*, New Delhi, 1987.

A.R.Desai, *Social Background of Indian Nationalism*, Bombay, 1948.

Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late Nineteenth Century*, Cambridge, 1968.

Bipan Chandra et.al, *India's Struggle for Independence, 1857-1947*, New Delhi, 1988.

Bipan Chandra, *Indian National Movement: The Long-term Dynamics*, New Delhi, 1988.

Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1987.

C.A.Bayly, *Origins of Nationality in South Asia*, Oxford.

D.A.Low (ed.), *Congress and the Raj*, London, 1977.

D.A.Low (ed.), *Indian national Congress: Centenary Hindsight*, Oxford 1998.

J.Gallagher, G.Johnson, A.Seal (ed.), *Locality, Province and Nation: Essays on Indian Politics, 1870-1940*, Cambridge, 1973.

R.P.Dutt, *India Today*, New Delhi, 1947.

Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Oxford, 1993.

Sekhar Bandyopadhyay, *Indian Nationalist Movement: A Reader*.

S.R.Mehrotra, *Emergence of Indian National Congress*, Delhi, 1971.

Sucheta Mahajan, *Independence and Partition*, New Delhi, 2000.

Sumit Sarkar, *Modern India, 1885-1947*, New Delhi, 1983.

Sumit Sarkar, *A Critique of Colonial India*.

Tarachand, *History of the Freedom Movement in India*, (in four volumes), Delhi, 1961.

Tom Nairn, *The Break-up of Britain: Crisis and Neo-Nationalism*, London, 1977.

13. Assessment Methodology: **The assessment is based on two take home written assignments with a weightage of 30% each and a term-end written examination with 40% weightage.**
14. No. of students to be admitted: **should not exceed 50.**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **None**

Salil Misra

Note:

1.Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2.In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Urbanization in India (MHE02)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA**
4. Level at which the course can be offered: Pre Doctoral / Masters / PG Diploma / BA Hons. / Diploma / Certificate **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Coordinator-Dr. Shailaja Menon**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The massive expansion of urban space needs to be historicized and critiqued. Many institutions do not offer a specialized course on urban studies. There are sufficient resources-textual and audio-visual for the course. Wherever required, outside experts will be contacted to deliver lectures.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Part of MA History Program-Optional Course.**
10. A brief description of the Course:
The process of urbanization entails tremendous pressure on the scarce natural resources leading to violent conflicts and environmental degradation. Sustainable urbanisation is a process by which urban settlements contribute to environmental sustainability in the long term. Such urbanisation would require conservation of non-renewable resources, mass-scale deployment of renewable resources, and a reduction in the energy-use and waste-production per unit of output/consumption. Moreover, the pattern of urban growth should facilitate a fair distribution of resources, both within the present generation and between present and future generations. Finally, we need to be aware at all times that environmentally sustainable cities must also be vibrant economic and social agglomerations – environmental sustainability is meaningless in an economic/social wasteland.
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None.**
12. Following are the Course Details(Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) Methodology-{Socio-Cultural, Political, Economic and Geographical Aspects}

- 1) Structural Overview-{Settlements and Spatiality, Pre-Industrial and Industrial Cities, Pre-Colonial and Colonial Forms, The Transformation from Shahjahanabad to New Delhi as an illustration}
- 2) Habitats and Violence-{Rural-Urban Fringe, Governance Policies, Migration Patterns, Provisioning of Resources}
- 3) Globalization and Emergence of New Models of Habitats-Areotropolis

Selected Bibliography

- 1) Indu Banga, **The City in Indian History: Urban Demography, Society and Politics**, (ed), Manohar 1994
- 2) Mariam Dossal, **Imperial Designs and Indian Realities: The Planning of Bombay City 1845-1875**, OUP, 1996
- 3) Sujata Patel and Alice Thorner, **Bombay: Metaphor for Modern India**, (ed) OUP, 2003
- 4) Ashutosh Varshney **Ethnic Conflict in India**, Sage, 2002 -2 copies
- 5) Anthony King, **Colonial Urban Development: Culture, Social Power and Government**, Routledge and Kegan Paul, London, 1976
- 6) Anthony King 'Conceptualizations about Colonial Cities', **Colonial Cities: Essays on Urbanism in a Colonial Context**, Leidan, 1985
- 7) **SARAI Readers**
 - a) The Public Domain
 - b) The Cities of Everyday Life
- 8) Lewis Mumford, **The City in History**, Penguin, 1976
- 9) V.T.Oldenburger **The Making of Colonial Lucknow**, Princeton University Press, 1984
- 10) Narayani Gupta, **Delhi Between Two Empires, 1803-1931: Society, Government and Urban Growth**, OUP, 1981
- 11) Gillian, **Ahmedabad: A Study in Indian Urban History**, CUP
- 12) Amitabh Kundu and Darshini Mahadevia (ed) **Poverty and Vulnerability in a Globalizing Metropolis: Ahmedabad**, Manak Publications
- 13) Ghanshyam Shah et al (ed), **Development and Deprivation in Gujarat, Essays in Honour of Jan Breman**, Sage, 2002

14) Mariam Dossal, **Theatre of Conflict: City of Hope, Bombay/Mumbai 1660 to Present Times**, OUP, 2010

15) Kushal Deb and Sujata Patel (ed) **Urban Sociology**, OUP, 2006

16) Smriti Srinivas, **Landscapes of the Urban Memory: The Sacred and the Civic in India's High-Tech City**, University of Minnesota Press, 2001.

13. Assessment Methodology: **Book Review, Written Assignments and End Term Examination**

14. No. of students to be admitted: **Since it is an optional paper, any interested student can opt from any discipline**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Audio-Visual Resources**

Dr. Shailaja Menon

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

1. Title of the Course: **MHE-03: THE MAKING OF MODERN PUNJAB**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): **Semester-long course offered in Monsoon Semester**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Yogesh Snehi**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course offers historical insights into the study of regions in India. It transcends the territoriality of nation-states and foregrounds the study of Punjab as a significant region of South Asia. Besides AUD library's large collection of literature, NMML and Bhai Vir Singh Library offer useful reference resources for this course. There is also a sizeable presence of Scholars working on Punjab who can enrich the delivery of pedagogy.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **It is a full time optional/elective course**
10. A brief description of the Course:

The course on 'The Making of Modern Punjab' seeks to give an overview of significant historical processes that are crucial to an understanding of contemporary Punjab. Although seemingly specific to a region in India, this paper shall try to comprehend the medieval and modern state formations of 'greater Punjab' which constituted a significant region of South Asia and underline the processes which led to its partition in 1947. It begins with a discussion on the need to understand 'Regions', with special emphasis on Punjab and through a long-term perspective and draws a broad trajectory from medieval to contemporary social and economic formations.
11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.): **There are no pre-requisites for this course.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

It is pertinent to note that Punjab had some unique features of state formation owing to its frontier geographic location and its significance for trade and agrarian expansion. The region was also a buffer zone against the devastating influence of Mongols on the one hand and Afghans on the other. This not only ensured continual engagement of Delhi with the region but also determined the nature of medieval state formation. Colonial engagement with the region was thus a continuation of this complex process of consolidating British influence in the province through a dominant engagement with the *zamindars* and native elites in the newly established canal colonies, and transforming the region into a garrison state. The region, however, continued to articulate counter-hegemonic traditions in the form of dissent and martyrdom which was articulated through heroic sacrifices, folk ballads and narratives, representing three major devotional strands of its social formation *Nath-Bhakti* traditions, Sufism and Sikhism.

This course also lays emphasis on locating the rise of Sikhism in the medieval Indian milieu which was already influenced by the social critique of *Nathpanthis*, *Bhaktas* and the mystic ideology of Sufism. It provides an insight into the process of identity formation in the colonial Punjab which later led to the rise of communal politics and subsequent partition of the province. Even while colonial legitimization of the dominant element in the region created barriers for the engagement of rural classes with nationalist politics, yet Punjab had a major share of political movements of different ideologies; nationalist, socialist, communist, peasant, etc. One significant element of communal politics in the colonial and post-partition Punjab was the creation of binaries between different communities but this did not deter people to go to *sufi* shrines which continue to articulate a unique feature of its lived experience.

Post-partition Punjab(s) (east and west) continue to experience their share of colonial influence which is reflected in region's engagement with nation-state, women, dalits, small peasants and landless labourers. While introduction of Green Revolution in the east Punjab ensured food security, over-capitalisation, large-scale use of pesticides and insecticides, and dependence on hybrid seeds has wrecked havoc for its agrarian economy leading to rural and urban distress and the rise of turbulent phase of militancy in the region. This distress has propelled desperate immigration of large number of Punjabis to destinations outside India in search of gainful employment and perpetuated the implications of diasporic influence on the region.

This course thus tries to comprehend the complexities of contemporary Punjab through following broad themes;

- Why Understand Region? Readings on Historiography
- Medieval Bhakti/Sufi Milieu and the Emergence of Sikhism
- State in Pre-Modern & Colonial Punjab
- Changing Economic Formations
- Identity Formation in Colonial Punjab
- Political Movements in Colonial Punjab
- Communalism, National Struggle for Independence and Partition
- Punjab after Partition
- Contextualizing Martyrdom, Pluralistic Traditions and Lived Experiences

- Caste, Class and Gender in Punjab

This paper shall involve intense discussions and participation in debates on modern Punjab. Readings will be made available to the students in advance and films/documentaries, guest lectures, excursions, etc. will also constitute a significant component of course pedagogy.

SUGGESTED READINGS

- Alalm, Muzaffar, 2001, *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, New Delhi: OUP.
- Ali, Imran, 1989, *The Punjab Under Imperialism, 1885-1947*, New Delhi: OUP.
- Banga, Indu (ed), 2000, *Five Punjabi Centuries: Polity, Economy, Society, and Culture, c. 1500-1990*, New Delhi: Manohar.
- Banga, Indu, 1978, *Agrarian System of the Sikhs: Seventeen Fifty-Nine to Eighteen Forty-Nine*, New Delhi: Manohar.
- Bigelow, Anna, 2010, *Sharing the Sacred: Practicing Pluralism in Muslim North India*, New York: OUP.
- Brass, Paul, 1974, *Language, Religion and Politics in North India*, Cambridge: Cambridge University Press.
- Chopra, Radhika, 2010, *Militant And Migrant: Contemporary Politics and Social History Of Punjab*, New Delhi: Routledge.
- Cohen, Stephen Philip, 2004, *The Idea of Pakistan*, Washington D.C.: Brooks Institution Press.
- Datta, Nonica, 1999, *Forming an identity: Social History of Jats*, New Delhi: OUP.
- Dhesi, Autar S. and Gurmail Singh (eds.), 2008, *Rural Development in Punjab: A Success Story Going Astray*, New Delhi: Routledge.
- Eaton, Richard M., 2002, *Essays on Islam and Indian History*, New Delhi: OUP.
- Fenech, Louis E., 2005, *Martyrdom in the Sikh Tradition: Playing the 'Game of Love'*, New Delhi: OUP.
- Gaur, Ishwar Dayal, 2008, *Martyr as Bridegroom: A Folk Representation of Bhagat Singh*, New Delhi: Anthem Press.
- Gaur, Ishwar Dayal, 2009, *Society, Religion and Patriarchy: Exploring Medieval Punjab Through Hir Waris*, New Delhi: Manohar.
- Gill, Sucha Singh, 2001, *Land Reforms in India Vol. 6: Intervention for Agrarian Capitalist Transformation in Punjab and Haryana*, New Delhi: Sage.
- Gilmartin, David, 1988, *Empire and Islam: Punjab and the Making of Pakistan*, University of California Press.
- Grewal, J. S., 2002, *Sikhs of the Punjab*, New Delhi: Cambridge University Press.
- Grewal, J.S. and Indu Banga (eds), 1975, *Early Nineteenth Century Punjab (Translation of Ganesh Das's Char Bagh-i-Punjab)*, Amritsar: Guru Nanak Dev University.
- Grewal, J.S., 1998, *Contesting Interpretations of the Sikh Tradition*, New Delhi: Manohar.
- Grewal, J.S., 2007, *Sikh Ideology, Polity and Social Order: From Guru Nanak to Maharaja Ranjit Singh*, New Delhi: Manohar.
- Grewal, J.S., and Indu Banga (eds.), 1998, *Punjab in Prosperity and Violence 1947-1997*, New Delhi: Manohar.

- Grewal, Reeta and Sheena Pall (eds.), 2005, *Precolonial and Colonial Punjab: Society, Economy, Politics and Culture*, New Delhi: Manohar.
- Hasan, Nurul, 2008, *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, New Delhi: OUP.
- Iraqi, Shahabuddin, 2009, *Bhakti Movement in Medieval India: Social and Political Perspective*, New Delhi: Manohar.
- Iyer, K Gopal and Mehar Singh Manick, 2000, *Indebtedness, Impoverishment And Suicides In Rural Punjab*, New Delhi: Indian Publications.
- Jakobsh, Doris R. (ed), 2010, *Sikhism and Women: History, Texts and Experiences*, New Delhi: OUP.
- Jones, Kenneth W., 2003, *Socio-Religious Reform Movements in Modern India*, New Delhi: Cambridge University Press.
- Judge, Paramjit S. and Gurpreet Bal, 2008, *Reconstructing Identities: Society through Literature*, Jaipur: Rawat.
- Judge, Paramjit Singh, 2005, *Religion, Identity and Nationhood: The Sikh Militant Movement*, Jaipur: Rawat.
- Juergensmeyer, Mark, 1988, *Religion as Social Vision: The Movement Against Untouchability in 20th Century Punjab*, Delhi: Ajanta Publications.
- Linden, Bob van der, 2008, *Moral Languages from Colonial Punjab: The Singh Sabha, Arya Sabha and Ahmadiyahs*, New Delhi: Manohar.
- Lorenzen, David N. (ed.), 1995, *Bhakti Religion in North India: Community Identity and Political Action*, Albany: State University of New York Press.
- Mahajan, Sucheta, 2000, *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage.
- Malhotra, Anshu and Farina Mir (eds.), 2012, *Punjab Re-considered: History, Culture and Practice*, New Delhi: Oxford University Press.
- Malhotra, Anshu, 2004, *Gender, Caste and Religious Identities: Reconstructing Class in Punjab*, New Delhi: OUP.
- McLeod, W. H., 1996, *Guru Nanak and the Sikh Religion*, New Delhi: OUP.
- McLeod, W. H., 2002, *Who Is a Sikh? The Problem of Sikh Identity*, New Delhi: OUP.
- McLeod, W. H., 2007, *Essays in Sikh History, Tradition and Society*, New Delhi: OUP.
- Menon, Ritu and Kamla Bhasin, 1998, *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women.
- Mir, Farina, 2010, *The Social Space of Language: Vernacular Literature in British Colonial Punjab*, Ranikhet: Permanent Black.
- Mohan, Kamlesh, 2006, *Towards Gender History: Images, Identities and Roles of North Indian Women*, New Delhi: Aakar.
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- Parihar, Subhash, 2006, *History And Architectural Remains Of Sirhind: The Greatest Mughal City On Delhi-Lahore Highway*, New Delhi: Aryan Books International.
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- Singh, Pashaura and N Gerald Barrier (eds.), 2001, *Sikh Identity- Continuity and Change*, New Delhi: Manohar.
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- Talbot, Ian, 2006, *Divided Cities: Partition and Its Aftermath in Lahore and Amritsar, 1947-1957*, Karachi: Oxford University Press.
- Tanwar, Raghuvendra, 2006, *Reporting the Partition of Punjab 1947: Press Public and Other Opinions*, New Delhi: Manohar.

13. Assessment Methodology:

Assessment for this course consists of a book-review, a mid-term assignment and an end semester examination, carrying a weightage of 25, 30 and 40 per cent of overall assessment respectively. An additional 5 percent of assessment will be reserved for attendance and class participation.

14. No. of students to be admitted: **N.A.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **NO**

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Global Environmental History: An Introduction (MHE04)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **M. A. in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters Level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) **NA**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal.**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course is a part of a comparative history basket being offered to students of M A in History. Environmental history has grown world over rapidly in the recent decades resulting in exploration of newer and newer themes. Purpose of the course is to familiarize students with these developments and to make them to understand how different societies in different parts of the world interacted with nature. The present day environmental crisis cannot be understood without knowing its historical roots. It makes this course attractive to non-history MA students as well, hence it fits well into the larger institutional vision of interdisciplinary.

The library at present lacks resources for this course but efforts are being made to buy available books quickly. Internet sites like www.jstor will be used extensively to get reading material. The faculty can teach this course without any outside expertise.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **NA**

10. A brief description of the Course:

The course intends to compare environmental changes in different parts of the world. It picks up important themes of environmental history of different continents. While doing this important debates and historiographical trends will be kept in mind. The course starts with discussion on some of the pre-modern patterns of resource uses. It is followed by a discussion of how colonialism and imperialism transformed natural resource uses across the continents. The impact of emergence of global capitalist economy on extraction of natural resources is examined. The course also gives attention to the ideas about nature and environment in different societies and emergence of environmentalism and environmental movements in different parts of the world.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course is designed to provide a broad introduction to the field of global environmental history. The purpose is to introduce students to this rapidly growing field. The course will take up some of the important issues debated by environmental historians. The focus will be on how different societies used and transformed the natural world. In exploring each theme examples will be taken from across the world. Comparison and contrast will be drawn across time, places and cultures. However, the main focus shall remain on the modern period starting roughly from 17th century.

Modules

Theme one: What is environmental history? (4 hours)

- i. Definition, nature and scope
- ii. Why environmental history?

Theme Two: Pre-Modern Use of Natural resources (8 hours)

- i. Indigenous Americans and their economy
- ii. The Little Ice age and European agriculture
- iii. Agricultural Expansion in China under the Qing Dynasty 1644-1911
- iv. Community and resources: debates over use of common property resources

Theme Three: Capitalism, Colonialism and Nature (10 hours)

- i. Ecological Imperialism: America colonized
- ii. Colonizing Small Islands
- iii. Imposing new patterns of resource use on colonies: Plantation in Africa and Latin America, Ranching in Latin America
- iv. Politics of soil erosion and conservation in Africa
- v. Use of natural resources under capitalism: Commercialization of land, forests, and water

Theme Four: Intensification of global resource extraction in 20th century (8 hours)

- i. An Unending Frontier: retreat of forests and grasslands
- ii. Insatiable appetite: Deforestation in tropical rainforests of Southeast Asia and Latin America
- iii. Large Dams: The Tennessee Valley Project in USA and three George dam in China
- iv. New consumerism: How much is enough? Or is there limit to growth?

Theme Five: Urban Explosion and Environmental Crisis (6 hours)

- i. Towns and Cities under early industrialization in Europe
- ii. Water and air pollution, generation and disposal of waste
- iii. Hinterland and cities

Theme Six: Perception of nature in different cultures and societies (10 hours)

- i. The historical roots of our ecological crisis: religion and environment
- ii. The Back-to-land movement and romanticism in Europe
- iii. Wilderness and the American Mind
- iii. Scientific forestry and conservation of forests
- iv. Resistance against denial of access to natural resources by the state in colonies
- v. Wildlife conservation and tourism: America and Africa

Theme Seven: Environmentalism: Ideas and movements (4 hours)

- i. Environmental movements in the west
- ii. The Green Party

- iii. Environmentalism of the Poor
- iv. Radical environmental ideas: biocentrism, eco-feminism, etc.

Theme Eight: World Environmental Politics (4 hours)

- i. Environmental Organizations with global reach: WWF, IUCN
- ii. The Earth Summits
- iii. Politics around climatic change

The course involves 54 hours (roughly 13 weeks) of teaching. There will be one hour discussion on each module which requires 8 hours (2 weeks) more.

Essential Readings:

- Beinart, William, 'Soil erosion, conservationism, and Idea about development: A Southern African Exploration, *Journal of Southern African Studies*, 11 (October 1984)
- Cronon, William, *Nature's Metropolis: Chicago and The Great West*, W. W. Norton, 1992.
- Cronon, William, *Uncommon Ground*, W.W. Norton and Company, 1995.
- Crosby, Alfred, 'Past and Present of Environmental History' *American Historical Review*, 100 (1995) pp. 1177-1189.
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- Gadgil, Madhav and Ramachandra Guha, 'State Forestry and Social Conflict in British India', *Past and Present*, May 1989.
- Grove, Richard, *Green Imperialism*, CUP, 1995.
- Guha Ramachandra and Martinez Alier, *Varieties of Environmentalism*, Oxford University Press, 2003
- Guha, Ramachandra, *Environmentalism: A Global History*, Longman, 1999.
- Guha, Ramachandra, *How Much Should a Person Consume?* Permanent Black, 2006.
- Hardin, Garret, 'The Tragedy of Commons', *Science*, 162(1968).
- Mark, Robert B., *Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial China*, Cambridge University Press, 1998.
- Martinez-Alier, Joan, *The Environmentalism of the Poor*, Oxford University Press, 2004.
- McNeill, J. R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, W W Norton & Company, 2001.
- McNeill, R. 'Observation on Nature and Culture of the Environmental History', *History and Theory*, theme issue 42 (December, 2003).
- Melosi, M. V., *The Sanitary City*, Baltimore , 2000.
- Merchant, Carolyn, *The Death of Nature: Women, Ecology and Scientific Revolution*, Harper and Row, San Francisco, 1980.
- Nash, Roderick, *Wilderness and the American Mind*, Yale University Press, 4th ed. 2001.
- Ostrom, Elinor, *Governance of Commons*, CUP, 1990.
- Richard C. Foltz, 'Is there an Islamic Environmentalism?', *Environmental Ethics*, 22 (Spring 2000), pp. 63-72.
- Richards, J. F. and R.P. Tucker, *Deforestation in the Twentieth Century*, Duke University Press, 1988.
- Richards, J. F., *An Unending Frontier: An Environmental History of the Early Modern World*, University of California Press, 2005.

Tarr, Joel A., *The search for Ultimate Sink: Urban Pollution in Historical Perspective*, University of Akron Press, Akron, 1996.

Thomas, Keith, *Man and the Natural World: A History of Modern Sensibility*, Pantheon Books, New York, 1983.

Tucker, Richard, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*, University of California Press, Berkeley, 2000.

White, Lynn Junior, 'The Historical Roots of Our Ecological Crisis', *Science*, vol. 155 (1967), pp. 1203-1207.

White, Richard 'Environmental History: The Development of a New Historical Field', *Pacific Historical Review*, 54 (1985), pp. 297-335.

White, Richard 'Environmental History: Watching a Field Mature', *Pacific Historical Review*, 70 (2001), pp.103-11.

Worster, Donal, 'The Two Cultures Revisited: Environmental History and Environmental Science', *Environment and History*, 2, 1(1996), pp. 3-14.

Worster, Donald, 'Transformation of the Earth: Towards an Agro-ecological Perspective in History', *The Journal of American History*, vol. 76, 4 (1990), pp. 1087-1106.

Worster, Donald, 'History as Natural History: An Essay on Theory and Method,' *Pacific Historical Review*, vol. LII, 1 (1984).

Worster, Donald, *The Ends of the Earth*, CUP, 1988.

Further Readings

Beinart, William and Lotte Hughes, *Environment and Empire*, OUP, 2007.

Beinart, William and P. A. Coates, *Environment and History: The Taming of Nature in the USA and South Africa*, Routledge, London, NY, 1995.

Beinart, William, *The Rise of Conservation in South Africa: Settlers, Livestock and Environment, 1770-1950*, Oxford University Press, 2003.

Blackbourn, David, *The Conquest of Nature: Water, Landscape and the Making of Modern Germany*, W.W. Norton, New York, 2006.

Carson, Rachel, *Silent Spring*, Mariner Books, 2002.

Charlton, D.G., *New Images of Nature in France: A Study of European Cultural History*, Cambridge University Press, Cambridge, 1984.

Coats, Peter, *Nature: Western Attitude towards Nature since Ancient Times*, University of California Press, Berkeley, 2204.

Elvin, Mark and Liu Ts'ui-jung, *Sediments of Time: Environment and Society in Chinese History*, Cambridge University Press, NY, 1998.

Elvin, Mark, *The Retreat of the Elephant: An Environmental History of China*, Yale University Press, 2004.

Fairhead James and M. Leach, *Misreading African Landscape: Society and Ecology in Forest Savanah Mosaic*, Cambridge University Press, 1996.

Gottlieb, Roger S., ed., *The Oxford Handbook of Religion and Ecology*, Oxford University Press, 2006

Hughes, J. Donald, *An Environmental History of the World*, Routledge, 2001.

Judd, Richard William, *Common Lands, Common People*, Harvard University Press, 1997.

Merchant, Carolyn, *Reinventing Eden: The Fate of Nature in Western Culture*, Routledge, 2004.

Nancy, Jacob, *African Environmental History*, Brown University Press, 2003
Radkau, Joachim, *Nature and Power: A Global History of Environment*, Cambridge University Press, 2008.
Sapiro, Judith, *Mao's War against Nature*, Cambridge University Press, 2004
Simmons, Ian Gordon, *Global Environmental History: 1000 BC to AD 2000*, Chicago University Press, 2008.
Totman, Conard, *Green Archipelago: Forestry in Pre-industrial Japan*, Berkley University Press, 1988.
William, Michael, *Deforesting the Earth: From Pre-history to Global Crisis, An Abridgement*, University of Chicago Press, 2009.
Worster, Donald, *Nature's Economy: A History of Ecological Ideas*, Cambridge University Press, 1985.
Worster, Donald, *Rivers of Empire: Water, Aridity, and Growth of American West*, Oxford University Press, NY, 1992.
Worster, Donald, *The Dust Bowl: The Southern Plains in the 1930s*, Oxford University Press, NY, 2004

13. Assessment Methodology: The shall have three assessment situations: two take home assignments (**30 percentage weightage each**) and the end semester examination (**40 per cent weightage**)
14. No. of students to be admitted: **Not more than 40.**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Only classroom.**

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Environmental History of South Asia (MHE05)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **M A in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Master Level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) **NA**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The course intends to introduce M A history students to a newly emerged area of historical knowledge. Environmental history has grown significantly in the last 2-3 decades. The purpose of the course is to make students aware of this growing field of historical research. The course traces human role in changing environment. In the era of environmental crisis this awareness is essential and this underlines significance of the course. It is an interdisciplinary course and will hence attract non-history M A students as well.
Our library is slowly building up resources for this course. The faculty has expertise to teach this course.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: optional for all B A programmes in AUD: **NA**
10. A brief description of the Course:
The course traces the changing human-nature relations in the last two centuries. It examines how human use of natural resources transformed in the recent times. Most crucial in this respect was establishment of colonial rule in India. Under the British rule the use of land, water, forests and common land transformed

significantly. Colonial state imposed new regimes of resource use which had long term environmental consequences. The course shall analyse these changes. It shall also examine rise of environmentalism and environmental movements in South Asia.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course intends to examine the changing human-nature relationship in the last two centuries. It addresses significant aspects of natural resource uses like land, forest, water, wildlife, etc. While focusing on colonial and post-colonial period, the course also surveys some important writings on ancient and medieval South Asia. These writing have come up mostly in the last decade to contribute in the debate over whether colonial rule represents an ecological watershed or not. In this context the course analyses the continuity and change overtime (with the help of the available literature) in human treatment of land, forest, water, wildlife, and other natural resources.

The focus of the course is on analysing new regimes of colonial control over forests, common land and water. The impact of scientific forestry and commercialisation of forests on settled peasantry and artisans, nomadic pastoralists, and tribals will be examined. The resistance and protests of these communities against denial of customary rights will be discussed. The course also explores the new hunting culture of colonial rulers and its impact on wildlife, the concerns over the loss of wildlife and emergence of wildlife conservation.

The course surveys important debates over development versus environment in post-colonial period. Finally, it analyses environmental movements, and environmental ideas that informed them. The course represents an important link between the past and the present of South Asia. It has been divided into three sections - pre-colonial, colonial and post-colonial periods.

Modules

A: Pre-Colonial Period

1. **Four Historical Modes of resource Use** (4 hours)
2. **Ancient Indian Society and Environment** (4 hours)
3. **Understanding Nature and Culture in Medieval India** (4 hours)

B: Colonial Period

4. **Colonialism as Ecological Watershed** (4 hours or one week)

5. Colonial State and Forest Control (8 hours)

- i. Forest Acts and Customary Rights
- ii. State Forestry and People: Peasants, Pastoralists, tribal.
- iii. Scientific Forestry and Forest Management
- iv. Forest Exploitation and deforestation

6. Colonialism and Management of Water Resources (4 hours)

- i. Traditional use of water resources and its decline
- ii. Large-scale canal irrigation and its environmental consequences

7. Wildlife Management (4 hours)

- i. Nature of Hunting in ancient and medieval times
- ii. Colonialism, Masculinity and Hunting
- iii. Wildlife Conservation and National Parks
- iv. Human Animal Conflicts around National Parks

C: Post-Colonial Period

8. Biomass for Business: Industrial Use of wood (4 hours)

9. Big Dams and Environmental Problems (4 hours)

10. Changing Urban Environment: Health, hygiene, waste disposal and treatment, pollution (4 hours)

11. Environmental Movements (8 hours)

- i. Historical Roots of environmental Protests
- ii. Environmental Movements
- iii. Environmentalism

The course will be covered in 52 hours or 13 week of teaching and at least one hour will be required for discussion for each module. In total 15 to 16 weeks will be required for this course.

Essential Readings:

A: Pre-Colonial Period

Modules no.

1. Madav Gadgil and Ramachandra Guha, *This Fissured Land*, Oxford University Press (OUP), Delhi, 1992, chp. 2.

2. Bridget Allchin, 'Early Man and environment in South Asia 10000 BC to 500 AD' in Richard Grove, Vineeta Damodaran and Satpal Sangwan, eds, *Nature and the Orient*, OUP, Delhi, 1998.

George Erdosy, 'Deforestation in Pre-and Proto- Historic South Asia, in Grove, *Nature and the Orient*.

Ranabir Chakravarty, 'The Creation and Expansion of Settlements and Management of Hydraulic Resources in Ancient India', in Grove, *Nature and the Orient*

Donald Hughes, 'Early Ecological Knowledge of India from Alexander, Aristotle to Aelian', in Grove, *Nature and the Orient*

Romila Thaper, 'Perceiving the Forests: Early India', *Studies in History (SIH)*, 17, 1 (2001)

Aloka Prasher-Sen, 'Of Tribes, Hunters and barbarians: Forest Dwellers in Mauryan Period', *SIH*, vol. 13, 2(1998), pp. 173-192.

Rajan Gurukul, 'Tribes, Forest and Social Formation in Early South India', in Archana Prasad, ed., *Environment, Development and Society in Contemporary India*, Macmillan, Delhi, 2008.

3. Chetan Singh, 'Forests, Pastoralists, and Agrarian Society in Mughal India', David Arnold and R. Guha, eds, *Nature, Culture, Imperialism*, OUP, Delhi, 1995.

Shireen Moosvi, *People, Taxation and Trade in Mughal India*, OUP, Delhi, 2008, chp.

K. K. Trivedi, 'Estimating Forests, Waste and Fields, c. 1600', *SIH*, 13, 2(1998), pp. 301-12.

Shahmullah Khan, 'State of Vegetation and Agricultural Productivity: Pargana Haveli Ahmadabad', *SIH*, 13, 2 (1998), pp. 313-24.

Sumit Guha, *Ethnicity and Environment in Western India*, Cambridge University Press (CUP), 1999.

B: Colonial Period.

4. Gadgil and Guha, *This Fissured Land*, chp. 4.

Richard Grove, *Green Imperialism*, CUP, 1995.

Mahesh Rangarajan, *Fencing the Forests*, OUP, 1996.

5. (i) R. Guha, 'An Early Environmental Debate in India: Making of the 1878 Forest Act', in *Indian Economic and Social History Review*, (IESHR) vol. 27 (1990)

Guha, 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly (EPW)*, Oct-Nov 1983.

(ii) Guha, *The Unquiet Woods*, 1989, Permanent Black, 2009.

Neeladri Bhattacharya, 'Pastoralists in Colonial World', in Arnold and Guha, *Nature, Culture, Imperialism*.

Mahesh Rangarajan, *Fencing the Forests*.

Archana Prasad, 'The Baiga: Survival Strategies and Local Economy in Colonial Central Provinces', in *SIH*, 13, 2(1998), pp 325-48.

(iii) Guha, 'Forestry in British and Post-British'.

R. Guha, *The Unquiet Woods*.

Gadgil and Guha, *This Fissured Land*, Chp,4.

Dhirendra Dangwal, *Himalayan Degradation*, CUP, Delhi, 2009.

(iv) Guha, *The Unquiet Woods*.

Dangwal, *Himalayan Degradation*.

6 (i) Nirmal Sengupta, 'The Indigenous Irrigation Organisation of South Bihar', *IESHR*, 17, 2 (1980), pp. 157-89.

David Hardiman, 'Small Dam System of Sahyadris', in Arnold and Guha, *Nature, Culture, Imperialism*.

David Gilmartin, 'Models of Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin', in *Nature, Culture, Imperialism*.

Elizabeth Whitcombe, 'The Environmental Cost of Irrigation in British India: Waterlogging, Salinity and Malaria' in *Nature, Culture, Imperialism*.

Indu Agnihotri, 'Ecology, Land Use and Colonization: The Canal Colonies of Punjab', *IESHR*, 33, 1(1996), pp. 37-58.

(iii) Rohan D' Souza, 'Damming the Mahanadi River: The Emergence of Multi-purpose River valley Projects' in Prasad, *Environment, Development and Society in Contemporary India*.

Rohan D'Souza, *Drowned and Dammed*, OUP, Delhi, 2006.

7. (i) Mahesh Rangarajan, *India's Wildlife History: An Introduction*, Permanent Black, 2001.

(ii) Mahesh Rangarajan, 'The Raj and the natural world: The war against the 'dangerous beast' in colonial India', *SIH*, 1998, pp 265-300.

M. S. S. Pandian, 'Hunting and Colonialism in nineteenth century Nilgiri Hills of South India', in *Nature and the Orient*.

(iii) Rangarajan, *India's Wildlife History*.

R. Guha, 'The authoritarian Biologist and the arrogance of anti-Humanism', *Ecologists*, 1997, pp. 14-20.

(iv) Rangarajan and Vasant Saberwal, eds, *Battle over Nature*, Permanent Black, 2006.

Rangaraja and Ghazala Shahabuddin, *Making Conservation Work*, Permanent Black, 2007.

C. Post-Colonial India

8. Gadgil and Guha, *This Fissured Land*, chp. 6.

Gadgil and Guha, *Ecology and Equity*, Penguin, 1995.

9. Amita Bavisker, *In the Belly of the River: Tribal Conflict in the Narmada Valley*, OUP, Delhi, 1995.

10. Anumita Roy Chawdhury, 'Choked Cities', in Prasad, *Environment, Development and Society*

Dinesh Mohan and Geetam Tiwari 'Sustainable Transport System' in Prasad, *Environment, Development and Society*

11. (i) Guha, *The Unquiet Woods*, chps 4 and 5.

Guha and Gadgil, 'State Forestry and Social Conflict in British India', *Past and Present*, vol. 123 (1989), pp. 141-77.
(ii) Guha, *The Unquiet Woods*, chp 6.
Bavisker, *In the Belly of the River*.
M. K. Prasad, 'Silent Valley Crusade', in Prasad, *Environment, Development and Society*.
Harpriya Rangan, *Of Myths and Movements*, OUP, Delhi, 2001.
(iii) R. Guha, *Environmentalism: A Global History*, Longman, 1999.
Guha and Juan Alier-Martinez, *Varieties of Environmentalism*, Earthscan, London, 1997.

Further Readings

Agnihotri, Indu, 'Ecology, Land Use and Colonization: The Canal Colonies of Punjab', *IESHR*, 33, 1(1996), pp. 37-58.
Agrawal, Arun, *Environmentality*, OUP, Delhi, 2003.
Arnold, David and R. Guha, eds, *Nature, Culture, Imperialism: Essays on Environmental History of South Asia*, OUP, Delhi, 1995.
Agrawal, Arun and K. Sivaramakrishnan, *Social Nature: Resource, Representation and Rule in India*, OUP, Delhi, 2001.
Bavisker, Amita, *In the Belly of the River: Tribal Conflict in the Narmada Valley*, OUP, Delhi, 1995.
Bhargava, Meena, *State, Society, and Ecology: Gorakhpur in Transition, 1750-1830*, Manohar, Delhi, 1999.
D'Souza, Rohan, *Drowned and Dammed*, OUP, Delhi, 2006.
Dangwal, Dharendra Datt, *Himalayan Degradation: Colonial Forestry and Environmental Change in India*, CUP (Foundation Imprint), Delhi, 2009.
Gadgil M. and R. Guha, *Ecology and Equity*, Penguin, 1995.
Gadgil, M. and R. Guha, *Use and Abuse of Nature*, OUP,
Gadgil, Madav and Ramachandra Guha, *This Fissured Land*, OUP, Delhi, 1992.
Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Edens and the Origins of Environmentalism, 1600-1860*, OUP, Delhi, 1995.
Grove, Richard, Vineeta Damodaran and Satpal Sangwan, eds, *Nature and the Orient: Essays on Environmental History of South and Southeast Asia*, OUP, Delhi, 1998.
Guha, R. and Gadgil, 'State Forestry and Social Conflict in British India', *Past and Present*, vol. 123 (1989), pp. 141-77.
Guha, R. and Juan Alier-Martinez, *Varieties of Environmentalism*, Earthscan, London, 1997.
Guha, R., 'An Early Environmental Debate in India: Making of the 1878 Forest Act', in *Indian Economic and Social History Review*, (*IESHR*) vol. 27 (1990)
Guha, R., 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly (EPW)*, Oct-Nov 1983.
Guha, R., 'The authoritarian Biologist and the arrogance of anti-Humanism', *Ecologists*, 1997, pp. 14-20.
Guha, R., ed., *Social Ecology*, Oxford University Press, Delhi, 1994,
Guha, R., *Environmentalism: A Global History*, Longman, 1999.

Guha, R., *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Permanent Black, Delhi, 2009 (20th year edition).

Guha, Sumit, *Ethnicity and Environment in Western India*, Cambridge University Press (CUP), 1999.

Khan, Shahmullah, 'State of Vegetation and Agricultural Productivity: Pargana Haveli Ahmadabad', *SIH*, 13, 2 (1998), pp. 313-24.

Kumar, Deepak et al, *British Empire and Natural World*, OUP, Delhi, 2010.

Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, OUP, Delhi, 2008.

Prasad, Archana, 'The Baiga: Survival Strategies and Local Economy in Colonial Central Provinces', in *SIH*, 13, 2(1998), PP 325-48.

Prasad, Archana, ed., *Environment, Development and Society in Contemporary India*, Macmillan, Delhi, 2008.

Prasher-Sen, Aloka 'Of Tribes, Hunters and barbarians: Forest Dwellers in Mauryan Period', *SIH*, vol. 13, 2(1998), pp. 173-192.

Rajan, Ravi, *Modernizing Nature: Forestry and Imperial Eco-Development 1800-1950*, Orient Longman, 2007.

Rangan, Harpriya, *Of Myths and Movements: Rewriting Chipko in the Himalayan History*, OUP, Delhi, 2001.

Rangaraja, M. and Ghazala Shahabuddin, *Making Conservation Work*, Permanent Black, 2007.

Rangarajan, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914*, OPU, Delhi, 1996.

Rangarajan, M. and Vasant Saberwal, eds, *Battle over Nature*, Permanent Black, 2006.

Rangarajan, M., *Environmental Issues in India: A Reader*, Pearson, Paperback, 2006

Rangarajan, M., et al, ed., *People. Parks and Wildlife: Towards Coexistence*, Orient Longman.

Rangarajan, Mahesh and K. Sivaramakrishnan, *India's Environmental History*, Permanent Black, Delhi, 2011.

Rangarajan, Mahesh, 'The Raj and the natural world: The war against the 'dangerous beast' in colonial India', *SIH*, 1998, pp 265-300.

Rangarajan, Mahesh, *India's Wildlife History: An Introduction*, Permanent Black, 2001.

Saberwal, Vasant, *Pastoral Politics, Shepherds, Bureaucrats, and Conservation in the Western Himalaya*, Oxford University Press, Delhi, 1999;

Saikia, Aroopjyoti, *Forest and Ecological History of Assam*, OUP, Delhi, 2010.

Sengupta, Nirmal, 'The Indigenous Irrigation Organisation of South Bihar', *IESHR*, 17, 2 (1980), pp. 157-89.

Shiva, Vandana, *Staying Alive: Women, Ecology and Development*, Zed Book, 1998.

Sinha Kapur, Nandini, *Environmental History of Early India*, OUP, Delhi, 2011.

Sivaramakrishnan, K., *Modern Forests: State making and Environmental Change in Colonial Eastern India*, Oxford University Press, Delhi, 1999.

Sivaramakrishnan, K. and Gunnell Cederlof, *Ecological Nationalism*, Permanent Black, 2009.

Skarai, Ajay, *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, New Delhi, OUP, 1999.

Thaper, Romila, 'Perceiving the Forests: Early India', *Studies in History (SIH)*, 17, 1 (2001)

Trivedi, K. K., 'Estimating Forests, Waste and Fields, c. 1600', *SIH*, 13, 2(1998), pp. 301-12.

13. Assessment Methodology: **There will be three assessment situations: two take home assignments (30 per cent each) and the end-semester examination (40 per cent weightage).**

14. No. of students to be admitted: **Not more than 40.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Only classroom**

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Aspects of Rural History in Western India (MHE06)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Masters Programme in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Tanuja Kothiyal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This elective course attempts to bring together wide-ranging perspectives on the study of Rural History in Western India. The study of rural history has largely been centred on the questions of land and relations of agrarian production. The idea of “rural” has thus often excluded non-agrarian sections of village society like pastoralists, petty traders and carriers, artisanal groups, bardic communities etc., which seem to exist on the margins. This course attempts to take a long term view of emergence of structures in rural society in Western India.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **No**

10. A brief description of the Course:

This course will examine the historical construction of rural society in Western India. It would explore the patterns of rural settlements to get an insight into prevalent landuse patterns in pre-colonial and colonial periods in this region. By examining the dominant notions of “land ownership” the course would also explore the idea of Commons and wastelands and the norms by which such usages were governed, as well as the hegemonies that evolved. It would then go on to examine the patterns of non-agrarian production and taxation, like that on grazing and on production of pastoral by-products like cattle, wool, ghee, leather etc and the significance of such production in rural societies. The dynamics of permanent and periodic rural markets and the circulation patterns of commodities and communities would provide an insight into the vibrant networks of exchange, commercial and cultural. The course would explore the dynamics of rural labour in pre-colonial and colonial western India. Finally, the course would look into the making

and functioning of rural community based systems and institutions and explore the communitarian notions of control, access and justice.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Module 1: Conceptualising the Rural:

This module would introduce students to the idea of spaces as social constructs. In this module, we would look explore certain key ideas that have been used to categorise geographical and social spaces as “forest”, “rural” and “urban”. We would also see how these usages attained varying dimensions over historical periods.

- What is rural, how is it distinguished with forms like urban and forest? Are spaces real or are they social constructs that have attributed variable meanings through history? In doing so how does ‘geographical imagination’ contribute to emergence of lived spaces?
- Components of rural settlements. Land types and variable understandings of land types over time and space. Conceptualising and understanding arid zones.

Suggested Readings:

1. Michael Woods: ‘Imagining the Rural’ and ‘Approaching the Rural’ in *Rural*, Routledge, NY, 2011.
2. Romila Thapar, ‘Perceiving the Forest: Early India’ in *Studies in History*, 2001, 17,
3. B D Chattopadhyaya, ‘Introduction: Rural Society in Early Medieval India’ in *Aspects of Rural Settlements and Rural Society in Early Medieval India*, K P Bagchi and Company, Calcutta, 1990.
4. Brara, R. ‘Are grazing Lands “wastelands”? Some Evidence from Rajasthan, *Economic and Political Weekly*, February 22, 411-418, 1992.

Module 2: Rural Society and Stratification

This module will attempt to understand the multiple levels of stratifications in the rural society that generated varying hierarchies and hegemonies. This module will begin by questioning the idea of a stagnant, unchanging rural society and bring forth the tensions within the highly segmented peasant populations of the villages. The focus would then shift to the non-peasant components of the rural society like pastoralists, artisanal communities, trading communities, bardic communities and explore the networks of ritual and commercial exchanges that made rural society an extremely dynamic system.

- Who was a peasant? How did ideas of landedness evolve in drylands?

- Non-Agrarian components of Rural Society: Pastoralists, Artisanal Communities, Bardic Communities

Suggested Readings

1. David Hardiman, 'The Politics of Peasantry' in *Peasant Nationalists of Gujarat: Kheda District 1917-1934*, OUP, 1981.
2. David Ludden, 'Introduction: A Peasant Millennium' in *Early Capitalism and Local History in South India*, OUP, 1989, 2005.
3. Irfan Habib, 'Classifying pre-colonial India' in Harbans Mukhia Ed. *Feudalism Debate*
4. Nandita Prasad Sahai, 'Village Artisans, Landed Elites and the State' in *Politics of Patronage and Protest: The State Society and Artisans in Early Modern Rajasthan*, OUP, Delhi, 2006.
5. Purnendu Kavoori, 'Evolution and Structure: The Historical and Social Significance of Pastoralism' in *Pastoralism in Expansion: The Transhumming Herders of Western Rajasthan*, OUP, Delhi, 1999.

Module 3: Rural Society and the State

This module will explore changing relationships between the categories of "land" and "rule" in pre-colonial and colonial India. It would explore the interactions between the rural society and the state by studying revenue fiscal structures as they developed in pre-colonial and colonial India. The incorporation of existing structures of control in the rural society into evolving revenue fiscal structures by the Sultanate and Mughal states led to the perpetuation of caste hierarchies. "Zamindari" as an institution, as it was encountered by the British Administrators in the nineteenth century, survived several other categories that had been instituted by the Mughal state and became a primary consideration in the process of developing and negotiating various revenue settlements in Colonial India.

- Agrarian Relations in Pre-Colonial and Colonial India

Suggested Readings:

1. Irfan Habib, *Agrarian Systems of Mughal India* (Selected Parts)
2. Irfan Habib, 'North India under the Sultanate' in *Cambridge Economic History of India*, Vol 1, pp 45-101.
3. S Nurul Hasan, 'Thoughts on Agrarian Relations in Mughal India' in Meena Bhargava Ed. *Exploring Medieval India: Politics Economy and Society*, OUP, 2010.
4. Dilbagh Singh, 'Contesting Hegemony: State and Peasant in Late Medieval Rajasthan' in Rajat Datta Ed. *Rethinking a Millennium: Essays for Harbans Mukhia*
5. *Cambridge Economic History of India* Vol II, Chap 2

6. Neeladri Bhattacharya, 'Colonial State in Agrarian Society' in *Situating Indian History*, Ed. S. Bhattacharya
7. Walter C Neale, 'Land is to rule', in Robert Frykenberg Ed. *Land Control and Social Structure in Indian History*, Madison, 1969, pp 1-15.

Module 5: Rural Society and Labour

This module would study composition of 'labour force' in rural societies and its relationship with structures like caste and control of agrarian land. It will also take into account a longer history of labour migration and its relationship with state, particularly in the context of participation of rural labour in military enterprises.

Readings

1. D H Kolff, *Naukar, Rajput and Sepoy: An Ethnohistory of Military Labour Market in Hindustan*
2. Malvika Kasturi, *Embattled Identities*

Module 4: Rural Resources

This Module would look into rural resources like water, grazing lands and forests and issues of access and control that these entail. The module would attempt to comprehend how rural communities in western India controlled these resources and the complexities involved when shifts in control mechanisms occurred. This would bring in the questions of "commons" and would enquire what "commons" meant historically in western India? In a drylands context, "commons" become very important for communities that do not depend on agriculture. Yet, access to these resources was defined by factors like caste and ownership of agricultural land.

Suggested Readings:

1. B D Chattopadhyaya, 'Irrigation in Early Medieval Rajasthan', *Journal of the Economic and Social History of the Orient*, Vol. 16, No. 2/3 (Dec.,1973), pp. 298-316.
2. David Hardiman, 'Well Irrigation in Gujarat: Systems of Use, Hierarchies of Control', *Economic and Political Weekly*, Vol. 33, No. 25 (Jun. 20-26, 1998), pp. 1533-1544.
3. N S Jodha 'Common Property Resources and Rural Poor in Dry Regions of India' *Economic and Political Weekly*, Vol. 21, No. 27 (Jul. 5), 1169-1181,1986.
4. Mayank Kumar, 'Situating the Environment: Settlement, Irrigation and Agriculture in Pre-colonial Rajasthan', *Studies in History*; 24; 211-233, 2008.
5. Thomas R Rosin, 'The Tradition of Ground Water Irrigation in North-Western India', *Human Ecology*, Vol. 21, No. 1 (Mar., 1993), pp. 51-86.
6. Anupam Mishra, *The Radiant Raindrops of Rajasthan*, NBT.

Module 5: Rural Markets, Commodity Production and Circulation

This Module would explore the commercial circulatory regime in rural India. The production of agrarian and non-agrarian commodities and their circulation involved complex marketing structures and practices. Rural circulatory regimes were composed of small permanent grain markets, temporary cattle fairs and itinerant peddlars and carriers. Commodities like grain, cattle and livestock, milk products like ghee, leather, wool, salt, opium were produced and marketed through complex networks.

Suggested Readings:

1. Bromely, R J, Richard Symanski, Charles Good, 'The Rationale of Periodic Markets', in *Annals of Association of American Geographers*, Vol. 65, No. 4 (Dec., 1975), pp.530-537.
2. Hodges, Richard, *Primitive and Peasant Markets*, Oxford, 1988.
3. Datta, Rajat, 'From Medieval to Colonial Markets: Markets, Territoriality and Transition in Eighteenth Century Bengal', *The Medieval History Journal*, 1999, 2, 143.
4. Mehta, Sanat, 'Need the Salt but not its Maker,' *Divya Bhaskar* (Gujarat), August 20th, 2008.
5. Sahai, Nandita Prasad, 'Crafts in Eighteenth Century Jodhpur: Questions of Class, Caste and Community Identities.' *Journal of Economic and Social History of Orient*, 48, no 4, 524-51, 2005.
6. Bajekal, Madhavi, 'The State and the Rural Grain Market in Eighteenth Century Eastern Rajasthan' in Sanjay Subrahmanyam Ed. *Merchants, Markets and State*
7. B R Grover, 'An integrated Pattern of Commercial Life in the Rural Society of North India during the Seventeenth and the Eighteenth Centuries' in Sanjay Subrahmanyam Ed. *Money and Markets*
8. Shahid Amin, 'Small Peasant Commodity Production and Rural Indebtedness: The Culture of Sugarcane in Eastern Uttar Pradesh c. 1880-1920.

Module 6: Droughts, Famines and Rural Indebtedness

This module would examine the frequently recurring phenomenon of droughts that made famines an inseparable part of rural life. Famines led to large scale migrations and displacements in rural areas as well as distress alienation of land as well as surmounting of rural debt.

Suggested Readings:

1. David Hardiman, 'Usury, Dearth and Famine'
2. Carol Henderson, 'Famines and Droughts in Western Rajasthan: Desert Cultivators and Periodic Resource Stress'
3. Sanjay Sharma, 'Elusive Rains and parched Lands: Situating Drought in Colonial India',
4. Sugata Bose, 'Introduction' and 'The Peasantry in Debt: The Working and Rupture of Systems of Rural Credit Relations' in *Credit, Markets and the Agrarian Economy of Colonial India*, OUP, 1994.
5. Neeladri Bhattacharya, 'Lenders and Debtors: Punjab Countryside' in *Credit, Markets and the Agrarian Economy of Colonial India*, OUP, 1994.
6. GSL Devra, 'Rural Indebtedness in the Bikaner State AD 1700-1800

Module 7: Rural Social and Communitarian Institutions:

This module would examine the functioning of rural communitarian institutions and explore the process of decision making as carried out by these institutions.

Suggested Readings:

1. Nandita Prasad Sahai, Collaboration and Conflict: Artisanal Jati panchayats and the Eighteenth Century Jodhpur State', *The Medieval History Journal*, 2002, 5, 77.
2. Anand Chakravarti *Contradiction and Change: Emerging Patterns of Change in a Rajasthani Village*, OUP, 1975.

13. Assessment Methodology: **2 Assignments worth 30% of total Course Grade each and one summative Exam worth 40% of Total Course Grade.**
14. No. of students to be admitted: **Upto 40**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Classroom and Library.**

Tanuja Kothiyal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **British Imperial Experiences, 1600-1970 (MHE07)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Denys P. Leighton**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This course has been designed for the ‘Comparative History’ cluster. It provides an analytical framework for understanding Indian history in relation to other histories. On the first occasion this course was taught by one faculty member but it may easily be adapted for team teaching.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective course belonging to the ‘Comparative History’ cluster.**
10. **A brief description of the course:** British historians of the late nineteenth and early twentieth centuries readily identified ‘the Empire’ as a subject of historical inquiry—even as an organism, with a birth, maturity and inevitable death. Key thinkers such as J. R. Seeley, John Hobson and V. I. Lenin theorized about the British empire while recognizing it as a dominant feature of the modern capitalist world system. Today, many historians (in contrast to political theorists and economists) resist both grand narratives and general theories of imperialism. Historians in postcolonial societies have usually written the history of empire in light of their new national identities and politics; many viewed the imperial past in simple binary terms, generalizing about the experiences of colonizers and the colonized. However, over the past thirty years historians of colonialism have produced more nuanced assessments of colonial experiences and have paid attention to factors or variables, such as gender and social class, that determined power relationships within colonial societies. At the same time, some historians locate continuities between colonial and postcolonial experiences—for example, by identifying colonialist epistemologies or ways of knowing that continue to put the ‘Orient/Oriental’ in an unfavorable light against ‘the West/Western’.

Can there be such a thing as a British imperial experience? Or are there only multiple and contrasting experiences? This course takes us from the British Atlantic World (with North America and the Caribbean as its western littoral) of the seventeenth and eighteenth centuries to South/Southeast Asia and Africa—across a span of four centuries—and examines the practices and theorizations of colonialism both in the colonies *and* in Britain ('the metropole'). Issues and questions to be considered include ideological origins of and justifications for European conquest and colonial settlement; building and rebuilding of colonial political and social patterns; creation of 'colonial knowledge' and emergence of cultural hybridities; colonialism's role in forming religious, gender, ethnic and other social identities; colonial policing, armies and 'imperial defence'; and causes and consequences of imperial decline. Not least of all, we consider the presence and changing roles of colonial 'others' within metropolitan British society through the first 'postcolonial' decades.

11. Specific Requirements on the part of students who can be admitted to this course (pre requisites or prior knowledge level etc.): **None**.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
 - (1) {26 July – 9 August} From Ireland to the Americas: aims and ideologies of early English colonialism. Emerging ideology of an English 'imperium' c. 1550 – 1680 in relation to the politics of Great Britain – Ulster plantation and Protestantisation of Ireland to 1800 – 'Noble savages', fish, farms, sugar and slaves: Roanoke, Darien, Jamaica, Chesapeake to 1700 -- The Americas and the changing balance of international trade. (Nicholas Canny articles, 1973, 1987; Armitage and Braddick, eds., *The British Atlantic World, 1500-1800*: chapters 1-3, 13-14. **See Bibliography below**.)
 - (2) {13 August – 23 August} Commerce and government in the widening British Imperium, c. 1770 - 1850. Economic imperatives of a 'new' British empire – The myth of 'free trade' imperialism – British politics, anti-slavery campaigns and the globalization of 'liberty', c. 1790 – 1850. (Armitage and Braddick, chaps. 10, 12; C. Hall and S. Rose, eds., *At Home with the Empire*, chaps. 4 [Kinealy], 12 [Epstein].)
 - (3) {27 August – 6 September} Knowing and ruling the Oriental. Gender, sexuality and power in pre-1857 British India. Politics of 'Anglicisation' – impact of evangelical and utilitarian philosophies – 'reforming' Indian society. (B. Cohn, *Colonialism and its Forms of Knowledge*: 'The Command of Language and the Language of Command', 'Law and the Colonial State in India', 'Cloth, Clothes, and Colonialism'; P. Levine, ed., *Gender and Empire*, chaps. 1 and 6 [Levine], 12 [Grimshaw].)
 - (4) {10 September – 20 September} Orientals in Britain c. 1700 - 1830, and how shampoo came to Brighton. The stories of Dean Mahomet and other Asians in Britain before 1850. (M. H. Fisher, ed., *The Travels of Dean Mahomet*; Hall and Rose, eds., *At Home*, chap. 3 [Tabili].)
 - (5) {24 September – 1 October} Empire, gender and 'home'. (Hall and Rose, eds. *At Home*, chaps. 6 [Levine], 7 [Thorne], 11 [Midgley].)

- (6) {4 October – 11 October} Writing Empire. The British Empire in British fiction, c. 1830 - 1900 -- 'Raj romances' of Philip Meadows Taylor and Rudyard Kipling. (Hall and Rose, eds., *At Home*, chaps. 5 [Rendall], 9 [Caplan]; Sruti Kapila, 'Educating Seeta: Philip Meadows Taylor's Romances of Empire', *Victorian Studies* 1998.)
- (7) {15 October – 25 October} Citizenship and colonial nationalisms. Imperial subjecthood versus national citizenship – 'White, self-governing dominions' and zones of direct rule – Victoria's little wars and the extension of empire. (Taylor, 'The 1848 Revolutions and the British Empire' [2000]; Hall and Rose, eds., *At Home*, chaps. 8 [de Groot], 10 [Burton], 13 [McClelland and Rose]; Levine, ed., *Gender and Empire*, chap. 10 [McCulloch].)
- (8) {29 October – 5 November} Burdens of empire and colonial bodies. (Vaughan, *Curing Their Ills*; Alison Bashford, 'Medicine, Gender and Empire', in Levine, ed., *Gender and Empire*.)
- (9) {8 November – 15 November} Wars and shattered peaces of 'decolonization'. (Focus on Bayly and Harper, *Forgotten Wars* [selected chapters]; Levine, ed., *Gender and Empire*, chap. 9 [Butalia].)

BIBLIOGRAPHY:

- David Armitage and M. J. Braddick, eds., *The British Atlantic World, 1500-1800* (Palgrave Macmillan, 2002)
- C. A. Bayly, *Indian Society and the Making of the British Empire* (Cambridge Univ. Press, 1990)
- C. Bayly and Tim Harper, *Forgotten Wars: Freedom and Revolution in Southeast Asia* (Harvard Univ. Press, 2007 [hardback])
- P. J. Cain and A. G. Hopkins, *British Imperialism, 1688-2000* (Longman, 2002).
- Nicholas P. Canny, 'The Ideology of English Colonization: from Ireland to America,' *William and Mary Quarterly*, 30/4 (1973), pp. 575-98.
- Idem., 'Europeans Abroad: Problems, Perspectives and Possibilities,' *Historical Journal*, 29/2 (1987), pp. 469-79.
- Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India* (Princeton Univ. Press, 1996)
- Michael H. Fisher, ed., *The Travels of Dean Mahomet* (Univ. of California Press, 1997)
- Catherine Hall and Sonya Rose, eds., *At Home with the Empire: Metropolitan Culture and the Imperial World* (Cambridge Univ. Press, 2006)
- Sruti Kapila, 'Educating Seeta: Philip Meadows Taylor's Romances of Empire', *Victorian Studies*, 41/2 (1998), pp. 211-241.
- Philippa Levine, ed., *Gender and Empire* (Oxford Univ. Press, 2007)
- Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India* (Univ. of California Press, 1998)
- Miles Taylor, 'The 1848 Revolutions and the British Empire,' *Past and Present*, 166 (2000), pp. 146-80.
- Megan Vaughan, *Curing Their Ills: Colonial Power and African Illness* (Stanford Univ. Press, 1991).

13. Assessment Methodology: 2 essays of 5 - 8 pages (@40%), class participation grade of 20%.

14. No. of students to be admitted: maximum 25 students.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Denys P. Leighton

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **The Indian Ocean World**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **MA History.**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dr Aparna Kapadia**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is designed to fit into the history faculty's Comparative Global History specialization. However, the history of the Indian Ocean is important for anyone who is interested in the phenomenon of Globalisation. The human interactions in the world of the Indian Ocean created a common culture between a variety of different regions of Africa and Asia. The individual cultures of these regions were in turn also affected by the emergence of common cultural practices including forms of exchange, religion, food and other social phenomena such as trade, travel and trust and friendship. Students who take this course will learn of these exciting exchanges through a range of readings including a variety of primary sources such as letters, memoirs, account books, novels etc.

A number of books relevant for the course were ordered by the course coordinator in Winter 2012 for the AUD library. A range of articles and essays on the modules are also available online through JSTOR. AUD is one very few universities in India which is teaching a course on a subject that has become extremely relevant and popular all over the world.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **MA History open to other Masters Students of the University.**
10. A brief description of the Course:

History has largely been viewed as a study of states, cultures, peoples belonging to defined by the 'land' on which they flourish. Yet, oceans have played an important a role in the making of world history, often more than regions and states. For centuries, they have connected people from different parts of the globe through trade and travel. This is particularly true of the Indian Ocean which is the oldest maritime highway that has connected diverse regions, cultures and communities for millennia, thus making it a vital element in birth of globalization.

This course is aimed at destabilizing the ideas of terra-centric histories and focuses on the study of human connections in the Indian Ocean. Rather than following a strict temporal chronology it explores themes such a travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time. It roughly covers the period beginning from the emergence of Islam in the seventh century CE through the intrusion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. The course explores how different groups of people (traders, sailors, pirates, pilgrims) facilitated the circulation of commodities, cultures and ideas and in doing so gave rise to a common culture centered on the aquatic space of the Indian Ocean that stretched from East Africa through the Malabar, Coromandel and Gujarat coasts into Eastern India and Southeast Asia.

A variety of texts including primary sources, travelers' accounts, memoirs, and novels will be used throughout the course.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Brief reading list:

Note: In addition, specific articles from online journals will be recommended for each module.

- Banga, Indu, *Ports and Their Hinterlands in India, 1700-1950* (1992).
- Bentley, Jerry H. Renate Bridenthal & Anand A. Yang (eds.), *Interactions: Transregional Perspectives on World History* (2005).
- Berendse, R.J., *The Arabian Seas: The Indian Ocean World of the Seventeenth Century* (Armonk, NY: ME Sharpe, 2002).
- Bhana, Surendra (ed.), *Essays on Indentured Indians in Natal* (1988).
- Bose, S., *A Hundred Horizons: The Indian Ocean in the Age of Global Empire* (2006).

- Broeze, Frank (ed.), *Brides of the Sea: Port Cities of Asia from the 16th to the 20th Centuries* (1989)
- Campbell (ed.), *The Structure of Slavery in Indian Ocean Africa and Asia* (2004).
- Carter, M., *Voices from Indenture: Experiences of Indian Migrants in the British Empire* (1996).
- Chaudhuri, K.N., *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750* (1984, 2005)
- Chaudhuri, K. N., *Asia before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750* (1990).
- Das Gupta, Ashin and Michael Pearson, eds, *India and the Indian Ocean, 1500-1800* (1987).
- Gilbert, Erick, *Dhows and the Colonial Economy of Zanzibar, 1860-1970* (2004).
- Ghosh, Amitav, *In and Antique Land*.
- Ghose, Amitav. *The Sea of Poppies*.
- Gordon, Stewart, *When Asia Was The World* (2008).
- Gunder Frank, A., *ReOrient, Global Economy in the Asian Age* (1998).
- Ho, Engseung, *The Graves of Tarim: Genealogy and Mobility Across the Indian Ocean* (2006).
- Horton, Mark and John Middleton, *The Swahili: The Social Landscape of a Mercantile Society* (2000).
- Hourani, George F, *Arab Seafaring in the India Ocean* (1995).
- Lughod, Janet Abu, *European Hegemony: The World System AD 1250-1350* (1991).
- Margariti, Roxani Eleni, *Aden & the Indian Ocean Trade: 150 years in the Life of a Medieval Arabian Port* (2007).
- Metcalf, Thomas, *Imperial Connections* (2007).
- Nehemia, Levtzion & Randall L. Pouwels (eds.), *The History of Islam in Africa* (2000).
- Pearson, M.N., *The Indian Ocean* (2003).
- Prakash, Om, *The Dutch East India Company and the Economy of Bengal*, (1994).
- Richards, J.F. (ed.), *Precious Metals in the late Medieval and early Modern Worlds* (1983).

- Rubiés, Joan Pau, *Travel and Ethnology in the Renaissance: South India through European eyes, 1250-1625* (2000).
- Steinberg, Philip E., *The Social Construction of the Ocean* (New York: Cambridge University Press, 2001).
- Subrahmanyam, Sanjay, *The Portuguese Empire in Asia 1500-1700: A Political and Economic History* (1993).
- Vilar, Pierre, *A History of Gold and Money*, London, 1969.

Objectives: At the end of this course students will have:

1. learned to think about the history beyond territorial regions
2. gained familiarity with the history of global connections and interaction and therefore the phenomenon of 'globalisation'
3. gained familiarity with a variety of primary sources given them a sense of history in practice

13. Assessment Methodology: **20% Class participation and response papers**

50% two written essays

30% end semester examination

14. No. of students to be admitted: **No limitation of numbers at this stage.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **None**

Aparna Kapadia

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Communalism and Partition in South Asia**
2. Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
3. Programme(s) which this course can be a part of: **Masters in History.**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: **Salil Misra. Some lectures from outside experts can be organized.**
8. **Rationale for the Course:** This course has a focus on 19th and 20th century India. It discusses the nature and emergence of groups, forces and institutions that eventually culminated in the partition of the sub-continent. At a broader level, the courses has a thematic connectivity with certain major facets of modern world – making and unmaking of nations, nationalisms in conflict with each other, the appeal of identity politics and the explosive power of ideologies in modern world. In a way the course treats Indian communalism as a case-study of identity politics at a generic level. It therefore has a contemporary relevance and would be of some interest to masters students from other social science disciplines.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **The course can be taken by any student of MA in any social science discipline.**
10. **A brief description of the Course:**

This is a four-credit elective course on the basic structures and processes that went into the making of communalism in 19th and 20th century India. It also focuses on the linkages that existed between communalism and the partition of the sub-continent in 1947. The course looks upon partition as the culmination of the process of the communalization of Indian society and polity since the second half of the 19th century. There exists a very rich body of historical and sociological works on these themes, which would form the basis of the class room transactions on communalism and partition. Given that both the themes are extremely contentious, students would be made familiar with the kind of debates that exist within social sciences, regarding the explanations of these phenomena.

11. Specific Requirements on the part of students who can be admitted to this course: Any graduate student can take this course. No specialized prior knowledge is required.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The didactic and the interactive components of the course are organized around the following sub-themes:

- Definitions: what is communalism; communal violence and politics; communalism as ideology; communalism as a form of colonial knowledge; debates around the question of communalism; the modernist and the primordialist positions; religious assertions vs. Elite manipulation; various components of communalism.
- Social roots of communalism; the 19th century social churning; beginning of religious revivalism; quest for identity; its manifestations in religious feelings and anxiety.
- Transformation in India's community profile in the second half of the 19th century; transformation from local, fuzzy communities into pan-Indian religious communities of Hindus and Muslims.
- Institutional politics in the 20th century; formation of communal organizations; their demands for a share in power.
- The role of colonial policies; creation of institutional structures containing separatism; subsequent enlargement of these structures; its impact on communal relations at the regional and local levels.
- Politics in the 1920s and 1930s; communalism and the national movement; shift to extreme communalism; an increasing communalization of Indian polity and popularization of communal politics.
- The emergence of social and political forces working towards partition; constitutional dimensions; the high politics of India's partition; debates around it.
- The story of India's partition, 1945-47; an explanation for the emergence of Pakistan; a discussion of the two newly born nation-states of Indian and Pakistan.

Reading List

-----, *The Communal Problem* (Report of the Congress Committee, 1931), Popular Social Science, National Book Trust.

A.K.Gupta (edd.), *Myth and Reality: The Struggle for Freedom in India, 1945-47*.

Anita Inder Singh, *The Origins of the Partition of India, 1936-47*, Oxford, 1987.

Asim Roy, *Islam in South Asia: A Regional Perspective*

Ayesha Jalal, *Self and Sovereignty: Individual and Community in south Asian Islam Since 1850*, Oxford, 2001.

Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Cambridge, 1985.

B.R.Nanda, *Witness to Partition: A Memoir*, Delhi, 2003.

Barbara Daly Metcalf, *Islamic Revival in British India: Deoband, 1860-1900*, Princeton, 1982.

Bipan Chandra, *Communalism in Modern India*, New Delhi, 1984.

C.H.Philips and M.D.Wainright (ed.), *The Partition of India: Policies and Perspectives, 1935-47*, London, 1970.

C.Khaliquzzaman, *Pathway to Pakistan*, Lahore, 1961.

David Lelyveld, *Aligarh's First Generation: Muslim Solidarity in British India*, Oxford, 1996.

David Page, *Prelude to Partition: The Indian Muslims and the Imperial System of Control*, Oxford, 1982.

Farzana Shaikh, *Making Sense of Pakistan*, New Delhi-2009.

Farzana Sheikh, *Consensus and Community in Islam*, Cambridge, 1989.

Francis Robinson, *Islam and Muslim History in South Asia*, Oxford, 2000.

Francis Robinson, *Separatism among Indian Muslims: The Politics of United Provinces Muslims, 1860-1923*, Oxford, 1993.

Gyanendra Pandey, *Construction of Communalism in Colonial north India*, Oxford, 1990.

Gyanendra Pandey, *Remembering Partition*, Cambridge, 2002.

Gyanesh Kudaisya and Tai Yong Tang, *The Aftermath of Partition in South Asia*

H.V.Hodson, *The Great Divide: Britain, India, Pakistan*, London, 1967.

Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, Oxford, 2005.

Joya Chatterji, *Bengal Divided: Hindu communalism and Partition, 1932-47*, Cambridge, 1995.

K.K.Aziz, *The Making of Pakistan: A Study in Nationalism*, London, 1967.

Kenneth W.Jones, *Arya Dharm: Hindu Consciousness in 19th Century Punjab*, New Delhi.

Kenneth W.Jones, *Socio-Religious Reform Movements in British India*, Cambridge, 1994.

Khalid Bin Sayed: *Pakistan: The Formative Phase, 1857-1948*, Oxford, 1968.

M.N.Srinivas, *Social Change in Modern India*, Berkeley, 1966.

Mohammad Mujeeb, *The Indian Muslims*, New Delhi, 1985.

Mushirul Hasan (ed.), *India's Partition: Process, Strategy and Mobilization*, Oxford, 1993.

Mushirul Hasan, *Nationalism and Communal Politics in India, 1885-1930*, New Delhi, 1991.

N.L.Gupta, *Jawaharlal Nehru on Communalism*, Delhi, 1965.

Paul R.Brass, *Language, Religion and Politics in North India*, Cambridge, 1974.

Penderel Moon, *Divide and Quit: An Eyewitness account of the Partition of India*, Oxford, 1998.

Peter Hardy, *The Muslims of British India*, Cambridge, 1972.

R.Coupland, *Indian Politics, 1936-42*, London, 1943.

R.Coupland, *Constitutional Problem of India*, London, 1945.

Rafiuddin Ahmed, *The Bengal Muslims, 1871-1906: A Quest for Identity*, Oxford, 1981.

Rakesh Batabyal, *Communalism in Bengal: From Famine to Noakhali*, New Delhi, 2005.

Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, New Delhi, 1998.

S.Settar and Indira Baptista Gupta (ed.), *Pangs of Partition* (in two volumes), New Delhi, 2002.

Salil Misra, *A Narrative of Communal Politics, Uttar Pradesh, 1937-39*, New Delhi, 2001.

Stanley Wolpert, *Jinnah of Pakistan*, Oxford, 1999.

Stanley Wolpert, *Shameful Flight: the Last Years of the British Empire in India*

Sucheta Mahajan, *Independence and Partition: the Erosion of Colonial Power in India, 1945-47*, New Delhi, 2000.

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*, New Delhi, 1998.

W.C.Smith, *Modern Islam in India: A Social Analysis*, New Delhi, 1946.

13. Assessment Methodology: The assessment is based on two take home written assignments with a weightage of 30% each and a term-end written examination with 40% weightage.

14. Number of students to be admitted: Should not exceed 50.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None.

Salil Misra

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **India's Economy and Colonial Rule: 1750-1950**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **M. A. History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Master Level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): **NA**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal (coordinator) and Sanjay Sharma**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Understanding the nature of colonial rule is central to the M A programme with specialization on modern South Asia. No proper understanding of colonial rule is possible without studying economic condition of India between 1750 and 1950. This course intends to make students aware of how Indian economy worked under colonial rule. Further, economic condition of India in the post-colonial period has close linkage with economy under colonial rule. No one can have knowledge of the former without understanding the latter. Hence this course is appropriate for anyone who is interested in knowing how India is performing economically in the recent decades. This is an interdisciplinary course and will attract non-history M A students as well.

As we have already given a list of the books required for this course to the library, it will shortly have all the necessary resources for the course. The history faculty is capable of teaching this course without outside expertise.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: optional for all B A programmes in AUD. **It is a**

part of the MA programme in History. But it can be taken by students of other masters programmes.

10. A brief description of the Course:

The course examines different aspects of the Indian economy under colonial rule. It begins with exploring condition of India in the 18th century. It then proceeds to analyse the British agrarian policies. India was primarily an agricultural society hence trends in agrarian economy are closely examined. The course also explores how performance of agriculture had linkages with famines. Colonial rule is linked to introduction of large scale irrigation, and new means of communication and transport. The impact of these interventions of colonial state on Indian society is also examined.

Trade was at the centre of economic agenda of colonial state. Considerable attention will be given to analyse changing trends of trade between India and Britain. And in this light various themes will be explored like deindustrialization, setting up of modern industries, taxation, public finance and banking, etc. The course also intends to revisit significant debates of Indian economic history.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **none**

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
This course examines some key spheres and trends of India's economy, colonial rule and its historiography. It situates them in the realms of land, labour, capital and state policy as they emerged from the shadows of the Mughal decline and moved into the colonial era. It pays special attention to the world of peasants, artisans, migrants and their changing relationships with state power and the propertied in India. The role of caste, gender and social power in the working out of economic relationships will be explored throughout. This course will revisit some influential debates of Indian economic history: deindustrialisation, the nature of growth under colonial conditions, forced commercialization, the modernity of its industrialisation, working classes and the role of the colonial state.

TOPICS

1. Reviewing 18th Century Economy: legacy of the Mughals, Regional Formations, European trading companies, continuities and departures. (4 hours)
2. The Trading world of the East India Company State: tariffs, monopolies, salt, opium, indigo, textiles etc (6 hours)
3. Colonial rule on Indian Soil:

- (A) Land revenue settlements, land market, agricultural indebtedness, agricultural labour, regional variations. (4 hours)
- (B) Commercialization of agriculture, changing cropping pattern, the debates on forced commercialization and the 'mode of production in agriculture'. (4 hours)
4. Famines, famine relief and public works: food security, trends in long term output and availability of food, living standards and entitlements, the impact of roads, canals, railways and industrial technology. (6 hours)
5. Artisans, craft production, fate of handloom industry, revisiting the debate on deindustrialization. (4 hours)
6. Modern Industry: the rise and growth of large-scale industries, different stages of industrialization, government industrial policy. Emergence of capitalist and labour classes and labour organizations. (6 hours)
7. Trade, Finance and Banking: foreign and internal trade, Agency houses, Government investment and revenue; indigenous and modern banking. (4 hours)
8. India as a Colony and its Impoverishment: assessing overall growth, stagnation and decline with regional variations, India's position in world economy, the colonial legacy. (4 hours)
9. Evaluating the writing of the economic history of India: economic nationalism, the Marxist and Left paradigms, revisionist interpretations. The growing importance of themes like welfare, health, education, gender, environment, and livelihood etc for new perspectives on economic history. (4 hours)

(Total hours of classroom teaching: 46. In addition 1 hour of tutorial discussion will be devoted to each topic).

Select Readings:

1. Seema Alavi (ed), *The Eighteenth Century in India* (Delhi, OUP, 2002)
2. P.J. Marshall (ed), *The Eighteenth Century in Indian History: Evolution or Revolution?* (New Delhi, OUP, 2003)
3. Tirthankar Roy, *The Economic History of India, 1857-1947* (New Delhi, OUP, 2000)
4. Sanjay Sharma, *Famine, Philanthropy and the Colonial State: North India in the Early Nineteenth Century* (Delhi, OUP, 2001)
5. Dharma Kumar, *Land and Caste in South India*, Cambridge University Press, Cambridge, 1965.
6. Ranajit Guha, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, Orient Longman, New Delhi, 1981.
7. Asiya Siddiqui (ed.), *Trade and Finance in Colonial India 1750-1860*, Oxford University Press, New Delhi, 1995.

8. Prasannan Parthasarathy, *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*, Cambridge, 2001.
9. B.B Chaudhury, *Growth of Commercial Agriculture in Bengal 1757-1900*, Calcutta, 1964.
10. Jan Breman, *Labour Bondage in West India from Past to Present*, Oxford University Press, New Delhi, 2008.
11. Asok Sen et al (eds.), *Perspectives in Social Sciences, 2: Three Studies on the Agrarian Structure of Bengal*, (Oxford University Press, Delhi, 1982).
12. K.N. Raj et al (eds.), *Commercialisation of Indian Agriculture*, Delhi, Oxford University Press, 1985.
13. Gyan Prakash (ed.), *The World of Rural Labour*, Delhi, Oxford University Press paperback (1992?)
14. Brij Lal, *Chalo Jahaji: On a Journey through Indenture in Fiji*, ANU, Canberra & National Museum, Suva, Fiji, 2000.
15. A.K. Bagchi, *Private Investment in India, 1900-1939*, Cambridge University Press, 1972.
16. Dipesh Chakrabarty, *Rethinking Working Class History. Bengal, 1890-1940*, Princeton, 1989.
17. Sabyasachi Bhattacharya, *The Financial Foundations of the British Raj*, Shimla.
18. Dharma Kumar (ed.), *The Cambridge Economic History of India ,c. 1757- c.1970*, Vol. II (Orient Longmans, Delhi 1984), selected portions.
19. B.R. Tomlinson, *The Economy of Modern India, 1860-1970* (CUP, 1993)

13. Assessment Methodology: The course will have three assessment situations: two take home assignments (30 per cent weightage each) and end semester examination (40 per cent weightage).

14. No. of students to be admitted: **Not more than 40.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Only classroom

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: **Oral Epics in India: Exploring History and Identity**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Masters Programme in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Tanuja Kothiyal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course explores the use of oral sources particularly oral epics as methodology in constructions of community histories. It attempts to explore the emergence of community identities through oral narratives popular among communities. The representations of caste, community and gender in oral epics are explored through this course. The role of oral narratives, narrators and narrations in the evolution of a notion of “self” among communities would be explored through this course.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **The course is part of the MA (History) Programme but it is open to all Masters Programmes in the University.**

10. A brief description of the Course:

The course would begin with a larger discussion on the context in which oral and folk epic traditions became a part of the quest for knowledge about India. The collection and interpretation of oral narratives by colonial indologists like William Crooke, Grierson, Tessitori, played an important role in generating certain essentialist notions about community identities in colonial India. These ideas have been challenged by twentieth century folklorists, anthropologists, historians and litterateurs. Exploring this methodological journey of the oral epic would help us engage with the development of oral narrative traditions in various parts of India, and bring into discussion of the use of such narrative traditions as sources for history writing. The course would consider the multilayered nature of orality (as fluid, mobile, open and contextual) as well as questions of legitimacy and authenticity, particularly with regards to historians' concerns with oral epic traditions.

The course would explore variants of Indian Folk Traditions viz; the martial, sacrificial and romantic, as well as the dominant ideologies around which they are spun like heroism, sacrifice, death, deification, divinity and fate. It would also explore the oral epic traditions as interfaces between the inner and outer as illustrated in the notions of *Akam* and *Puram*. An attempt would also be made to unravel the interfaces between the folk narratives and certain pan-Indian traditions particularly the Ramayana and the Mahabharata.

The course would attempt to trace the context of oral narrative development both as a textual and performative traditions. The analysis of these traditions would take into account the ecological and social context in which these traditions evolve, and the reverberating notions of caste, community and gender that emerge as these traditions get reinterpreted through contemporary performances. The unravelling of the narratives is intended to draw the students towards exploring the ever shifting boundaries between oral narratives and history.

The course would finally explore the dynamic relationship between the performer and the audience, both as situated in the patron-client mode and one that locates the performer as the author as well as the custodian of the idea of "self" of the audience groups. The constant movement of narrator groups like Bhopas, Bairagis, Nayaks, Kamads, Sevags, Pancholis, Doms, Manganiyars, Bhats, Charans, from the position of empowered preservers of traditions to marginalized low caste wanderers also leads to conflicting notions of authorship and ownership in these traditions. The course would delve into these conflicts as well as explore the ways in which the conversion of traditions into "conserved art forms" has also lead to altered form and content aimed at an entirely different audience.

The course would employ a textual as well as audio-visual sources, as well as secondary literature in order to illustrate and interpret Oral Epic Traditions.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The purpose of this course is to explore some oral folk narrative traditions as texts and performances and examine the processes through which multilayered social identities emerge. The traditions that may be explored in this course include *Pabuji*, *Devnarayan*, *Dhola*, *Umar Marvi jo kisso* and *Khandoba*, among others, in the genres in which they are performed like *swang*, *kissa*, *kathaa vachan*, *phad vachan*, *jhurava* etc .

Course Structure

1. Indian Oral Epics: Introduction (3 weeks)

A.

- Discovering India's Spoken: William Crooke and the folklore of India
- "Studying Oral Epics": Some methodological concerns
- Orality and History
- Orality and Memory

B.

- Types of Oral Epic Traditions in India
- Patterns of Development in Indian Oral Epic Traditions: Martial, Sacrificial and Romantic
- Oral Epic Traditions and Pan-Indian Narratives

C.

- Dominant Ideologies in Oral Epic Traditions
 - Heroism
 - Fate
 - Sacrifice
 - Divinity
 - Death and Deification

2. Some Oral Epics and their Narrative structures (3 weeks)

- Pabuji ri Phad
 - Devnarayan Phad
 - Dhola
 - Khandoba
 - Heer Ranjha
- (This section would entail engagement with both the textual as well as audio-visual forms)
3. **Contextualising Oral Epic Traditions (1 week)**
 - Locating Oral Epics in Time and Space
 - Oral Epics as Historical Traditions
 - Understanding Ritual Context of Oral Epic Traditions
 4. **Oral Epics and Social Identity (2 Weeks)**
 - Representations of identities
 - Authorships and Representations
 - Oral Epics as Counter-narratives
 5. **Gendered Spaces in Oral Epics (2 Weeks)**
 - Representations of Women in Epics: Martial, Sacrificial and Romantic
 - Women's Voices as Counter Systems
 - Deification of Women in Oral Epics
 - Nymphs, Goddesses, Virgins/ Mothers, Wives, Satis
 6. **Oral Epics as Performances (2 weeks)**
 - Situating Performers/Priests
 - Performance as Narration
 - Performance as Dialogue
 - Performance as Discourse
 - Performance as Ritual
 - Performance as Art
 - Performance as a Counter-System

(This section would require the class to engage with audio-visual source materials)

Reading List

Blackburn, S.H., 1986 "Performance Markers in an Indian Story-Type". In S.H. Blackburn and A.K.Ramanujan (eds), *Another Harmony: New Essays on Folklore in India*. Berkeley: University of California Press.

Blackburn, S.H. and A.K. Ramanujan (eds), 1986b. *Another Harmony: New Essays on Folklore in India*. Berkeley: University of California Press.

Blackburn, S.H., P.J. Claus, J.B. Flueckiger and S.S.Wadley (eds) 1989b. *Oral Epics in India*. Berkeley: University of California Press.

Carrin, M., 2004. "The Sacrifice of Fertility: Female Sacredness at the Hindu/Tribal Frontier in Bengal". In H. Tambs-Lyche (ed.), *The Feminine Sacred in South Asia. Le sacré au féminin en Asie du Sud*. Delhi: Manohar, 114-133.

Chattopadhyaya, B., 1997. "Political Processes and the structure of Polity in Early Medieval India". In H. Kulke(ed.), *The State in India 1000-1700*. Delhi: Oxford University Press, 195-232.

Erdman, Joan L., 1992b. "Petitions to the Patrons: Changing Culture's substance in twentieth century Jaipur". In J.L. Erdman (ed.), *Arts Patronage in India: Methods, Motives and Markets*. New Delhi: Manohar, 142-177.

Erndl, K.M., 1987. *Victory to the Mother: The Hindu Goddess of north-west India in Myth, Ritual and Symbol*. Oxford: Oxford University Press.

Finnegan, R., 1977. *Oral Poetry: Its Nature, Significance and Social Context*. Cambridge: Cambridge University Press.

Frater, J., 1989. "Living Textile Arts of the Bhopa Rebaris". *Arts of Asia* 19/4, 90-98.

Harlan, L., 2003. *The Goddesses' Henchmen: Gender in Indian Hero Worship*. Oxford: Oxford University Press.

Harman, W.P., 1989. *The Sacred Marriage of a Hindu Goddess*. Delhi: Motilal Banarsidass.

Heesterman, J.C., 1985. *The Inner Conflict of Tradition: Essays in Indian Ritual, Kingship, and Society*. Chicago: University of Chicago Press.

Henige, D., 1974. *The Chronology of Oral Tradition: quest for a chimera*. Oxford: Clarendon Press.

Hiltebeitel, A. 2001. *Draupadi among Rajputs, Muslims and Dalits: Rethinking India's Oral and Classical Epics*. New Delhi: Oxford University Press.

Hiltebeitel, A. (ed.), 1989. *Criminal gods and demon devotees: Essays on the guardians of popular Hinduism*. Albany: State University of New York Press.

Inden, R. 1998. "Ritual, Authority, and Cyclic Time in Hindu Kingship". In J.F. Richards (ed.), *Kingship and Authority in South Asia*. Delhi: Oxford University Press, 41-91.

Kamphorst, J., 2004. "The deification of South Asian Epic Heroes: Methodological Implications". In J. Jansen and H.M.J. Maier (eds.), *Epic Adventures. Heroic Narrative in the Oral Performance Traditions of Four Continents. Literatur Forschung und Wissenschaft Band 3. Muenster: LIT Verlag, 89-97.*

Kelly, V., 1995. "Ramdeo Pir and the Kamadiya Panth". In N.K. Singhi and R. Joshi (eds), *Folk, Faith & Feudalism*. Jaipur: Rawat Publications.

Khan, Dominique-Sila, 1997. *Conversions and Shifting Identities: Ramdev Pir and the Ismailis in Rajasthan*. New Delhi: Manohar.

Kolff, D.H.A., 1990., *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press.

Kolff, D. H.A., 1995. "The Rajput of Ancient and Medieval North India: A Warrior-Ascetic". In N.K. Singhi and R. Joshi (eds), *Folk, Faith & Feudalism*. Jaipur: Rawat Publications, 257-294.

Kothari, K., 1989. "Performers, Gods, and Heroes in the Oral Epics of Rajasthan". In S.H. Blackburn, P.J. Claus, J.B. Flueckiger and S.S.Wadley (eds), *Oral Epics in India*. Berkeley: California University Press, 103-17.

Kothari, K., 1994. "Musicians for the People: The Manganiyars of Western Rajasthan". In K. Schomer (etal.) (eds), *The Idea of Rajasthan, Explorations in Regional Identity*. Vol 2. New Delhi: Manohar, 205-237.

Lincoln, B. 1981. *Priests, Warriors and Cattle: A Study in the Ecology of Religions*. Berkeley: University of California Press.

Lodrick, D. 2005. "Symbol and Sustenance: Cattle in South Asian Culture". *Dialectical Anthropology*, 29/1, 61-84.

Ramanujan, A.K.1997. "Three-hundred Ramayanas: Five examples and three thoughts on translation". In P.Richman (ed), *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. New Delhi: Oxford University Press, 22-46.

Rubin, D.C. 1995. *Memory in Oral Traditions: The Cognitive Psychology of Epic, Ballads, and Counting-out Rhymes*. New York: Oxford University Press.

Smith, J.D., 1977. "The Singer or the Song?: A reassessment of Lord's "oral theory"". *Man* (n.s.) 12, 141-53.

Smith, J. D., 1980. "Old Indian: the two Sanskrit Epics". In A.T. Hatto (ed.), *Traditions of Heroic and Epic Poetry*. Vol. 1: The traditions. London: The Modern Humanities Research Association, 48-78.

- Smith, J.D., 1989a. "Scapegoats of the gods: the ideology of the Indian epics". In S.H. Blackburn, P.J. Claus, J.B. Flueckiger and S.S.Wadley (eds), *Oral Epics in India*. Berkeley: California University Press, 176-93.
- Smith, J.D., 1989b. "Rajasthani. How to sing a tale. Epic performance in the Pabuji tradition". In J.B.Hainsworth and A.T. Hatto. *Traditions of Heroic and Epic Poetry Volume Two: Characteristics and Techniques*. London: Modern Humanities Research Association, 29-41.
- Smith, J.D., 1990. "Worlds apart: Orality, Literacy, and the Rajasthani Folk-Mahabharata". In *Oral Traditions* 5/1, 3-19.
- Smith, J.D., 1991. *The Epic of Pabuji. A Study, Transcription and Translation*. Cambridge: Cambridge University Press.
- Smith, J.D., 1992. "Epic Rajasthani". *Indo-Iranian Journal* 35, 251-269.
- Smith, J.D., 1999. "Winged words revisited: diction and meaning in Indian epic". *Bulletin of the School of Oriental and African Studies* 62/ 2, 267-305.
- Snodgrass, J.G., 2004. "The centre cannot hold: Tales of hierarchy and poetic composition from modern Rajasthan". *Journal of the Royal Anthropological Institute* 10/2, 261-285.
- Srivastava, V.K., 1994. "The Rathore Rajput Hero of Rajasthan: Some Reflections on John Smith's The Epic of Pabuji". *Modern Asian Studies* 28/3, 589-614.
- Srivastava, V. K., 1997. *Religious Renunciation of a Pastoral People*. New Delhi: Oxford University Press.
- Taft, F., 1994. "Honor and Alliance: Reconsidering Mughal-Rajput Marriages". In K. Schomer (et al.) (eds.), *The Idea of Rajasthan, Explorations in Regional Identity*. 2 vols. New Delhi: Manohar.
- Tambs-Lyche, H., 1997. *Power, Profit, and Poetry: Traditional Society in Kathiawar, Western India*. Delhi: Manohar.
- Tambs-Lyche, H., 2004, "Introduction". In H. Tambs-Lyche (ed.), *The Feminine Sacred in South Asia. Le sacré au féminin en Asie du Sud*. First edition: 1999. Delhi: Manohar, 9-35.
- Tambs-Lyche, H., 2004/2004c. "Marriage and Affinity among Virgin Goddesses". In H. Tambs-Lyche (ed.), *The Feminine Sacred in South Asia. Le sacré au féminin en Asie du Sud*. First edition: 1999. Delhi: Manohar, 63-87.
- Thapar, R., 1971. "The Image of the Barbarian in Early India". *Comparative Studies in Society and History*, 13/4, 408-436.

Thapar, R., 1979. "The Historian and the Epic". In R.N. Dandekar and T.G. Mainkar (eds), *Annals of the Bhandarkar Oriental Research Institute*. Poona: Bhandarkar Oriental Research Institute, 199-213.

Thapar, R., 1996. "The Tyranny of Labels". *Social Scientist* 24/9-10: 4-23.

Vansina, J., 1997. *Oral Tradition as History*. First edition: 1985. Oxford: James Currey Ltd.

Vansina, J., 1965, 2006. *Oral Tradition: A Study in Historical Methodology*, tr. H M Wright, Transaction Publishers, New Brunswick, NJ.

Westphal-Hellbusch, S., 1975. "Changes in the Meaning of Ethnic Names". In L.S. Leshnik and G.D. Sontheimer (eds), *Pastoralists and Nomads in South Asia*. Wiesbaden: Otto Harrassowitz.

Ziegler, N.P., 1976a. "Marwari Historical Chronicles. Sources for the Social and Cultural History of Rajasthan". *Indian Economic and Social History Review* 13/2, 219-250.

Ziegler, N.P., 1976b. "The Seventeenth Century Chronicles of Marwar: A Study in the Evolution and Use of Oral Tradition in Western India". *History in Africa* 3, 127-153.

Ziegler, N.P., 1994. "Evolution of the Rathor State of Marwar: Horses, Structural Change and Warfare". In K. Schomer, J.L. Erdman, D.O. Lodrick and L.I. Rudolph (eds), *The Idea of Rajasthan: Explorations in Regional Identity*. Vol. II. New Delhi: Manohar, 192-217.

Ziegler, N.P., 1998. "Rajput Loyalties during the Mughal Period". In J.F. Richards (ed.), *Kingship and Authority in South Asia*. New Delhi: Oxford University Press, 242-284.

13. Assessment Methodology: **Assignment 30%, Project 40%, End Semester 40%**

14. No. of students to be admitted: **Upto 40**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Classroom, Library, Projection and Audio-Visual Facilities.**

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Comparative Studies of Labour Relations and Wellbeing 1800-1970 (MHE12)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: **Masters / PGDiploma / Certificate**
5. If it is a stand-alone course, how can it be scheduled
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Dr Dhiraj Kumar Nite**
8. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **An Elective for Masters in History Open to all other Masters Programmes of the University.**
9. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **None.**
10. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **It fits with the**

goal of welfare, social justice and equality which the AUD stands for. The faculty resource currently available at the SLS can at his best apply his expertise to run this course. The student will engage with experience of the people in whose name the different paradigms of development contend with each other. It equips the student with a methodology of comparative framework to be applied to sufficiently appreciate a particular social and institutional praxis and for throwing up a new question of enquiry.

11. A brief description of the Course:

It equips the student with tools of analysis of and writing on everyday life and society in terms of labour, capital, and wellbeing in the modern and contemporary world. It engages them to the significance of comparative historical perspectives over the subject. It dwells on the fact that manual, skilled and professional labour is the fundamental factor of socio-economic life. Opposed to any attempt of regarding the labourer as only one of the factors of production, the course discusses how the working people perform constitutive roles in the progression of civilization. Labour is performed to meet wellbeing as one desires for it and confronts its contested definitions and entitlement. The course discusses the issues of wage and efficiency, work-time, workplace-risk and safety; children, family and gender in the world of work; leisure; alienation and religious beliefs; migration; labour laws and the state; and the politics of wellbeing and freedom. It delves into debates, and reveals the strength, limitation, and silence found in the available literature. It encourages the participant to reflect upon both the *historical literature* and other secondary reference materials.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

1. Week One: Introductory discussion over the categories of abstract labour, real labour, wellbeing and human life:-

Chakrabarty, Dipesh, 2001/07, *Provincialising Europe: postcolonial thought and historical difference* (Chapters: Two Histories of Capital; Translating Life-worlds into Labour and History).

Linden, Marcel van Der, 2005, 'Conceptualising the world working class', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.

Behal, Rana, *The Idea of Work*

Robb, P, *The Dalit Movement and the Meaning of Labour*

Joyce, Patrick, *The Meaning of Work*

Williamson, JG, 'The evolution of global labour markets since 1830: background evidence and hypothesis', *Explorations in economic history*, 1995, vol. 32 (1), pp. 141-196/

Sen, Amartya, *Commodities and Capabilities; The Standard of Living*

2. Week two: Of Wages, Income, and Efficiency: What are its constituent and determinant?

- Roy, Trithankar. 2005. *Rethinking Economic Change in India: Labour and Livelihood*, Oxon: Routledge.
- Bagchi, Amiya, 2002, *Capital and Labour Redefined: Indian and the Third World*, pp. 176-240, New Delhi: Tulika Press.
- Tomlinson, BR. 1996. *The Economy of Modern India 1860-1970*. New Cambridge History of India (Last chapter and conclusion).
- Clark, G. 1987, 'Why is not the Whole World Developed', *Journal of Economic History*, 49 (1), pp. 141-73.
- Susan Wolcott and Gregory Clark, 1999, 'Why Nations Fail: Managerial Decisions and Performance in Indian Cotton Textiles, 1890-1938', *The Journal of Economic History*, Vol. 59, No. 2 (Jun., 1999), pp. 397-423.
- Gupta, Bishnupriya, 2011, 'Wages, Unions and Labour Productivity: Evidences from Indian cotton mills', *The Economic History Review*, 64 (1), pp. 77-98.

3. Week Three: Of Wage Funds, Relative Surplus-value, and reproduction relations:

- Cohn, Samuel, March 1990. 'Market-Like Forces and Social Stratification: How Neoclassical Theories of Wages Can Survive Recent Sociological Critiques', *Social Forces*, vol. 68 (3), 714-30.
- Hannan, Lynn, January 2005, 'The Combined Effect of Wages and Firm Profit on Employee Effort', *The Accounting Review*, vol. 80 (1), 167-188.
- Fonseca, A. April 1969, 'Need-Based Wage and its Implementation', *Indian Journal of Industrial Relations*, vol. 4 (4), 411-32.
- Carter Tj. July 1995, 'Efficiency Wages: Employment versus Welfare', *Southern Economic Journal*, vol. 62 (1), 116-25.
- Rodrik, Dani, Aug 1999, 'Democracies Pay Higher Wages', *The Quarterly Journal of Economics*, vol. 114 (3), 707-38.
- 'How Do We Know that Real Wages Are Too High? *The Quarterly Journal of Economics*, vol. 110, 1111-25.

4. Week Four: Of Work Time: What are its basis and determinant?

- Pollard, S. (1965). *The genesis of modern management: A study of the industrial revolution in Great Britain*. Cambridge: Harvard University Press.
- Pollard, Sidney, 'Labour in Great Britain', in Peter Mathias and M. M. Postan (eds.), *The Cambridge Economic History of Europe*, vii, *The Industrial Economies: Capital, Labour, and Enterprise*, pt. 1 (Cambridge, 1978).
- J.H. Hassard (ed.), *The Sociology of Time*. Houndmills: Macmillan.
- EP Thompson, 'Time, Work-discipline and Industrial Capitalism', *Past and Present*, 38 (1), 1967, pp. 56-97.
- Nigel Thrift, 1996. 'Rethinking EP Thompson: Time, Work-discipline, and Industrial Capitalism', *Time and Society*, vol. 5 (3), 275-299
- Roy, D, 1990. 'Time and Job Satisfaction', in *The Sociology of Time*

- Zerubavel, E. 1990. 'Private-time and Public-time', in *The Sociology of Time*, Cohen, S. and L. Taylor, 1990. 'Time and the Long-term Prisoner', in *The Sociology of Time*.
- M. Postone, *Time, Labor and Social Domination: A Reinterpretation of Marx's Critical Theory*, New York and Cambridge: Cambridge University Press, 1993.
- Joshi, Chitra, 2005, 'Formation of Work Culture', in *Lost Worlds: Indian Labour and its Forgotten Histories*, New Delhi: Permanent Black.
- Sarkar, Sumit. 2002. 'Colonial Times: Clocks and Kali-yuga and Time' in his *Beyond Nationalist Frames: Postmodernism, Hindutva, History*. New Delhi: Permanent Black.

5. Week Five

Of Work Hazards and Safety: What are its source and resolution?

- Mukhopadhyay, Asish. 2001. 'Risk, Labour and Capital: Concern for Safety in Colonial and Post-Colonial Coal Mining', *The Journal of Labour Economics*, 44(1): 63—74.
- Mills, Catherine, 2010. *Regulating Health and Safety in the British Mining Industries 1800-1914*, England: Ashgate.
- Ref. Aldrich, Mark, 1997, *Safety First: Technology, Labour, and Business in the Building of American Work Safety 1870-1939*, London: Johns Hopkins Uni. Press.
- Leger, JP and RS Arkles, 1989, 'Permanent disability in black mineworkers: a critical analysis', in *South African Medical Journal*, vol. 76, 557-561.

6. Week Six

Presentation of first home assignment to class

7. **Week Seven: Of Family, Community, Gender and Children: What are its foundation and function?**

- Horrell and Humphries, 'Women's Labour Force Participation and the Transition to the Male-Breadwinner Family 1790-1865', *the Economic History Review*, Vol. 48 (1), Feb 1995, pp. 89-117.
- 'the Rise and Decline of the Male Breadwinner Families: Debates', *IRSH*, 1997, supplement.
- Horrell and Humphries, 'Old Questions, New Data, and Alternative Perspectives: Families' Living Standards in the Industrial Revolution', *The Journal of Economic History*, vol. 52 (4), Dec 1992, pp. 849-880
- Banerjee, Nirmala, 'Working Women in Colonial Bengal: Modernisation and Marginalisation' in *Recasting Women: Essays in colonial history*, Kumkum Sangari and Sudesh Vaid (eds), 1999/1989, Delhi: Kali for Women, pp. 269-301.
- Kumar, Radha, 'Family and Factory: Women in the Bombay Cotton Textile Industry 1919-1939', in J Krishnamurthy (ed), *Women in Colonial India: Essays on survival, work and the state*, 1989, Delhi: OUP, pp. 81-110; or in *IESHR*, 1983, vol. 20 (1).

Kommentar [H1]: a, Women labour force participation
Humphries, 'From Work to Dependence: Women's experience of industrialisation in Britain', *Refresh*, 1995.

Kommentar [H2]: A discussion over the difference between male earnings and family income due to the participation and contribution of women and children; A substantial gain in the real income during the industrialisation by 1850. Thus it presents a partial optimist view which is once again challenged by Voth and Allen who say that real income did not improve until the mid 19thc.

Sen, Samita. 2003. 'Politics of Gender and Class: Women in Indian Industries', in *Family and Gender: Changing Values in Germany and India*, in M. Pernau, Imtiaz Ahmad and Herlmut Reifeld (eds), New Delhi: Sage Pub.

Sen, S. *Woman and Labour in Late Colonial India: the Bengal Jute Industry*, 1999, CUP.

Sen, S, 'Offences Against Marriages: Negotiating customs in colonial Bengal', in Marry John ed *The Question of Silence*, pp. 77-

Sen, S, 'Question of Consent: Women's recruitment for Assam tea plantations 1859-1900', *Studies in History*, 2002, 18 (2), pp. 231-260.

Sen, S, 'Informalising Labour Recruitment: The garden sardar in Assam tea plantation, AILH Conf, 2005.

Engels, Dagmar, 'The Myth of the Family Unit: Adivasi women in coal mines and the tea plantation in early 20thc Bengal', in Peter Robb (ed), *Dalit Movement and the meaning of labour*, 1996, Delhi: OUP, pp. 225-244.

Joshi, Chita. 2005. 'Between Work and Domesticity: Gender and Household Strategies in Working-Class Families' in S. Bhattacharya and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.

Joshi, C. 2006/03. *Lost Worlds: Indian Labour and Its Forgotten Histories*. New Delhi: Permanent Black.

Alexander, Peter. 2007. 'Women and Coal Mining in India and South Africa, c1900-1940,' *African Studies* 66(2&3), pp. 201-22.

Hareven, T. 1982. *Family Time and Industrial Time: The relation between the family and work in a New England industrial community*. USA: Cambridge University Press.

Mohapatra, Prabhu. 1995. 'Restoring the Family: Wife Murder and the Making of a Sexual Contract for Indian Immigrant Labour in the British Caribbean Colonies, 1860-1920', *Studies in History*, 11, 2.

Anderson, M. 1976. 'Sociological History and the Working-Class Family: Smelser Revisited', *Social History*, no. 3.

8. **Week Eight: Of Family, Community, Gender and Children:**

Agarwal, B. 1991. 'Social Security and the Family: Coping with Seasonality and Calamity in Rural India', in Entisham Ahmad *et al.*, (ed.), *Social Security in Developing Countries*. New Delhi: OUP.

Engels, F. 1891/1973. *The Origin of the Family, Private Property and the State*. Moscow: Progress Publishers.

Jaclyn J. Gier and Laurie Mercier: *Mining Women: gender in the development of a global industry, 1670 to 2005*, (Palgrave, Macmillan, 2006).

Kuntla Lahiri-Dutt and Martha Macintyre (eds), *Women Miners in Developing Countries: Pit Women and others*, 2006, England: Ashgate.

Pedersen, S. 1993. *Family, Dependence and the Origins of the Welfare State: Britain and France, 1914-1945*. Cambridge: CUP.

Sommestad, Lena. 1997. 'Welfare State Attitudes to the Male Breadwinning System: The United States and Sweden in Comparative Perspective', in *International Review of Social History*, vol. 42 (Supplement), pp. 153-174.

Kommentar [H3]: B, family life and the quality of living:

Horrell and Humphries, 'The Exploitation of Little Children: Child Labour and the Family Economy in the Industrial Revolution', *Explorations in Economic History*, vol. 32 (4), 1995, pp. 485-516.

Kommentar [H4]: Child labour

Horrell, Humphries and Voth, 'Stature and relative deprivation: fatherless children in early industrial Britain', *Continuity and Change* 13 (1), 1998, pp. 73-115, CUP.

Todd, Selina. 2007. 'Breadwinners and Dependents: Working-Class Young People in England, 1918-1955', in *International Review of Social History* 52 (2007), no. 1, pp. 57-87.

Alexander-Mudaliar, Emma, 'The 'Special Classes' of Labour: Women and Children Doubly Marginalized', 2010, in *Labour Matters*, eds. Marcel van der Linden

Alexander-Mudaliar, Emma (2004). 'Labour Regulation or Protection for the Factory Child: Bombay 1881-1920'. Paper at the AILH Conference 2004, V.V. Giri National Labour Institute, New Delhi

Pati, Biswamoy, *Enslaved Innocence: Child Labour in South Asia*, 2012, Shakti Kak.

9. **Week Nine:** Wellbeing: its Contours and Foundations?

Sen, Amartya, 2004. *Development As Freedom*. New Delhi: OUP.

Sen, A. 1985. *Commodities and Capabilities*, Elsevier Science Pub., or Delhi: OUP 1987.

Ahmad, Entisham *et al.*, (ed.), *Social Security in Developing Countries*. New Delhi: OUP.

Peter H. Lindert and Jeffrey G. Williamson, 'English Workers' Living Standards during the Industrial Revolution: A New Look', in journal *The Economic History Review*, Feb 1983, Vol. 36 (1), pp. 1-25.

N. F. R. Crafts, 'English Workers' Real Wages During the Industrial Revolution: Some Remaining Problems', in *The Journal of Economic History*, Mar., 1985, Vol. 45 (1), pp. 139-144.

Kommentar [H5]: Its suggests a significant rise in the standard of living during 1751-1850. The pessimist can quibble only about the period 175-1820 at their best and that so by focusing over the collective standard of living.

10. **Week Ten:** Of Ideas, Religion, Theatre and Leisure: What are its substance, form and function?

Parry, J.P. 2008. 'The Sacrifices of Modernity in the Soviet Built Steel Town in Central India', in *On the Margins of Religion*. (Eds.) Frances Pine and Joao De Pina-Cabral. USA: Berghahn Books.

Pinney, Christopher, 1999. 'On Living in the Kal(i)yug: Notes from Nagda, Madhya Pradesh', *Contributions to Indian Sociology*, vol. 33: 77-99.

Joshi, C., 2006, *Lost Worlds* (chapter on community and religion)

Taussig, Michael T. 1980. *The Devil and Commodity Fetishism in South America*. Chapel Hill: The University of North Carolina Press.

11. **Week Eleven:** Of Ideas, Religion, Theatre and Leisure:

Yeo and Yeo (eds.). 1981. *Popular Culture and Class Conflict: Exploration in the leisure culture and class conflict*. Sussex: Harvester Press.
Samuel, Raphael, 1985, *Theatres of the left, 1880-1935 : workers' theatre movements in Britain and America*, London : Routledge & Kegan Paul.

12. **Week Twelve:** Presentation of second home assignment to class

13. **Week Thirteen:** Of Labour Migration and Recruitment: its nature and form?

Dasgupta, Ranjit. 1994. *Labour and the Working Class in Eastern India: Studies in Colonial history*. Calcutta: K.P. Bagchi & Company.
Mohapatra, Prabhu, 1985. 'Coolies and Colliers: A study of the agrarian context of labour migration from Chotanagpur, 1880-1920, vol. 1 (2), 13-42.
Mackeown, Adam, 'Global Migration: 1846-1940', *Journal of World History*, vol. 15 (2): 155-189.
Lucassen, Leo, 2007. Migration and World History: Reaching a New Frontier, *International Review of Social History (IRSH)*, vol. 52: 89-96.
Moch, Leslie Page, 'Connecting Migration and World History: Demographic Patterns, Family Systems and Gender', *IRSH*, vol. 52: 97-104.
Mohapatra, P, 2007, Eurocentrism, Forced Labour, and Global Migration: A Critical Assessment, *IRSH*, vol. 52, 110-115.

14. **Week Fourteen:** Of the Expression of Social Forces: Its contours, foundation, and nature?

Linden, Marcel van Der, 2005, 'Conceptualising the world working class', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
Steadman, Jones, 1983/87. *Languages of Class: Studies in English Working Class History 1832-1982*, Cambridge: Cambridge Uni. Press.
Sen, Sukomal, 1997. *Working Class of India: History of Emergence and Movement*. Calcutta: KP Bagchi & Co.
Chakrabarty, Dipesh, 1989. *Rethinking Working Class History: Bengal 1890-1940*, Princeton: Princeton Uni. Press.
Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
Breman, Jan, 2010, *Outcast Labour in Asia: Circulation and Informalisation of the Workforce at the Bottom of the Economy*, New Delhi: OUP.
Prakash, Gyan, 1992, *The World of Agrarian Labour in Colonial India*, Delhi: OUP.
Robb, Peter. 2007. *Peasants, Political Economy, and Law*. New Delhi: OUP.

15. **Week Fifteen:** Of Labour Laws and State: Its function and impact?

Anderson, M.R. 1993, 'Work Construed: Ideological Origins of Labour Law in British India to 1918', in Peter Robb, ed., *Dalit Movements and the Meanings of Labour*, Delhi: OUP.

Mohapatra, Prabhu, 2005, 'Regulated Informality: Legal Construction of Labour Relations in Colonial India 1814-1926', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.

Simeon, 'Calibrated Indifference: understanding the structure of informal labour in India', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.

Chandavarkar, Rajnarayan. 1994. *The Origins of Industrial Capitalism: Business Strategies and the Working Classes in Bombay, 1900-1940*. Cambridge: Cambridge University Press.

16. **Week Sixteen: End Semester Exam.**

13. Assessment Methodology: **Two home assignments (each of 20% of total grade), their presentation to class (each of 15% marks), and an end semester exam (30% marks). Participation in all formats of assessment is, unless a valid reason not to do so, necessary to get a passing grade.**

14. No. of students to be admitted: **Twenty Five**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Expertise of faculty in social and economic history, historical anthropology; availability of reading materials already submitted to university library; and linkages with VV Giri National Labour Institute Noida and the Shram Shakti Bhawan Library (New Delhi)**

Dhiraj Kuamr Nite

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Race and Capitalism: South Africa, 1850s-2000s (MHE15)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: **Masters / PGDiploma / Certificate**
5. If it is a stand-alone course, how can it be scheduled, semester-long regular course
Proposed date of launch: **July 2011**
6. Course Team: (coordinator, team members etc.): **Dr Dhiraj Kumar Nite**
7. If the course is a part of one or more programme(s), its location in the programme(s)
core/compulsory/optional/any other: **An Optional for Masters in History, Open to all other Masters students in the Unibversity.**
8. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.): **None.**
9. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **It fits with the AUD's goal of welfare, social justice and equality. The faculty resource currently available at the SLS can at his best apply his expertise to offer this course. The student will engage with the fact that the modern quest for progress and efficient method are socially rooted rather than value-free and neutral entity. The politics of egalitarianism and social justice re/shapes the capitalist path of development to meet its promises of equality, liberty, fraternity, and happiness. It equips the student with a methodology of comparative framework to be applied to sufficiently appreciate a particular social and institutional praxis and for throwing up a new question of enquiry.**
10. A brief description of the Course:
It presents an elaboration on the conservative-liberal and Marxian approaches to the emergence and development of capitalist farming, animal husbandry, industrial economy, and the racial division of labour in South Africa (1850s-2000s). The former approach harped on the discourse of 'white man's burden' and a privileged

claim of the conqueror to resources. In contrast, the Marxian approach revealed the fact that the dynamics of capitalist development was entwined with the instrument of racial differentiation and division of labour in its quest for cheap labour of black/African 'natives' in the colony or settler society. Demands for cheap black labour accompanied the attempt of white working men at preservation of their privileges by continually reinforcing the denial of skill and fraternal status to the black people (Wolpe 1972, Legassick 1974, Crush 1992). This course engages with debates: How did the graduation of the segregation regime into the apartheid regime since 1948 eye on addressing the challenges to the system of cheap black labour? How did the new intellectual and skill attainment by the black population sap the cultural and political basis of the apartheid rule and lay the foundation for a multiracial democracy (Allen 2002, Moodie 1994, 2011)? The black consciousness movement, as propounded by Steve Biko, expressed this underlying shift. The course also dwells on the interface among class, race, gender, and immigrants; thus, it incorporates the new social history, which questions the simple Afrikaans and nationalist historical tropes. It delves into debates, and reveals the strength, limitation, and silence found in the available literature. It encourages the participant to reflect upon both the *historical literature* and other reference materials.

11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

- i. **Historical Documents:**

Sol Plaatje, *A Native Life in South Africa*, 1916.

Steve Biko, *I write what I Like*, San Francisco: 1986

Nelson Mandela, *Long Walk to Freedom: An Autobiography*, Johannesburg: 1994

Mandela, *Conversation with Myself*, 2011.

Joe Slovo, *The Unfinished Autobiography*, 1995.

Brian Bunting, *Moses Kotane, South African Revolutionaries*, 1975.

Masilla Shales, *Robert Sobukwe: South African Liberation Hero*

Baruch Hirson, *Revolutions in my Life*, 1995

Ronnie Kasrils, *Armed and Dangerous: My underground struggle against apartheid*, 1993

Jay Naidoo, *Fighting for Justice*, 2011

Anthony Butler, *Cyril Ramaphosa: A Biography*, 2005

Preez Bezdob, *Winnie Mandela: A Life*, 2003

Ken Luckhardt and Brenda Wall, *Organise or Starve! The History of the South African Congress of Trade Unions*, 1980.

- ii. **Schedule & Reference Reading:**

Week I. Introductory discussion on the nature of capital: Is it abstract and impersonal?

Braudel, Fernand, *Civilization and Capitalism, 15th–18th Centuries*, 3 vols. (1979) English translation by Siân Reynolds [*The Structures of Everyday Life* (vol.1); *The Wheels of Commerce* (vol. 2); *The Perspective of the World* (vol. 3)].

Harvey, D, *The Limits to Capital*, 2006, Verso.

Smith, Adam, *The Wealth of Nations: An enquiry into the nature and origin of the wealth*, 1777/2010.

Marx, K, *Capital: An enquiry into the laws of capitalism*, Volume I (production process), II (circulation of capital), III (returns to capital), 1867/2012, Left Word.

Week I: Race, its foundation: Is it human nature or an ascribed status?

Burawoy, M. *The colour of Class*, 1973, Manchester Uni. Press.

Franz Fanon, *White Masks, Black Skin*, 1952

Christopher Saunders, *The Making of the South African Past: major historians on race and class*, Cape Town: David Philip, 1988.

Alexander, Peter and Rick Halpern (eds.), *Racialising Class, Classifying Race: Labour and Difference in Britain, the USA, and Africa*, Palgrave Macmillan, Britain: 2000.

Week II: Historiographies of the nine myths in South Africa

McCall Teal, *The Compendium of South African History and Geography*, 1874,

WM Macmillan, *Bantu, Boer, and Briton*, London, 1929/1963

FR Johnstone, *Class, Race and Gold*, 1976

Harrison Wright, *The Burden of the Present*, 1985

Peter Alexander, *Racism, Resistance and Revolution*, 1987

Week II. Colonisation of South Africa, the formation of a settler society and segregation of the natives

Leonard Thompson, *A History of South Africa*, New Haven: Yale Uni. Press, 2001

William Beinart, *Twentieth Century South Africa*, New York: OUP, 2001

T Devenport and C Sounders, *South Africa: A Modern History*, Macmillan: 2000

M Wilson and L Thompson, *The Oxford of South Africa*, vol. I, 1969

Belinda Bozzoli, *Transvaal Countryside and Towns*, 1982

V I Allen, *The Techniques of Resistance: The History of Black Mineworkers*, Vol. 1, 1871-1948, 1992.

John Pampallis, *Foundations of New South Africa*, 1991

Week III. Segregation to Apartheid

Alexander, Peter. *Workers, War and the Origin of Apartheid*, 2000.

Wilson and Thompson, *The Oxford History of South Africa*, vol. II, 1989.

HJ and RE Simons, *Class and Colour in South Africa 1850-1950*, 1969.

Bienart, *20thc South Africa*

Herold Wolpe, *Capitalism and Cheap Labour in South Africa: from segregation to apartheid*, 1972.

Martin Legassick, 'Race, Industrialisation, and Social Change in South Africa: The Case of RF A Hoernle, *African Affairs*, 74, 1976

Week IV. The Sharpeville Massacre and 'the Spectre of A Black Revolution' (1950s-60s)

M Lipton, *Capitalism and Apartheid 1910-86*, England: 1986
Innes, *Anglo: Anglo-American and the Rise of Modern South Africa*, Johannesburg: 1984
J Lang, *Bullion Johannesburg: Men, Mines and the Challenge of Conflict*, Johannesburg: 1986
T Karis and GM Carter (ed), *From Protest to Challenge: A documentary history of African politics in South Africa 1882-1964*, volumes 1-4, California: 1977
Mandela, *No Easy Walk to Freedom*, 1990
Baruch Hirson, *Revolutions in my Life*, 1995
Ronnie Kasrils, *Armed and Dangerous: My underground struggle against apartheid*, 1993
Bunting, 1975.
Allen, *Dissent and Repression 1948-1982*, England: 2002

Week V. Of the connection among race, capitalism, segregation, and apartheid

Wolpe H, 1972. 'Capitalism and cheap labour power in South Africa: from segregation to apartheid', *economy and society*, vol. 1, no. 4, pp. 25-56.
Merle Lipton, *Capitalism and Apartheid*, 1986
Franz Fanon, *Black Skin, White Mask*, Pluto Press, London: 1986.
Fanon, *The Wretched of the Earth*, the Grove Press, 2004.
Charles van Onselen, *The Seed is Mine: The Life of Kas Maine, A South African Sharecropper 1894-1985*, Johannesburg: Jonathan Ball Publ., 2005/1997
Alexander, P, *Origins of Apartheid*,
Wolpe, Harold. *Capitalism...*, 1972
Martin Legassick, 1976.
Legassick, Martin and David Hemson, *Foreign Investment and the Reproduction of Racial Capitalism in South Africa*, 1976.
Keith Somerville, *Southern Africa and the Soviet Union*, London: 1993
Ruth First, J Steele, and C Gurney, *The South African Connection*, 1972.

Week VI. First Home Assignment submission and presentation

Week VII. Industrialising Resources

Legassick and Hemson, 1976
Bienart, *20thc South Africa*
Devenport, and Sounders, *A Modern History of South Africa*, 2000
Ben Fine and Zavareh Rustomjee, *The Political Economy of South Africa*, 1996.
Jon Lewis, *Industrialisation and Trade Union Organisation in South Africa 1924-1955*, 1984
Innes, *Anglo-American*, 1984

Week VIII. Race, Labour, and 'the European's Liberalising Influence'

- van Onselen, *Social and Economic History of the Witwatersrand*, 1982.
- Crush, Alan Jeeves and David Yudelman, *South Africa's Labour Empire: A History of Black Migrancy to the Gold Mines*, 1991.
- Monica Cole, *South Africa*, 1961.
- Jonathan Crush and Charles Ambler (eds.), *Liquor and Labour in Southern Africa*, (Athens: Ohio Uni. Press, 1992).
- JK McNamara, *Black Workers' Conflict in the 1973-1982*, University of Wits, 1985
- VI Allen, *The History of Black Mineworkers in South Africa* Vol. I, II, & III, 2002.
- Ruth First, *Black Gold: The Mozambican miner, proletarian and peasant*, 1983.
- RH Davies, *Capital, State, and White Labour in South Africa 1900-1960*, Brighton: 1979
- Katz EN, 1976. *A trade union aristocracy: A history of white workers in the Transvaal and the general strike of 1913*, Institute for African studies, UW, Joburg.
- Katz EN, 1994. *The white death: Silicosis on the Witwatersrand gold mines 1886-1910*, UW Press, Joburg.
- Katz EN, 1995. 'The underground route to mining: Afrikaners and the Witwatersrand gold mining industry from 1902 to 1907 miners' strike', *The Journal of the African History*, vol. 36, no. 3, pp. 467-489.

Week IX. Social History of Mining People

- Moodie, Dunbar, *Going for Gold: Men, Mines and Migration*, 1994
- Peter Alexander, 'Challenging Cheap Labour Theory: Natal and Transvaal Coal Miners, c 1890-1950', *Labour History*, 49 (2), pp. 47-70, 2008.
- JP Léger, 'Safety in South African Gold Mines', University of Witwatersrand, 1992.
- Dhiraj Kumar Nite and Paul Stewart, *Mining Faces: An Oral History of Work on the Gold and Coal Mines in South Africa, 1950-2011*, Johannesburg: Jacana Publ., 2012

Week X. Worlds of Rural and Plantation People

- Charles van Onselen, *The Seed in Mine*, 2005
- Francis Wilson, 'Farming in South Africa 1866-1966' in Thompson, *Oxford History of South Africa*, vol. I, 1971.
- Ruth First, *The Farm Labour Scandal*, 1959, New Age Pamphlet.
- Bozzoli, *Transvaal Countryside and Towns*, 1982
- Allen Cook, *Akin To Slavery: Prison labour in South Africa*, 1982.
- Bienart, 2001
- Govan Mbeki, *South Africa: The Peasants' Revolt*, 1984.

Week XI. Second Home assignment submission and presentation related to an autobiography or other historical document

Week XII. Women, Domestic Services

- Walker, Cheryl (ed.), *Women and Gender in Southern Africa to 1945*, (Cape Town: David Philip, 1990).
- Bozzoli (ed), *The Women and Phoking*, 2006.

Wilson and Ramphele, *Uprooting Poverty*, 1989.
Benya, AP, 'Women in Mining: A challenge to occupational culture in mines', Dissertation, Uni. Of Witwatersrand, 2009. (Online)
Dhiraj Kumar Nite, *Mining Faces...*, 2012.

Week XIII. Education, Arts

Diana Wylie, *Art plus Revolution: The life and death of Thami Mnyele, a South African Artist*, 2008.
Jonathan Hyslop, 'State education and the social reproduction of the urban African working class, Southern Transvaal 1955-1976', *Journal of Southern African Studies*, vol. 14 (3), 1988.
Allan Morris and J Hyslop, 'Education in South Africa: the present crisis and the problem of reconstruction', *Social Justice*, vol. 18 (1-2), 1991.
Pan Christie, *The Right to Learn*, 1991.
Samuel, 'A Comparative Study of Teachers Unions in South Africa and Ghana', University of Johannesburg, 2012

Week XIV. African/Black Resistance, 'the Black Consciousness Movement', and Emancipation 1970-1994

Peter Alexander, *Racism, Resistance and Revolution*, 1987.
Donald Woods, *Steve Biko*, London: 1987
Jonny Steinberg, *The Number: The Gangs of Cape*, 2005.
Bienart, 2001
Allen, *The Rise and Struggle of the National Union of Mineworkers 1982-1994*, England: 2002
Allen, *The Techniques of Resistance*, England: 1992
R Davies, D O' Meara and S Dalamini, *The Struggle for South Africa: A reference to movements, organisations and institutions, vol. I & II*, London: 1985
F Meli, *A History of ANC: South Africa Belongs to Us*, London: 1989

Week XV. Black Empowerment Programmes and a Developmentalist-State in the Post-Soviet World

Legassick, 'Whose Liberation? A Partly-Forgotten Left Critique of ANC Strategy and Its Contemporary Implications', *Journal of Asian and African Studies*, 2011
Edward Webster and Karl von Holdt (eds), *Beyond the Apartheid Workplace Organisation*, Pietermaritzburg: Uni. Of KwaZulu-Natal Press, 2005. Reviewed as 'The meanings of work and workplace organisation after Apartheid', *Journal of Southern African Studies*, 32 (3), 2006, pp. 633-35
Steven L. Robbins, *Revolution to Rights of Social Movement*, 2008.
Heinz Klug, *Constituting Democracy: Law, Globalism, and Political Reconstruction in South Africa*, Cambridge: 2000
Marcel Dowson,

Crush J, Ulick T, Tseane T and J van Veuren E, 2001. 'Undermining Labour: The rise of sub-contracting in the South African Mines', *Journal of Southern African Studies*, vol. 27, pp. 5-31.

Hyslop, 'Political Corruption Before and After Apartheid', *Journal of Southern African Studies*, vol. 31 (4), 2005.

Benya, AP, 'Women in Mining: A challenge of the occupational culture in mines', MA thesis, UW, Johannesburg. 1999.

Bezuidebhout A, 1999. 'Restore Profitability or We Pull the Trigger: the politics of productivity in the South African gold mining industry in the 1990s', *South African Sociological Association*, Saldanha Bay, South Africa.

Week XVI. End-semester Exam date to be declared. Please answer three questions out of five. An answer should not be more than 1500 words.

12. Assessment Methodology: **Two compulsory home assignments (each of 25% of total grade), their presentation to class (each of 10% marks), and participation on weekly group reading and presentation (40% marks). Participation in three formats of assessment is, unless a valid reason not to do so, necessary to get a passing grade.**
13. No. of students to be admitted: **Forty**
14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Expertise of faculty in social and economic history, historical anthropology; availability of reading materials already submitted to university library; and linkages with VV Giri National Labour Institute Noida and the Shram Shakti Bhawan Library (New Delhi)**

Dhiraj Kuamr Nite

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **History of Modern Japan (MHE16)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dharitri Chakravartty**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is part of the MA history comparative basket and will encourage students to engage in area studies, i.e. East Asia. This will help students understand the contemporary social and cultural concerns in a comparative perspective. The course is being offered keeping in mind the faculty expertise currently available at AUD, with an effort to create a niche in area studies.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective for Masters in History, Open to all Masters Students of the University.**

10. A brief description of the Course:

The course is premised within the larger context of understanding the political and cultural ideology of Japan since the Meiji regime, with a background on pre-Meiji era. Japanese concept of modernity, the notion of ‘self’ and the ‘other’, the emergence of a national perspective on social and cultural minorities, the ‘nihonjinron’ discourse or ‘Japaneseness’ that is related to the idea of ‘homogeneity’ – one nation, one culture, are some of the dominant ideologies that made Japan what it is today. While the course will reflect on the important aspects of Japanese imperial history during the 19th and early 20th century, the contemporary social and cultural concerns, for instance, traditional understanding of family (ie), women’s position/status in society, education, ageing, as well as traditional and post World War II popular culture like the

history of Japanese performing arts (Noh and Kyogen), manga, street fashion, cuisine, etc. will form integral parts of the course.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) : **No Pre-requisites.**

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This is primarily a lecture course, which includes one or two film screening. Some of the modules of the course are:

- Background: pre-Meiji Tokugawa polity of a closed nation, class society with a feudal structure, promotion of samurai culture, early notion of ‘nation’, intellectual history, controlled contact with the outside world and its impact
- Meiji Restoration: Imperial ideology, transition of power, Japanese understanding of modernity, emergence of a nation-state, Japanese colonialism, national education system, industrialization process
- 19th Century Japan in transition, the notion of ‘self’ and the ‘other’, assimilation of minority culture(s), reinstating Shinto as the state religion, Cristianity in Japan
- 20th century Japan as an industrialized capitalist country, internationalization of it, pre-war and post war conditions of the country, Japan under occupation and
- Japanese popular culture: Tradition and modernity, emergence of new trends in the popular culture, representation of Japan in literary works within and outside the country

Some basic readings:

- Gordon, Andrew, *A Modern History of Japan: From Tokugawa to the Present*. OUP, USA, 2003 (ISBN-10: **0195110617** | ISBN-13: **978-0195110616**)
- Jansen, Marius B., *The Making of Modern Japan*. Belknap Press of Harvard University Press, 2002 (ISBN-10: 0674009916 ISBN-13: 978-0674009912)
- W.G. Beasley, *Japanese Imperialism 1894-1945*. Clarendon Publications, 1987.
- Reischauer, Edwin O; Fairbank, John King and Craig, Albert M., eds., *A History of East Asian Civilization*. Boston: Houghton Mifflin, 1960.
- Jansen, Marius B and Rozman, Gilbert, eds., *Japan in Transition: From Tokugawa to Meiji*. New Jersey: Princeton University Press, 1986.
- Horio, Teruhisa, *Educational Thought and Ideology in Modern Japan*. University of Tokyo Press, 1988.
- [Saaler](#), Sven and [Koschmann, J. Victor](#) , eds., *Pan-Asianism in Modern Japanese History: Colonialism, Regionalism and Borders*. Routledge, 2007.

- Sugimoto, Yoshio, *An introduction to Japanese society*. Cambridge: Cambridge University Press. 2003.
- Hall, John Whitney, *The Cambridge History of Japan: The Twentieth Century*. Cambridge University Press, 1989.
- Calman, Donald, 1992, *The Nature and Origins of Japanese Imperialism: A reinterpretation of the Great Crisis of 1873*, London & New York, Routledge.
- Cummings, William K., 1988, *Education and Equality in Japan*, New Jersey, Princeton University Press.

Articles

- Chang, Yunshik, “Colonization as Planned Changed: The Korea Case”, *Modern Asian Studies*, Vol. 5, No. 2, 1971.
- Bukh, Alexander, “Japan’s History Textbooks Debate: National Identity in Narratives in Victimhood and Victimization”, *Asian Survey*, Vol. 57, No. 5, 2007.
- Hane, Mikiso, “Early Meiji Liberalism: An Assessment”, *Monumenta Nipponica*, Vol. 24, No.4, 1969.
- Esenbel, Selcuk, “Japan’s Global Claim to Asia and the World of Islam: Transnational Nationalism and World Power, 1900-1945”, *The American Historical Review*, Vol. 109, No. 4, 2004.
- Marion, J Levi, Jr., “Some Implications of Japanese Social Structure”, *The American Sociologist*, Vol.31, No. 2, 2000.
- Doak, Kevin M., “Ethnic Nationalism and Romanticism in Early Twentieth-Century Japan”, *Journal of Japanese Studies*, Vol. 22, No. 1, 1996 (Winter).
- Howell, David L., “Ethnicity and Culture in Contemporary Japan”, *Journal of Contemporary History*, Vol. 3, 1996.

13. Assessment Methodology: **Two compulsory home assignments of 30% each and an end semester examination of 40%. Non-submission of assignment on time will be liable for grade deduction.**

14. No. of students to be admitted: **40**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **List of books already submitted to AUD library should be made available, functional projector in the class room.**

Dharitri Chakravartty

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

SEMINAR COURSES

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Leadership and Politics in 20th Century South Asia (MHR01)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)

6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Salil Misra**
8. Rationale for the Course:

This is an independent research paper of six credits to be taken by the students in the final semester. The course expects the student to identify a topic within the broad theme and pursue it independently. The student is expected to consult some primary data and interact regularly with the supervisor and other peer researchers. At the end of the investigation, the student has to submit a research paper of the length of roughly 5000-7000 words.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective**

10. A brief description of the Course:

This is a non-taught seminar course to be taken up in the fourth semester. It requires the student to write one research paper of roughly around 5000-7000 words and based substantially on primary data. The course will address certain key questions related to the emergence of modern politics in 20th century India.

The writing of research paper on this theme has been greatly facilitated by the publication of speeches, writings and other private papers of many important leaders (Mahatma Gandhi, Jawaharlal Nehru, Rajendra Prasad, Sardar Patel, Mohammed Ali Jinnah, Motilal Nehru, Narendra Deva, Govind Ballabh Pant, Lajpat Rai, Jayaprakash Narain, B.R Ambedkar, Maulana Azad and many others), organizational records (Congress, Muslim League, Hindu Mahasabha, Communist Party of India, among others) and many political documents in general (Transfer of Power Volumes, 1942-47, Towards Freedom, 1937-47, Indian Annual Register, 1918-47, published documents on Punjab Politics and UP politics) can easily facilitate the unearthing of the functioning of organizations, multiple factions within, competition and collaboration, and alliances and negotiations, involving important individuals, groups and organizations.

This seminar course can be done largely (thought not entirely) on the basis of published primary data available at the Nehru Memorial Museum and Library and other libraries in Delhi.

Following issues and themes will be explored by the researchers:

- Processes of negotiations and dialogues both within and between organizations
- Strategies and tactics employed by the leaders during the courses of specific struggles
- The ideas and intellectual engagements of political leaders on important social and political questions of the day
- Conflicts and reconciliations between leaders (Gandhi-Jinnah, Nehru-Patel, Gandhi-Subhash Bose, Nehru-Jinnah, Communists and Socialists, Right and Left, Constitutionalists and non-Constitutionalists)

All these are broad themes and not topics. The students can choose a topic from within this large matrix. More such themes can be added. Students can also form research groups and take up broadly related topics within the same theme (e.g., three students can work on Congress-Muslim League negotiations in the 1920s, 1930s and in 1940s). But the research paper will be written and submitted individually.

- 11 Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
- 12 Course Details: **Same as in 10 above.**
- 13 Assessment Methodology: **The written paper submitted by the student will constitute 75% of the total assessment for this course and will be decided by the individual supervisor. The remaining 25% will be evaluated collectively by the History faculty on the basis of the presentation made by the student.**
- 14 No. of students to be admitted: **This would vary from cohort to cohort. But at a given time a faculty member is expected to supervise around 6-8 MA students in one batch.**
- 15 Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: The libraries and Archives (both national and state) located in Delhi should enable the students to complete their research.

Salil Misra

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council..
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Famine, Public Works and Welfare in Colonial India**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **M.A. History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Sanjay Sharma**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is designed to provide an introductory training to students in the craft of history writing. This is part of their overall training as social scientists which they are expected to acquire in the Masters programme at AUD. Students learn to analyse the strength and weaknesses of arguments and decipher their ideological content. They do this by examining a range of documents to assess the meanings embedded in them and reflect on their potential to contribute to a nuanced understanding of processes, structures and events. Sources, literature and expertise are available in AUD and in various institutions located in Delhi.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

10. A brief description of the Course:

This seminar course expects a student to explore some aspects of ‘development’ or ‘welfare’ during British rule in India. Colonial rule was marked by official claims of benefits that accrued to India as it was ruled by a developed British society. Did India really experience development and modernization under British rule? If so to what extent and what was the nature of welfare and growth under colonial conditions? This can be explored by examining famines, relief policies and public works like railways, canals, roads etc, their critiques and popular perceptions.

11. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.) **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course invites students to explore certain specific aspects of the history of famine and poverty during British rule in India and the relief measures initiated by the colonial administration for their alleviation. Students will be expected to reflect on colonial claims of moral and material improvement and progress and upliftment of Indian society through its agenda of development and welfare. The ideologies, policies and effects of colonial rule were debated, negotiated, internalized and contested by the subject population. Through an examination of a range of evidence, a particular event, process or a theme is to be problematized in its historical context. Students are expected to explore and engage with evidence beyond the secondary literature of the selected theme and demonstrate analytical skills to formulate and interrogate a historical question. In the written piece they are supposed to qualify, question or add to the dominant views on the chosen theme.

Students may choose an aspect of any one of the following themes:

- 1. Famine, dearth, drought and food security in the colonial period.**
- 2. Relief measures: famine codes, provision of work on public utility programmes offered by colonial administration.**
- 3. Public works under colonial conditions: roads, canals, railways.**

4. **Popular perceptions and experiences: Food riots, nationalist, regional and alternative representations and critiques of colonial ideologies of development and welfare.**

Sources:

In addition to existing secondary literature and historiography an exploration of archival and non-archival, official and non-official, English and non-English language sources including if possible unpublished sources is to be attempted. Examples:

District gazetteers, settlement reports, revenue and judicial proceedings, famine commission reports, reports on the construction and impact of railways, canals etc, writings on famine, poverty, development and welfare from official, nationalist and other perspectives in government reports, enquiry commission reports, travelogues and writings in books, journals and newspapers in English and other Indian languages.

13. **Assessment Methodology: Students will regularly meet the supervisor for discussions and write a seminar paper of 5000-7000 words that will be presented before a group consisting of faculty and other students. The paper will carry a weightage of 75% while the presentation will carry a weightage of 25%.**
14. **No. of students to be admitted: Approximately up to 10.**
15. **Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:**

Students will be required to visit various archives and institutions holding documents and records of the colonial period in India.

(Sanjay Sharma)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

- 1 Title of the Course: **Conceptualising a Region (MHR03)**
- 2 Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
- 3 Programme(s) which this course can be a part of: **MA History**
- 4 Level at which the course can be offered: **Masters**
- 5 If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
- 6 Proposed date of launch: **July 2011**
- 7 Course Team: (coordinator, team members etc.) **Tanuja Kothiyal**
- 8 Rationale for the Course:

This is an independent research paper of six credits to be taken by the students in the final semester. The course expects the student to identify a topic within the broad theme and pursue it independently. The student is expected to consult some

primary data and interact regularly with the supervisor and other peer researchers. At the end of the investigation, the student has to submit a research paper of the length of roughly 5000-7000 words.

- 9 If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective**
- 10 A brief description of the Course:

Regions in history have often been understood in political dimensions. Yet, regions have held different meanings at different times in history. Regions emerge around geographical, cultural, social, religious dimensions, all co-existing and possibly overlapping. For instance, national and state boundaries in India evolved around complex political, religious, cultural and linguistic ideas. Regions therefore do not appear as fixed entities, but rather emerge through complex socio-historical processes. This can also be understood in terms of the difference between the idea of a region as located within the society and the 'instituted' region as it emerges through political processes.

The purpose of this seminar paper would be to understand how regions can be conceptualised and explore the processes of their emergence. The early medieval *Sthala Puranas* to the nineteenth century settlement reports provide insights into how polity, religious symbols, language, food, culture, geographical imagination and mapping led to regions being conceptualised differently. The students would be expected to pick a region and attempt to trace a long history of its emergence through a wide range of sources, ranging from vernacular sources to nineteenth century travel accounts and reports. Through engagement with different kinds of sources the students are expected to explore the continuities and contradictions in the varying constructions of regions in history writing.

The specific topics for the seminar papers could be selected within the following broader themes:

1. Empire, Nation and Region: Expressions and assertions of regional identity within larger political structures, like the Sultanate, the Mughal Empire, British India or the Indian Nation.
 2. Language and Region: The emergence of regional identity around the idea of a language.
 3. Cultural and Religious Regions: the contribution of religious and cultural symbols like sacred sites, religious practices, food etc in the emergence of regions.
 4. Geographical imagination and the idea of region: the idea of region as evolving around geographical features like forests, deserts, river basins, coasts.
- 11 Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**

- 12 Course Details: **Same as in 10 above.**

13 Assessment Methodology: **The written paper submitted by the student will constitute 75% of the total assessment for this course and will be decided by the individual supervisor. The remaining 25% will be evaluated collectively by the History faculty on the basis of the presentation made by the student.**

14 No. of students to be admitted: **Upto 10**

15 Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: The libraries and Archives (both national and state) located in Delhi should enable the students to complete their research.

Tanuja Kothiyal

Note:

- 1 Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- 2 Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- 3 In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Environmental History of India**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal.**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course intends to train students in skills of historical research.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **MA History in SLS**
10. A brief description of the Course: This seminar paper provides an opportunity to MA students to work on environmental themes in historical perspective. They can choose to work on any one theme given below on any region of India. They will be expected to read secondary literature on the theme and work in archives on primary sources to prepare their seminar paper. To supplement their archival work, if possible, they can also go for fieldwork where they can collect additional information and interview people. They shall be required to write their paper on the basis of primary information they collect. Archival work is an essential component of the paper.

Some of the themes are:

1. Study of any environmental movement
2. Colonial Forest policy and its impact on communities in any part of the country.
3. Community management of resources
4. Study of any wildlife sanctuary with historical perspective
5. Any urban environmental issue: taking case study of any city or town

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **Same as 10.**
13. Assessment Methodology: Students will be required to write a paper of roughly 5000 words and present it to the faculty. Seventy five per cent weightage is for written paper and 25 per cent for presentation.
14. No. of students to be admitted: **Upto 10**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **none**

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Kingship in South Asia**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate ; **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dr Aparna Kapadia**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is a research seminar which is integral to the MA History programme. Students are expected to consult primary sources and write a substantial paper based on this material and other secondary sources.

The primary sources required may not be available in the AUD library. Students will be asked to visit other research libraries in the city, which also part of their training as historians.

Kingship in pre modern and early modern South Asia are an important component of the course coordinators own research interests. She will therefore be able to guide the students in their own independent projects.

The seminar course is also aimed at furthering the students' understanding of this social and political category through a variety of sources and in relation to its persistence in various domains even in modern times.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

10. A brief description of the Course:

Kingship has held an enduring significance in Indic and Indo-Muslim cultures in South Asia. Much more than being the head of state, the king is variously understood as god's representative on earth, the principal worshipper of temple deities, and the leading consumer of the riches of the earth or as god on earth himself. Further, complex practices and rituals have developed around this institution for millennia and have contributed to the making of South Asian society even in contemporary times. As feudal ties and family run political parties continue to flourish in contemporary India, it becomes important to ask how the values and practices of traditional kingship have played an important role in making the region.

This seminar course is aimed at producing a focussed understanding of kingship in the subcontinent. Students will choose specific issues related to the institution ranging from the 12th to the 19th centuries of the Common Era. They will be encouraged to place materials on kingship against particular historical and cultural backdrops including the evolution of religious doctrines, rituals, courtly culture, religious rituals and political performance, as well as Orientalism, colonialism and globalisation. In addition to contextual and thematic readings, the course will also be encourage students to use a wide variety of primary sources including religious and ritual texts, courtly literature, art (paintings, sculpture, material culture), inscriptions as well as modern popular representations in literature and cinema.

11. Specific Requirements on the part of students who can be admitted to this course:

Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

13. Assessment Methodology: _MA research seminar: 8000 word paper followed by Presentation. 75% weightage for paper and 25% for the presentation.

14. No. of students to be admitted: **Upto 10**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

APARNA KAPADIA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Social and Cultural Marginality (MHR06)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dharitri Chakravartty**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This seminar paper course is being offered with an intention to encourage students to explore areas of marginality in our society. It fits into the institutional vision of

addressing issues and concerns of ‘marginality’ in the larger society today. Existing available AUD faculty expertise and resources will be used to the best of its capacity. This course will benefit students interested in pursuing research in areas of studies that have somehow remained outside the popular academic interest.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Optional**

10. A brief description of the Course:

In the seminar paper students will be encouraged to explore the history of marginality in India and focus on methodological approach. Marginality is a series of situation often understood in terms of religion, community, culture, gender, caste, etc. It is largely accepted that ‘marginality’ is a post colonial ideology that emerged in the context of colonial oppression and subjugation. But if we look at various writings on India’s past based on ancient literature, it is evident that the notion of the ‘other’ as a political thought was expressed and experienced in the forms of jati/varna, and social and cultural marginality since has been necessarily linked with the political ideology of the dominant. In due course of time in history this ‘othering’ came to be manifested by both, those in the margins of history as well as the dominant, who had the privilege of representing history through their perspective. These manifestations played important role in the identity construction of the self and the other. While for some marginality in Indian society is an outcome of discriminatory colonial policy, for others it is entrenched in the very structure of society since ancient times.

However, in doing this course, the students may also pick any one theme (society/culture/people) they think are under the purview of the topic. The idea of offering seminar paper on this particular topic is to encourage students to explore and understand the historicity of marginality as seen in contemporary societies and cultures. They will frame their own historical questions based on readings of primary and secondary sources and problematize the topic.

Readings will be suggested on the basis of their selection of a particular theme. Apart from secondary literature, they may engage in collecting primary data based on field research, interview, oral history/tradition, etc.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) : **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course is to train students to write research paper on a specific topic/theme, how to identify and locate source materials, on research methodology, improve analytical skill and other necessary trainings required for conducting social science research. Apart from group meetings fixed as per the credit requirement, students can meet the faculty individually as and when the need arises. The students will have to submit their progress report/draft for discussion/evaluation periodically.

13. **Assessment Methodology: Students will submit a seminar paper of 5000-7000 words and will make a presentation before the faculty and other students. The written paper and presentation will be of 75% and 25 % weightage respectively.**
- 4 **No. of students to be admitted: This would vary from cohort to cohort. But at a given time a faculty member is expected to supervise around 6-8 MA students in one batch.**
14. **Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: List of books already submitted to AUD library should be made available, support for accessing materials in other libraries/institutions outside AUD.**

Dharitri Chakravartty

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Intellectual History in India (MHR07)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team (coordinator, team members etc.): **Denys P. Leighton**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course may be applied toward fulfillment of the research requirement of the MA History programme (presently for students in Semester 4)

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **May be applied towards MA History research requirement (total 12 credits).**
10. A brief description of the Course:

Until fairly recently, *intellectual history* was understood as the *history of ideas*, and most intellectual historians studied the 'great' ideas of influential political thinkers, philosophers, men (rarely women) of letters, and counselors to the powerful. The common people of any society and their ideas were rarely noticed by intellectual historians. Today, intellectual history has been largely subsumed under socio-cultural history, with historians (1) examining the wider history of culture and humans' exchange and uses of ideas, and (2) being especially attentive to language and 'discourse' as the medium of thought. In a move related to the shift towards study of cultural practices (of whole societies), intellectual historians today are attending to the intellectual lives of non-elite people: e.g., Jonathan Rose, *The Intellectual Life of the British Working Classes* (2000). A key premise of intellectual history today is that thought and ideas can be studied in any human historical context, through many forms of 'evidence' (e.g., inscriptions, popular dramas, books, sculptures, buildings). While some societies and historical periods allow readier access to ideas and thought through concrete evidence than others, it is

possible to study the intellectual history of any society. Intellectual history may take the form of but need not be reduced to study of the ideologies of ruling and subordinated groups.

This seminar provides a vantage point for studying ideas and their uses in India. Some particular problematics of intellectual history in India will be investigated. Students will choose their topics of investigation/writing with attention to ideas, people bearing or using them, 'events' and processes of change that can be studied historically in India. They will be oriented towards the processes of intellectual history by an initial course of reading of work by such historians as Quentin Skinner, Dominick LaCapra, Sheldon Pollock, Sanjay Subrahmanyam and Kumkum Chatterjee.

11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.):
Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Suggestive themes/rubrics:

Orientalism, the colonial gazetteer and the colonial gaze

Symbols of kingship and authority in ancient (or medieval) India

Ideas of India in global context

Indian Europhiles and Europhobes: e.g., Rammohun Roy, Bankim Chandra Chatterjee,

Tagore,

Aurobindo

Indian Marxism: origins and trajectories

History writing in India

The idea of caste

Representative readings:

Annabel Brett, 'What is Intellectual History Now?', in D. Cannadine (ed.), *What is History Now?* (London, 2002).

Q. Skinner, 'Meaning and Understanding in the History of Ideas', *History and Theory*, 8 (1969): 393-408.

J. E. Toews, 'Intellectual History After the Linguistic Turn', *American Historical Review*, 92 (1987): 879-907.

Sheldon Pollock, 'Is There an Indian Intellectual History?', *Journal of Indian Philosophy*, 36 (2008): 533-42.

Kumkum Chatterjee, 'History as Self-Representation: the Recasting of Political Tradition in Late 18th-century Eastern India', *Modern Asian Studies*, 32 (1998): 913-48.

Kumkum Chatterjee, 'The King of Controversies: History and Nation-Making in Late Colonial India', *Am. Hist.Rev.*, 110:4 (2005): 1454-75.

13. **Assessment Methodology:** The ultimate goal of this course is production by every student of a research paper of approx. 7500 words. The student's written work will be awarded a grade counting for 75% of the course grade, with 25% of course grade based on each student's performance in a viva voce exam conducted by the supervisor and other faculty members. Students enrolled in the course may go through 4 – 10 hours of 'common' (classroom-based) instruction by the supervisor and/or other faculty members during the semester. Each student is expected to interact with ('take supervision from') the supervisor periodically—at least 1 hour every 7-10 days during the last 12 weeks of the 14-week teaching semester. Students are expected to take the initiative in defining research topics, finding relevant secondary literature, and gathering source material. The latter may take the form of archival documents, artifacts or published 'primary' sources.

14. No. of students to be admitted: **maximum 10 students.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Denys P. Leighton

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

1. Title of the Course: **Meta-narratives and the Historiography of Everyday**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Yogesh Snehi**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course enlarges the domain of archive-centric historiography and bring in elements of socio-anthropology and oral history and hence tries to foreground the narratives of subalterns and community knowledge.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **N.A.**
10. A brief description of the Course: **Through the trope of ‘everyday’, this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of ‘ordinary’ individuals and subaltern groups.**

Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**

11. Course Details (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Historiography in South Asia continues to be dominated by the meta-narratives of modernity and ideals of nation-state. These ideals define and dictate several contours of self and society which even though visibly in contradiction with the dominant frames, yet get laid back in the discourse of historiography. Several historians have tried to critique these meta-narratives through an engagement with ‘everyday’. Though presumably post-modernist in its orientation, understanding of everyday offers important insight into such organic linkages between meta-narratives and the ‘subaltern’ which otherwise get marginalized in the archive-centric pursuit of history. Everyday also recognizes the active agency of ‘organic

intellectuals' who otherwise remain unrepresented in the dominant domains of intellectual history.

Through this trope of 'everyday', this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of 'ordinary' individuals and subaltern groups. The students are expected to use methods in historical socio-anthropology and understand how orality and the everyday notions of memory, dreams and diversity inform our understanding of historical processes. Deriving its methods from practices of oral history, a student of everyday history will thus be trained to discover and creative alternate resources/archives for their theme of everyday history and also encourage them to critically engage with colonial archives and ethnography. Students will be encouraged to choose themes of everyday history to recognize the significance of 'mundane' and ordinary in decentring the idea of history. Students may choose to work within some of the following broader (though not exhaustive) themes;

- **Canonical Texts and Lived Contexts**
- **Great Religious Traditions and Popular Piety**
- **Modernity and its Everyday Discontents**
- **Decentring/Re-reading the Archive**
- **Orality, Dreams and Memory**
- **Islamization and Acculturation**
- **Debating Sanskritization**
- **Identity in Changing Contexts**
- **Archaeology, Heritage and its Everyday Periphery**

SELECT BOOKS

- Amin, Shahid. 1995. *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*, New Delhi: OUP.
- Bigelow, Anna. 2009. *Sharing the Sacred: Practicing Pluralism in Muslim North India*, New York: OUP.
- Bulkeley, Kelly. 2008. *Dreaming in the World's Religions: A Comparative History*, New York: New York University Press.
- Chakrabarty, Dipesh. 2002. *Habitations of Modernity: Essays in the Wake of Subaltern Studies*, Chicago: University of Chicago Press.
- _____. 2008. *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton: Princeton University Press.
- Chatterjee, Partha and Anjan Ghosh (eds). 2002. *History and the Present*, New Delhi: Permanent Black.
- Cohn, S. Bernard. 1998. *An Anthropologist among the Historians and Other Essays*, New Delhi: Oxford University Press.
- Connerton, Paul. 1989. *How Societies Remember*, Cambridge: Cambridge University Press.
- _____. 2009. *How Modernity Forgets*, Cambridge: Cambridge University Press.
- Edgar, Iain R. 1995. *Dreamwork, Anthropology and the Caring Professions: A Cultural Approach to Dreamwork*, Aldershot: Avebury.

- _____. 2004. *Guide to Imagework: Imagination-Based Research Methods*. London: Routledge.
- Gaur, Ishwar Dayal. 2008. *Martyr as Bridegroom: A Folk Representation of Bhagat Singh*, New Delhi: Anthem Press.
- Ghosh, Anjan, Janaki Nair and Tapati Guha-Thakurta (eds). 2011. *Theorizing the Present: Essays for Partha Chatterjee*, New Delhi: OUP.
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*, Quintin Hoare and Geoffrey Nowell Smith (trans. and eds.), New York: International Publishers.
- Green, Nile. 2012. *Making Space: Sufis and Settlers in Early Modern India*, New Delhi: OUP.
- Mayaram, Shail, 2003. *Against History, Against State: Counterperspectives from the Margins*, New York: Columbia University Press.
- _____. 1997. *Resisting Regimes: Myth, Memory and the shaping of a Muslim Identity*, Delhi: Oxford University Press.
- Moran, Joe. 2005. *Reading the Everyday*, London: Routledge.
- Oberoi, Harjot. 1994. *The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition*, New Delhi: OUP.
- Passerini, Luisa. 2007. *Memory and Utopia: The Primacy of Inter-Subjectivity (Critical Histories of Subjectivity and Culture)*, London: Equinox.
- Perks, R. and A. Thomson (eds). 2006. *The Oral History Reader*, London: Routledge.
- Portelli, A. 1991. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, New York: SUNY Press.

SELECT ARTICLES

- Amin, Shahid. 2002. 'On Retelling the Muslim Conquest of North India', in Partha Chatterjee and Anjan Ghosh (eds), *History and the Present*, New Delhi: Permanent Black, pp. 24-43.
- Berreman, Gerald G. 1972. 'Social Categories and Social Interaction in Urban India', *American Anthropologist*, Vol. 74(3), pp. 567-586.
- Bigelow, Anna. 2012. 'Post-Partition Pluralism: Placing Islam in Indian Punjab', in Anshu Malhotra and Farina Mir (eds) *Punjab Reconsidered: History, Culture and Practice*, New Delhi: Oxford University Press, pp. 409-34.
- Cohn, Bernard S. 1980, 'History and Anthropology: The State of Play', *Comparative Studies in Society and History*, Vol. 22 (2), pp. 198-221.
- Derrida, Jacques. 1995. 'Archive Fever: A Freudian Impression', *Diacritics*, Vol. 25(2), pp.9-63.
- Eaton, Richard M. 2000. '(Re)imag(in)ing Other²ness: A Postmortem for the Postmodern in India', *Journal of World History*, Vol. 11 (1), pp. 57-78.
- Francis X. Blouin, Jr. 2004. 'History and Memory: The Problem of the Archive', *PMLA*, Vol. 119 (2), pp. 296-298.
- Hayden, Robert M. 2002. 'Antagonistic Tolerance: Competitive Sharing of Religious Sites in South Asia and the Balkans', *Current Anthropology*, Vol.42(2), pp.205-31.

- Kenny, Michael G. 1999. 'A Place for Memory: The Interface between Individual and Collective History', *Society for Comparative Study of Society and History*, pp.420-37.
- Mathur, Saloni. 2000. 'History and Anthropology in South Asia: Rethinking the Archive', *Annual Review of Anthropology*, Vol 29, pp. 89-106.
- Moran, Joe. 2004. 'History, Memory and the Everyday', *Rethinking History*, Vol. 8 (1), pp.51-68.
- Oberoi, Harjot. 1995. 'The Making of Religious Paradox: Sikh, Khalsa, Sahajdhari as Modes of Early Sikh Identity', in David N. Lorenzen (ed) *Bhakti Religion in North India: Community Identity and Political Action*, New York: SUNY Press, pp. 35-66.
- Portelli, Alessandro. 1998. 'What makes oral history different' in Robert Perks and Alistair Thomson (eds) *Oral History Reader*, London: Routledge, pp.63-74.
- Snehi, Yogesh. 2009. 'Historicity, Orality and 'Lesser Shrines': Popular Culture and Change at the Dargah of Panj Pirs at Abohar', in Surinder Singh and Ishwar Dayal Gaur (eds) *Sufism in Punjab: Mystics, Literature and Shrines*, New Delhi: Aakar, pp. 378-401.
- _____. 2011. 'Diversity as Counter-hegemony: Reet and Gender Relations in Himachal Pradesh' in Chetan Singh (ed.) *Recognizing Diversity: Society and Culture in the Himalaya*, New Delhi: Oxford University Press, pp.75-97.
- _____. n.d. 'Dissenting the Dominant: Caste Mobility, Ritual Practice and Popular Sufi Shrines in Contemporary Punjab' in Vijaya Ramaswamy (ed.) *Devotion and Dissent in Indian History*, forthcoming.
- Srinivas, M.N. 1956. 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, Vol. 15(4), pp. 481-96.
- Varma, Supriya and Jaya Menon. 2008. 'Archaeology and the Construction of Identities in Medieval North India', *Studies in History*, Vol. 24 (2), pp. 173-93.
5. **Assessment Methodology: The written paper submitted by the student will constitute 75% of the total assessment for this course and will be decided by the individual supervisor. The remaining 25% will be evaluated collectively by the History faculty on the basis of the presentation made by the student.**
12. No. of students to be admitted: **Upto 10**
13. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **This Seminar Paper requires an important element of field-based research**

Yogesh Snehi

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: **Seminar Paper- Urban Societies**
2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **M A Programme in History**
4. Level at which the course can be offered: **Masters level**
5. If it is a stand-alone course, how can it be scheduled: **Seminar Paper is not a taught course, hence regular classes are not required**
6. Proposed date (semester) of launch: **July 2011**
7. Course team (coordinator, team members etc): **Dr. Shailaja Menon**
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The massive expansion of urban space needs to be historicized and critiqued. Many institutions do not offer a specialized course on urban studies. There are sufficient resources-textual and audio-visual for the course. Wherever required, outside experts will be contacted to deliver lectures.
9. Write the categories applicable for the course from those given below: **Elective**
 - a. Foundation (compulsory/ optional)

- b. Discipline (core required for...../
core optional for...../
elective for.....MA
History.....)
- c. Special interest Course (optional)
- d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
- e. Any other

10. Brief (max. 250 words) course description:

Cities and urban areas have set the foundation of modern civilisation – they have proved to be the engines of economic growth, and the centres of innovation, culture, knowledge and political power. Cities are known to be places where money, services and wealth are centralized. Cities are where fortunes are made and where social mobility is possible. Businesses, which generate jobs and capital, are usually located in urban areas. Whether the source is trade or tourism, it is also through the cities that foreign money flows into a country. Due to their high populations, urban areas can also have much more diverse social communities allowing others to find people like them when they might not be able to in rural areas.

Despite the fact that India has engaged in far-sighted economic planning since Independence, and despite the considerable success of the Five Year Plans, remarkably little constructive attention has been paid to the spatial aspects of social and economic change. There is no difficulty in securing agreement that the social and physical conditions of Indian cities today are bad, from almost any standpoint, and that they are deteriorating. Many Indian urban dwellers are without employment, many more are literally homeless (they sleep on the streets)--and yet, year by year, each of the major cities becomes measurably larger, and the relative size of the rural population falls a little more.

The forces of globalization have further sharpened the internal dissensions of the cityscape. Within the globalising cities a new geography of centrality and marginality shows up. Essentially the metropolitan space under globalisation tends to become a contradictory space, characterised by contestation and internal differentiation. This gives rise to a

metropolitan dilemma that gets intertwined with the politics of urban space and built environment. The above dilemma, reflected in the contemporary urban restructuring process, is increasingly getting included in the globalisation discourse in the field of urban studies in recent years. Central to the theme is the link between ideology and socio-spatial formations and the role of power in controlling urban space. Here, power gets expressed largely through its economic parameters and is used repressively to support and intensify class divisions and thereby appropriate space.

The following themes would be taken up for discussion:

- a) **Historicizing the City-** this involves a review of literature of major historical texts across time
- b) **The City and its many Lives-** analyse socio-cultural accounts, biographies, films etc
- c) **The Spatial Reproduction of Inequality in the City- Migration Patterns and Provisioning of Resources**
- d) **Urban Governance**
- e) **Power and Contestation in the City-** conflicts over identity, space, built environment, communal violence etc.

The sources include archival, textual, oral and audio-visual material. The student is free to choose the sources depending on the themes taken up for discussion.

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) Any Graduate student who is interested in the course

Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **The following themes would be taken up for discussion:**

- a) **Historicizing the City-** this involves a review of literature of major historical texts across time

- b) **The City and its many Lives- analyse socio-cultural accounts, biographies, films etc**
- c) **The Spatial Reproduction of Inequality in the City- Migration Patterns and Provisioning of Resources**
- d) **Urban Governance**
- e) **Power and Contestation in the City- conflicts over identity, space, built environment, communal violence etc.**

The sources include archival, textual, oral and audio-visual material. The student is free to choose the sources depending on the themes taken up for discussion.

12. Assessment methodology: Based on presentations by the student

13. Proposed enrolment ceiling (max. number of students to be admitted):
_____ No ceiling as it depends on individual choice and is not a regular taught course

14. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:- Audio Visual Resources

Signature(s) of Course Coordinator(s)

Dr. Shailaja Menon

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **‘Critiques in the Racially-divided Society: South Africa 1899-2012’**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Dr Dhiraj Kumar Nite**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course will equip the student with research technique, and engage with philosophy and practice of social justice.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Optional**
10. A brief description of the Course:

It deals with articulation, reinforcement, subversion and alteration of the racial paradigm of social relationship, which occurred in a variety of ways in South Africa between 1899 and 2012. A good number of critiques of racial oppression came up and bore the brunt of race-ridden polity. Some of them penned down their views and about their initiatives. Their documents are a great historical heritage for us. This course analytically examines

their experiences, arguments, episteme, and the resolution which they proposed. Were they asking for a multi-racial democracy, a race-free society, or an egalitarian advancing society? This course engages with them with a view to unravel the dynamics of South African life in the 20th and 21stc.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): **The following Historical Documents are at my disposal which a seminar student should consult.**

Annual Report of Survey of Race 1991, 1993, Cape Town.

Sol Plaatje, *A Native Life in South Africa*, 1916.

Steve Biko, *I write what I Like*, San Francisco: 1986

Nelson Mandela, *Long Walk to Freedom: An Autobiography*, Johannesburg: 1994

Mandela, *Conversation with Myself*, 2011.

Joe Slovo, *The Unfinished Autobiography*, 1995.

Brian Bunting, *Moses Kotane, South African Revolutionaries*, 1975.

Masilla Shales, *Robert Sobukwe: South African Liberation Hero*, 1992

Baruch Hirson, *Revolutions in my Life*, 1995

Ronnie Kasrils, *Armed and Dangerous: My underground struggle against apartheid*, 1993

Jay Naidoo, *Fighting for Justice*, 2011

Anthony Butler, *Cyril Ramaphosa: A Biography*, 2005

Preez Bezdob, *Winnie Mandela: A Life*, 2003

Ken Luckhardt and Brenda Wall, *Organise or Starve! The History of the South African Congress of Trade Unions*, 1980.

An Oral History of Southern African Mining People 1952-2012, Johannesburg, 2012.

B Bozzoli, *The Women of Phokeng*, Johannesburg, 1991.

13. Assessment Methodology: **Writing weekly progress report, and making group presentation on monthly basis. A student should submit a research paper of not more than ten thousand words at the end of a semester. The written component**

would account for 75% of the course grade while the presentation would account for 25% of the course grade.

14. No. of students to be admitted: **Ten.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Weekly classroom and a projector.**

Dhriaj Kumar Nite

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Migration and Diaspora**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Anil Persaud**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This is to fulfill the seminar requirement of MA History students**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **MA in History**
10. A brief description of the Course: **This is a seminar course where students are expected to develop a research question that involves historicizing one of the following Indian Diasporic communities: Australia or the Gulf.**
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
 Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): Linking the context of migration with the growth of diasporas and their relationship with the home and destination states are possible areas of research for students. **Migration** - Mass long-distance migrations have been an important part of modern world history. Movement across the Atlantic is recognized as a critical aspect of industrialization and expansion into American frontiers, but so have migrations that were part of similar demographic and economic transformations in north and Southeast Asia.
Diasporas - World history has been replete with diasporas: from the Ancient Greeks to the many middle passages studied in Rediker. India does not recognize dual citizenship. At the heart of its refusal to recognize dual citizenship lies India's diplomatic battle with the racism prevalent in the settler colonies within the British Empire: South Africa, Australia, New Zealand, and Canada.

Sample readings (Secondary)

Adam Mckeown, "Global Migration, 1846–1940," *Journal of World History* 15 (2004)

Marcus Rediker (ed.), *Many Middle Passages: Forced Migration and the Making of the Modern World*. 2007

Marina Carter, *Voices from Indenture: Experiences of Indian Migrants in the British Empire (New Historical Perspectives on Migration)*. London: Leicester University Press, 1996

Eds. Michelle Keown, David Murphy and James Procter, *Comparing Postcolonial Diasporas*. New Delhi, Palgrave, 2009.

Clifford, James. "Diasporas." *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard UP, 1997. 244–77.

Mishra, Vijay. 1996. "The Diasporic Imaginary: Theorizing the Indian Diaspora." *Textual Practice* 10 (3): 421–47.

Ang, Ien. *On Not Speaking Chinese: Living between Asia and the West*. London: Routledge, 2001.

K.S. Sandhu, *Indians in Malaya: Immigration and Settlement, 1786–1957* (Cambridge, 1969)

Mohapatra, P.P. "Longing and Belonging: The Dilemma of Return among Indian Immigrants in the West Indies 1850-1950", *International Institute for Asian Studies (IIAS) Yearbook 1995* (Leiden, 1996), pp. 134-155.

Radhika Viyas Mongia, "Race, Nationality, Mobility: A History of the Passport" *Public Culture* 11(3): 527–556

Radhika Singha, "A 'proper passport' for the colony: border crossing in British India, 1882-1920"

Anupama Roy, *Mapping Citizenship in India*. Delhi: OUP, 2010

Some Primary Materials:

The Emigration Act, 1922

The Passport Act, 1920

The Citizenship Bill, 1955

12. Assessment Methodology: **75% Written Submission and 25% presentation**

13. No. of students to be admitted: **Maximum 10**

14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Anil Persaud

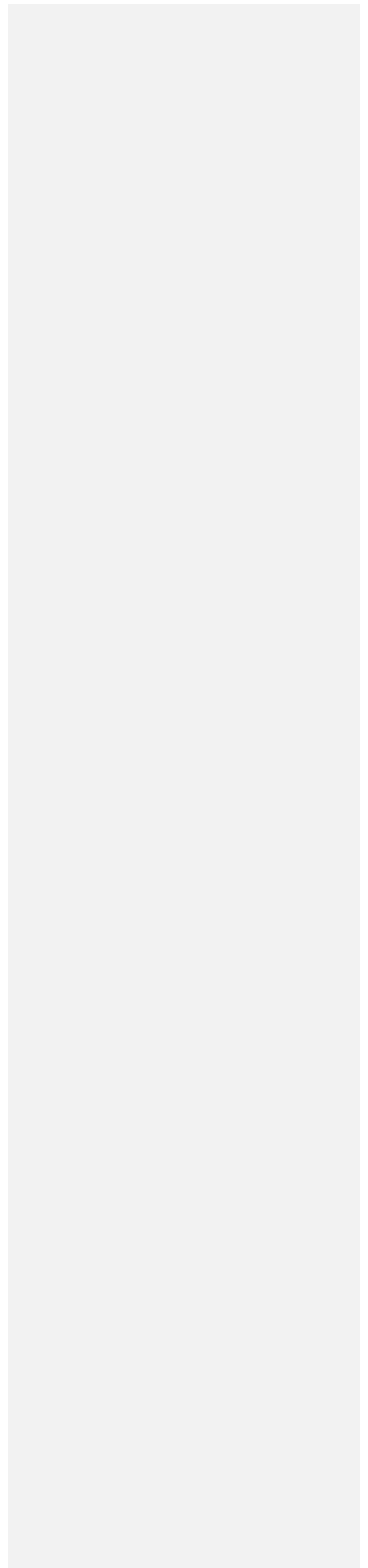
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School



Ambedkar University, Delhi

**Proposal for Launch of an Academic Programme
(To be approved by the Academic Council)**

1. Title of the Programme: **MA in History**
2. Name of the School/Centre proposing the Programme: **School of Liberal Studies**
3. Level of the Programme: **Masters**
4. Full time/Part time: **Full Time**
5. Duration of the Programme: **Two years (4 semesters)**
6. Proposed date/session for launch: **July 2011**
7. Particulars of the Programme Team (Coordinator, Members):
Co-ordinator: Tanuja Kothiyal
Members: Anil Persaud, Aparna Kapadia, Denys Leighton, Dharitri Chakravarty, Dhiraj Kumar Nite, Dharendra Dangwal, Salil Misra, Sanjay Sharma, Shailaja Menon, Yogesh Snehi.
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):
The Masters Programme in History teaches students to think historically with aid of insights and techniques of other disciplines, and it seeks to encourage a spirit of critical thinking about contemporary social questions. While some students may pursue careers as academic historians and teachers, the tools of historical scholarship combined with a spirit of critical engagement shall serve Programme graduates well in such careers as journalism, publishing, educational administration, museology/archival management, heritage management, government service, and many others.
9. Programme Objectives:
The objectives of the Masters Programme in History are to impart knowledge of historical phenomena and processes, to teach skills of historical analysis and to encourage the historical imagination. Students are expected to learn the historian's craft and to acquire competence in independently formulating ideas and judgments on the basis of historical data and through logical procedures of enquiry.
10. Structure of the Programme:
 - (a) Total No. of credits required for completion: **64**
 - (b) Total No. of courses offered: **31 (as of Winter Semester 2013)**
 - (c) Compulsory Courses: **04 (Total Credits: 16)**
 - (d) Optional/Elective Courses: **16 (Total Credits: 64)**. Students are required to complete at least 8 credits of elective courses from each of two categories: South Asian history, Comparative history

- (e) Practical/Dissertation/Internship/Seminar **11 seminars** (Total Credits: **88**). See item 14 below.
- (f) Any other: **Students may undertake for academic credit as many as 2 elective courses (up to 8 credits) at the postgraduate level from any discipline outside History.**

(Please attach the programme structure roughly along the following lines)

Type of Courses	Semester 1	Semester 2	Summer 1	Semester 3	Semester 4
Taught Courses	4 (4 credits each)	4 (4 credits each)	----	4 (4 credits each)	2 (8 credits)
Seminar /Workshop Courses			----		1 (8 credits)* [see item 14]
Project			----		
Fieldwork			----		
Practicum			----		
Dissertation			----		

11. List of Courses (descriptions attached as Annexure): MHC courses are core/compulsory courses; MHE courses ser. no. 5-18 are ‘South Asian history’ electives unless otherwise indicated.

S No	Code	Course Title	Type	Credits	Brief Course Description
1	MHC 01	State in Indian History	Core/ Taught	4	This core course equips students with key historiographical concepts related to the history of state formation in India. The course traverses a long temporal trajectory (ca. 1000 BCE to present), helping students attain a thorough understanding of state, state formation, and their attendant ideologies.
2	MHC 02	Making of Modern World	Core/ Taught	4	Surveys the major historical processes, events and actors who shaped and were shaped in the course of the formation of what we understand today as the ‘modern world’.
3	MHC 03	Power, Culture and Marginality in India	Core/ Taught	4	This course offers critique of dominant discourses of knowledge formation and helps students understand the historical place of alternative voices challenging this hegemony. It thus links historical understanding with perception of contemporary social relations.

4	MHC 04	Problems of Historical Knowledge	Core/ Taught	4	Introduces students to philosophy of history—that is, to critical issues about historical evidence, analysis and interpretation—and facilitates understanding of the same through examination of case studies.
5	MHE 01	Indian National Movement	Elective / Taught	4	Deals with the dismantling of the colonial structure and the establishment of independent modern political structure in India. At a broader level, it engages with two major themes of the modern world – transition to modernity and the transformation of social structures in post-colonial societies.
6	MHE 02	Urbanisation in India	Elective / Taught	4	Historicizes and critiques the massive expansion of urban spaces in India. The process of urbanization entails tremendous pressure on the scarce natural resources leading to violent conflicts and environmental degradation. Sustainable urbanisation is a process by which urban settlements contribute to environmental sustainability in the long term. Such urbanisation would require conservation of non-renewable resources, mass-scale deployment of renewable resources, and a reduction in the energy-use and waste-production per unit of output/consumption. This course links contemporary social, economic, environmental and other challenges to elements of urbanisation in India going back thousands of years.
7	MHE 03	Making of Modern Punjab	Elective / Taught	4	Offers historical insights into the study of regions and regionality in India. It transcends the territoriality of nation-states and foregrounds the study of Punjab as a significant region of South Asia.
8	MHE 04	Global Environmental History: An Introduction	Elective / Taught	4	The course is offered as part of the ‘ Comparative history ’ category. Environmental history has grown world over rapidly in recent decades resulting in exploration of newer themes. The purpose of the course is to familiarize students with these developments and to make them to understand how different societies in different parts of the world interacted with nature. The present day environmental crisis cannot be understood without knowing its historical roots.
9	MHE 05	Environmental History of South Asia	Elective / Taught	4	The purpose of the course is to make students aware of this growing field of historical research. The course traces human role in the changing South Asian environment. In the era of environmental crisis this awareness is essential and this underlines the significance of the course.
10	MHE 06	Aspects of Rural History of Western India	Elective / Taught	4	This course attempts to bring together wide-ranging perspectives on the study of rural history in Western India. The study of rural history has

					largely been centred on the questions of land and relations of agrarian production. The idea of “rural” has thus often excluded non-agrarian sections of village society like pastoralists, petty traders and carriers, artisanal groups, bardic communities, etc., which seem to exist on the margins. This course attempts to take a long term view of emergence of structures in rural society in Western India.
11	MHE 07	Unstable Empire:British Imperial Experiences, 1600-1970	Elective / Taught	4	‘Comparative history’ course. Provides an analytical framework for understanding Indian history in relation to other histories. Historians in postcolonial societies have usually written about the empires from which they achieved liberation in light of their new national identities and politics; many view the imperial past in simple binary terms, generalizing about the experiences of colonizers and the colonized. Historians of colonialism have also produced nuanced assessments paying attention to factors such as gender and social class that determined power relationships within colonial societies. Some historians locate continuities between colonial and postcolonial experiences—for example, by identifying colonialist epistemologies or ways of knowing that continue to put the ‘Orient/Oriental’ in an unfavorable light against ‘the West/Western’. This course explores various ways in which empire was experienced, both in the colonies and ‘at home’ .
12	MHE 08	Indian Ocean	Elective / Taught	4	‘ Comparative history’ course. The history of the Indian Ocean is important for anyone interested in the phenomenon of globalization. Human interactions in the world of the Indian Ocean created a common culture between a variety of different regions of Africa and Asia. The individual cultures of these regions were in turn also affected by the emergence of common cultural practices including forms of exchange, religion, food and other social phenomena such as trade, travel and trust and friendship.
13	MHE 09	Communalism and Partition in South Asia	Elective / Taught	4	Focuses on 19 th and 20 th century India. It discusses the nature and emergence of groups, forces and institutions that eventually culminated in the partition of the sub-continent. At a broader level, the courses has a thematic connectivity with certain major facets of modern world – making and un-making of nations, nationalisms in conflict with each other, the appeal of identity politics and the explosive power of ideologies in modern world. In a way the course treats Indian communalism as

					a case-study of identity politics at a generic level.
14	MHE 10	India's Economy and Colonial Rule 1750-1950	Elective / Taught	4	No proper understanding of colonial rule in India is possible without studying economic conditions between 1750 and 1950. This course makes students aware of how the Indian economy worked under colonial rule. Economic conditions in the post-colonial period are closely linked to the economy under colonial rule. This course will appeal to anyone who is interested in India's economic performance in recent decades.
15	MHE 11	Oral Epics in India: Exploring History and Identity	Elective / Taught	4	Introduces students to the uses of oral sources, particularly oral epics, in constructions of community histories. Explores the emergence of community identities through oral narratives. Representations of caste, community and gender in oral epics are explored as well as roles of oral narratives, narrators and narrations in the evolution of a notion of "self" among social groups.
16	MHE 12	Comparative History of Labour Relations and Well Being	Elective / Taught	4	'Comparative history' course. Equips students with tools for analysing everyday life and social existence in terms of labour, capital, and wellbeing in the modern and contemporary world. It demonstrates the significance of comparative historical perspectives, dwelling on the centrality of manual, skilled and professional labour to socio-economic life. Opposed to any attempt to regard the labourer as only one of the factors of production, the course demonstrates how working people perform constitutive roles in the progression of civilization.
17	MHE 13	Race and Capitalism in Southern Africa	Elective / Taught	4	'Comparative history' course presenting elaboration on conservative-liberal and Marxist approaches to the emergence and development of capitalist agriculture, animal husbandry, industrial economy, with focus on the racial division of labour in South Africa (1850s-2000s). Marxist approaches reveal how dynamics of capitalist development were entwined with the instrument of racial differentiation and division of labour in the colony or settler society. Demands for cheap black labour accompanied attempts of white working men to preserve their privileges, continually denying a fraternity of skill or function between ethnic categories. How did the evolution of the 'segregationist' regime into the 'apartheid' regime since 1948 address challenges to the system of black labour? How did the new attainment of skills by the black population and the articulation of black consciousness sap the cultural and political basis of the apartheid rule and lay the

					foundation for a multiracial democracy? The course also dwells on the interface among class, race, gender, and immigrant identities. It delves into debates, and reveals the strength, limitation, and silence found in the available literature, encouraging students to reflect upon <i>historical and other literatures</i> .
18	MHE 14	History of Modern Japan	Elective / Taught	4	‘Comparative history’ course presenting a larger context for understanding the dominant political and cultural ideologies of Japan since the Meiji regime (1860s). The Japanese conception of modernity, the notion of ‘self’ and the ‘other’, the emergence of a national perspective on social and cultural minorities, the ‘nihonjinron’ discourse or ‘Japaneseness’ that is related to the idea of ‘homogeneity’ – one nation, one culture--are some of the dominant ideologies that made Japan what it is today.

Seminar courses (‘research papers’): descriptions attached as Annexure. (See item 14 on credit weightage of these courses.)

Code	Research Paper	Brief Description (with instructor/supervisor)
MHR 01	Leadership and Politics in 20 th Century South Asia	This course addresses certain key questions related to the emergence of modern politics in 20 th century India. (Misra)
MHR 02	Famine, Public Works and Welfare in Colonial India	This course is intended for students wishing to explore some aspects of ‘development’ or ‘welfare’ during British rule in India. Colonial rule was marked by official claims of benefits that accrued to India as it was ruled by a developed British society. Did India really experience development and modernization under British rule? If so to what extent and what was the nature of welfare and growth under colonial conditions? This can be explored by examining famines, relief policies and public works like railways, canals, roads etc, their critiques and popular perceptions. (Sharma)
MHR 03	Conceptualising a Region	This course helps students understand how regions can be conceptualized and explored in the processes of their emergence. The early medieval <i>Sthala Puranas</i> to the nineteenth century settlement reports provide insights into how polity, religious symbols, language, food, culture, geographical imagination and mapping led to regions being conceptualised differently. Through engagement with different kinds of sources the students are expected to explore the continuities and contradictions in the varying constructions of regions in history writing. (Kothiyal)
MHR 04	Environmental History of India	This course gives students opportunities to work on environmental themes in historical perspective. They may work on any one theme or on any region of India. They will be expected to read secondary literature on the theme and

		work in archives on primary sources to prepare their seminar paper. To supplement their archival work, if possible, they can also go for fieldwork where they can collect additional information and interview people. (Dangwal)
MHR 05	Kingship in South Asia	Students in this research course will choose specific issues related to the institution of kingship ranging from the 12 th to the 19 th centuries CE. They will be encouraged to place materials on kingship against particular historical and cultural backdrops including the evolution of religious doctrines, rituals, courtly culture, religious rituals and political performance, as well as Orientalism, colonialism and globalisation. In addition to contextual and thematic readings, the course will also be encourage students to use a wide variety of primary sources including religious and ritual texts, courtly literature, art (paintings, sculpture, material culture), inscriptions as well as modern popular representations in literature and cinema. (Kapadia)
MHR 06	Social and Cultural Marginality	Students will be encouraged to explore the history of marginality in India and focus on methodological approach. Marginality is a series of situations often understood in terms of religion, community, culture, gender, caste, etc. It is largely accepted that 'marginality' is a post colonial ideology that emerged in the context of colonial oppression and subjugation. (Chakravarty)
MHR 07	Intellectual History in India	This seminar provides a vantage point for studying ideas and their uses in India. Some particular problematics of intellectual history in India will be investigated. Students will choose their topics of investigation/writing with attention to ideas, people bearing or using them, 'events' and processes of change that can be studied historically in India. They will be oriented towards the processes of intellectual history by an initial course of reading of work by such historians as Quentin Skinner, Dominick LaCapra, Sheldon Pollock, Sanjay Subrahmanyam and Kumkum Chatterjee. (Leighton)
MHR 08	Meta-narratives and the Historiography of Everyday	Through the trope of 'everyday', this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of 'ordinary' individuals and subaltern groups. (Snehi)
MHR 09	Urban Societies	Cities and urban areas have set the foundation of modern civilisation – they have proved to be the engines of economic growth, and the centres of innovation, culture, knowledge and political power. Cities are known to be places where money, services and wealth are centralized. Cities are where fortunes are made and where social mobility is possible. Businesses, which generate jobs and capital, are usually located in urban areas. Whether the source is trade or tourism, it is also through the cities that foreign money flows into a country. Due to their high populations, urban areas can also have much more diverse social communities allowing others to find people like them when they might not be able to in rural areas. Through this seminar paper students would be expected to research some conflicting aspects of urbanisation. (Menon)
MHR 10	Critiques in the Racially-divided Society: South Africa, 1899-2012	This research seminar positions students to unravel the dynamics of South African life by attending to articulation, reinforcement, subversion and alteration of the racial paradigm of social relationships which occurred in South Africa between 1899 and 2012. Critiques of racial oppression emergedmfrom experiences in the officially racialized polity. Autobiographies are of great value to us in understanding these processes. This course

		encourages students to analyze experiences, arguments, episteme, and the resolution which these proposed. (Nite)
MHR 11	Migration and Diaspora	Students undertaking the seminar are expected to develop a research question that involves historicizing <u>one</u> of the following Indian Diasporic communities: Australia or the Gulf. Linking the context of migration with the growth of diasporas and their relationship with the home and destination states are possible areas of research for students. (Persaud)

12. Please list the courses which are common with other programmes/schools. **None**

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Courses for which course details have been worked out: (attach list and details)

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

14. A note on the instructional (curriculum transaction) design for the Programme:

Taught courses are largely transacted through classroom teaching and use books and other instructional material available in the AUD library or in other Delhi libraries. Audio-visual materials and computer resources are also used in many situations. Seminar courses ('research papers', designated MHR) are transacted on an 'independent study' basis but entail regular interaction between supervisor and supervisee. Students are expected to utilize knowledge and methodological insight gained over three semesters to interpret primary sources and produce a research paper of 5000-8000 words within the span of a semester. Thus, travel to libraries and archives within and possibly outside of Delhi is essential, and some kinds of field-work or non-archival data collection may be involved. A viva voce exam will form part of the assessment process.

In Winter Semester 2013, MA History students who enrolled in 2011 are required to complete 2 Seminar Papers, each of 6 credits, for a total of 12 'research credits'. From Winter Semester 2014 onwards, MA History students who enrolled in 2012 or later shall complete 1 Seminar Paper of 8 credits. Thus, the 'research' component of the programme is reduced from 12 credits to 8 credits.

15. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme: **See item 14.**

16. Assessment Design:

Taught Courses are assessed through written assignments, oral presentations, group projects and written examinations, with no single assessment worth more than 40% of the total course grade.

Seminar ('research') papers are assessed in two parts. 75% of the course grade is for the written component ('paper') to be evaluated by the supervisor; 25% of the course grade is awarded for oral presentation of the research by the student, which is evaluated by History faculty.

17. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Taught courses require classroom space and library. Some courses require projection and audio-visual facilities in the classrooms. 'Linkages with external agencies' could include making arrangements for (e.g., obtaining permission) for students to engage in archival work or field-work.

18. Additional Faculty Requirement:

- a. Full time: **Two with specializations in: 1) Ancient History and/or Archaeology.
2) Museology or Archival Sciences or Public History**
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: **2 Visiting/Adjunct Faculty in each year for short-term assignments (of up to 10 months).**

19. Eligibility for admission: **BA/BA Hons. in any field**

20. Mode of selection (Entrance test, Interview, Cut off of marks etc.): **Entrance test and interview.**

21. No. of students to be admitted: **42**

Tanuja Kothiyal (Programme Coordinator)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held onand has been approved in the present form.

Signature of the Dean of the School

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

**Proposal for Launch of an Academic Programme
(To be approved by the Academic Council)**

1. Title of the Programme: **MA in History**
2. Name of the School/Centre proposing the Programme: **School of Liberal Studies**
3. Level of the Programme: **Masters**
4. Full time/Part time: **Full Time**
5. Duration of the Programme: **Two years (4 semesters)**
6. Proposed date/session for launch: **July 2011**
7. Particulars of the Programme Team (Coordinator, Members):
Co-ordinator: Tanuja Kothiyal
Members: Anil Persaud, Aparna Kapadia, Denys Leighton, Dharitri Chakravarty, Dhiraj Kumar Nite, Dharendra Dangwal, Salil Misra, Sanjay Sharma, Shailaja Menon, Yogesh Snehi.
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):
The Masters Programme in History teaches students to think historically with aid of insights and techniques of other disciplines, and it seeks to encourage a spirit of critical thinking about contemporary social questions. While some students may pursue careers as academic historians and teachers, the tools of historical scholarship combined with a spirit of critical engagement shall serve Programme graduates well in such careers as journalism, publishing, educational administration, museology/archival management, heritage management, government service, and many others.
9. Programme Objectives:
The objectives of the Masters Programme in History are to impart knowledge of historical phenomena and processes, to teach skills of historical analysis and to encourage the historical imagination. Students are expected to learn the historian's craft and to acquire competence in independently formulating ideas and judgments on the basis of historical data and through logical procedures of enquiry.
10. Structure of the Programme:
 - (a) Total No. of credits required for completion: **≥64 (up to 8 credits of work may be completed and credited in addition to the required 64 credits)**
 - (b) Total No. of courses offered: **31 (as of Winter Semester 2013)**
 - (c) Compulsory Courses: **04 (Total Credits: 16)**
 - (d) Optional/Elective Courses: **16 (Total Credits: 64).** Students are required to complete at least 8 credits of elective courses from each of two categories: South Asian history, Comparative history

- (e) Practical/Dissertation/Internship/Seminar **11 seminars** (Total Credits: **88**). See item 14 below.
- (f) Any other: **Students may undertake for academic credit as many as 2 elective courses (up to 8 credits) at the postgraduate level from any discipline outside History.**

(Please attach the programme structure roughly along the following lines)

<u>Type of Courses</u>	<u>Semester 1</u>	<u>Semester 2</u>	<u>Sum-mer</u>	<u>Semester 3</u>	<u>Semester 4</u>
Core (compulsory) Courses	2 (4 credits each)	1 (4 credits each)	----	1 (4 credits each)	None
Elective courses*	2 (4 credits each)	3 (4 credits each)		3 (4 credits each)	2 (8 credits)
Seminar /Research Courses			----		1 (8 credits) [see item 14]
Total credits per semester	16	16	----	16	16

*As many as 8 credits of the Elective courses may come from ‘non-History’ postgraduate courses (within SLS or from other Schools).

11. List of Courses (descriptions attached as Annexure): MHC courses are core/compulsory courses; MHE courses ser. no. 5-18 are ‘South Asian history’ electives unless otherwise indicated.

S No	Code	Course Title	Type	Credits	Brief Course Description
1	MHC 01	State in Indian History	Core/ Taught: Semester 1	4	This core course equips students with key historiographical concepts related to the history of state formation in India. The course traverses a long temporal trajectory (ca. 1000 BCE to present), helping students attain a thorough understanding of state, state formation, and their attendant ideologies.
2	MHC 02	Making of Modern World	Core/ Taught: Semester 2	4	Surveys the major historical processes, events and actors who shaped and were shaped in the course of the formation of what we understand today as the ‘modern world’.
3	MHC 03	Power, Culture and Marginality in India	Core/ Taught: Semester	4	This course offers critique of dominant discourses of knowledge formation and helps students understand the historical place of alternative voices

			3		challenging this hegemony. It thus links historical understanding with perception of contemporary social relations.
4	MHC 04	Problems of Historical Knowledge	Core/ Taught: Semester 1	4	Introduces students to philosophy of history—that is, to critical issues about historical evidence, analysis and interpretation—and facilitates understanding of the same through examination of case studies.
5	MHE 01	Indian National Movement	Elective/ Taught	4	Deals with the dismantling of the colonial structure and the establishment of independent modern political structure in India. At a broader level, it engages with two major themes of the modern world – transition to modernity and the transformation of social structures in post-colonial societies.
6	MHE 02	Urbanisation in India	Elective/ Taught	4	Historicizes and critiques the massive expansion of urban spaces in India. The process of urbanization entails tremendous pressure on the scarce natural resources leading to violent conflicts and environmental degradation. Sustainable urbanisation is a process by which urban settlements contribute to environmental sustainability in the long term. Such urbanisation would require conservation of non-renewable resources, mass-scale deployment of renewable resources, and a reduction in the energy-use and waste-production per unit of output/consumption. This course links contemporary social, economic, environmental and other challenges to elements of urbanisation in India going back thousands of years.
7	MHE 03	Making of Modern Punjab	Elective/ Taught	4	Offers historical insights into the study of regions and regionality in India. It transcends the territoriality of nation-states and foregrounds the study of Punjab as a significant region of South Asia.
8	MHE 04	Global Environmental History: An Introduction	Elective/ Taught	4	The course is offered as part of the ‘ Comparative history ’ category. Environmental history has grown world over rapidly in recent decades resulting in exploration of newer themes. The purpose of the course is to familiarize students with these developments and to make them to understand how different societies in different parts of the world interacted with nature. The present day environmental crisis cannot be understood without knowing its historical roots.
9	MHE 05	Environmental History of South Asia	Elective/ Taught	4	The purpose of the course is to make students aware of this growing field of historical research. The course traces human role in the changing South Asian environment. In the era of environmental crisis this awareness is essential and this underlines the significance of the course.

10	MHE 06	Aspects of Rural History of Western India	Elective/ Taught	4	This course attempts to bring together wide-ranging perspectives on the study of rural history in Western India. The study of rural history has largely been centred on the questions of land and relations of agrarian production. The idea of “rural” has thus often excluded non-agrarian sections of village society like pastoralists, petty traders and carriers, artisanal groups, bardic communities, etc., which seem to exist on the margins. This course attempts to take a long term view of emergence of structures in rural society in Western India.
11	MHE 07	Unstable Empire: British Imperial Experiences, 1600-1970	Elective/ Taught	4	‘Comparative history’ course. Provides an analytical framework for understanding Indian history in relation to other histories. Historians in postcolonial societies have usually written about the empires from which they achieved liberation in light of their new national identities and politics; many view the imperial past in simple binary terms, generalizing about the experiences of colonizers and the colonized. Historians of colonialism have also produced nuanced assessments paying attention to factors such as gender and social class that determined power relationships within colonial societies. Some historians locate continuities between colonial and postcolonial experiences—for example, by identifying colonialist epistemologies or ways of knowing that continue to put the ‘Orient/Oriental’ in an unfavorable light against ‘the West/Western’. This course explores various ways in which empire was experienced, both in the colonies and ‘at home’.
12	MHE 08	Indian Ocean	Elective/ Taught	4	‘Comparative history’ course. The history of the Indian Ocean is important for anyone interested in the phenomenon of globalization. Human interactions in the world of the Indian Ocean created a common culture between a variety of different regions of Africa and Asia. The individual cultures of these regions were in turn also affected by the emergence of common cultural practices including forms of exchange, religion, food and other social phenomena such as trade, travel and trust and friendship.
13	MHE 09	Communalism and Partition in South Asia	Elective/ Taught	4	Focuses on 19 th and 20 th century India. It discusses the nature and emergence of groups, forces and institutions that eventually culminated in the partition of the sub-continent. At a broader level, the courses has a thematic connectivity with certain major facets of modern world – making and un-making of nations, nationalisms in conflict with

					each other, the appeal of identity politics and the explosive power of ideologies in modern world. In a way the course treats Indian communalism as a case-study of identity politics at a generic level.
14	MHE 10	India's Economy and Colonial Rule 1750-1950	Elective/ Taught	4	No proper understanding of colonial rule in India is possible without studying economic conditions between 1750 and 1950. This course makes students aware of how the Indian economy worked under colonial rule. Economic conditions in the post-colonial period are closely linked to the economy under colonial rule. This course will appeal to anyone who is interested in India's economic performance in recent decades.
15	MHE 11	Oral Epics in India: Exploring History and Identity	Elective/ Taught	4	Introduces students to the uses of oral sources, particularly oral epics, in constructions of community histories. Explores the emergence of community identities through oral narratives. Representations of caste, community and gender in oral epics are explored as well as roles of oral narratives, narrators and narrations in the evolution of a notion of "self" among social groups.
16	MHE 12	Comparative History of Labour Relations and Well Being	Elective/ Taught	4	'Comparative history' course. Equips students with tools for analysing everyday life and social existence in terms of labour, capital, and wellbeing in the modern and contemporary world. It demonstrates the significance of comparative historical perspectives, dwelling on the centrality of manual, skilled and professional labour to socio-economic life. Opposed to any attempt to regard the labourer as only one of the factors of production, the course demonstrates how working people perform constitutive roles in the progression of civilization.
17	MHE 13	Race and Capitalism in Southern Africa	Elective/ Taught	4	'Comparative history' course presenting elaboration on conservative-liberal and Marxist approaches to the emergence and development of capitalist agriculture, animal husbandry, industrial economy, with focus on the racial division of labour in South Africa (1850s-2000s). Marxist approaches reveal how dynamics of capitalist development were entwined with the instrument of racial differentiation and division of labour in the colony or settler society. Demands for cheap black labour accompanied attempts of white working men to preserve their privileges, continually denying a fraternity of skill or function between ethnic categories. How did the evolution of the 'segregationist' regime into the 'apartheid' regime since 1948 address challenges to the system of black labour? How did the new attainment of

					skills by the black population and the articulation of black consciousness sap the cultural and political basis of the apartheid rule and lay the foundation for a multiracial democracy? The course also dwells on the interface among class, race, gender, and immigrant identities. It delves into debates, and reveals the strength, limitation, and silence found in the available literature, encouraging .students to reflect upon <i>historical and other literatures</i> .
18	MHE 14	History of Modern Japan	Elective/ Taught	4	‘Comparative history’ course presenting a larger context for understanding the dominant political and cultural ideologies of Japan since the Meiji regime (1860s). The Japanese conception of modernity, the notion of ‘self’ and the ‘other’, the emergence of a national perspective on social and cultural minorities, the ‘nihonjinron’ discourse or ‘Japaneseness’ that is related to the idea of ‘homogeneity’ – one nation, one culture--are some of the dominant ideologies that made Japan what it is today.

Seminar courses (‘research papers’): descriptions attached as Annexure. (See item 14 on credit weightage of these courses.)

Code	Research Paper	Brief Description (with instructor/supervisor)
MHR 01	Leadership and Politics in 20 th Century South Asia	This course addresses certain key questions related to the emergence of modern politics in 20 th century India. (Misra)
MHR 02	Famine, Public Works and Welfare in Colonial India	This course is intended for students wishing to explore some aspects of ‘development’ or ‘welfare’ during British rule in India. Colonial rule was marked by official claims of benefits that accrued to India as it was ruled by a developed British society. Did India really experience development and modernization under British rule? If so to what extent and what was the nature of welfare and growth under colonial conditions? This can be explored by examining famines, relief policies and public works like railways, canals, roads etc, their critiques and popular perceptions. (Sharma)
MHR 03	Conceptualising a Region	This course helps students understand how regions can be conceptualized and explored in the processes of their emergence. The early medieval <i>Sthala Puranas</i> to the nineteenth century settlement reports provide insights into how polity, religious symbols, language, food, culture, geographical imagination and mapping led to regions being conceptualised differently. Through engagement with different kinds of sources the students are expected to explore the continuities and contradictions in the varying constructions of regions in history writing. (Kothiyal)

MHR 04	Environmental History of India	This course gives students opportunities to work on environmental themes in historical perspective. They may work on any one theme or on any region of India. They will be expected to read secondary literature on the theme and work in archives on primary sources to prepare their seminar paper. To supplement their archival work, if possible, they can also go for fieldwork where they can collect additional information and interview people. (Dangwal)
MHR 05	Kingship in South Asia	Students in this research course will choose specific issues related to the institution of kingship ranging from the 12 th to the 19 th centuries CE. They will be encouraged to place materials on kingship against particular historical and cultural backdrops including the evolution of religious doctrines, rituals, courtly culture, religious rituals and political performance, as well as Orientalism, colonialism and globalisation. In addition to contextual and thematic readings, the course will also be encourage students to use a wide variety of primary sources including religious and ritual texts, courtly literature, art (paintings, sculpture, material culture), inscriptions as well as modern popular representations in literature and cinema. (Kapadia)
MHR 06	Social and Cultural Marginality	Students will be encouraged to explore the history of marginality in India and focus on methodological approach. Marginality is a series of situations often understood in terms of religion, community, culture, gender, caste, etc. It is largely accepted that 'marginality' is a post colonial ideology that emerged in the context of colonial oppression and subjugation. (Chakravarty)
MHR 07	Intellectual History in India	This seminar provides a vantage point for studying ideas and their uses in India. Some particular problematics of intellectual history in India will be investigated. Students will choose their topics of investigation/writing with attention to ideas, people bearing or using them, 'events' and processes of change that can be studied historically in India. They will be oriented towards the processes of intellectual history by an initial course of reading of work by such historians as Quentin Skinner, Dominick LaCapra, Sheldon Pollock, Sanjay Subrahmanyam and Kumkum Chatterjee. (Leighton)
MHR 08	Meta-narratives and the Historiography of Everyday	Through the trope of 'everyday', this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of 'ordinary' individuals and subaltern groups. (Snehi)
MHR 09	Urban Societies	Cities and urban areas have set the foundation of modern civilisation – they have proved to be the engines of economic growth, and the centres of innovation, culture, knowledge and political power. Cities are known to be places where money, services and wealth are centralized. Cities are where fortunes are made and where social mobility is possible. Businesses, which generate jobs and capital, are usually located in urban areas. Whether the source is trade or tourism, it is also through the cities that foreign money flows into a country. Due to their high populations, urban areas can also have much more diverse social communities allowing others to find people like them when they might not be able to in rural areas. Through this seminar paper students would be expected to research some conflicting aspects of urbanisation. (Menon)
MHR 10	Critiques in the Racially-divided Society: South Africa,	This research seminar positions students to unravel the dynamics of South African life by attending to articulation, reinforcement, subversion and alteration of the racial paradigm of social relationships which occurred in

	1899-2012	South Africa between 1899 and 2012. Critiques of racial oppression emerged from experiences in the officially racialized polity. Autobiographies are of great value to us in understanding these processes. This course encourages students to analyze experiences, arguments, episteme, and the resolution which these proposed. (Nite)
MHR 11	Migration and Diaspora	Students undertaking the seminar are expected to develop a research question that involves historicizing <u>one</u> of the following Indian Diasporic communities: Australia or the Gulf. Linking the context of migration with the growth of diasporas and their relationship with the home and destination states are possible areas of research for students. (Persaud)

12. Please list the courses which are common with other programmes/schools. **None**

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Courses for which course details have been worked out: (attach list and details)

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

14. A note on the instructional (curriculum transaction) design for the Programme:

Taught courses are largely transacted through classroom teaching and use books and other instructional material available in the AUD library or in other Delhi libraries. Audio-visual materials and computer resources are also used in many situations. Seminar courses ('research papers', designated MHR) are transacted on an 'independent study' basis but entail regular interaction between supervisor and supervisee. Students are expected to utilize knowledge and methodological insight gained over three semesters to interpret primary sources and produce a research paper of 5000-8000 words within the span of a semester. Thus, travel to libraries and archives within and possibly outside of Delhi is essential, and some kinds of field-work or non-archival data collection may be involved. A viva voce exam will form part of the assessment process.

In Winter Semester 2013, MA History students who enrolled in 2011 are required to complete 2 Seminar Papers, each of 6 credits, for a total of 12 'research credits'. From Winter Semester 2014 onwards, MA History students who enrolled in 2012 or later shall complete 1 Seminar Paper of 8 credits. Thus, the 'research' component of the programme is reduced from 12 credits to 8 credits.

15. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme: **See item 14.**

16. Assessment Design:

Taught Courses are assessed through written assignments, oral presentations, group projects and written examinations, with no single assessment worth more than 40% of the total course grade.

Seminar ('research') papers are assessed in two parts. 75% of the course grade is for the written component ('paper') to be evaluated by the supervisor; 25% of the course grade is awarded for oral presentation of the research by the student, which is evaluated by History faculty.

17. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Taught courses require classroom space and library. Some courses require projection and audio-visual facilities in the classrooms. 'Linkages with external agencies' could include making arrangements for (e.g., obtaining permission) for students to engage in archival work or field-work.

18. Additional Faculty Requirement:

- a. Full time: **Two with specializations in: 1) Ancient History and/or Archaeology.
2) Museology or Archival Sciences or Public History**
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: **2 Visiting/Adjunct Faculty in each year for short-term assignments (of up to 10 months).**

19. Eligibility for admission: **BA/BA Hons. in any field**

20. Mode of selection (Entrance test, Interview, Cut off of marks etc.): **Entrance test and interview.**

21. No. of students to be admitted in each cycle: up to **42**

Tanuja Kothiyal (Programme Coordinator)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its...**first**....meeting held on**5 March 2013**.....and has been approved in the present form.

(Professor Salil Misra)

Signature of the Dean of the School

1. Structure:

- It was pointed out that the MA History Programme in its present form does not really have a structure apart from the four core courses, which according to Naseer Tyabji were too few and did not focus on core areas like Indian Nationalism.
- On the other hand Shashi Bhushan Upadhyay felt that fewer core courses allowed a greater deal of flexibility to the Programme
- It was also pointed out by Milind Wakankar and Alok Bhalla that the lack of focus on pre-modern leads to a failure in making connections between modernity and historicity.
- In the context of regional history it appears to have a predominant north Indian focus and lacks courses that deal with Southern India.
- Absence of courses that deal with Gandhi's as well as Ambedkar's legacy as a part of Master's Programme in History was also pointed out.
- The structuring of courses around the faculty's areas of specialisation and interest was also discussed. The course descriptions and bibliographies were found to be too long and at times listed books that may not be easily available.
- It was advised that in future courses may be designed around themes like Women's Histories and Histories of Resistances.

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- It was advised that in future courses may be designed around themes like Women's Histories and Histories of Resistances.

2. There were specific suggestions regarding the following courses:

Making of the Modern World:

From the course description it is not clear if the course deals with making of modern world or modernity. In either case neither appears to have been dealt properly taking into account some omissions from the reading list like Communist Manifesto, writings of Edward Said, Fernand Braudel, Chris Bailey among others. Perhaps the course could take into account revolutions, technologies and making of democracies in the nineteenth and the twentieth centuries.

Ambedkar University, Delhi

**Proposal for Launch of an Academic Programme
(To be approved by the Academic Council)**

1. Title of the Programme: **MA in History**
2. Name of the School/Centre proposing the Programme: **School of Liberal Studies**
3. Level of the Programme: **Masters**
4. Full time/Part time: **Full Time**
5. Duration of the Programme: **Two years (4 semesters)**
6. Proposed date/session for launch: **July 2011**
7. Particulars of the Programme Team (Coordinator, Members):
Co-ordinator: Tanuja Kothiyal
Members: Anil Persaud, Aparna Kapadia, Denys Leighton, Dharitri Chakravarty, Dhiraj Kumar Nite, Dharendra Dangwal, Salil Misra, Sanjay Sharma, Shailaja Menon, Yogesh Snehi.
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):
The Masters Programme in History teaches students to think historically with aid of insights and techniques of other disciplines, and it seeks to encourage a spirit of critical thinking about contemporary social questions. While some students may pursue careers as academic historians and teachers, the tools of historical scholarship combined with a spirit of critical engagement shall serve Programme graduates well in such careers as journalism, publishing, educational administration, museology/archival management, heritage management, government service, and many others.
9. Programme Objectives:
The objectives of the Masters Programme in History are to impart knowledge of historical phenomena and processes, to teach skills of historical analysis and to encourage the historical imagination. Students are expected to learn the historian's craft and to acquire competence in independently formulating ideas and judgments on the basis of historical data and through logical procedures of enquiry.
10. Structure of the Programme:
 - (a) Total No. of credits required for completion: **64**
 - (b) Total No. of courses offered: **31 (as of Winter Semester 2013)**
 - (c) Compulsory Courses: **04 (Total Credits: 16)**

- (d) Optional/Elective Courses: **16** (Total Credits: **64**). Students are required to complete at least 8 credits of elective courses from each of two categories: South Asian history, Comparative history
- (e) Practical/Dissertation/Internship/Seminar **11 seminars** (Total Credits: **88**). See **item 14 below**.
- (f) Any other: **Students may undertake for academic credit as many as 2 elective courses (up to 8 credits) at the postgraduate level from any discipline outside History.**

(Please attach the programme structure roughly along the following lines)

Type of Courses	Semester 1	Semester 2	Summer 1	Semester 3	Semester 4
Taught Courses	4 (4 credits each)	4 (4 credits each)	----	4 (4 credits each)	2 (8 credits)
Seminar /Workshop Courses			----		1 (8 credits)* [see item 14]
Project			----		
Fieldwork			----		
Practicum			----		
Dissertation			----		

11. List of Courses (descriptions attached as Annexure): MHC courses are core/compulsory courses; MHE courses ser. no. 5-18 are ‘South Asian history’ electives unless otherwise indicated.

S No	Code	Course Title	Classification	Credits	Brief Course Description
1	MHC01	State in Indian History	Core/Taught	4	This core course equips students with key historiographical concepts related to the history of state formation in India. The course traverses a long temporal trajectory (ca. 1000 BCE to present), helping students attain a thorough understanding of state, state formation, and their attendant ideologies.
2	MHC02	Making of Modern World	Core/Taught	4	Surveys the major historical processes, events and actors who shaped and were shaped in the course of the formation of what we understand today as the ‘modern world’.

3	MHC03	Power, Culture and Marginality in India	Core/Taught	4	This course offers critique of dominant discourses of knowledge formation and helps students understand the historical place of alternative voices challenging this hegemony. It thus links historical understanding with perception of contemporary social relations.
4	MHC04	Problems of Historical Knowledge	Core/ Taught	4	Introduces students to philosophy of history—that is, to critical issues about historical evidence, analysis and interpretation—and facilitates understanding of the same through examination of case studies.
5	MHE01	Indian National Movement	Elective/Taught	4	Deals with the dismantling of the colonial structure and the establishment of independent modern political structure in India. At a broader level, it engages with two major themes of the modern world – transition to modernity and the transformation of social structures in post-colonial societies.
6	MHE02	Urbanisation in India	Elective/Taught	4	Historicizes and critiques the massive expansion of urban spaces in India. The process of urbanization entails tremendous pressure on the scarce natural resources leading to violent conflicts and environmental degradation. Sustainable urbanisation is a process by which urban settlements contribute to environmental sustainability in the long term. Such urbanisation would require conservation of non-renewable resources, mass-scale deployment of renewable resources, and a reduction in the energy-use and waste-production per unit of output/consumption. This course links contemporary social, economic, environmental and other challenges to elements of urbanisation in India going back thousands of years.
7	MHE03	Making of Modern Punjab	Elective/Taught	4	Offers historical insights into the study of regions and regionality in India. It transcends the territoriality of nation-states and foregrounds the study of Punjab as a significant region of South Asia.
8	MHE04	Global Environmental History: An Introduction	Elective/Taught	4	The course is offered as part of the ' Comparative history ' category. Environmental history has grown world over

					rapidly in the recent decades resulting in exploration of newer and newer themes. Purpose of the course is to familiarize students with these developments and to make them to understand how different societies in different parts of the world interacted with nature. The present day environmental crisis cannot be understood without knowing its historical roots.
9	MHE05	Environmental History of South Asia	Elective/Taught	4	The course introduces students to a newly emerged area of historical knowledge. Environmental history has grown significantly in the last 2-3 decades. The purpose of the course is to make students aware of this growing field of historical research. The course traces human role in changing environment. In the era of environmental crisis this awareness is essential and this underlines significance of the course.
10	MHE06	Aspects of Rural History of Western India	Elective/Taught	4	This course attempts to bring together wide-ranging perspectives on the study of Rural History in Western India. The study of rural history has largely been centred on the questions of land and relations of agrarian production. The idea of "rural" has thus often excluded non-agrarian sections of village society like pastoralists, petty traders and carriers, artisanal groups, bardic communities etc., which seem to exist on the margins. This course attempts to take a long term view of emergence of structures in rural society in Western India.
11	MHE07	Unstable Empires: British Imperial Experience 1600-1970	Elective/Taught	4	'Comparative history' course. Provides an analytical framework for understanding Indian history in relation to other histories. Historians in postcolonial societies have usually written about the empires from which they achieved liberation in light of their new national identities and politics; many view the imperial past in simple binary terms, generalizing about the experiences of colonizers and the colonized. Historians of colonialism have also produced nuanced assessments of colonialism, paying attention to factors such as gender and social class that determined power relationships within colonial societies. Some historians locate

					continuities between colonial and postcolonial experiences—for example, by identifying colonialist epistemologies or ways of knowing that continue to put the ‘Orient/Oriental’ in an unfavorable light against ‘the West/Western’. This course explores various ways in which empire was experienced, both in the colonies and ‘at home’ .
12	MHE08	Indian Ocean	Elective/Taught	4	‘ Comparative history ’ course. The history of the Indian Ocean is important for anyone interested in the phenomenon of globalization. Human interactions in the world of the Indian Ocean created a common culture between a variety of different regions of Africa and Asia. The individual cultures of these regions were in turn also affected by the emergence of common cultural practices including forms of exchange, religion, food and other social phenomena such as trade, travel and trust and friendship.
13	MHE09	Communalism and Partition in South Asia	Elective/Taught	4	Focuses on 19 th and 20 th century India. It discusses the nature and emergence of groups, forces and institutions that eventually culminated in the partition of the sub-continent. At a broader level, the courses has a thematic connectivity with certain major facets of modern world – making and unmaking of nations, nationalisms in conflict with each other, the appeal of identity politics and the explosive power of ideologies in modern world. In a way the course treats Indian communalism as a case-study of identity politics at a generic level.
14	MHE10	India’s Economy and Colonial Rule 1750-1950	Elective/Taught	4	No proper understanding of colonial rule in India is possible without studying economic conditions between 1750 and 1950. This course makes students aware of how the Indian economy worked under colonial rule. Economic conditions in the post-colonial period are closely linked to the economy under colonial rule. This course will appeal to anyone who is interested in India’s economic performance in recent decades.
15	MHE11	Oral Epics in India: Exploring History and Identity	Elective/Taught	4	Introduces students to the uses of oral sources, particularly oral epics, in constructions of community histories.

					Explores the emergence of community identities through oral narratives. Representations of caste, community and gender in oral epics are explored as well as roles of oral narratives, narrators and narrations in the evolution of a notion of “self” among social groups.
16	MHE12	Comparative History of Labour Relations and Well Being	Elective/Taught	4	‘Comparative history’ course. Equips students with tools for analysing everyday life and social existence in terms of labour, capital, and wellbeing in the modern and contemporary world. It demonstrates the significance of comparative historical perspectives, dwelling on the centrality of manual, skilled and professional labour to socio-economic life. Opposed to any attempt to regard the labourer as only one of the factors of production, the course demonstrates how the working people perform constitutive roles in the progression of civilization.
17	MHE15	Race and Capitalism in Southern Africa	Elective/Taught	4	‘Comparative history’ course presenting elaboration on conservative-liberal and Marxist approaches to the emergence and development of capitalist agriculture, animal husbandry, industrial economy, with focus on the racial division of labour in South Africa (1850s-2000s). Marxist approaches reveal how dynamics of capitalist development were entwined with the instrument of racial differentiation and division of labour in the colony or settler society. Demands for cheap black labour accompanied attempts of white working men to preserve their privileges, continually denying a fraternity of skill or function between ethnic categories. How did the evolution of the ‘segregationist’ regime into the ‘apartheid’ regime since 1948 address challenges to the system of cheap black labour? How did the new attainment of skills by the black population and the articulation of black consciousness sap the cultural and political basis of the apartheid rule and lay the foundation for a multiracial democracy? The course also dwells on the interface among class, race, gender, and immigrant identities. It delves into debates, and reveals the strength, limitation, and

					silence found in the available literature, encouraging students to reflect upon <i>historical and other literatures</i> .
18	MHE16	History of Modern Japan	Elective/Taught	4	'Comparative history' course presenting a larger context for understanding the dominant political and cultural ideologies of Japan since the Meiji regime (1860s). The Japanese conception of modernity, the notion of 'self' and the 'other', the emergence of a national perspective on social and cultural minorities, the 'nihonjinron' discourse or 'Japaneseness' that is related to the idea of 'homogeneity' – one nation, one culture--are some of the dominant ideologies that made Japan what it is today.

Seminar courses ('research papers'): descriptions attached as Annexure. (See item 14 on credit weightage of these courses.)

Code	Research Paper	Brief Description (with instructor/supervisor)
MHR01	Leadership and Politics in 20 th Century South Asia	This course addresses certain key questions related to the emergence of modern politics in 20 th century India. (Misra)
MHR02	Famine Public Works and Welfare in Colonial India	This course is intended for students wishing to explore some aspects of 'development' or 'welfare' during British rule in India. Colonial rule was marked by official claims of benefits that accrued to India as it was ruled by a developed British society. Did India really experience development and modernization under British rule? If so to what extent and what was the nature of welfare and growth under colonial conditions? This can be explored by examining famines, relief policies and public works like railways, canals, roads etc, their critiques and popular perceptions. (Sharma)
MHR03	Conceptualising a Region	This course helps students understand how regions can be conceptualised and explored in the processes of their emergence. The early medieval <i>Sthala Puranas</i> to the nineteenth century settlement reports provide insights into how polity, religious symbols, language, food, culture, geographical imagination and mapping led to regions being conceptualised differently. Through engagement with different kinds of sources the students are expected to explore the continuities and contradictions in the varying constructions of regions in history writing. (Kothiyal)
MHR04	Environmental History of India	This course gives students opportunities to work on environmental themes in historical perspective. They may work on any one theme or on any region of India. They will be expected to read secondary literature on the theme and work in archives on primary sources to prepare their seminar paper. To supplement their archival work, if possible, they can also go for fieldwork

		where they can collect additional information and interview people. (Dangwal)
MHR05	Kingship in South Asia	Students in this research course will choose specific issues related to the institution of kingship ranging from the 12 th to the 19 th centuries CE. They will be encouraged to place materials on kingship against particular historical and cultural backdrops including the evolution of religious doctrines, rituals, courtly culture, religious rituals and political performance, as well as Orientalism, colonialism and globalisation. In addition to contextual and thematic readings, the course will also be encourage students to use a wide variety of primary sources including religious and ritual texts, courtly literature, art (paintings, sculpture, material culture), inscriptions as well as modern popular representations in literature and cinema. (Kapadia)
MHR06	Social and Cultural Marginality	Students will be encouraged to explore the history of marginality in India and focus on methodological approach. Marginality is a series of situations often understood in terms of religion, community, culture, gender, caste, etc. It is largely accepted that ‘marginality’ is a post colonial ideology that emerged in the context of colonial oppression and subjugation. (Chakravarty)
MHR07	Intellectual History in India	This seminar provides a vantage point for studying ideas and their uses in India. Some particular problematics of intellectual history in India will be investigated. Students will choose their topics of investigation/writing with attention to ideas, people bearing or using them, ‘events’ and processes of change that can be studied historically in India. They will be oriented towards the processes of intellectual history by an initial course of reading of work by such historians as Quentin Skinner, Dominick LaCapra, Sheldon Pollock, Sanjay Subrahmanyam and Kumkum Chatterjee. (Leighton)
MHR08	Meta-narratives and the Historiography of Everyday	Through the trope of ‘everyday’, this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of ‘ordinary’ individuals and subaltern groups. (Snehi)
MHR09	Urban Societies	Cities and urban areas have set the foundation of modern civilisation – they have proved to be the engines of economic growth, and the centres of innovation, culture, knowledge and political power. Cities are known to be places where money, services and wealth are centralized. Cities are where fortunes are made and where social mobility is possible. Businesses, which generate jobs and capital, are usually located in urban areas. Whether the source is trade or tourism, it is also through the cities that foreign money flows into a country. Due to their high populations, urban areas can also have much more diverse social communities allowing others to find people like them when they might not be able to in rural areas. Through this seminar paper students would be expected to research some conflicting aspects of urbanisation. (Menon)
MHR10	Critiques in the Racially-divided Society: South Africa, 1899-2012	This research seminar positions students to unravel the dynamics of South African life by attending to articulation, reinforcement, subversion and alteration of the racial paradigm of social relationships which occurred in South Africa between 1899 and 2012. Critiques of racial oppression emerged from experiences in the officially racialized polity. Autobiographies are of

		great value to us in understanding these processes. This course encourages students to analyze experiences, arguments, episteme, and the resolution which these proposed. (Nite)
MHR11	Migration and Diaspora	Students undertaking the seminar are expected to develop a research question that involves historicizing <u>one</u> of the following Indian Diasporic communities: Australia or the Gulf. Linking the context of migration with the growth of diasporas and their relationship with the home and destination states are possible areas of research for students. (Persaud)

12. Please list the courses which are common with other programmes/schools. **None**

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Courses for which course details have been worked out: (attach list and details)

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

14. A note on the instructional (curriculum transaction) design for the Programme:

Taught courses are largely transacted through classroom teaching and use books and other instructional material available in the AUD library or in other Delhi libraries. Audio-visual materials and computer resources are also used in many situations.

Seminar courses ('research papers', designated MHR) are transacted on an 'independent study' basis but entail regular interaction between supervisor and supervisee. Students are expected to utilize knowledge and methodological insight gained over three semesters to interpret primary sources and produce a research paper of 5000-8000 words within the span of a semester. Thus, travel to libraries and archives within and possibly outside of Delhi is essential, and some kinds of field-work or non-archival data collection may be involved. A viva voce exam will form part of the assessment process.

In Winter Semester 2013, MA History students who enrolled in 2011 are required to complete 2 Seminar Papers, each of 6 credits, for a total of 12 'research credits'. From Winter Semester 2014 onwards, MA History students who enrolled in 2012 or later shall complete 1 Seminar Paper of 8 credits. Thus, the 'research' component of the programme is reduced from 12 credits to 8

credits.

15. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme: **See item 14.**

16. Assessment Design:

Taught Courses are assessed through written assignments, oral presentations, group projects and written examinations, with no single assessment worth more than 40% of the total course grade.

Seminar ('research') papers are assessed in two parts. 75% of the course grade is for the written component ('paper') to be evaluated by the supervisor; 25% of the course grade is awarded for oral presentation of the research by the student, which is evaluated by History faculty.

17. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Taught courses require classroom space and library. Some courses require projection and audio-visual facilities in the classrooms. 'Linkages with external agencies' could include making arrangements for (e.g., obtaining permission) for students to engage in archival work or field-work.

18. Additional Faculty Requirement:

- a. Full time: **Two with specializations in: 1) Ancient History and/or Archaeology.
2) Museology or Archival Sciences or Public History**
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: **2 Visiting/Adjunct Faculty in each year for short-term assignments (of up to 10 months).**

19. Eligibility for admission: **BA/BA Hons. in any field**

20. Mode of selection (Entrance test, Interview, Cut off of marks etc.): Entrance test and interview.

21. No. of students to be admitted: **42**

Tanuja Kothiyal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held onand has been approved in the present form.

Signature of the Dean of the School

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **The State in Indian History (MHC01)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
Semester Course
6. Proposed date of launch: **July 2011.**
7. Course Team: (coordinator, team members etc.)
Coordinator: Sanjay Sharma
Team Members: Aparna Kapadia, Sanjay Sharma
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This is a core course designed to equip Masters students of History with key historiographical concepts related to the history of state formation in India. The course traverses a long temporal trajectory, thus giving the students a robust training in understanding this important political and social institution.
The AUD library is equipped with a number of books recommended for the course. Teaching is also based on certain significant literary texts through which the workings of the 'state' can be demonstrated, thus giving it an interdisciplinary flavour despite being a core course in history.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Core course for MA History but can be offered to any Masters students.**
10. A brief description of the Course:
This course transits the 'ancient', 'medieval', and 'modern' periods of Indian history concentrating on the crucial political institution called the State. It examines the processes through which a variety of state systems have evolved in India down to the present. The different types of state formations that emerged in the Indian subcontinent are situated in their historical contexts at various points of time in

India's past. The structures and modes of exercise of power are related to changes in the economic, social and cultural spheres located in the shifting axes of time and space.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) **NA**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The objective of this course is to introduce students of history to the historiography and history of the institution of the State in India from the ancient through the colonial periods. The students will also be taught to think about the post-colonial state towards the end of the course.

The following modules will be taught:

1. Introduction to the study of the state in India: historiographical issues; state formation as a study of power and its exercise through ideology and cultural representations (2 hours, AK)
2. Introduction to key concepts: lineage, class, surplus, hegemony and claims of dominance on the basis of gender, caste, race, region, religion, ritual superiority, military strength, law (2 hours, AK)
3. The emergence of early forms of state control in India: from pastoralism to revenue yielding agrarian settlements; the early republics the Mauryan state. (4 hours, AK)
4. The early medieval polities: Debates on medieval Indian society and political formations; Asiatic Mode of Production; Oriental Despotism; Feudalism; the concept of the Segmentary State (4 hours, AK)
5. Northern Indian polities: The Rajputs; the Sultanate; regional kingdoms (4 hours, AK)
6. South Indian states: Cholas; Vijayanagara empire; the legacy of Vijayanagara (4 hours, AK)
7. The Mughal State: Understanding the Mughal Empire in the Asian context; centralized bureaucratic state or decentralization of power? (4 hours, AK)
8. 'Collapse' or decentralization in the eighteenth century? (8 hours, SS)
9. The Colonial State: from Company rule to British Raj: structures and ideologies of governance, nationalism and decolonization. (10 hours, SS)
10. The nation state after independence and partition: legacy of colonialism, elements of continuity and change in the exercise of political power. (6 hours, SS)

Suggested Readings

1. J. F. Richards (ed.), *Kingship and Authority in South Asia* (Delhi, OUP, 1998)
2. Romila Thapar, *The Penguin History of Early India: From the Origins to AD 1300* (Penguin, 2001)
3. Romila Thapar, *Cultural Pasts: Essays in Early Indian History* (Delhi, OUP, 2000)
4. *The Oxford India Kosambi* edited by B. D. Chattopadhyaya (Delhi, OUP, 2009)
5. R. S. Sharma, *India's Ancient Past* (Delhi, OUP, 2008)

6. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century* (Delhi, Pearson-Longman, 2009)
7. Kautilya's *Arthashastra* (available in English and other languages)
8. Irfan Habib, *The Agrarian System of Mughal India* (2nd revised edn. Delhi, OUP, 1999)
9. Meena Bhargava (ed.) *Exploring Medieval India Part I and II* (Orient Blackswan, 2010)
10. Harbans Mukhia, *The Mughals of India* (Blackwell Publishing, Indian reprint 2005).
11. Muzaffar Alam and Sanjay Subrahmanyam, *The Mughal State, 1526-1750*, (Delhi, OUP, 2000)
12. Muzaffar Alam and Sanjay Subrahmanyam, *Writing the Mughal World: Studies in Political Culture* (Ranikhet, Permanent Black, 2011)
13. Burton Stein (ed) *Essays on South India* (New Delhi, Vikas Publishing House, 1976).
14. Hermann Kulke (ed), *The State in India 1000-1700* (New Delhi, OUP, 1995)
15. Sumit Sarkar, *Modern India 1885-1947* (New Delhi, Macmillan India, 2000)
16. Partha Chatterjee, *The Nation and its Fragments* (Princeton University Press, 1993). Also included in *The Partha Chatterjee Omnibus* (Delhi, OUP, 1999)
17. C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion* (New Delhi, OUP, 1992)
18. Nicholas Dirks, *The Hollow Crown* (Delhi, Orient Longman, 1998)
19. *Subaltern Studies* Vols. 1-10, Boxed set of Paperback volumes (Delhi, OUP)
20. Eric Stokes, *The English Utilitarians and India* (Delhi, OUP paperback, 1989, 1st published, 1959,)
21. Radhika Singha, *A Despotism of Law: Crime and Justice in Early Colonial India* (Delhi, OUP, 2000)
22. Seema Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India 1770-1830* (Delhi, OUP, 1995)
23. Seema Alavi (ed), *The Eighteenth Century in India* (Delhi, OUP, 2002)
24. P.J. Marshall (ed), *The Eighteenth Century in Indian History: Evolution or Revolution?* (New Delhi, OUP, 2003)
25. Sanjay Sharma, *Famine, Philanthropy and the Colonial State: North India in the Early Nineteenth Century* (Delhi, OUP, 2001)
26. Michael H. Fisher, *A Clash of Cultures: Awadh, the British and the Mughals* (New Delhi, Manohar, 1987)
27. Michael H. Fisher (ed), *The Politics of British Annexation of India 1757-1857* (Delhi, OUP, 1996) Paperback.
28. Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 2000)
29. Ranajit Guha, *The Small Voice of History* (Permanent Black, 2009)
30. Ranajit Guha, "Dominance without Hegemony and its Historiography" in Ranajit Guha (ed), *Subaltern Studies*, Vol, VI (Delhi, OUP, 1989), pp. 210-309.
31. Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self under Colonialism* (Delhi, OUP, 1983)
32. Mohandas K. Gandhi, *Hind Swaraj* (1908, various editions, also available online)
33. Dharma Kumar, *Colonialism, Property and the State*, (Delhi, OUP, 1998)
34. Thomas R. Metcalf, *The New Cambridge History of India: III.5, Ideologies of the Raj* (Cambridge, CUP, Indian edition, 1998)

35. David Arnold, *The New Cambridge History of India: III.5, Science, Technology and Medicine in Colonial India* (Cambridge, CUP, Indian edition, 2000)
36. Gyan Prakash, *Another Reason: Science and the Imagination of Modern India* (New Delhi, OUP, 2000)
37. Indivar Kamtekar, "A Different War Dance: State and Class in India 1939-1945", *Past and Present*, Number 176, August, 2002, pp. 187-221.
38. Bipan Chandra, *India since Independence* (Penguin, 2008), Paperback.
39. Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy* (Picador India, 2008)
40. Nicos Poulantzas and James Martin, *The Poulantzas Reader: Marxism, Law and the State* (Verso, 2008)
41. Special issue on the everyday State in India and Pakistan, 1947-1970 in *Modern Asian Studies*, Vol. 45, Part I, January 2011.

Fiction Titles

1. Rabindranath Tagore, *The Home and the World* (Wisdom Tree, 2009)
 2. Shrilal Shukla, *Raag Darbari* (published in Hindi by Rajkamal Prakashan) English translation published by Penguin Books.
 3. Saadat Hasan Manto, *Toba Tek Singh* (Penguin India), Paperback.
 4. George Orwell, *1984* (Rupa, 2010), Paperback.
 5. Phaniswar Nath Renu, *Maila Aanchal* in Hindi published by Rajkamal Prakashan (in English *The Soiled Border*, Chanakya Publications)
 6. Rahi Masoom Reza, *Aadha Gaon* in Hindi published by Rajkamal Prakashan (translated by Gillian Wright as *A Divided Village*, Penguin Books India Pvt. Ltd.)
 7. Boris Pasternak, *Dr Zhivago* (Random House)
 8. Mahasweta Devi's Bengali story *Draupadi* translated by Gayatri C. Spivak in the *The Spivak Reader* (Routledge). Also *Mahasweta Devi Breast Stories* translated by Gayatri C. Spivak (Seagull Books Pvt. Ltd), Paperback.
 9. Uday Prakash, 'Warren Hastings ka Saand', Hindi story in Uday Prakash, *Paul Gomra ka Scooter* (Delhi, Radhakrishna Prakashan, 1997)
13. Assessment Methodology: **Two take-home assignments (60%), end semester examination (40%)**
14. No. of students to be admitted: **All First Semester MA History Students.**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **NA**

APARNA KAPADIA on behalf of SANJAY SHARMA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **The Making of the Modern World MHC-02**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Core course for history; Elective for students in other Programmes.**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Anil Persaud**

8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This is a core course in the MA history programme.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Core for MA history.**
10. A brief description of the Course:

This course surveys the major historical processes, events and actors who shaped and were shaped in the course of the formation of what we understand today as the ‘modern world’. As the title suggests there are three central concerns that will run through this course: the word ‘making’ suggests its methodological concerns (does writing world or global history make sense? If so, how do we go about such a task? Is it possible to write world history from a local perspective?); ‘modern’ suggest its conceptual concerns (reason and rationality, liberalism, democracy, nation and nationalism, capitalism, design, technology and science, resistance which all together constitute what we understand as constitutive of the ‘modern’) and ‘world’ highlights its representational or spatial dimension. Depending on how we configure this world, does it make more sense to speak in terms of ‘modernities’ and modern worlds as opposed to ‘the modern world’? Let it suffice for now to say that the period covered will be from the Haitian Revolution to the present.
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Our first aim will be to consider how the movement of people in our period facilitated an exchange of ideas and things that in turn linked places and nature to create what has come to be known as the modern world. Sanjay Subrahmanyam’s emphasis on writing ‘connected histories’ will guide us through our second aim which is to connect aspects of this story that remain underrepresented, such as those that bookend our period of study. And finally, since the making of the modern world was not a smooth process, we will consider historical challenges to its making. Discussions will be enlivened by examples drawn from across the globe, covering the period under study, and will include primary and secondary sources, films and literary materials. In addition to being about the making of the modern world, this course is also aimed at developing students’ awareness of the tools and skills used in the practice of the historian’s craft. Towards this end every attempt will be made to enable the student to situate the making of the modern world both theoretically and historically. Students should end the term interested in historical themes and ideas other than the making of the modern world. Central to any history course is the place and constitution of the archive. Close attention will be paid to the materials used by scholars to develop their arguments in the texts to be read and will therefore a) act as an introduction to the wide and always increasing array of archival materials available to study any given topic and b) emphasize the fact that

an historian's task is to first and foremost define and justify her archive. Our hope is that students will go away from this course interested in continuing their studies in history. Notwithstanding, students will be encouraged to develop their academic reading and writing skills as well as their capacity for critical engagement regardless of the subject.

Modules: 1) Knowledge Production: history of the social sciences and its contribution to the making of the modern world. 2) Modern political ideologies: the emergence specifically of globalization and liberalism; 3) Design: history of design and how ideologies are communicated through this medium; 4) Technology for commodity production: the history of technology and its link to the industrial revolution and mass production; 5) revolutions, wars and movements: the history of the inter-linkages between the three and a comparison over time with a specific historical attention to the psychological history of control of the masses.

This course will include guest lectures by faculty within and from outside of AUD.

Sample readings: Robert Paul Wolff, "What Good Is a Liberal Education?"
Enrique Dussel, "Eurocentrism and Modernity" and "Europe, Modernity, and Eurocentrism";
Walter D. Mignolo, "The Geopolitics of Knowledge";
Buck-Morss, Giddens, "Hegel and Haiti";
Anthony Giddens, "The Consequences of Modernity"
Andrew Vincent, *Modern Political Ideologies* – "The Nature of Ideology"
Louis Althusser, *On Ideology*
Michel Foucault, *The Birth of Biopolitics*
Henri Lefebvre *The Production of Space*;
Eugene J. McCann, "Race, Protest and Public Space: Contextualizing Lefebvre in the US City";
Doreen Massey, "Politics of Space/Time"
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*
Karl Marx, *Capital* Volume one, Chapter One: "Commodities"
Adam Mckeown, "Global Migration, 1846–1940" *Journal of World History*, Vol. 15, No. 2.
University of Hawai'i Press, 2004
Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*
Guido Frison, "History of Technology"
Frantz Fanon, "Concerning Violence". David Livingstone Smith, *Less Than Human: Why We Demean, Enslave, and Exterminate Others*;
Eric Hobsbawm, *Age of Revolution*
Vijay Prashad, *Arab Spring, Libyan Winter*

- 13. Assessment Methodology: Assessments will be on an ongoing basis and comprise of the following: In-class participation (including introducing readings), 15%; 2) Class group presentations and written submission of short written essay, 20%; 3) , Longer essay 30%, and 4) Final take home exam 35%**

14. No. of students to be admitted: Maximum : **Compulsory for all Students admitted to Masters in History**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Power, Culture and Marginality**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**

7. Course Team: (coordinator, team members etc.) **Dr. Anil Persaud, Dr. Dharitri Narzary, Dr. Shailaja Menon and Dr. Tanuja Kotiyal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **The notion of power reflects social sanctities and leads to marginalization. This course attempts to critique dominant discourses of knowledge formation and understand alternative voices which challenge this hegemony. The resources used for the course, textual, audio-visual provides a wide array of materials for the students to engage with the course.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Core Course**
10. A brief description of the Course: **The course module will try to reflect on historical processes that play an important role in marginalizing people or community, and how inadvertently the very processes generate cultural and political consciousness in the margins. Power cannot be reduced to just the exercise of political authority but is also reflective of social sanctions and sanctities. In its dispersal, power leads to the formations of multiple marginalities of sex, gender, class and caste. History has witnessed numerous revolutions and counter-revolutions which has led to a critique of the meta-narratives of history. This course aims to question the paradigm of “Othering” and dissect the politics of cultural imperialism. In doing so it would be pertinent to understand how, in the first place, the ‘other’ is created and how its relation to the larger society is shaped in the process. The idea is to highlight the complex process of ‘acculturation and assimilation’ that leads to determining power equation between the dominant and the ‘other’. The intent is to enable students to develop critical perspectives on the ways in which cultural differentiation and ethnic formulations have been used to maintain ‘power’ and justify inequalities and injustices. The themes chosen for this section involve minorities; religious, linguistic, sexual, and physically disadvantaged, indentured labour and deprivation and exclusion arising out of caste/tribe based hierarchies.**
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **It is a core course for History students but is open to students of other disciplines**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
Possible Themes

- **Revisiting Concepts: Power, Culture and Marginality**
- **Creating the ‘Other’**
- **The Reaction from the Margins-Resistance to Dominant Narratives in the form of Literature, Music, Myths etc.**
- **The Nature of the Alternative Discourse- Autobiographies, Films, Narratives.**

Brief Bibliography:

- 1) Kancha Illiah: Why I am Not a Hindu: A [Sudra](#) critique of [Hindutva](#) philosophy, Culture and Political Economy(Calcutta: Samya, 1996)
- 2) Kancha Illiah: Post Hindu India, Sage 2010
- 3) Amartya Sen: Development as Freedom, OUP, 1999
- 4) Foucault: The History of Sexuality, (3 Volumes), London, Penguin
- 5) Meera Radhakrishan: Dishonoured by History, Orient Longman, Hyderabad, 2001
- 6) Badri Narayan: The Emergence of the Dalit Public in North India, OUP 2011
- 7) Maria Ceoti: Retro Modern India: Routledge, 2010
- 8) Kalpana Kannabiran: The Violence of Normal Times
- 9) Subaltern Studies, Vol XI
- 10) Documentaries: a) India Untouched Directed by Stalin, b) Shit and c) Notes from the Crematorium directed by R Amudhan
- 11) Films: ‘Jahaji Music: India in the Caribbean’, Surabhi Sharma; and 1 of: ‘Rebel Music: The Bob Marley Story’, Jeremy Marre, or, ‘Time will tell’, Declan Lowney.
- 12) Clem Seecharan. *Bechu: Bound Coolie Radical in British Guiana 1894-1901*.
- 13) Harold Sonny Ladoo, No Pain like this Body, both the novel as well as the radio play for the BBC (which I have), produced by David Dabydeen.
- 14) Kathinka Sinha-Kerkhoff (ed.); Ellen Bal, Alok Deo Singh (translators). *Autobiography of an Indian Indentured Labourer. Munshi Rahman Khan (1874-1972)*. Jeevan Prakash/Shipra Publications.
- 15) Walter Rodney. *A History of the Guyanese Working People, 1881-1905*.
- 16) Lal, Brij V.; Munro, Doug; Beechert, Edward D. (editors). *Plantation Workers: Resistance and Accommodation*. University of Hawaii Press.

- 17) Manuel, Peter. *East Indian Music in the West Indies: Tan-Singing, Chutney, and the Making of Indo-Caribbean Culture*. Philadelphia: Temple University Press, 2000. Otherwise,
- 18) P. Manuel, "Transnational Chowtal: Bhojpuri Folk Song from North India to the Caribbean, Fiji, and Beyond" Available from muse.jhu.edu, 2009.
- 19) Shalini Puri Editor, *Marginal Migrations: The Circulation of Cultures within the Caribbean* (Macmillan, 2003).
- 20) Aisha Khan, "Sacred Subversions? Syncretic Creoles, the Indo-Caribbean, and 'Culture's In-between'" *Radical History Review* - Issue 89, Spring 2004, pp. 165-184
- 21) Prabhu P. Mohapatra. "The Politics of Representation in the Indian Labour Diaspora: West Indies, 1880-1920" At: <http://www.indialabourarchives.org/publications/prabhu2.htm>
- 22) Marina Carter. *Voices from Indenture: Experiences of Indian Migrants in the British Empire*. Leicester Univ Press, 1996. (New Historical Perspectives on Migration)
- 23) Virginius Xaxa, 'Transformation of Tribes in India: Terms of Discourse', *Economic and Political Weekly*, Vol. 34, No. 24, 1999.
- 24) Virginius Xaxa, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, No.51, 1999.
- 25) P.N. Luthra, 'North-east Frontier Question in Assam', *Economic and Political Weekly*, Vol. 27, No. 20/21, 1992. Agency Tribes: Impact of Ahom and British Policy', *Economic and Political Weekly*, Vol.6, No. 23, 1971.
- 26) K.N. Panikkar, *Colonialism, Culture and Resistance*, OUP, Delhi, 2007
- 27) Charles Taylor (ed.), *Multiculturalism*, Princeton Univ. Press, 1992
- 28) J.E. Hobsbawm, *Nations and Nationalism Since 1780: Programme, Myth, Reality*, Cambridge University Press, 1992.
- 29) Sir Edward Gait, *A History of Assam*, Surjeet Publications (Third Indian Reprint), 2006.
- 30) Rev. Sidney Endle, *The Kacharis*, Cosmo Publications, Delhi, 1975

- 31) Suniti Kumar Chatterji, *Kirata-Jana-Krti: The Indo-Mongoloids - Their Contribution to the History and Culture of India*, The Asiatic Society, 1974
- 32) Charan Narzary, *Dream for Udayachal and the History of the Plains Tribal Council of Assam (PTCA, 1967-93)*, N.L. Publications, Guwahati, 2011
- 33) Yasmin Saikia, *Fragmented Memories: Struggling to be Tai-ahom in India*, Duke University Press, 2004.
- 34) B.G. Verghese, *India's Northeast Resurgent: Ethnicity, Insurgency, Governance, Development*, Konark Publishers, Delhi, 2002 (Third edition).

13. Assessment Methodology: **Written Assignments 30%, Midterm Examination 30% and Project 40% (30% for the Report and 10% for Presentation)**

14. No. of students to be admitted: **Compulsory Paper for the MA History Students**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Audio- Visual resources**

Dr. Anil Persaud, Dr. Dharitri Narzary, Dr. Shailaja Menon and Dr. Tanuja Kotiyal (Course Team)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Problems of Historical Knowledge (MHC04)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History programme, but may opted by other MA students.**
4. Level at which the course can be offered: **Masters (MA)**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Denys P. Leighton (coordinator). MS 2012 course team members: Dhiraj Nite, Anil Persaud, Sanjay Sharma**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course introduces students to philosophy of history—that is, to critical issues about historical evidence, analysis and interpretation. Since undergraduate History students are allowed few opportunities to explore philosophy of history or historiography in depth, PHK is offered as a core/compulsory course. It should be taught by a team of faculty members who are prepared to teach about different styles, approaches and methods, not only about various historical subjects, themes, regions, periods, era, etc. The course units are taught as ‘case studies’ that can be changed in each iteration of the course. The course can be taught by the AUD faculty, but visiting lecturers could also be brought in for particular course units. There need not be a permanent ‘team’ of teachers, and the course could benefit from reconstitution of the team every two or three years. No special teaching resources are necessary.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Compulsory for MA History, may be opted by other MA students.**
10. A brief description of the Course:

This course focuses on questions and problems involved in historical research and writing and reviews various formulations of historical method, giving special attention to the development of historical science during the nineteenth and twentieth centuries. The course familiarizes students with seminal ideas of modern philosophy that have influenced the development of the social sciences in general and history in particular. While the first unit of this course explores theory and philosophy of history, subsequent modules deal with particular examples of the

making of historical knowledge and illustrate how understanding of ‘historical reality’ has changed or been challenged by new discoveries or approaches. Another purpose of these case studies is to illustrate how historical facts and ‘discoveries’ gain different significance over time and are dependent on different social and political contexts of interpretation.

11. Specific Requirements on the part of students who can be admitted to this course (pre requisites or prior knowledge level etc.): **None.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Unit 1. The historian and her problems: overview of philosophical-methodological issues (Prof. D. Leighton: 7 – 30 August).

Beginnings of historical understanding and writing – Myth, epic and history: ‘imaginative’ and ‘factual’ accounts of past – History and its auxiliary disciplines: philology, archaeology, geography – The thresholds of scientific history: inductivist, historicist, positivist, historical materialist and other approaches to historical science in the 19th century – Key developments in history and social science during the 19th and 20th centuries – All the world’s a text: history and the linguistic turn.

UNIT READINGS:

Carr, E. H., *What Is History?* (London: Penguin Books, 2006)
Collingwood, R. G., *The Idea of History*, revised edition (OUP, 1994)
Hobart, Michael E., ‘The Paradox of Historical Constructionism’, *History and Theory*, 28/1(1989), pp. 43-58.
Mink, Louis O., ‘The Autonomy of Historical Understanding’, *History and Theory*, 5/1 (1966), pp. 24-47.
Nora, Pierre (ed.), *Rethinking France: Les lieux de mémoire*, Vol. 1 (Chicago: Univ. of Chicago Press, 1999)
Rao, V. N., D. Schulman and S. Subramanyam, *Textures of Time: Writing History in South India, 1600-1800* (Delhi: Permanent Black, 2001)
Scott, Joan W., *Gender and the Politics of History*, revised edition (New York: Columbia UP, 1999)

Unit 2. History and ‘The People without History’ (Dr. A. Persaud: 4 September – 4 October).

This module foregrounds the following questions: What are the implications of having a history? How has the very idea of history produced peoples without histories? When is it efficacious to have history? What are the methodological concerns of the researcher studying a people without history? Is there an ethical dimension to such studies? We will enter these questions by focusing on the following texts and films:

- (1) *Europe and the People without History* by Eric Wolf. This study challenges the long-held anthropological notion that non-European cultures and peoples were isolated and static entities before the advent of European colonialism and imperialism. These societies encountered in 'early modern' times by Western colonizers--Wolf refers to the former ironically as 'the People Without History'--possessed perpetually changing cultures and were indeed intertwined in the processes of the pre-Columbian global economic system.
- (2) Richard Price's *First-Time: The Historical Vision of an African American People*. Price's books 'studies the Saramaka people of Suriname, a population whose way of staying alive has been to disperse what is in effect a secret knowledge of what they call First-Time throughout the groups; hence First-Time, i.e., eighteenth-century events that give the Saramakas their national identity, is circumscribed, restricted, and guarded. . . . When Price asks "the basic question of whether the publication of information that gains its symbolic power in part by being secret does not vitiate the very meaning of that information," he carries very briefly over the troubling moral issues, and then proceeds to publish the secret information anyway' (Edward Said in a review of the book);
- (3) James Scott's *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. This book is a pioneering synthesis of literature about the peoples of Southeast Asia who have partially or with some success resisted incorporation into states. Scott considers why people would deliberately and reactively remain stateless. For two thousand years the disparate groups that now reside in *Zomia*--a mountainous region the size of Europe that consists of portions of seven Asian countries--have fled the projects of the organized state societies that surround them: slavery, conscription, taxes, corvée labor, epidemics, and warfare. How have they done this, and what have been the costs and benefits of remaining outside of "civilization"? What other histories could be written with Scott's as a model? ;
- (4) *Eer - Stories in Stone*, directed by Shriprakash, is a documentary film that attempts to document the unwritten histories of the tribal people in India and explore the ways in which these communities have understood, recorded and kept alive their histories, with little access to the written word on the one hand and a complete absence from mainstream history on the other;
- (5) *Bury me Standing: The Gypsies and their Journey* by Isabella Fonseca. Fonseca's book reminds us that peoples without histories have resided within Europe for many centuries. The Roma--as the Gypsies prefer to refer to themselves--have always intrigued and fascinated, partly because of their mysterious origins, and partly because of the romance of nomadism. But because they resist assimilation, having survived as a distinct people for over a thousand years, they have also been objects of other people's nationalism and xenophobia, enduring the Nazi Holocaust and the subsequent communist regimes.

Unit 3. India '1857': mutiny, rebellion or national freedom struggle? (Dr. S. Sharma: 9 October – 1 November).

The 1857 rebellion and its historiography has played a significant role in the imagination and shaping of modern Indian history. As one of the biggest popular uprisings against colonialism in modern times it provides a very useful entry point into an investigation of India's varied past. Described variously as a sepoy mutiny, the first war of independence, nationalist revolt, civil

rebellion and popular unrest, a close study of '1857' enables us to explore a range of archival sources and modes of historical enquiry.

UNIT READINGS:

Bayly, C. A., *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*, Delhi, OUP, 1998 (Chapter on 1857).

Bhadra, Gautam, 'Four Rebels of Eighteen Fifty-Seven' in Ranajit Guha ed. *Subaltern Studies*, IV, Delhi, OUP 1985.

Bhattacharya, S, ed. *Rethinking 1857*, New Delhi, Orient Longman, 2007.

Deshpande, Prachi, 'The Making of an Indian Nationalist Archive: Lakshmbai, Jhansi and 1857', *Journal of Asian Studies*, 67/3 (August, 2008), pp. 855-879.

Farooqui, Mahmood, ed. and transl., *Besieged: Voices from Delhi 1857*, New Delhi, Viking, Penguin Books, 2010.

Joshi, P.C., ed., *Rebellion 1857*, PPH, 1957, NBT Reprint, New Delhi, 2007.

Mukherjee, Rudrangshu, *Awadh in Revolt 1857-1858*, Delhi, OUP, 1984.

Pati, Biswamoy, ed., *The 1857 Rebellion*, New Delhi, OUP, 2007.

Roy, Tapti, *The Politics of a Popular Uprising: Bundelkhand in 1857*, Delhi, OUP, 1994.

Savarkar, V.D., *The Indian War of Independence of 1857*, London, 1909.

Stokes, Eric, *The Peasant Armed: the Indian Rebellion of 1857*, edited by C.A. Bayly, Delhi, OUP, 1986.

Unit 4. Memory and history (Dr. D. Nite: 6 - 20 November).

'History survives as social activity only because it has a meaning for people today. The voice of the past matters to the present. But whose voice or voices are to be heard?' So asks Paul Thompson (2000: iv). In response to such a question and with a view to the democratisation of history, oral history and memory studies have developed since the 1960s. Memories provide source materials, a cultural register, and a fountain of social action. Today's theorists of oral history are sensitive to the danger of collecting social myths in pursuit of memorial accounts. Scrutiny of memorial evidence becomes necessary in order to check its veracity and to identify what Alessandro Portelli (1991) describes as the specific significance or strength of oral testimonies. Luisa Passerini (1992) proposes the comparative reading of memorial testimonies

against each other and against the written record. Through the 'historiology' of the popular, we can access the historical sense, code of logic and rationale of the informant (Nite and Stewart, 2012). In the end, memorial evidences need to be regarded for their epistemic significance: what do these traces of memory as 'past' tell us about the person who 'knows' this past, and what precisely is it that we learn about the teller of a memory? The memory and history unit dwells on the issues raised above.

UNIT READINGS:

- Amin, Shahid, *Event, Metaphor, Memory: Chauri-Chaura 1922-1992*, OUP, 1996.
Dennis, Phillipe, *Oral History in a Wounded Country: Interactive interviewing in South Africa* (Scottsville, South Africa: University of Kwa-Zulu Natal Press, 2008).
Nite, Dhiraj, and Paul Stewart, *Mining Faces: an oral history of the southern African mining people, 1952-2012* (Johannesburg, South Africa: Jacana press, 2012).
Passerini, Luisa, 'A Memory for Women's History: Problems of Method and Interpretation', *Social Science History*, 16/4 (1992), pp. 669-692.
Idem., *Europe in Love, Love in Europe* (New York: New York Univ. Press, 1999).
Idem., 'A Passion for Memory', *History Workshop*, 72 (Autumn, 2011).
Portelli, Alessandro, *The Death of Luigi Trastulli and other stories: form and meaning in oral history* (New York: NYU Press, 1991).
Thompson, Paul, *The Edwardians: the Remaking of British Society* (London: Weidenfeld and Nicolson, 1975).
Idem., *The Voices of the Past* (Delhi: OUP, 2002).

13. Assessment Methodology: **Assessments as essay-answers can be set for all or most of the course units. An end-semester examination may be given. Therefore, 3-4 assessments of roughly equal weightage may be set.**
14. No. of students to be admitted: **Compulsory for all students of Masters in History .**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **None.**

Denys P. Leighton

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Indian Nationalist Movement (MHE01)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: **Salil Misra. Some lectures by outside experts may also be organized.**
8. Rationale for the Course: **The course focuses on the closing decades of the 19th and the first half of the 20th century. It deals with the dismantling of the colonial structure and the establishment of independent modern political structure in India. At a broader level, it engages with two major themes of the modern world – transition to modernity and the transformation of social structures in post-colonial societies. It deals with the first themes at some length and gives a broad outline of the starting of the second. The course therefore has a contemporary relevance.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **As of now it is part of the MA programme in History. But it can be taken by students of other masters programmes.**
10. A brief description of the Course:

The course follows a thematic approach instead of a chronological one. It focuses on the basic attributes of the national movement. The idea is to treat it as an important building block in the

making of modern India. The various details of the national movement are geared towards this end.

The Indian National Movement has a very rich and comprehensive historiography. Therefore all the major themes will be discussed in the light of different perspectives that have developed on and around the national movement. The richness of historical data and the plurality of perspectives is reflected in the teaching of the course.

Certain crucial and related themes of modern India that have impinged on the national movement have been kept out of the course as far as possible. Therefore themes like communalism, peasant movements, making of the Indian labour movement, the caste movements, communist movement and the partition of India will be treated in a very superficial manner in the hope that we would develop separate four-credit courses on each of them. These themes will be brought into the discussion only where they were entangled into the national movement.

11. Specific Requirements on the part of students who can be admitted to this course:

The course can be taken up by any Masters student.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): The teaching of the course is organized around the following sub-themes:

1. Background and Setting

(A general theoretical overview of nationalism; the context of 19th century India; making of a nation of Indian people; early expressions of nationalism in the realm of culture; economic nationalism; formation of the Indian National Congress)

2. Indian Nationalist Movement: Essential Attributes

(Basic components of the movement and the changes that came about in the trajectory of the national movement – political objectives, strategy, ideological orientation, leaders and the masses, social base and class character, long-term dynamics)

3. Range of Activities

- Agitational Politics – Swadeshi (1905), Non-cooperation movement (1920-22), civil disobedience (1930-34), Individual Satyagraha (1940) and Quit India (1942).
- Constructive Programme
- Constitutionalism (Moderate politics, Swarajism, Nehru Report, Congress governments in provinces, Cabinet Mission)
- Ideological Spectrum Within (Left-Right divide within Congress, potentialities of an ideological transformation of Congress and of the National Movement in a leftist direction; The range of the nationalist spectrum (revolutionary terrorists – Communists and Socialists – mainstream Congress leadership – Liberals)

4. Social Dimensions and Legacies

- National Movement and the Classes – Workers, peasants, landlords and the capitalists.
- Entanglement with questions of caste, gender, language and religion
- National Movement and the minority question
- Shortcomings and weaknesses
- Legacies (Secularism, foreign policy, civil liberties, making of the nation, pluralism, democracy, developmental perspective, etc.

Essential Readings

A.K.Gupta (ed.), *Myth and Reality: Struggle for Freedom in India, 1945-47*, New Delhi, 1987.

A.R.Desai, *Social Background of Indian Nationalism*, Bombay, 1948.

Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late Nineteenth Century*, Cambridge, 1968.

Bipan Chandra et.al, *India's Struggle for Independence, 1857-1947*, New Delhi, 1988.

Bipan Chandra, *Indian National Movement: The Long-term Dynamics*, New Delhi, 1988.

Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1987.

C.A.Bayly, *Origins of Nationality in South Asia*, Oxford.

D.A.Low (ed.), *Congress and the Raj*, London, 1977.

D.A.Low (ed.), *Indian national Congress: Centenary Hindsight*, Oxford 1998.

J.Gallagher, G.Johnson, A.Seal (ed.), *Locality, Province and Nation: Essays on Indian Politics, 1870-1940*, Cambridge, 1973.

R.P.Dutt, *India Today*, New Delhi, 1947.

Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Oxford, 1993.

Sekhar Bandyopadhyay, *Indian Nationalist Movement: A Reader*.

S.R.Mehrotra, *Emergence of Indian National Congress*, Delhi, 1971.

Sucheta Mahajan, *Independence and Partition*, New Delhi, 2000.

Sumit Sarkar, *Modern India, 1885-1947*, New Delhi, 1983.

Sumit Sarkar, *A Critique of Colonial India*.

Tarachand, *History of the Freedom Movement in India*, (in four volumes), Delhi, 1961.

Tom Nairn, *The Break-up of Britain: Crisis and Neo-Nationalism*, London, 1977.

13. Assessment Methodology: **The assessment is based on two take home written assignments with a weightage of 30% each and a term-end written examination with 40% weightage.**
14. No. of students to be admitted: **should not exceed 50.**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **None**

Salil Misra

Note:

1.Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2.In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Urbanization in India (MHE02)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA**
4. Level at which the course can be offered: Pre Doctoral / Masters / PG Diploma / BA Hons. / Diploma / Certificate **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Coordinator-Dr. Shailaja Menon**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The massive expansion of urban space needs to be historicized and critiqued. Many institutions do not offer a specialized course on urban studies. There are sufficient resources-textual and audio-visual for the course. Wherever required, outside experts will be contacted to deliver lectures.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Part of MA History Program-Optional Course.**
10. A brief description of the Course:
The process of urbanization entails tremendous pressure on the scarce natural resources leading to violent conflicts and environmental degradation. Sustainable urbanisation is a process by which urban settlements contribute to environmental sustainability in the long term. Such urbanisation would require conservation of non-renewable resources, mass-scale deployment of renewable resources, and a reduction in the energy-use and waste-production per unit of output/consumption. Moreover, the pattern of urban growth should facilitate a fair distribution of resources, both within the present generation and between present and future generations. Finally, we need to be aware at all times that environmentally sustainable cities must also be vibrant economic and social agglomerations – environmental sustainability is meaningless in an economic/social wasteland.
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None.**
12. Following are the Course Details(Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) Methodology-{Socio-Cultural, Political, Economic and Geographical Aspects}

- 1) Structural Overview-{Settlements and Spatiality, Pre-Industrial and Industrial Cities, Pre-Colonial and Colonial Forms, The Transformation from Shahjahanabad to New Delhi as an illustration}
- 2) Habitats and Violence-{Rural-Urban Fringe, Governance Policies, Migration Patterns, Provisioning of Resources}
- 3) Globalization and Emergence of New Models of Habitats-Areotropolis

Selected Bibliography

- 1) Indu Banga, **The City in Indian History: Urban Demography, Society and Politics**, (ed), Manohar 1994
- 2) Mariam Dossal, **Imperial Designs and Indian Realities: The Planning of Bombay City 1845-1875**, OUP, 1996
- 3) Sujata Patel and Alice Thorner, **Bombay: Metaphor for Modern India**, (ed) OUP, 2003
- 4) Ashutosh Varshney **Ethnic Conflict in India**, Sage, 2002 -2 copies
- 5) Anthony King, **Colonial Urban Development: Culture, Social Power and Government**, Routledge and Kegan Paul, London, 1976
- 6) Anthony King 'Conceptualizations about Colonial Cities', **Colonial Cities: Essays on Urbanism in a Colonial Context**, Leidan, 1985
- 7) **SARAI Readers**
 - a) The Public Domain
 - b) The Cities of Everyday Life
- 8) Lewis Mumford, **The City in History**, Penguin, 1976
- 9) V.T.Oldenburg **The Making of Colonial Lucknow**, Princeton University Press, 1984
- 10) Narayani Gupta, **Delhi Between Two Empires, 1803-1931: Society, Government and Urban Growth**, OUP, 1981
- 11) Gillian, **Ahmedabad: A Study in Indian Urban History**, CUP
- 12) Amitabh Kundu and Darshini Mahadevia (ed) **Poverty and Vulnerability in a Globalizing Metropolis: Ahmedabad**, Manak Publications
- 13) Ghanshyam Shah et al (ed), **Development and Deprivation in Gujarat, Essays in Honour of Jan Breman**, Sage, 2002

14) Mariam Dossal, **Theatre of Conflict: City of Hope, Bombay/Mumbai 1660 to Present Times**, OUP, 2010

15) Kushal Deb and Sujata Patel (ed) **Urban Sociology**, OUP, 2006

16) Smriti Srinivas, **Landscapes of the Urban Memory: The Sacred and the Civic in India's High-Tech City**, University of Minnesota Press, 2001.

13. Assessment Methodology: **Book Review, Written Assignments and End Term Examination**

14. No. of students to be admitted: **Since it is an optional paper, any interested student can opt from any discipline**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Audio-Visual Resources**

Dr. Shailaja Menon

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

1. Title of the Course: **MHE-03: THE MAKING OF MODERN PUNJAB**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): **Semester-long course offered in Monsoon Semester**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Yogesh Snehi**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course offers historical insights into the study of regions in India. It transcends the territoriality of nation-states and foregrounds the study of Punjab as a significant region of South Asia. Besides AUD library's large collection of literature, NMML and Bhai Vir Singh Library offer useful reference resources for this course. There is also a sizeable presence of Scholars working on Punjab who can enrich the delivery of pedagogy.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **It is a full time optional/elective course**
10. A brief description of the Course:

The course on 'The Making of Modern Punjab' seeks to give an overview of significant historical processes that are crucial to an understanding of contemporary Punjab. Although seemingly specific to a region in India, this paper shall try to comprehend the medieval and modern state formations of 'greater Punjab' which constituted a significant region of South Asia and underline the processes which led to its partition in 1947. It begins with a discussion on the need to understand 'Regions', with special emphasis on Punjab and through a long-term perspective and draws a broad trajectory from medieval to contemporary social and economic formations.
11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.): **There are no pre-requisites for this course.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

It is pertinent to note that Punjab had some unique features of state formation owing to its frontier geographic location and its significance for trade and agrarian expansion. The region was also a buffer zone against the devastating influence of Mongols on the one hand and Afghans on the other. This not only ensured continual engagement of Delhi with the region but also determined the nature of medieval state formation. Colonial engagement with the region was thus a continuation of this complex process of consolidating British influence in the province through a dominant engagement with the *zamindars* and native elites in the newly established canal colonies, and transforming the region into a garrison state. The region, however, continued to articulate counter-hegemonic traditions in the form of dissent and martyrdom which was articulated through heroic sacrifices, folk ballads and narratives, representing three major devotional strands of its social formation *Nath-Bhakti* traditions, Sufism and Sikhism.

This course also lays emphasis on locating the rise of Sikhism in the medieval Indian milieu which was already influenced by the social critique of *Nathpanthis*, *Bhaktas* and the mystic ideology of Sufism. It provides an insight into the process of identity formation in the colonial Punjab which later led to the rise of communal politics and subsequent partition of the province. Even while colonial legitimization of the dominant element in the region created barriers for the engagement of rural classes with nationalist politics, yet Punjab had a major share of political movements of different ideologies; nationalist, socialist, communist, peasant, etc. One significant element of communal politics in the colonial and post-partition Punjab was the creation of binaries between different communities but this did not deter people to go to *sufi* shrines which continue to articulate a unique feature of its lived experience.

Post-partition Punjab(s) (east and west) continue to experience their share of colonial influence which is reflected in region's engagement with nation-state, women, dalits, small peasants and landless labourers. While introduction of Green Revolution in the east Punjab ensured food security, over-capitalisation, large-scale use of pesticides and insecticides, and dependence on hybrid seeds has wrecked havoc for its agrarian economy leading to rural and urban distress and the rise of turbulent phase of militancy in the region. This distress has propelled desperate immigration of large number of Punjabis to destinations outside India in search of gainful employment and perpetuated the implications of diasporic influence on the region.

This course thus tries to comprehend the complexities of contemporary Punjab through following broad themes;

- Why Understand Region? Readings on Historiography
- Medieval Bhakti/Sufi Milieu and the Emergence of Sikhism
- State in Pre-Modern & Colonial Punjab
- Changing Economic Formations
- Identity Formation in Colonial Punjab
- Political Movements in Colonial Punjab
- Communalism, National Struggle for Independence and Partition
- Punjab after Partition
- Contextualizing Martyrdom, Pluralistic Traditions and Lived Experiences

- Caste, Class and Gender in Punjab

This paper shall involve intense discussions and participation in debates on modern Punjab. Readings will be made available to the students in advance and films/documentaries, guest lectures, excursions, etc. will also constitute a significant component of course pedagogy.

SUGGESTED READINGS

- Alalm, Muzaffar, 2001, *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, New Delhi: OUP.
- Ali, Imran, 1989, *The Punjab Under Imperialism, 1885-1947*, New Delhi: OUP.
- Banga, Indu (ed), 2000, *Five Punjabi Centuries: Polity, Economy, Society, and Culture, c. 1500-1990*, New Delhi: Manohar.
- Banga, Indu, 1978, *Agrarian System of the Sikhs: Seventeen Fifty-Nine to Eighteen Forty-Nine*, New Delhi: Manohar.
- Bigelow, Anna, 2010, *Sharing the Sacred: Practicing Pluralism in Muslim North India*, New York: OUP.
- Brass, Paul, 1974, *Language, Religion and Politics in North India*, Cambridge: Cambridge University Press.
- Chopra, Radhika, 2010, *Militant And Migrant: Contemporary Politics and Social History Of Punjab*, New Delhi: Routledge.
- Cohen, Stephen Philip, 2004, *The Idea of Pakistan*, Washington D.C.: Brooks Institution Press.
- Datta, Nonica, 1999, *Forming an identity: Social History of Jats*, New Delhi: OUP.
- Dhesi, Autar S. and Gurmail Singh (eds.), 2008, *Rural Development in Punjab: A Success Story Going Astray*, New Delhi: Routledge.
- Eaton, Richard M., 2002, *Essays on Islam and Indian History*, New Delhi: OUP.
- Fenech, Louis E., 2005, *Martyrdom in the Sikh Tradition: Playing the 'Game of Love'*, New Delhi: OUP.
- Gaur, Ishwar Dayal, 2008, *Martyr as Bridegroom: A Folk Representation of Bhagat Singh*, New Delhi: Anthem Press.
- Gaur, Ishwar Dayal, 2009, *Society, Religion and Patriarchy: Exploring Medieval Punjab Through Hir Waris*, New Delhi: Manohar.
- Gill, Sucha Singh, 2001, *Land Reforms in India Vol. 6: Intervention for Agrarian Capitalist Transformation in Punjab and Haryana*, New Delhi: Sage.
- Gilmartin, David, 1988, *Empire and Islam: Punjab and the Making of Pakistan*, University of California Press.
- Grewal, J. S., 2002, *Sikhs of the Punjab*, New Delhi: Cambridge University Press.
- Grewal, J.S. and Indu Banga (eds), 1975, *Early Nineteenth Century Punjab (Translation of Ganesh Das's Char Bagh-i-Punjab)*, Amritsar: Guru Nanak Dev University.
- Grewal, J.S., 1998, *Contesting Interpretations of the Sikh Tradition*, New Delhi: Manohar.
- Grewal, J.S., 2007, *Sikh Ideology, Polity and Social Order: From Guru Nanak to Maharaja Ranjit Singh*, New Delhi: Manohar.
- Grewal, J.S., and Indu Banga (eds.), 1998, *Punjab in Prosperity and Violence 1947-1997*, New Delhi: Manohar.

- Grewal, Reeta and Sheena Pall (eds.), 2005, *Precolonial and Colonial Punjab: Society, Economy, Politics and Culture*, New Delhi: Manohar.
- Hasan, Nurul, 2008, *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, New Delhi: OUP.
- Iraqi, Shahabuddin, 2009, *Bhakti Movement in Medieval India: Social and Political Perspective*, New Delhi: Manohar.
- Iyer, K Gopal and Mehar Singh Manick, 2000, *Indebtedness, Impoverishment And Suicides In Rural Punjab*, New Delhi: Indian Publications.
- Jakobsh, Doris R. (ed), 2010, *Sikhism and Women: History, Texts and Experiences*, New Delhi: OUP.
- Jones, Kenneth W., 2003, *Socio-Religious Reform Movements in Modern India*, New Delhi: Cambridge University Press.
- Judge, Paramjit S. and Gurpreet Bal, 2008, *Reconstructing Identities: Society through Literature*, Jaipur: Rawat.
- Judge, Paramjit Singh, 2005, *Religion, Identity and Nationhood: The Sikh Militant Movement*, Jaipur: Rawat.
- Juergensmeyer, Mark, 1988, *Religion as Social Vision: The Movement Against Untouchability in 20th Century Punjab*, Delhi: Ajanta Publications.
- Linden, Bob van der, 2008, *Moral Languages from Colonial Punjab: The Singh Sabha, Arya Sabha and Ahmadiyahs*, New Delhi: Manohar.
- Lorenzen, David N. (ed.), 1995, *Bhakti Religion in North India: Community Identity and Political Action*, Albany: State University of New York Press.
- Mahajan, Sucheta, 2000, *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage.
- Malhotra, Anshu and Farina Mir (eds.), 2012, *Punjab Re-considered: History, Culture and Practice*, New Delhi: Oxford University Press.
- Malhotra, Anshu, 2004, *Gender, Caste and Religious Identities: Reconstructing Class in Punjab*, New Delhi: OUP.
- McLeod, W. H., 1996, *Guru Nanak and the Sikh Religion*, New Delhi: OUP.
- McLeod, W. H., 2002, *Who Is a Sikh? The Problem of Sikh Identity*, New Delhi: OUP.
- McLeod, W. H., 2007, *Essays in Sikh History, Tradition and Society*, New Delhi: OUP.
- Menon, Ritu and Kamla Bhasin, 1998, *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women.
- Mir, Farina, 2010, *The Social Space of Language: Vernacular Literature in British Colonial Punjab*, Ranikhet: Permanent Black.
- Mohan, Kamlesh, 2006, *Towards Gender History; Images, Identities and Roles of North Indian Women*, New Delhi: Aakar.
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- Dusenbery, Verne A., 2007, *Sikhs at Large: Religion, Culture and Politics in Global Perspective*, New Delhi: OUP.
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- Oldenburg, Veena Talwar, 2010, *Dowry Murder: The Imperial Origins of a Cultural Crime*, New Delhi: Penguin.
- Parihar, Subhash, 2006, *History And Architectural Remains Of Sirhind: The Greatest Mughal City On Delhi-Lahore Highway*, New Delhi: Aryan Books International.
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- Singh, Pashaura, 2006, *Life and Work of Guru Arjan*, New Delhi: OUP.
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- Talbot, Ian, 2006, *Divided Cities: Partition and Its Aftermath in Lahore and Amritsar, 1947-1957*, Karachi: Oxford University Press.
- Tanwar, Raghuvendra, 2006, *Reporting the Partition of Punjab 1947: Press Public and Other Opinions*, New Delhi: Manohar.

13. Assessment Methodology:

Assessment for this course consists of a book-review, a mid-term assignment and an end semester examination, carrying a weightage of 25, 30 and 40 per cent of overall assessment respectively. An additional 5 percent of assessment will be reserved for attendance and class participation.

14. No. of students to be admitted: **N.A.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **NO**

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Global Environmental History: An Introduction (MHE04)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **M. A. in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters Level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) **NA**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal.**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The course is a part of a comparative history basket being offered to students of M A in History. Environmental history has grown world over rapidly in the recent decades resulting in exploration of newer and newer themes. Purpose of the course is to familiarize students with these developments and to make them to understand how different societies in different parts of the world interacted with nature. The present day environmental crisis cannot be understood without knowing its historical roots. It makes this course attractive to non-history MA students as well, hence it fits well into the larger institutional vision of interdisciplinary.

The library at present lacks resources for this course but efforts are being made to buy available books quickly. Internet sites like www.jstor will be used extensively to get reading material. The faculty can teach this course without any outside expertise.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **NA**

10. A brief description of the Course:

The course intends to compare environmental changes in different parts of the world. It picks up important themes of environmental history of different continents. While doing this important debates and historiographical trends will be kept in mind. The course starts with discussion on some of the pre-modern patterns of resource uses. It is followed by a discussion of how colonialism and imperialism transformed natural resource uses across the continents. The impact of emergence of global capitalist economy on extraction of natural resources is examined. The course also gives attention to the ideas about nature and environment in different societies and emergence of environmentalism and environmental movements in different parts of the world.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course is designed to provide a broad introduction to the field of global environmental history. The purpose is to introduce students to this rapidly growing field. The course will take up some of the important issues debated by environmental historians. The focus will be on how different societies used and transformed the natural world. In exploring each theme examples will be taken from across the world. Comparison and contrast will be drawn across time, places and cultures. However, the main focus shall remain on the modern period starting roughly from 17th century.

Modules

Theme one: What is environmental history? (4 hours)

- i. Definition, nature and scope
- ii. Why environmental history?

Theme Two: Pre-Modern Use of Natural resources (8 hours)

- i. Indigenous Americans and their economy
- ii. The Little Ice age and European agriculture
- iii. Agricultural Expansion in China under the Qing Dynasty 1644-1911
- iv. Community and resources: debates over use of common property resources

Theme Three: Capitalism, Colonialism and Nature (10 hours)

- i. Ecological Imperialism: America colonized
- ii. Colonizing Small Islands
- iii. Imposing new patterns of resource use on colonies: Plantation in Africa and Latin America, Ranching in Latin America
- iv. Politics of soil erosion and conservation in Africa
- v. Use of natural resources under capitalism: Commercialization of land, forests, and water

Theme Four: Intensification of global resource extraction in 20th century (8 hours)

- i. An Unending Frontier: retreat of forests and grasslands
- ii. Insatiable appetite: Deforestation in tropical rainforests of Southeast Asia and Latin America
- iii. Large Dams: The Tennessee Valley Project in USA and three George dam in China
- iv. New consumerism: How much is enough? Or is there limit to growth?

Theme Five: Urban Explosion and Environmental Crisis (6 hours)

- i. Towns and Cities under early industrialization in Europe
- ii. Water and air pollution, generation and disposal of waste
- iii. Hinterland and cities

Theme Six: Perception of nature in different cultures and societies (10 hours)

- i. The historical roots of our ecological crisis: religion and environment
- ii. The Back-to-land movement and romanticism in Europe
- iii. Wilderness and the American Mind
- iii. Scientific forestry and conservation of forests
- iv. Resistance against denial of access to natural resources by the state in colonies
- v. Wildlife conservation and tourism: America and Africa

Theme Seven: Environmentalism: Ideas and movements (4 hours)

- i. Environmental movements in the west
- ii. The Green Party

- iii. Environmentalism of the Poor
- iv. Radical environmental ideas: biocentrism, eco-feminism, etc.

Theme Eight: World Environmental Politics (4 hours)

- i. Environmental Organizations with global reach: WWF, IUCN
- ii. The Earth Summits
- iii. Politics around climatic change

The course involves 54 hours (roughly 13 weeks) of teaching. There will be one hour discussion on each module which requires 8 hours (2 weeks) more.

Essential Readings:

- Beinart, William, 'Soil erosion, conservationism, and Idea about development: A Southern African Exploration', *Journal of Southern African Studies*, 11 (October 1984)
- Cronon, William, *Nature's Metropolis: Chicago and The Great West*, W. W. Norton, 1992.
- Cronon, William, *Uncommon Ground*, W.W. Norton and Company, 1995.
- Crosby, Alfred, 'Past and Present of Environmental History' *American Historical Review*, 100 (1995) pp. 1177-1189.
- Crosby, Alfred, *Ecological Imperialism*, CUP, 1986.
- Gadgil, Madhav and Ramachandra Guha, 'State Forestry and Social Conflict in British India', *Past and Present*, May 1989.
- Grove, Richard, *Green Imperialism*, CUP, 1995.
- Guha Ramachandra and Martinez Alier, *Varieties of Environmentalism*, Oxford University Press, 2003
- Guha, Ramachandra, *Environmentalism: A Global History*, Longman, 1999.
- Guha, Ramachandra, *How Much Should a Person Consume?* Permanent Black, 2006.
- Hardin, Garret, 'The Tragedy of Commons', *Science*, 162(1968).
- Mark, Robert B., *Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial China*, Cambridge University Press, 1998.
- Martinez-Alier, Joan, *The Environmentalism of the Poor*, Oxford University Press, 2004.
- McNeill, J. R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, W W Norton & Company, 2001.
- McNeill, R. 'Observation on Nature and Culture of the Environmental History', *History and Theory*, theme issue 42 (December, 2003).
- Melosi, M. V., *The Sanitary City*, Baltimore , 2000.
- Merchant, Carolyn, *The Death of Nature: Women, Ecology and Scientific Revolution*, Harper and Row, San Francisco, 1980.
- Nash, Roderick, *Wilderness and the American Mind*, Yale University Press, 4th ed. 2001.
- Ostrom, Elinor, *Governance of Commons*, CUP, 1990.
- Richard C. Foltz, 'Is there an Islamic Environmentalism?', *Environmental Ethics*, 22 (Spring 2000), pp. 63-72.
- Richards, J. F. and R.P. Tucker, *Deforestation in the Twentieth Century*, Duke University Press, 1988.
- Richards, J. F., *An Unending Frontier: An Environmental History of the Early Modern World*, University of California Press, 2005.

Tarr, Joel A., *The search for Ultimate Sink: Urban Pollution in Historical Perspective*, University of Akron Press, Akron, 1996.

Thomas, Keith, *Man and the Natural World: A History of Modern Sensibility*, Pantheon Books, New York, 1983.

Tucker, Richard, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*, University of California Press, Berkeley, 2000.

White, Lynn Junior, 'The Historical Roots of Our Ecological Crisis', *Science*, vol. 155 (1967), pp. 1203-1207.

White, Richard 'Environmental History: The Development of a New Historical Field', *Pacific Historical Review*, 54 (1985), pp. 297-335.

White, Richard 'Environmental History: Watching a Field Mature', *Pacific Historical Review*, 70 (2001), pp.103-11.

Worster, Donald, 'The Two Cultures Revisited: Environmental History and Environmental Science', *Environment and History*, 2, 1(1996), pp. 3-14.

Worster, Donald, 'Transformation of the Earth: Towards an Agro-ecological Perspective in History', *The Journal of American History*, vol. 76, 4 (1990), pp. 1087-1106.

Worster, Donald, 'History as Natural History: An Essay on Theory and Method,' *Pacific Historical Review*, vol. LII, 1 (1984).

Worster, Donald, *The Ends of the Earth*, CUP, 1988.

Further Readings

Beinart, William and Lotte Hughes, *Environment and Empire*, OUP, 2007.

Beinart, William and P. A. Coates, *Environment and History: The Taming of Nature in the USA and South Africa*, Routledge, London, NY, 1995.

Beinart, William, *The Rise of Conservation in South Africa: Settlers, Livestock and Environment, 1770-1950*, Oxford University Press, 2003.

Blackbourn, David, *The Conquest of Nature: Water, Landscape and the Making of Modern Germany*, W.W. Norton, New York, 2006.

Carson, Rachel, *Silent Spring*, Mariner Books, 2002.

Charlton, D.G., *New Images of Nature in France: A Study of European Cultural History*, Cambridge University Press, Cambridge, 1984.

Coats, Peter, *Nature: Western Attitude towards Nature since Ancient Times*, University of California Press, Berkeley, 2004.

Elvin, Mark and Liu Ts'ui-jung, *Sediments of Time: Environment and Society in Chinese History*, Cambridge University Press, NY, 1998.

Elvin, Mark, *The Retreat of the Elephant: An Environmental History of China*, Yale University Press, 2004.

Fairhead James and M. Leach, *Misreading African Landscape: Society and Ecology in Forest Savanah Mosaic*, Cambridge University Press, 1996.

Gottlieb, Roger S., ed., *The Oxford Handbook of Religion and Ecology*, Oxford University Press, 2006

Hughes, J. Donald, *An Environmental History of the World*, Routledge, 2001.

Judd, Richard William, *Common Lands, Common People*, Harvard University Press, 1997.

Merchant, Carolyn, *Reinventing Eden: The Fate of Nature in Western Culture*, Routledge, 2004.

Nancy, Jacob, *African Environmental History*, Brown University Press, 2003
Radkau, Joachim, *Nature and Power: A Global History of Environment*, Cambridge University Press, 2008.
Sapiro, Judith, *Mao's War against Nature*, Cambridge University Press, 2004
Simmons, Ian Gordon, *Global Environmental History: 1000 BC to AD 2000*, Chicago University Press, 2008.
Totman, Conard, *Green Archipelago: Forestry in Pre-industrial Japan*, Berkley University Press, 1988.
William, Michael, *Deforesting the Earth: From Pre-history to Global Crisis, An Abridgement*, University of Chicago Press, 2009.
Worster, Donald, *Nature's Economy: A History of Ecological Ideas*, Cambridge University Press, 1985.
Worster, Donald, *Rivers of Empire: Water, Aridity, and Growth of American West*, Oxford University Press, NY, 1992.
Worster, Donald, *The Dust Bowl: The Southern Plains in the 1930s*, Oxford University Press, NY, 2004

13. Assessment Methodology: The shall have three assessment situations: two take home assignments (**30 percentage weightage each**) and the end semester examination (**40 per cent weightage**)
14. No. of students to be admitted: **Not more than 40.**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Only classroom.**

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Environmental History of South Asia (MHE05)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **M A in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Master Level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) **NA**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
The course intends to introduce M A history students to a newly emerged area of historical knowledge. Environmental history has grown significantly in the last 2-3 decades. The purpose of the course is to make students aware of this growing field of historical research. The course traces human role in changing environment. In the era of environmental crisis this awareness is essential and this underlines significance of the course. It is an interdisciplinary course and will hence attract non-history M A students as well.
Our library is slowly building up resources for this course. The faculty has expertise to teach this course.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: optional for all B A programmes in AUD: **NA**
10. A brief description of the Course:
The course traces the changing human-nature relations in the last two centuries. It examines how human use of natural resources transformed in the recent times. Most crucial in this respect was establishment of colonial rule in India. Under the British rule the use of land, water, forests and common land transformed

significantly. Colonial state imposed new regimes of resource use which had long term environmental consequences. The course shall analyse these changes. It shall also examine rise of environmentalism and environmental movements in South Asia.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course intends to examine the changing human-nature relationship in the last two centuries. It addresses significant aspects of natural resource uses like land, forest, water, wildlife, etc. While focusing on colonial and post-colonial period, the course also surveys some important writings on ancient and medieval South Asia. These writing have come up mostly in the last decade to contribute in the debate over whether colonial rule represents an ecological watershed or not. In this context the course analyses the continuity and change overtime (with the help of the available literature) in human treatment of land, forest, water, wildlife, and other natural resources.

The focus of the course is on analysing new regimes of colonial control over forests, common land and water. The impact of scientific forestry and commercialisation of forests on settled peasantry and artisans, nomadic pastoralists, and tribals will be examined. The resistance and protests of these communities against denial of customary rights will be discussed. The course also explores the new hunting culture of colonial rulers and its impact on wildlife, the concerns over the loss of wildlife and emergence of wildlife conservation.

The course surveys important debates over development versus environment in post-colonial period. Finally, it analyses environmental movements, and environmental ideas that informed them. The course represents an important link between the past and the present of South Asia. It has been divided into three sections - pre-colonial, colonial and post-colonial periods.

Modules

A: Pre-Colonial Period

1. **Four Historical Modes of resource Use** (4 hours)
2. **Ancient Indian Society and Environment** (4 hours)
3. **Understanding Nature and Culture in Medieval India** (4 hours)

B: Colonial Period

4. **Colonialism as Ecological Watershed** (4 hours or one week)

5. **Colonial State and Forest Control** (8 hours)
 - i. Forest Acts and Customary Rights
 - ii. State Forestry and People: Peasants, Pastoralists, tribal.
 - iii. Scientific Forestry and Forest Management
 - iv. Forest Exploitation and deforestation

6. **Colonialism and Management of Water Resources** (4 hours)
 - i. Traditional use of water resources and its decline
 - ii. Large-scale canal irrigation and its environmental consequences

7. **Wildlife Management** (4 hours)
 - i. Nature of Hunting in ancient and medieval times
 - ii. Colonialism, Masculinity and Hunting
 - iii. Wildlife Conservation and National Parks
 - iv. Human Animal Conflicts around National Parks

C: Post-Colonial Period

8. **Biomass for Business: Industrial Use of wood** (4 hours)

9. **Big Dams and Environmental Problems** (4 hours)

10. **Changing Urban Environment: Health, hygiene, waste disposal and treatment, pollution** (4 hours)

11. **Environmental Movements** (8 hours)
 - i. Historical Roots of environmental Protests
 - ii. Environmental Movements
 - iii. Environmentalism

The course will be covered in 52 hours or 13 week of teaching and at least one hour will be required for discussion for each module. In total 15 to 16 weeks will be required for this course.

Essential Readings:

A: Pre-Colonial Period

Modules no.

1. Madav Gadgil and Ramachandra Guha, *This Fissured Land*, Oxford University Press (OUP), Delhi, 1992, chp. 2.

2. Bridget Allchin, 'Early Man and environment in South Asia 10000 BC to 500 AD' in Richard Grove, Vineeta Damodaran and Satpal Sangwan, eds, *Nature and the Orient*, OUP, Delhi, 1998.

George Erdosy, 'Deforestation in Pre-and Proto- Historic South Asia, in Grove, *Nature and the Orient*.

Ranabir Chakravarty, 'The Creation and Expansion of Settlements and Management of Hydraulic Resources in Ancient India', in Grove, *Nature and the Orient*

Donald Hughes, 'Early Ecological Knowledge of India from Alexander, Aristotle to Aelian', in Grove, *Nature and the Orient*

Romila Thaper, 'Perceiving the Forests: Early India', *Studies in History (SIH)*, 17, 1 (2001)

Aloka Prasher-Sen, 'Of Tribes, Hunters and barbarians: Forest Dwellers in Mauryan Period', *SIH*, vol. 13, 2(1998), pp. 173-192.

Rajan Gurukul, 'Tribes, Forest and Social Formation in Early South India', in Archana Prasad, ed., *Environment, Development and Society in Contemporary India*, Macmillan, Delhi, 2008.

3. Chetan Singh, 'Forests, Pastoralists, and Agrarian Society in Mughal India', David Arnold and R. Guha, eds, *Nature, Culture, Imperialism*, OUP, Delhi, 1995.

Shireen Moosvi, *People, Taxation and Trade in Mughal India*, OUP, Delhi, 2008, chp.

K. K. Trivedi, 'Estimating Forests, Waste and Fields, c. 1600', *SIH*, 13, 2(1998), pp. 301-12.

Shahmullah Khan, 'State of Vegetation and Agricultural Productivity: Pargana Haveli Ahmadabad', *SIH*, 13, 2 (1998), pp. 313-24.

Summit Guha, *Ethnicity and Environment in Western India*, Cambridge University Press (CUP), 1999.

B: Colonial Period.

4. Gadgil and Guha, *This Fissured Land*, chp. 4.

Richard Grove, *Green Imperialism*, CUP, 1995.

Mahesh Rangarajan, *Fencing the Forests*, OUP, 1996.

5. (i) R. Guha, 'An Early Environmental Debate in India: Making of the 1878 Forest Act', in *Indian Economic and Social History Review*, (IESHR) vol. 27 (1990)

Guha, 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly (EPW)*, Oct-Nov 1983.

(ii) Guha, *The Unquiet Woods*, 1989, Permanent Black, 2009.

Neeladri Bhattacharya, 'Pastoralists in Colonial World', in Arnold and Guha, *Nature, Culture, Imperialism*.

Mahesh Rangarajan, *Fencing the Forests*.

Archana Prasad, 'The Baiga: Survival Strategies and Local Economy in Colonial Central Provinces', in *SIH*, 13, 2(1998), pp 325-48.

(iii) Guha, 'Forestry in British and Post-British'.

R. Guha, *The Unquiet Woods*.

Gadgil and Guha, *This Fissured Land*, Chp,4.

Dhirendra Dangwal, *Himalayan Degradation*, CUP, Delhi, 2009.

(iv) Guha, *The Unquiet Woods*.

Dangwal, *Himalayan Degradation*.

6 (i) Nirmal Sengupta, 'The Indigenous Irrigation Organisation of South Bihar', *IESHR*, 17, 2 (1980), pp. 157-89.

David Hardiman, 'Small Dam System of Sahyadris', in Arnold and Guha, *Nature, Culture, Imperialism*.

David Gilmartin, 'Models of Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin', in *Nature, Culture, Imperialism*.

Elizabeth Whitcombe, 'The Environmental Cost of Irrigation in British India: Waterlogging, Salinity and Malaria' in *Nature, Culture, Imperialism*.

Indu Agnihotri, 'Ecology, Land Use and Colonization: The Canal Colonies of Punjab', *IESHR*, 33, 1(1996), pp. 37-58.

(iii) Rohan D' Souza, 'Damming the Mahanadi River: The Emergence of Multi-purpose River valley Projects' in Prasad, *Environment, Development and Society in Contemporary India*.

Rohan D'Souza, *Drowned and Dammed*, OUP, Delhi, 2006.

7. (i) Mahesh Rangarajan, *India's Wildlife History: An Introduction*, Permanent Black, 2001.

(ii) Mahesh Rangarajan, 'The Raj and the natural world: The war against the 'dangerous beast' in colonial India', *SIH*, 1998, pp 265-300.

M. S. S. Pandian, 'Hunting and Colonialism in nineteenth century Nilgiri Hills of South India', in *Nature and the Orient*.

(iii) Rangarajan, *India's Wildlife History*.

R. Guha, 'The authoritarian Biologist and the arrogance of anti-Humanism', *Ecologists*, 1997, pp. 14-20.

(iv) Rangarajan and Vasant Saberwal, eds, *Battle over Nature*, Permanent Black, 2006.

Rangaraja and Ghazala Shahabuddin, *Making Conservation Work*, Permanent Black, 2007.

C. Post-Colonial India

8. Gadgil and Guha, *This Fissured Land*, chp. 6.

Gadgil and Guha, *Ecology and Equity*, Penguin, 1995.

9. Amita Bavisker, *In the Belly of the River: Tribal Conflict in the Narmada Valley*, OUP, Delhi, 1995.

10. Anumita Roy Chawdhury, 'Choked Cities', in Prasad, *Environment, Development and Society*

Dinesh Mohan and Geetam Tiwari 'Sustainable Transport System' in Prasad, *Environment, Development and Society*

11. (i) Guha, *The Unquiet Woods*, chps 4 and 5.

Guha and Gadgil, 'State Forestry and Social Conflict in British India', *Past and Present*, vol. 123 (1989), pp. 141-77.
(ii) Guha, *The Unquiet Woods*, chp 6.
Bavisker, *In the Belly of the River*.
M. K. Prasad, 'Silent Valley Crusade', in Prasad, *Environment, Development and Society*.
Harpriya Rangan, *Of Myths and Movements*, OUP, Delhi, 2001.
(iii) R. Guha, *Environmentalism: A Global History*, Longman, 1999.
Guha and Juan Alier-Martinez, *Varieties of Environmentalism*, Earthscan, London, 1997.

Further Readings

Agnihotri, Indu, 'Ecology, Land Use and Colonization: The Canal Colonies of Punjab', *IESHR*, 33, 1(1996), pp. 37-58.
Agrawal, Arun, *Environmentality*, OUP, Delhi, 2003.
Arnold, David and R. Guha, eds, *Nature, Culture, Imperialism: Essays on Environmental History of South Asia*, OUP, Delhi, 1995.
Agrawal, Arun and K. Sivaramakrishnan, *Social Nature: Resource, Representation and Rule in India*, OUP, Delhi, 2001.
Bavisker, Amita, *In the Belly of the River: Tribal Conflict in the Narmada Valley*, OUP, Delhi, 1995.
Bhargava, Meena, *State, Society, and Ecology: Gorakhpur in Transition, 1750-1830*, Manohar, Delhi, 1999.
D'Souza, Rohan, *Drowned and Dammed*, OUP, Delhi, 2006.
Dangwal, Dharendra Datt, *Himalayan Degradation: Colonial Forestry and Environmental Change in India*, CUP (Foundation Imprint), Delhi, 2009.
Gadgil M. and R. Guha, *Ecology and Equity*, Penguin, 1995.
Gadgil, M. and R. Guha, *Use and Abuse of Nature*, OUP,
Gadgil, Madav and Ramachandra Guha, *This Fissured Land*, OUP, Delhi, 1992.
Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Edens and the Origins of Environmentalism, 1600-1860*, OUP, Delhi, 1995.
Grove, Richard, Vineeta Damodaran and Satpal Sangwan, eds, *Nature and the Orient: Essays on Environmental History of South and Southeast Asia*, OUP, Delhi, 1998.
Guha, R. and Gadgil, 'State Forestry and Social Conflict in British India', *Past and Present*, vol. 123 (1989), pp. 141-77.
Guha, R. and Juan Alier-Martinez, *Varieties of Environmentalism*, Earthscan, London, 1997.
Guha, R., 'An Early Environmental Debate in India: Making of the 1878 Forest Act', in *Indian Economic and Social History Review*, (IESHR) vol. 27 (1990)
Guha, R., 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly (EPW)*, Oct-Nov 1983.
Guha, R., 'The authoritarian Biologist and the arrogance of anti-Humanism', *Ecologists*, 1997, pp. 14-20.
Guha, R., ed., *Social Ecology*, Oxford University Press, Delhi, 1994,
Guha, R., *Environmentalism: A Global History*, Longman, 1999.

Guha, R., *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Permanent Black, Delhi, 2009 (20th year edition).

Guha, Sumit, *Ethnicity and Environment in Western India*, Cambridge University Press (CUP), 1999.

Khan, Shahmullah, 'State of Vegetation and Agricultural Productivity: Pargana Haveli Ahmadabad', *SIH*, 13, 2 (1998), pp. 313-24.

Kumar, Deepak et al, *British Empire and Natural World*, OUP, Delhi, 2010.

Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, OUP, Delhi, 2008.

Prasad, Archana, 'The Baiga: Survival Strategies and Local Economy in Colonial Central Provinces', in *SIH*, 13, 2(1998), PP 325-48.

Prasad, Archana, ed., *Environment, Development and Society in Contemporary India*, Macmillan, Delhi, 2008.

Prasher-Sen, Aloka 'Of Tribes, Hunters and barbarians: Forest Dwellers in Mauryan Period', *SIH*, vol. 13, 2(1998), pp. 173-192.

Rajan, Ravi, *Modernizing Nature: Forestry and Imperial Eco-Development 1800-1950*, Orient Longman, 2007.

Rangan, Harpriya, *Of Myths and Movements: Rewriting Chipko in the Himalayan History*, OUP, Delhi, 2001.

Rangaraja, M. and Ghazala Shahabuddin, *Making Conservation Work*, Permanent Black, 2007.

Rangarajan, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914*, OPU, Delhi, 1996.

Rangarajan, M. and Vasant Saberwal, eds, *Battle over Nature*, Permanent Black, 2006.

Rangarajan, M., *Environmental Issues in India: A Reader*, Pearson, Paperback, 2006

Rangarajan, M., et al, ed., *People. Parks and Wildlife: Towards Coexistence*, Orient Longman.

Rangarajan, Mahesh and K. Sivaramakrishnan, *India's Environmental History*, Permanent Black, Delhi, 2011.

Rangarajan, Mahesh, 'The Raj and the natural world: The war against the 'dangerous beast' in colonial India', *SIH*, 1998, pp 265-300.

Rangarajan, Mahesh, *India's Wildlife History: An Introduction*, Permanent Black, 2001.

Saberwal, Vasant, *Pastoral Politics, Shepherds, Bureaucrats, and Conservation in the Western Himalaya*, Oxford University Press, Delhi, 1999;

Saikia, Aroopjyoti, *Forest and Ecological History of Assam*, OUP, Delhi, 2010.

Sengupta, Nirmal, 'The Indigenous Irrigation Organisation of South Bihar', *IESHR*, 17, 2 (1980), pp. 157-89.

Shiva, Vandana, *Staying Alive: Women, Ecology and Development*, Zed Book, 1998.

Sinha Kapur, Nandini, *Environmental History of Early India*, OUP, Delhi, 2011.

Sivaramakrishnan, K., *Modern Forests: State making and Environmental Change in Colonial Eastern India*, Oxford University Press, Delhi, 1999.

Sivaramakrishnan, K. and Gunnel Cederlof, *Ecological Nationalism*, Permanent Black, 2009.

Skarai, Ajay, *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, New Delhi, OUP, 1999.

Thaper, Romila, 'Perceiving the Forests: Early India', *Studies in History (SIH)*, 17, 1 (2001)

Trivedi, K. K., 'Estimating Forests, Waste and Fields, c. 1600', *SIH*, 13, 2(1998), pp. 301-12.

13. Assessment Methodology: **There will be three assessment situations: two take home assignments (30 per cent each) and the end-semester examination (40 per cent weightage).**

14. No. of students to be admitted: **Not more than 40.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Only classroom**

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Aspects of Rural History in Western India (MHE06)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Masters Programme in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Tanuja Kothiyal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This elective course attempts to bring together wide-ranging perspectives on the study of Rural History in Western India. The study of rural history has largely been centred on the questions of land and relations of agrarian production. The idea of “rural” has thus often excluded non-agrarian sections of village society like pastoralists, petty traders and carriers, artisanal groups, bardic communities etc., which seem to exist on the margins. This course attempts to take a long term view of emergence of structures in rural society in Western India.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **No**

10. A brief description of the Course:

This course will examine the historical construction of rural society in Western India. It would explore the patterns of rural settlements to get an insight into prevalent landuse patterns in pre-colonial and colonial periods in this region. By examining the dominant notions of “land ownership” the course would also explore the idea of Commons and wastelands and the norms by which such usages were governed, as well as the hegemonies that evolved. It would then go on to examine the patterns of non-agrarian production and taxation, like that on grazing and on production of pastoral by-products like cattle, wool, ghee, leather etc and the significance of such production in rural societies. The dynamics of permanent and periodic rural markets and the circulation patterns of commodities and communities would provide an insight into the vibrant networks of exchange, commercial and cultural. The course would explore the dynamics of rural labour in pre-colonial and colonial western India. Finally, the course would look into the making

and functioning of rural community based systems and institutions and explore the communitarian notions of control, access and justice.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Module 1: Conceptualising the Rural:

This module would introduce students to the idea of spaces as social constructs. In this module, we would look explore certain key ideas that have been used to categorise geographical and social spaces as “forest”, “rural” and “urban”. We would also see how these usages attained varying dimensions over historical periods.

- What is rural, how is it distinguished with forms like urban and forest? Are spaces real or are they social constructs that have attributed variable meanings through history? In doing so how does ‘geographical imagination’ contribute to emergence of lived spaces?
- Components of rural settlements. Land types and variable understandings of land types over time and space. Conceptualising and understanding arid zones.

Suggested Readings:

1. Michael Woods: ‘Imagining the Rural’ and ‘Approaching the Rural’ in *Rural*, Routledge, NY, 2011.
2. Romila Thapar, ‘Perceiving the Forest: Early India’ in *Studies in History*, 2001, 17,
3. B D Chattopadhyaya, ‘Introduction: Rural Society in Early Medieval India’ in *Aspects of Rural Settlements and Rural Society in Early Medieval India*, K P Baghchi and Company, Calcutta, 1990.
4. Brara, R. ‘Are grazing Lands “wastelands? Some Evidence from Rajasthan, *Economic and Political Weekly*, February 22, 411-418, 1992.

Module 2: Rural Society and Stratification

This module will attempt to understand the multiple levels of stratifications in the rural society that generated varying hierarchies and hegemonies. This module will begin by questioning the idea of a stagnant, unchanging rural society and bring forth the tensions within the highly segmented peasant populations of the villages. The focus would then shift to the non-peasant components of the rural society like pastoralists, artisanal communities, trading communities, bardic communities and explore the networks of ritual and commercial exchanges that made rural society an extremely dynamic system.

- Who was a peasant? How did ideas of landedness evolve in drylands?

- Non-Agrarian components of Rural Society: Pastoralists, Artisanal Communities, Bardic Communities

Suggested Readings

1. David Hardiman, 'The Politics of Peasantry' in *Peasant Nationalists of Gujarat: Kheda District 1917-1934*, OUP, 1981.
2. David Ludden, 'Introduction: A Peasant Millennium' in *Early Capitalism and Local History in South India*, OUP, 1989, 2005.
3. Irfan Habib, 'Classifying pre-colonial India' in Harbans Mukhia Ed. *Feudalism Debate*
4. Nandita Prasad Sahai, 'Village Artisans, Landed Elites and the State' in *Politics of Patronage and Protest: The State Society and Artisans in Early Modern Rajasthan*, OUP, Delhi, 2006.
5. Purnendu Kavoori, 'Evolution and Structure: The Historical and Social Significance of Pastoralism' in *Pastoralism in Expansion: The Transhumming Herders of Western Rajasthan*, OUP, Delhi, 1999.

Module 3: Rural Society and the State

This module will explore changing relationships between the categories of "land" and "rule" in pre-colonial and colonial India. It would explore the interactions between the rural society and the state by studying revenue fiscal structures as they developed in pre-colonial and colonial India. The incorporation of existing structures of control in the rural society into evolving revenue fiscal structures by the Sultanate and Mughal states led to the perpetuation of caste hierarchies. "Zamindari" as an institution, as it was encountered by the British Administrators in the nineteenth century, survived several other categories that had been instituted by the Mughal state and became a primary consideration in the process of developing and negotiating various revenue settlements in Colonial India.

- Agrarian Relations in Pre-Colonial and Colonial India

Suggested Readings:

1. Irfan Habib, *Agrarian Systems of Mughal India* (Selected Parts)
2. Irfan Habib, 'North India under the Sultanate' in *Cambridge Economic History of India*, Vol 1, pp 45-101.
3. S Nurul Hasan, 'Thoughts on Agrarian Relations in Mughal India' in Meena Bhargava Ed. *Exploring Medieval India: Politics Economy and Society*, OUP, 2010.
4. Dilbagh Singh, 'Contesting Hegemony: State and Peasant in Late Medieval Rajasthan' in Rajat Datta Ed. *Rethinking a Millennum: Essays for Harbans Mukhia*
5. *Cambridge Economic History of India* Vol II, Chap 2

6. Neeladri Bhattacharya, 'Colonial State in Agrarian Society' in *Situating Indian History*, Ed. S. Bhattacharya
7. Walter C Neale, 'Land is to rule', in Robert Frykenberg Ed. *Land Control and Social Structure in Indian History*, Madison, 1969, pp 1-15.

Module 5: Rural Society and Labour

This module would study composition of 'labour force' in rural societies and its relationship with structures like caste and control of agrarian land. It will also take into account a longer history of labour migration and its relationship with state, particularly in the context of participation of rural labour in military enterprises.

Readings

1. D H Kolff, *Naikar, Rajput and Sepoy: An Ethnohistory of Military Labour Market in Hindustan*
2. Malvika Kasturi, *Embattled Identities*

Module 4: Rural Resources

This Module would look into rural resources like water, grazing lands and forests and issues of access and control that these entail. The module would attempt to comprehend how rural communities in western India controlled these resources and the complexities involved when shifts in control mechanisms occurred. This would bring in the questions of "commons" and would enquire what "commons" meant historically in western India? In a drylands context, "commons" become very important for communities that do not depend on agriculture. Yet, access to these resources was defined by factors like caste and ownership of agricultural land.

Suggested Readings:

1. B D Chattopadhyaya, 'Irrigation in Early Medieval Rajasthan', *Journal of the Economic and Social History of the Orient*, Vol. 16, No. 2/3 (Dec.,1973), pp. 298-316.
2. David Hardiman, 'Well Irrigation in Gujarat: Systems of Use, Hierarchies of Control', *Economic and Political Weekly*, Vol. 33, No. 25 (Jun. 20-26, 1998), pp. 1533-1544.
3. N S Jodha 'Common Property Resources and Rural Poor in Dry Regions of India' *Economic and Political Weekly*, Vol. 21, No. 27 (Jul. 5), 1169-1181,1986.
4. Mayank Kumar, 'Situating the Environment: Settlement, Irrigation and Agriculture in Pre-colonial Rajasthan', *Studies in History*; 24; 211-233, 2008.
5. Thomas R Rosin, 'The Tradition of Ground Water Irrigation in North-Western India', *Human Ecology*, Vol. 21, No. 1 (Mar., 1993), pp. 51-86.
6. Anupam Mishra, *The Radiant Raindrops of Rajasthan*, NBT.

Module 5: Rural Markets, Commodity Production and Circulation

This Module would explore the commercial circulatory regime in rural India. The production of agrarian and non-agrarian commodities and their circulation involved complex marketing structures and practices. Rural circulatory regimes were composed of small permanent grain markets, temporary cattle fairs and itinerant peddlars and carriers. Commodities like grain, cattle and livestock, milk products like ghee, leather, wool, salt, opium were produced and marketed through complex networks.

Suggested Readings:

1. Bromely, R J, Richard Symanski, Charles Good, 'The Rationale of Periodic Markets', in *Annals of Association of American Geographers*, Vol. 65, No. 4 (Dec., 1975), pp.530-537.
2. Hodges, Richard, *Primitive and Peasant Markets*, Oxford, 1988.
3. Datta, Rajat, 'From Medieval to Colonial Markets: Markets, Territoriality and Transition in Eighteenth Century Bengal', *The Medieval History Journal*, 1999, 2, 143.
4. Mehta, Sanat, 'Need the Salt but not its Maker,' *Divya Bhaskar* (Gujarat), August 20th, 2008.
5. Sahai, Nandita Prasad, 'Crafts in Eighteenth Century Jodhpur: Questions of Class, Caste and Community Identities.' *Journal of Economic and Social History of Orient*, 48, no 4, 524-51, 2005.
6. Bajekal, Madhavi, 'The State and the Rural Grain Market in Eighteenth Century Eastern Rajasthan' in Sanjay Subrahmanyam Ed. *Merchants, Markets and State*
7. B R Grover, 'An integrated Pattern of Commercial Life in the Rural Society of North India during the Seventeenth and the Eighteenth Centuries' in Sanjay Subrahmanyam Ed. *Money and Markets*
8. Shahid Amin, 'Small Peasant Commodity Production and Rural Indebtedness: The Culture of Sugarcane in Eastern Uttar Pradesh c. 1880-1920.

Module 6: Droughts, Famines and Rural Indebtedness

This module would examine the frequently recurring phenomenon of droughts that made famines an inseparable part of rural life. Famines led to large scale migrations and displacements in rural areas as well as distress alienation of land as well as surmounting of rural debt.

Suggested Readings:

1. David Hardiman, 'Usury, Dearth and Famine'
2. Carol Henderson, 'Famines and Droughts in Western Rajasthan: Desert Cultivators and Periodic Resource Stress'
3. Sanjay Sharma, 'Elusive Rains and parched Lands: Situating Drought in Colonial India',
4. Sugata Bose, 'Introduction' and 'The Peasantry in Debt: The Working and Rupture of Systems of Rural Credit Relations' in *Credit, Markets and the Agrarian Economy of Colonial India*, OUP, 1994.
5. Neeladri Bhattacharya, 'Lenders and Debtors: Punjab Countryside' in *Credit, Markets and the Agrarian Economy of Colonial India*, OUP, 1994.
6. GSL Devra, 'Rural Indebtedness in the Bikaner State AD 1700-1800

Module 7: Rural Social and Communitarian Institutions:

This module would examine the functioning of rural communitarian institutions and explore the process of decision making as carried out by these institutions.

Suggested Readings:

1. Nandita Prasad Sahai, Collaboration and Conflict: Artisanal Jati panchayats and the Eighteenth Century Jodhpur State', *The Medieval History Journal*, 2002, 5, 77.
2. Anand Chakravarti *Contradiction and Change: Emerging Patterns of Change in a Rajasthani Village*, OUP, 1975.

13. Assessment Methodology: **2 Assignments worth 30% of total Course Grade each and one summative Exam worth 40% of Total Course Grade.**

14. No. of students to be admitted: **Upto 40**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Classroom and Library.**

Tanuja Kothiyal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **British Imperial Experiences, 1600-1970 (MHE07)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Denys P. Leighton**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
This course has been designed for the ‘Comparative History’ cluster. It provides an analytical framework for understanding Indian history in relation to other histories. On the first occasion this course was taught by one faculty member but it may easily be adapted for team teaching.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective course belonging to the ‘Comparative History’ cluster.**
10. **A brief description of the course:** British historians of the late nineteenth and early twentieth centuries readily identified ‘the Empire’ as a subject of historical inquiry--even as an organism, with a birth, maturity and inevitable death. Key thinkers such as J. R. Seeley, John Hobson and V. I. Lenin theorized about the British empire while recognizing it as a dominant feature of the modern capitalist world system. Today, many historians (in contrast to political theorists and economists) resist both grand narratives and general theories of imperialism. Historians in postcolonial societies have usually written the history of empire in light of their new national identities and politics; many viewed the imperial past in simple binary terms, generalizing about the experiences of colonizers and the colonized. However, over the past thirty years historians of colonialism have produced more nuanced assessments of colonial experiences and have paid attention to factors or variables, such as gender and social class, that determined power relationships within colonial societies. At the same time, some historians locate continuities between colonial and postcolonial experiences—for example, by identifying colonialist epistemologies or ways of knowing that continue to put the ‘Orient/Oriental’ in an unfavorable light against ‘the West/Western’.

Can there be such a thing as a British imperial experience? Or are there only multiple and contrasting experiences? This course takes us from the British Atlantic World (with North America and the Caribbean as its western littoral) of the seventeenth and eighteenth centuries to South/Southeast Asia and Africa--across a span of four centuries—and examines the practices and theorizations of colonialism both in the colonies *and* in Britain ('the metropole'). Issues and questions to be considered include ideological origins of and justifications for European conquest and colonial settlement; building and rebuilding of colonial political and social patterns; creation of 'colonial knowledge' and emergence of cultural hybridities; colonialism's role in forming religious, gender, ethnic and other social identities; colonial policing, armies and 'imperial defence'; and causes and consequences of imperial decline. Not least of all, we consider the presence and changing roles of colonial 'others' within metropolitan British society through the first 'postcolonial' decades.

11. Specific Requirements on the part of students who can be admitted to this course (pre requisites or prior knowledge level etc.): **None**.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
 - (1) {26 July – 9 August} From Ireland to the Americas: aims and ideologies of early English colonialism. Emerging ideology of an English 'imperium' c. 1550 – 1680 in relation to the politics of Great Britain – Ulster plantation and Protestantisation of Ireland to 1800 – 'Noble savages', fish, farms, sugar and slaves: Roanoke, Darien, Jamaica, Chesapeake to 1700 -- The Americas and the changing balance of international trade. (Nicholas Canny articles, 1973, 1987; Armitage and Braddick, eds., *The British Atlantic World, 1500-1800*: chapters 1-3, 13-14. **See Bibliography below**.)
 - (2) {13 August – 23 August} Commerce and government in the widening British Imperium, c. 1770 - 1850. Economic imperatives of a 'new' British empire – The myth of 'free trade' imperialism – British politics, anti-slavery campaigns and the globalization of 'liberty', c. 1790 – 1850. (Armitage and Braddick, chaps. 10, 12; C. Hall and S. Rose, eds., *At Home with the Empire*, chaps. 4 [Kinealy], 12 [Epstein].)
 - (3) {27 August – 6 September} Knowing and ruling the Oriental. Gender, sexuality and power in pre-1857 British India. Politics of 'Anglicisation' – impact of evangelical and utilitarian philosophies – 'reforming' Indian society. (B. Cohn, *Colonialism and its Forms of Knowledge*: 'The Command of Language and the Language of Command', 'Law and the Colonial State in India', 'Cloth, Clothes, and Colonialism'; P. Levine, ed., *Gender and Empire*, chaps. 1 and 6 [Levine], 12 [Grimshaw].)
 - (4) {10 September – 20 September} Orientals in Britain c. 1700 - 1830, and how shampoo came to Brighton. The stories of Dean Mahomet and other Asians in Britain before 1850. (M. H. Fisher, ed., *The Travels of Dean Mahomet*; Hall and Rose, eds., *At Home*, chap. 3 [Tabili].)
 - (5) {24 September – 1 October} Empire, gender and 'home'. (Hall and Rose, eds. *At Home*, chaps. 6 [Levine], 7 [Thorne], 11 [Midgley].)

- (6) {4 October – 11 October} Writing Empire. The British Empire in British fiction, c. 1830 - 1900 -- ‘Raj romances’ of Philip Meadows Taylor and Rudyard Kipling. (Hall and Rose, eds., *At Home*, chaps. 5 [Rendall], 9 [Caplan]; Sruti Kapila, ‘Educating Seeta: Philip Meadows Taylor’s Romances of Empire’, *Victorian Studies* 1998.)
- (7) {15 October – 25 October} Citizenship and colonial nationalisms. Imperial subjecthood versus national citizenship – ‘White, self-governing dominions’ and zones of direct rule – Victoria’s little wars and the extension of empire. (Taylor, ‘The 1848 Revolutions and the British Empire’ [2000]; Hall and Rose, eds., *At Home*, chaps. 8 [de Groot], 10 [Burton], 13 [McClelland and Rose]; Levine, ed., *Gender and Empire*, chap. 10 [McCulloch].)
- (8) {29 October – 5 November} Burdens of empire and colonial bodies. (Vaughan, *Curing Their Ills*; Alison Bashford, ‘Medicine, Gender and Empire’, in Levine, ed., *Gender and Empire*.)
- (9) {8 November – 15 November} Wars and shattered peaces of ‘decolonization’. (Focus on Bayly and Harper, *Forgotten Wars* [selected chapters]; Levine, ed., *Gender and Empire*, chap. 9 [Butalia].)

BIBLIOGRAPHY:

- David Armitage and M. J. Braddick, eds., *The British Atlantic World, 1500-1800* (Palgrave Macmillan, 2002)
- C. A. Bayly, *Indian Society and the Making of the British Empire* (Cambridge Univ. Press, 1990)
- C. Bayly and Tim Harper, *Forgotten Wars: Freedom and Revolution in Southeast Asia* (Harvard Univ. Press, 2007 [hardback])
- P. J. Cain and A. G. Hopkins, *British Imperialism, 1688-2000* (Longman, 2002).
- Nicholas P. Canny, ‘The Ideology of English Colonization: from Ireland to America,’ *William and Mary Quarterly*, 30/4 (1973), pp. 575-98.
- Idem., ‘Europeans Abroad: Problems, Perspectives and Possibilities,’ *Historical Journal*, 29/2 (1987), pp. 469-79.
- Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India* (Princeton Univ. Press, 1996)
- Michael H. Fisher, ed., *The Travels of Dean Mahomet* (Univ. of California Press, 1997)
- Catherine Hall and Sonya Rose, eds., *At Home with the Empire: Metropolitan Culture and the Imperial World* (Cambridge Univ. Press, 2006)
- Sruti Kapila, ‘Educating Seeta: Philip Meadows Taylor’s Romances of Empire’, *Victorian Studies*, 41/2 (1998), pp. 211-241.
- Philippa Levine, ed., *Gender and Empire* (Oxford Univ. Press, 2007)
- Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India* (Univ. of California Press, 1998)
- Miles Taylor, ‘The 1848 Revolutions and the British Empire,’ *Past and Present*, 166 (2000), pp. 146-80.
- Megan Vaughan, *Curing Their Ills: Colonial Power and African Illness* (Stanford Univ. Press, 1991).

13. Assessment Methodology: 2 essays of 5 - 8 pages (@40%), class participation grade of 20%.

14. No. of students to be admitted: maximum 25 students.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Denys P. Leighton

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **The Indian Ocean World**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **MA History.**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dr Aparna Kapadia**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is designed to fit into the history faculty's Comparative Global History specialization. However, the history of the Indian Ocean is important for anyone who is interested in the phenomenon of Globalisation. The human interactions in the world of the Indian Ocean created a common culture between a variety of different regions of Africa and Asia. The individual cultures of these regions were in turn also affected by the emergence of common cultural practices including forms of exchange, religion, food and other social phenomena such as trade, travel and trust and friendship. Students who take this course will learn of these exciting exchanges through a range of readings including a variety of primary sources such as letters, memoirs, account books, novels etc.

A number of books relevant for the course were ordered by the course coordinator in Winter 2012 for the AUD library. A range of articles and essays on the modules are also available online through JSTOR. AUD is one very few universities in India which is teaching a course on a subject that has become extremely relevant and popular all over the world.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **MA History open to other Masters Students of the University.**
10. A brief description of the Course:

History has largely been viewed as a study of states, cultures, peoples belonging to defined by the 'land' on which they flourish. Yet, oceans have played an important a role in the making of world history, often more than regions and states. For centuries, they have connected people from different parts of the globe through trade and travel. This is particularly true of the Indian Ocean which is the oldest maritime highway that has connected diverse regions, cultures and communities for millennia, thus making it a vital element in birth of globalization.

This course is aimed at destabilizing the ideas of terra-centric histories and focuses on the study of human connections in the Indian Ocean. Rather than following a strict temporal chronology it explores themes such a travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time. It roughly covers the period beginning from the emergence of Islam in the seventh century CE through the intrusion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. The course explores how different groups of people (traders, sailors, pirates, pilgrims) facilitated the circulation of commodities, cultures and ideas and in doing so gave rise to a common culture centered on the aquatic space of the Indian Ocean that stretched from East Africa through the Malabar, Coromandel and Gujarat coasts into Eastern India and Southeast Asia.

A variety of texts including primary sources, travelers' accounts, memoirs, and novels will be used throughout the course.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Brief reading list:

Note: In addition, specific articles from online journals will be recommended for each module.

- Banga, Indu, *Ports and Their Hinterlands in India, 1700-1950* (1992).
- Bentley, Jerry H. Renate Bridenthal & Anand A. Yang (eds.), *Interactions: Transregional Perspectives on World History* (2005).
- Berendse, R.J., *The Arabian Seas: The Indian Ocean World of the Seventeenth Century* (Armonk, NY: ME Sharpe, 2002).
- Bhana, Surendra (ed.), *Essays on Indentured Indians in Natal* (1988).
- Bose, S., *A Hundred Horizons: The Indian Ocean in the Age of Global Empire* (2006).

- Broeze, Frank (ed.), *Brides of the Sea: Port Cities of Asia from the 16th to the 20th Centuries* (1989)
- Campbell (ed.), *The Structure of Slavery in Indian Ocean Africa and Asia* (2004).
- Carter, M., *Voices from Indenture: Experiences of Indian Migrants in the British Empire* (1996).
- Chaudhuri, K.N., *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750* (1984, 2005)
- Chaudhuri, K. N., *Asia before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750* (1990).
- Das Gupta, Ashin and Michael Pearson, eds, *India and the Indian Ocean, 1500-1800* (1987).
- Gilbert, Erick, *Dhows and the Colonial Economy of Zanzibar, 1860-1970* (2004).
- Ghosh, Amitav, *In and Antique Land*.
- Ghose, Amitav. *The Sea of Poppies*.
- Gordon, Stewart, *When Asia Was The World* (2008).
- Gunder Frank, A., *ReOrient, Global Economy in the Asian Age* (1998).
- Ho, Engseeng, *The Graves of Tarim: Genealogy and Mobility Across the Indian Ocean* (2006).
- Horton, Mark and John Middleton, *The Swahili: The Social Landscape of a Mercantile Society* (2000).
- Hourani, George F, *Arab Seafaring in the India Ocean* (1995).
- Lughod, Janet Abu, *European Hegemony: The World System AD 1250-1350* (1991).
- Margariti, Roxani Eleni, *Aden & the Indian Ocean Trade: 150 years in the Life of a Medieval Arabian Port* (2007).
- Metcalf, Thomas, *Imperial Connections* (2007).
- Nehemia, Levtzion & Randall L. Pouwels (eds.), *The History of Islam in Africa* (2000).
- Pearson, M.N., *The Indian Ocean* (2003).
- Prakash, Om, *The Dutch East India Company and the Economy of Bengal*, (1994).
- Richards, J.F. (ed.), *Precious Metals in the late Medieval and early Modern Worlds* (1983).

- Rubiés, Joan Pau, *Travel and Ethnology in the Renaissance: South India through European eyes, 1250-1625* (2000).
- Steinberg, Philip E., *The Social Construction of the Ocean* (New York: Cambridge University Press, 2001).
- Subrahmanyam, Sanjay, *The Portuguese Empire in Asia 1500-1700: A Political and Economic History* (1993).
- Vilar, Pierre, *A History of Gold and Money*, London, 1969.

Objectives: At the end of this course students will have:

1. learned to think about the history beyond territorial regions
2. gained familiarity with the history of global connections and interaction and therefore the phenomenon of ‘globalisation’
3. gained familiarity with a variety of primary sources given them a sense of history in practice

13. Assessment Methodology: 20% Class participation and response papers

50% two written essays

30% end semester examination

14. No. of students to be admitted: **No limitation of numbers at this stage.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **None**

Aparna Kapadia

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Communalism and Partition in South Asia**
2. Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
3. Programme(s) which this course can be a part of: **Masters in History.**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: **Salil Misra. Some lectures from outside experts can be organized.**
8. **Rationale for the Course:** This course has a focus on 19th and 20th century India. It discusses the nature and emergence of groups, forces and institutions that eventually culminated in the partition of the sub-continent. At a broader level, the courses has a thematic connectivity with certain major facets of modern world – making and unmaking of nations, nationalisms in conflict with each other, the appeal of identity politics and the explosive power of ideologies in modern world. In a way the course treats Indian communalism as a case-study of identity politics at a generic level. It therefore has a contemporary relevance and would be of some interest to masters students from other social science disciplines.
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **The course can be taken by any student of MA in any social science discipline.**
10. **A brief description of the Course:**

This is a four-credit elective course on the basic structures and processes that went into the making of communalism in 19th and 20th century India. It also focuses on the linkages that existed between communalism and the partition of the sub-continent in 1947. The course looks upon partition as the culmination of the process of the communalization of Indian society and polity since the second half of the 19th century. There exists a very rich body of historical and sociological works on these themes, which would form the basis of the class room transactions on communalism and partition. Given that both the themes are extremely contentious, students would be made familiar with the kind of debates that exist within social sciences, regarding the explanations of these phenomena.

11. Specific Requirements on the part of students who can be admitted to this course: Any graduate student can take this course. No specialized prior knowledge is required.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The didactic and the interactive components of the course are organized around the following sub-themes:

- Definitions: what is communalism; communal violence and politics; communalism as ideology; communalism as a form of colonial knowledge; debates around the question of communalism; the modernist and the primordialist positions; religious assertions vs. Elite manipulation; various components of communalism.
- Social roots of communalism; the 19th century social churning; beginning of religious revivalism; quest for identity; its manifestations in religious feelings and anxiety.
- Transformation in India's community profile in the second half of the 19th century; transformation from local, fuzzy communities into pan-Indian religious communities of Hindus and Muslims.
- Institutional politics in the 20th century; formation of communal organizations; their demands for a share in power.
- The role of colonial policies; creation of institutional structures containing separatism; subsequent enlargement of these structures; its impact on communal relations at the regional and local levels.
- Politics in the 1920s and 1930s; communalism and the national movement; shift to extreme communalism; an increasing communalization of Indian polity and popularization of communal politics.
- The emergence of social and political forces working towards partition; constitutional dimensions; the high politics of India's partition; debates around it.
- The story of India's partition, 1945-47; an explanation for the emergence of Pakistan; a discussion of the two newly born nation-states of Indian and Pakistan.

Reading List

-----, *The Communal Problem* (Report of the Congress Committee, 1931), Popular Social Science, National Book Trust.

A.K.Gupta (edd.), *Myth and Reality: The Struggle for Freedom in India, 1945-47*.

Anita Inder Singh, *The Origins of the Partition of India, 1936-47*, Oxford, 1987.

Asim Roy, *Islam in South Asia: A Regional Perspective*

Ayesha Jalal, *Self and Sovereignty: Individual and Community in south Asian Islam Since 1850*, Oxford, 2001.

Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Cambridge, 1985.

B.R.Nanda, *Witness to Partition: A Memoir*, Delhi, 2003.

Barbara Daly Metcalf, *Islamic Revival in British India: Deoband, 1860-1900*, Princeton, 1982.

Bipan Chandra, *Communalism in Modern India*, New Delhi, 1984.

C.H.Philips and M.D.Wainright (ed.), *The Partition of India: Policies and Perspectives, 1935-47*, London, 1970.

C.Khaliqzaman, *Pathway to Pakistan*, Lahore, 1961.

David Lelyveld, *Aligarh's First Generation: Muslim Solidarity in British India*, Oxford, 1996.

David Page, *Prelude to Partition: The Indian Muslims and the Imperial System of Control*, Oxford, 1982.

Farzana Shaikh, *Making Sense of Pakistan*, New Delhi-2009.

Farzana Sheikh, *Consensus and Community in Islam*, Cambridge, 1989.

Francis Robinson, *Islam and Muslim History in South Asia*, Oxford, 2000.

Francis Robinson, *Separatism among Indian Muslims: The Politics of United Provinces Muslims, 1860-1923*, Oxford, 1993.

Gyanendra Pandey, *Construction of Communalism in Colonial north India*, Oxford, 1990.

Gyanendra Pandey, *Remembering Partition*, Cambridge, 2002.

Gyanesh Kudaisya and Tai Yong Tang, *The Aftermath of Partition in South Asia*

H.V.Hodson, *The Great Divide: Britain, India, Pakistan*, London, 1967.

Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, Oxford, 2005.

Joya Chatterji, *Bengal Divided: Hindu communalism and Partition, 1932-47*, Cambridge, 1995.

K.K.Aziz, *The Making of Pakistan: A Study in Nationalism*, London, 1967.

Kenneth W.Jones, *Arya Dharm: Hindu Consciousness in 19th Century Punjab*, New Delhi.

Kenneth W.Jones, *Socio-Religious Reform Movements in British India*, Cambridge, 1994.

Khalid Bin Sayed: *Pakistan: The Formative Phase, 1857-1948*, Oxford, 1968.

M.N.Srinivas, *Social Change in Modern India*, Berkeley, 1966.

Mohammad Mujeeb, *The Indian Muslims*, New Delhi, 1985.

Mushirul Hasan (ed.), *India's Partition: Process, Strategy and Mobilization*, Oxford, 1993.

Mushirul Hasan, *Nationalism and Communal Politics in India, 1885-1930*, New Delhi, 1991.

N.L.Gupta, *Jawaharlal Nehru on Communalism*, Delhi, 1965.

Paul R.Brass, *Language, Religion and Politics in North India*, Cambridge, 1974.

Penderel Moon, *Divide and Quit: An Eyewitness account of the Partition of India*, Oxford, 1998.

Peter Hardy, *The Muslims of British India*, Cambridge, 1972.

R.Coupland, *Indian Politics, 1936-42*, London, 1943.

R.Coupland, *Constitutional Problem of India*, London, 1945.

Rafiuddin Ahmed, *The Bengal Muslims, 1871-1906: A Quest for Identity*, Oxford, 1981.

Rakesh Batabyal, *Communalism in Bengal: From Famine to Noakhali*, New Delhi, 2005.

Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, New Delhi, 1998.

S.Settar and Indira Baptista Gupta (ed.), *Pangs of Partition* (in two volumes), New Delhi, 2002.

Salil Misra, *A Narrative of Communal Politics, Uttar Pradesh, 1937-39*, New Delhi, 2001.

Stanley Wolpert, *Jinnah of Pakistan*, Oxford, 1999.

Stanley Wolpert, *Shameful Flight: the Last Years of the British Empire in India*

Sucheta Mahajan, *Independence and Partition: the Erosion of Colonial Power in India, 1945-47*, New Delhi, 2000.

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*, New Delhi, 1998.

W.C.Smith, *Modern Islam in India: A Social Analysis*, New Delhi, 1946.

13. Assessment Methodology: The assessment is based on two take home written assignments with a weightage of 30% each and a term-end written examination with 40% weightage.

14. Number of students to be admitted: Should not exceed 50.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None.

Salil Misra

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **India's Economy and Colonial Rule: 1750-1950**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **M. A. History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Master Level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): **NA**
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal (coordinator) and Sanjay Sharma**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Understanding the nature of colonial rule is central to the M A programme with specialization on modern South Asia. No proper understanding of colonial rule is possible without studying economic condition of India between 1750 and 1950. This course intends to make students aware of how Indian economy worked under colonial rule. Further, economic condition of India in the post-colonial period has close linkage with economy under colonial rule. No one can have knowledge of the former without understanding the latter. Hence this course is appropriate for anyone who is interested in knowing how India is performing economically in the recent decades. This is an interdisciplinary course and will attract non-history M A students as well.

As we have already given a list of the books required for this course to the library, it will shortly have all the necessary resources for the course. The history faculty is capable of teaching this course without outside expertise.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: optional for all B A programmes in AUD. **It is a**

part of the MA programme in History. But it can be taken by students of other masters programmes.

10. A brief description of the Course:

The course examines different aspects of the Indian economy under colonial rule. It begins with exploring condition of India in the 18th century. It then proceeds to analyse the British agrarian policies. India was primarily an agricultural society hence trends in agrarian economy are closely examined. The course also explores how performance of agriculture had linkages with famines. Colonial rule is linked to introduction of large scale irrigation, and new means of communication and transport. The impact of these interventions of colonial state on Indian society is also examined.

Trade was at the centre of economic agenda of colonial state. Considerable attention will be given to analyse changing trends of trade between India and Britain. And in this light various themes will be explored like deindustrialization, setting up of modern industries, taxation, public finance and banking, etc. The course also intends to revisit significant debates of Indian economic history.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **none**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
This course examines some key spheres and trends of India's economy, colonial rule and its historiography. It situates them in the realms of land, labour, capital and state policy as they emerged from the shadows of the Mughal decline and moved into the colonial era. It pays special attention to the world of peasants, artisans, migrants and their changing relationships with state power and the propertied in India. The role of caste, gender and social power in the working out of economic relationships will be explored throughout. This course will revisit some influential debates of Indian economic history: deindustrialisation, the nature of growth under colonial conditions, forced commercialization, the modernity of its industrialisation, working classes and the role of the colonial state.

TOPICS

1. Reviewing 18th Century Economy: legacy of the Mughals, Regional Formations, European trading companies, continuities and departures. (4 hours)
2. The Trading world of the East India Company State: tariffs, monopolies, salt, opium, indigo, textiles etc (6 hours)
3. Colonial rule on Indian Soil:

- (A) Land revenue settlements, land market, agricultural indebtedness, agricultural labour, regional variations. (4 hours)
- (B) Commercialization of agriculture, changing cropping pattern, the debates on forced commercialization and the 'mode of production in agriculture'. (4 hours)
4. Famines, famine relief and public works: food security, trends in long term output and availability of food, living standards and entitlements, the impact of roads, canals, railways and industrial technology. (6 hours)
5. Artisans, craft production, fate of handloom industry, revisiting the debate on deindustrialization. (4 hours)
6. Modern Industry: the rise and growth of large-scale industries, different stages of industrialization, government industrial policy. Emergence of capitalist and labour classes and labour organizations. (6 hours)
7. Trade, Finance and Banking: foreign and internal trade, Agency houses, Government investment and revenue; indigenous and modern banking. (4 hours)
8. India as a Colony and its Impoverishment: assessing overall growth, stagnation and decline with regional variations, India's position in world economy, the colonial legacy. (4 hours)
9. Evaluating the writing of the economic history of India: economic nationalism, the Marxist and Left paradigms, revisionist interpretations. The growing importance of themes like welfare, health, education, gender, environment, and livelihood etc for new perspectives on economic history. (4 hours)

(Total hours of classroom teaching: 46. In addition 1 hour of tutorial discussion will be devoted to each topic).

Select Readings:

1. Seema Alavi (ed), *The Eighteenth Century in India* (Delhi, OUP, 2002)
2. P.J. Marshall (ed), *The Eighteenth Century in Indian History: Evolution or Revolution?* (New Delhi, OUP, 2003)
3. Tirthankar Roy, *The Economic History of India, 1857-1947* (New Delhi, OUP, 2000)
4. Sanjay Sharma, *Famine, Philanthropy and the Colonial State: North India in the Early Nineteenth Century* (Delhi, OUP, 2001)
5. Dharma Kumar, *Land and Caste in South India*, Cambridge University Press, Cambridge, 1965.
6. Ranajit Guha, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, Orient Longman, New Delhi, 1981.
7. Asiya Siddiqui (ed.), *Trade and Finance in Colonial India 1750-1860*, Oxford University Press, New Delhi, 1995.

8. Prasanna Parthasarathy, *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*, Cambridge, 2001.
9. B.B Chaudhury, *Growth of Commercial Agriculture in Bengal 1757-1900*, Calcutta, 1964.
10. Jan Breman, *Labour Bondage in West India from Past to Present*, Oxford University Press, New Delhi, 2008.
11. Asok Sen et al (eds.), *Perspectives in Social Sciences, 2: Three Studies on the Agrarian Structure of Bengal*, (Oxford University Press, Delhi, 1982).
12. K.N. Raj et al (eds.), *Commercialisation of Indian Agriculture*, Delhi, Oxford University Press, 1985.
13. Gyan Prakash (ed.), *The World of Rural Labour*, Delhi, Oxford University Press paperback (1992?)
14. Brij Lal, *Chalo Jahaji: On a Journey through Indenture in Fiji*, ANU, Canberra & National Museum, Suva, Fiji, 2000.
15. A.K. Bagchi, *Private Investment in India, 1900-1939*, Cambridge University Press, 1972.
16. Dipesh Chakrabarty, *Rethinking Working Class History. Bengal, 1890-1940*, Princeton, 1989.
17. Sabyasachi Bhattacharya, *The Financial Foundations of the British Raj*, Shimla.
18. Dharma Kumar (ed.), *The Cambridge Economic History of India .c. 1757- c.1970*, Vol. II (Orient Longmans, Delhi 1984), selected portions.
19. B.R. Tomlinson, *The Economy of Modern India, 1860-1970* (CUP, 1993)

13. Assessment Methodology: **The course will have three assessment situations: two take home assignments (30 per cent weightage each) and end semester examination (40 per cent weightage).**

14. No. of students to be admitted: **Not more than 40.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Only classroom

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

1. Title of the Course: **Oral Epics in India: Exploring History and Identity**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **Masters Programme in History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Tanuja Kothiyal**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course explores the use of oral sources particularly oral epics as methodology in constructions of community histories. It attempts to explore the emergence of community identities through oral narratives popular among communities. The representations of caste, community and gender in oral epics are explored through this course. The role of oral narratives, narrators and narrations in the evolution of a notion of “self” among communities would be explored through this course.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **The course is part of the MA (History) Programme but it is open to all Masters Programmes in the University.**

10. A brief description of the Course:

The course would begin with a larger discussion on the context in which oral and folk epic traditions became a part of the quest for knowledge about India. The collection and interpretation of oral narratives by colonial indologists like William Crooke, Grierson, Tessitori, played an important role in generating certain essentialist notions about community identities in colonial India. These ideas have been challenged by twentieth century folklorists, anthropologists, historians and litterateurs. Exploring this methodological journey of the oral epic would help us engage with the development of oral narrative traditions in various parts of India, and bring into discussion of the use of such narrative traditions as sources for history writing. The course would consider the multilayered nature of orality (as fluid, mobile, open and contextual) as well as questions of legitimacy and authenticity, particularly with regards to historians' concerns with oral epic traditions.

The course would explore variants of Indian Folk Traditions viz; the martial, sacrificial and romantic, as well as the dominant ideologies around which they are spun like heroism, sacrifice, death, deification, divinity and fate. It would also explore the oral epic traditions as interfaces between the inner and outer as illustrated in the notions of *Akam* and *Puram*. An attempt would also be made to unravel the interfaces between the folk narratives and certain pan-Indian traditions particularly the Ramayana and the Mahabharata.

The course would attempt to trace the context of oral narrative development both as a textual and performative traditions. The analysis of these traditions would take into account the ecological and social context in which these traditions evolve, and the reverberating notions of caste, community and gender that emerge as these traditions get reinterpreted through contemporary performances. The unravelling of the narratives is intended to draw the students towards exploring the ever shifting boundaries between oral narratives and history.

The course would finally explore the dynamic relationship between the performer and the audience, both as situated in the patron-client mode and one that locates the performer as the author as well as the custodian of the idea of "self" of the audience groups. The constant movement of narrator groups like Bhopas, Bairagis, Nayaks, Kamads, Sevags, Pancholis, Doms, Manganiyars, Bhats, Charans, from the position of empowered preservers of traditions to marginalized low caste wanderers also leads to conflicting notions of authorship and ownership in these traditions. The course would delve into these conflicts as well as explore the ways in which the conversion of traditions into "conserved art forms" has also lead to altered form and content aimed at an entirely different audience.

The course would employ a textual as well as audio-visual sources, as well as secondary literature in order to illustrate and interpret Oral Epic Traditions.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **None**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The purpose of this course is to explore some oral folk narrative traditions as texts and performances and examine the processes through which multilayered social identities emerge. The traditions that may be explored in this course include *Pabuji*, *Devnarayan*, *Dhola*, *Umar Marvi jo kisso* and *Khandoba*, among others, in the genres in which they are performed like *swang*, *kissa*, *kathaa vachan*, *phad vachan*, *jhurava* etc .

Course Structure

1. Indian Oral Epics: Introduction (3 weeks)

A.

- Discovering India's Spoken: William Crooke and the folklore of India
- "Studying Oral Epics": Some methodological concerns
- Orality and History
- Orality and Memory

B.

- Types of Oral Epic Traditions in India
- Patterns of Development in Indian Oral Epic Traditions: Martial, Sacrificial and Romantic
- Oral Epic Traditions and Pan-Indian Narratives

C.

- Dominant Ideologies in Oral Epic Traditions
 - Heroism
 - Fate
 - Sacrifice
 - Divinity
 - Death and Deification

2. Some Oral Epics and their Narrative structures (3 weeks)

- Pabuji ri Phad
 - Devnarayan Phad
 - Dhola
 - Khandoba
 - Heer Ranjha
- (This section would entail engagement with both the textual as well as audio-visual forms)
3. **Contextualising Oral Epic Traditions (1 week)**
 - Locating Oral Epics in Time and Space
 - Oral Epics as Historical Traditions
 - Understanding Ritual Context of Oral Epic Traditions
 4. **Oral Epics and Social Identity (2 Weeks)**
 - Representations of identities
 - Authorships and Representations
 - Oral Epics as Counter-narratives
 5. **Gendered Spaces in Oral Epics (2 Weeks)**
 - Representations of Women in Epics: Martial, Sacrificial and Romantic
 - Women's Voices as Counter Systems
 - Deification of Women in Oral Epics
 - Nymphs, Goddesses, Virgins/ Mothers, Wives, Satis
 6. **Oral Epics as Performances (2 weeks)**
 - Situating Performers/Priests
 - Performance as Narration
 - Performance as Dialogue
 - Performance as Discourse
 - Performance as Ritual
 - Performance as Art
 - Performance as a Counter-System

(This section would require the class to engage with audio-visual source materials)

Reading List

Blackburn, S.H., 1986 "Performance Markers in an Indian Story-Type". In S.H. Blackburn and A.K.Ramanujan (eds), *Another Harmony: New Essays on Folklore in India*. Berkeley: University of California Press.

Blackburn, S.H. and A.K. Ramanujan (eds), 1986b. *Another Harmony: New Essays on Folklore in India*. Berkeley: University of California Press.

Blackburn, S.H., P.J. Claus, J.B. Flueckiger and S.S.Wadley (eds) 1989b. *Oral Epics in India*. Berkeley: University of California Press.

Carrin, M., 2004. "The Sacrifice of Fertility: Female Sacredness at the Hindu/Tribal Frontier in Bengal". In H. Tams-Lyche (ed.), *The Feminine Sacred in South Asia. Le sacré au féminin en Asie du Sud*. Delhi: Manohar, 114-133.

Chattopadhyaya, B., 1997. "Political Processes and the structure of Polity in Early Medieval India". In H. Kulke(ed.), *The State in India 1000-1700*. Delhi: Oxford University Press, 195-232.

Erdman, Joan L., 1992b. "Petitions to the Patrons: Changing Culture's substance in twentieth century Jaipur". In J.L. Erdman (ed.), *Arts Patronage in India: Methods, Motives and Markets*. New Delhi: Manohar, 142-177.

Erndl, K.M., 1987. *Victory to the Mother: The Hindu Goddess of north-west India in Myth, Ritual and Symbol*. Oxford: Oxford University Press.

Finnegan, R., 1977. *Oral Poetry: Its Nature, Significance and Social Context*. Cambridge: Cambridge University Press.

Frater, J., 1989. "Living Textile Arts of the Bhopa Rebaris". *Arts of Asia* 19/4, 90-98.

Harlan, L., 2003. *The Goddesses' Henchmen: Gender in Indian Hero Worship*. Oxford: Oxford University Press.

Harman, W.P., 1989. *The Sacred Marriage of a Hindu Goddess*. Delhi: Motilal Banarsidass.

Heesterman, J.C., 1985. *The Inner Conflict of Tradition: Essays in Indian Ritual, Kingship, and Society*. Chicago: University of Chicago Press.

Henige, D., 1974. *The Chronology of Oral Tradition: quest for a chimera*. Oxford: Clarendon Press.

Hiltebeitel, A. 2001. *Draupadi among Rajputs, Muslims and Dalits: Rethinking India's Oral and Classical Epics*. New Delhi: Oxford University Press.

Hiltebeitel, A. (ed.), 1989. *Criminal gods and demon devotees: Essays on the guardians of popular Hinduism*. Albany: State University of New York Press.

Inden, R. 1998. "Ritual, Authority, and Cyclic Time in Hindu Kingship". In J.F. Richards (ed.), *Kingship and Authority in South Asia*. Delhi: Oxford University Press, 41-91.

- Kamphorst, J., 2004. "The deification of South Asian Epic Heroes: Methodological Implications". In J. Jansen and H.M.J. Maier (eds.), *Epic Adventures. Heroic Narrative in the Oral Performance Traditions of Four Continents. Literatur Forschung und Wissenschaft Band 3. Muenster: LIT Verlag, 89-97.*
- Kelly, V., 1995. "Ramdeo Pir and the Kamadiya Panth". In N.K. Singhi and R. Joshi (eds), *Folk, Faith & Feudalism*. Jaipur: Rawat Publications.
- Khan, Dominique-Sila, 1997. *Conversions and Shifting Identities: Ramdev Pir and the Ismailis in Rajasthan*. New Delhi: Manohar.
- Kolff, D.H.A., 1990., *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press.
- Kolff, D. H.A., 1995. "The Rajput of Ancient and Medieval North India: A Warrior-Ascetic". In N.K. Singhi and R. Joshi (eds), *Folk, Faith & Feudalism*. Jaipur: Rawat Publications, 257-294.
- Kothari, K., 1989. "Performers, Gods, and Heroes in the Oral Epics of Rajasthan". In S.H. Blackburn, P.J. Claus, J.B. Flueckiger and S.S.Wadley (eds), *Oral Epics in India*. Berkeley: California University Press, 103-17.
- Kothari, K., 1994. "Musicians for the People: The Manganiyars of Western Rajasthan". In K. Schomer (etal.) (eds), *The Idea of Rajasthan, Explorations in Regional Identity*. Vol 2. New Delhi: Manohar, 205-237.
- Lincoln, B. 1981. *Priests, Warriors and Cattle: A Study in the Ecology of Religions*. Berkeley: University of California Press.
- Lodrick, D. 2005. "Symbol and Sustenance: Cattle in South Asian Culture". *Dialectical Anthropology*, 29/1, 61-84.
- Ramanujan, A.K.1997. "Three-hundred Ramayanas: Five examples and three thoughts on translation". In P.Richman (ed), *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. New Delhi: Oxford University Press, 22-46.
- Rubin, D.C. 1995. *Memory in Oral Traditions: The Cognitive Psychology of Epic, Ballads, and Counting-out Rhymes*. New York: Oxford University Press.
- Smith, J.D., 1977. "The Singer or the Song?: A reassessment of Lord's "oral theory"". *Man* (n.s.) 12, 141-53.
- Smith, J. D., 1980. "Old Indian: the two Sanskrit Epics". In A.T. Hatto (ed.), *Traditions of Heroic and Epic Poetry*. Vol. 1: The traditions. London: The Modern Humanities Research Association, 48-78.

- Smith, J.D., 1989a. "Scapegoats of the gods: the ideology of the Indian epics". In S.H. Blackburn, P.J. Claus, J.B. Flueckiger and S.S.Wadley (eds), *Oral Epics in India*. Berkeley: California University Press, 176-93.
- Smith, J.D., 1989b. "Rajasthani. How to sing a tale. Epic performance in the Pabuji tradition". In J.B.Hainsworth and A.T. Hatto. *Traditions of Heroic and Epic Poetry Volume Two: Characteristics and Techniques*. London: Modern Humanities Research Association, 29-41.
- Smith, J.D., 1990. "Worlds apart: Orality, Literacy, and the Rajasthani Folk-Mahabharata". In *Oral Traditions* 5/1, 3-19.
- Smith, J.D., 1991. *The Epic of Pabuji. A Study, Transcription and Translation*. Cambridge: Cambridge University Press.
- Smith, J.D., 1992. "Epic Rajasthani". *Indo-Iranian Journal* 35, 251-269.
- Smith, J.D., 1999. "Winged words revisited: diction and meaning in Indian epic". *Bulletin of the School of Oriental and African Studies* 62/ 2, 267-305.
- Snodgrass, J.G., 2004. "The centre cannot hold: Tales of hierarchy and poetic composition from modern Rajasthan". *Journal of the Royal Anthropological Institute* 10/2, 261-285.
- Srivastava, V.K., 1994. "The Rathore Rajput Hero of Rajasthan: Some Reflections on John Smith's The Epic of Pabuji". *Modern Asian Studies* 28/3, 589-614.
- Srivastava, V. K., 1997. *Religious Renunciation of a Pastoral People*. New Delhi: Oxford University Press.
- Taft, F., 1994. "Honor and Alliance: Reconsidering Mughal-Rajput Marriages". In K. Schomer (et al.) (eds.), *The Idea of Rajasthan, Explorations in Regional Identity*. 2 vols. New Delhi: Manohar.
- Tambs-Lyche, H., 1997. *Power, Profit, and Poetry: Traditional Society in Kathiawar, Western India*. Delhi: Manohar.
- Tambs-Lyche, H., 2004, "Introduction". In H. Tambs-Lyche (ed.), *The Feminine Sacred in South Asia. Le sacré au féminine en Asie du Sud*. First edition: 1999. Delhi: Manohar, 9-35.
- Tambs-Lyche, H., 2004. "Marriage and Affinity among Virgin Goddesses". In H. Tambs-Lyche (ed.), *The Feminine Sacred in South Asia. Le sacré au féminine en Asie du Sud*. First edition: 1999. Delhi: Manohar, 63-87.
- Thapar, R., 1971. "The Image of the Barbarian in Early India". *Comparative Studies in Society and History*, 13/4, 408-436.

Thapar, R., 1979. "The Historian and the Epic". In R.N. Dandekar and T.G. Mainkar (eds), *Annals of the Bhandarkar Oriental Research Institute*. Poona: Bhandarkar Oriental Research Institute, 199-213.

Thapar, R., 1996. "The Tyranny of Labels". *Social Scientist* 24/9-10: 4-23.

Vansina, J., 1997. *Oral Tradition as History*. First edition: 1985. Oxford: James Currey Ltd.

Vansina, J., 1965, 2006. *Oral Tradition: A Study in Historical Methodology*, tr. H M Wright, Transaction Publishers, New Brunswick, NJ.

Westphal-Hellbusch, S., 1975. "Changes in the Meaning of Ethnic Names". In L.S. Leshnik and G.D. Sontheimer (eds), *Pastoralists and Nomads in South Asia*. Wiesbaden: Otto Harrassowitz.

Ziegler, N.P., 1976a. "Marwari Historical Chronicles. Sources for the Social and Cultural History of Rajasthan". *Indian Economic and Social History Review* 13/2, 219-250.

Ziegler, N.P., 1976b. "The Seventeenth Century Chronicles of Marwar: A Study in the Evolution and Use of Oral Tradition in Western India". *History in Africa* 3, 127-153.

Ziegler, N.P., 1994. "Evolution of the Rathor State of Marwar: Horses, Structural Change and Warfare". In K. Schomer, J.L. Erdman, D.O. Lodrick and L.I. Rudolph (eds), *The Idea of Rajasthan: Explorations in Regional Identity*. Vol. II. New Delhi: Manohar, 192-217.

Ziegler, N.P., 1998. "Rajput Loyalties during the Mughal Period". In J.F. Richards (ed.), *Kingship and Authority in South Asia*. New Delhi: Oxford University Press, 242-284.

13. Assessment Methodology: **Assignment 30%, Project 40%, End Semester 40%**

14. No. of students to be admitted: **Upto 40**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Classroom, Library, Projection and Audio-Visual Facilities.**

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Comparative Studies of Labour Relations and Wellbeing 1800-1970 (MHE12)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: **Masters / PGDiploma / Certificate**
5. If it is a stand-alone course, how can it be scheduled
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Dr Dhiraj Kumar Nite**
8. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **An Elective for Masters in History Open to all other Masters Programmes of the University.**
9. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **None.**
10. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **It fits with the**

goal of welfare, social justice and equality which the AUD stands for. The faculty resource currently available at the SLS can at his best apply his expertise to run this course. The student will engage with experience of the people in whose name the different paradigms of development contend with each other. It equips the student with a methodology of comparative framework to be applied to sufficiently appreciate a particular social and institutional praxis and for throwing up a new question of enquiry.

11. A brief description of the Course:

It equips the student with tools of analysis of and writing on everyday life and society in terms of labour, capital, and wellbeing in the modern and contemporary world. It engages them to the significance of comparative historical perspectives over the subject. It dwells on the fact that manual, skilled and professional labour is the fundamental factor of socio-economic life. Opposed to any attempt of regarding the labourer as only one of the factors of production, the course discusses how the working people perform constitutive roles in the progression of civilization. Labour is performed to meet wellbeing as one desires for it and confronts its contested definitions and entitlement. The course discusses the issues of wage and efficiency, work-time, workplace-risk and safety; children, family and gender in the world of work; leisure; alienation and religious beliefs; migration; labour laws and the state; and the politics of wellbeing and freedom. It delves into debates, and reveals the strength, limitation, and silence found in the available literature. It encourages the participant to reflect upon both the *historical literature* and other secondary reference materials.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

1. Week One: Introductory discussion over the categories of abstract labour, real labour, wellbeing and human life:-

Chakrabarty, Dipesh, 2001/07, *Provincialising Europe: postcolonial thought and historical difference* (Chapters: Two Histories of Capital; Translating Life-worlds into Labour and History).

Linden, Marcel van Der, 2005, 'Conceptualising the world working class', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.

Behal, Rana, *The Idea of Work*

Robb, P, *The Dalit Movement and the Meaning of Labour*

Joyce, Patrick, *The Meaning of Work*

Williamson, JG, 'The evolution of global labour markets since 1830: background evidence and hypothesis', *Explorations in economic history*, 1995, vol. 32 (1), pp. 141-196/

Sen, Amartya, *Commodities and Capabilities; The Standard of Living*

2. Week two: Of Wages, Income, and Efficiency: What are its constituent and determinant?

- Roy, Trithankar. 2005. *Rethinking Economic Change in India: Labour and Livelihood*, Oxon: Routledge.
- Bagchi, Amiya, 2002, *Capital and Labour Redefined: Indian and the Third World*, pp. 176-240, New Delhi: Tulika Press.
- Tomlinson, BR. 1996. *The Economy of Modern India 1860-1970*. New Cambridge History of India (Last chapter and conclusion).
- Clark, G. 1987, 'Why is not the Whole World Developed', *Journal of Economic History*, 49 (1), pp. 141-73.
- Susan Wolcott and Gregory Clark, 1999, 'Why Nations Fail: Managerial Decisions and Performance in Indian Cotton Textiles, 1890-1938', *The Journal of Economic History*, Vol. 59, No. 2 (Jun., 1999), pp. 397-423.
- Gupta, Bishnupriya, 2011, 'Wages, Unions and Labour Productivity: Evidences from Indian cotton mills', *The Economic History Review*, 64 (1), pp. 77-98.

3. Week Three: Of Wage Funds, Relative Surplus-value, and reproduction relations:

- Cohn, Samuel, March 1990. 'Market-Like Forces and Social Stratification: How Neoclassical Theories of Wages Can Survive Recent Sociological Critiques', *Social Forces*, vol. 68 (3), 714-30.
- Hannan, Lynn, January 2005, 'The Combined Effect of Wages and Firm Profit on Employee Effort', *The Accounting Review*, vol. 80 (1), 167-188.
- Fonseca, A. April 1969, 'Need-Based Wage and its Implementation', *Indian Journal of Industrial Relations*, vo. 4 (4), 411-32.
- Carter Tj. July 1995, 'Efficiency Wages: Employment versus Welfare', *Southern Economic Journal*, vol. 62 (1), 116-25.
- Rodrik, Dani, Aug 1999, 'Democracies Pay Higher Wages', *The Quarterly Journal of Economics*, vol. 114 (3), 707-38.
- 'How Do We Know that Real Wages Are Too High?' *The Quarterly Journal of Economics*, vol. 110, 1111-25.

4. Week Four: Of Work Time: What are its basis and determinant?

- Pollard, S. (1965). *The genesis of modern management: A study of the industrial revolution in Great Britain*. Cambridge: Harvard University Press.
- Pollard, Sidney, 'Labour in Great Britain', in Peter Mathias and M. M. Postan (eds.), *The Cambridge Economic History of Europe*, vii, *The Industrial Economies: Capital, Labour, and Enterprise*, pt. 1 (Cambridge, 1978).
- J.H. Hassard (ed.), *The Sociology of Time*. Houndmills: Macmillan.
- EP Thompson, 'Time, Work-discipline and Industrial Capitalism', *Past and Present*, 38 (1), 1967, pp. 56-97.
- Nigel Thrift, 1996. 'Rethinking EP Thompson: Time, Work-discipline, and Industrial Capitalism', *Time and Society*, vol. 5 (3), 275-299
- Roy, D, 1990. 'Time and Job Satisfaction', in *The Sociology of Time*

- Zerubavel, E. 1990. 'Private-time and Public-time', in *The Sociology of Time*, Cohen, S. and L. Taylor, 1990. 'Time and the Long-term Prisoner', in *The Sociology of Time*.
- M. Postone, *Time, Labor and Social Domination: A Reinterpretation of Marx's Critical Theory*, New York and Cambridge: Cambridge University Press, 1993.
- Joshi, Chitra, 2005, 'Formation of Work Culture', in *Lost Worlds: Indian Labour and its Forgotten Histories*, New Delhi: Permanent Black.
- Sarkar, Sumit. 2002. 'Colonial Times: Clocks and Kali-yuga and Time' in his *Beyond Nationalist Frames: Postmodernism, Hindutva, History*. New Delhi: Permanent Black.

5. Week Five

Of Work Hazards and Safety: What are its source and resolution?

- Mukhopadhyay, Asish. 2001. 'Risk, Labour and Capital: Concern for Safety in Colonial and Post-Colonial Coal Mining', *The Journal of Labour Economics*, 44(1): 63—74.
- Mills, Catherine, 2010. *Regulating Health and Safety in the British Mining Industries 1800-1914*, England: Ashgate.
- Ref. Aldrich, Mark, 1997, *Safety First: Technology, Labour, and Business in the Building of American Work Safety 1870-1939*, London: Johns Hopkins Uni. Press.
- Leger, JP and RS Arkles, 1989, 'Permanent disability in black mineworkers: a critical analysis', in *South African Medical Journal*, vol. 76, 557-561.

6. Week Six

Presentation of first home assignment to class

7. **Week Seven: Of Family, Community, Gender and Children: What are its foundation and function?**

- Horrell and Humphries, 'Women's Labour Force Participation and the Transition to the Male-Breadwinner Family 1790-1865', *the Economic History Review*, Vol. 48 (1), Feb 1995, pp. 89-117.
- 'the Rise and Decline of the Male Breadwinner Families: Debates', *IRSH*, 1997, supplement.
- Horrell and Humphries, 'Old Questions, New Data, and Alternative Perspectives: Families' Living Standards in the Industrial Revolution', *The Journal of Economic History*, vol. 52 (4), Dec 1992, pp. 849-880
- Banerjee, Nirmala, 'Working Women in Colonial Bengal: Modernisation and Marginalisation' in *Recasting Women: Essays in colonial history*, Kumkum Sangari and Sudesh Vaid (eds), 1999/1989, Delhi: Kali for Women, pp. 269-301.
- Kumar, Radha, 'Family and Factory: Women in the Bombay Cotton Textile Industry 1919-1939', in J Krishnamurthy (ed), *Women in Colonial India: Essays on survival, work and the state*, 1989, Delhi: OUP, pp. 81-110; or in *IESHR*, 1983, vol. 20 (1).

Comment [H1]: a. Women labour force participation
Humphries, 'From Work to Dependence: Women's experience of industrialisation in Britain', *Refresh*, 1995.

Comment [H2]: A discussion over the difference between male earnings and family income due to the participation and contribution of women and children;
A substantial gain in the real income during the industrialisation by 1850. Thus it presents a partial optimist view which is once again challenged by Voth and Allen who say that real income did not improve until the mid 19thc.

- Sen, Samita. 2003. 'Politics of Gender and Class: Women in Indian Industries', in *Family and Gender: Changing Values in Germany and India*, in M. Pernau, Imtiaz Ahmad and Herlmut Reifeld (eds), New Delhi: Sage Pub.
- Sen, S, *Woman and Labour in Late Colonial India: the Bengal Jute Industry*, 1999, CUP.
- Sen, S, 'Offences Against Marriages: Negotiating customs in colonial Bengal', in Marry John ed *The Question of Silence*, pp. 77-
- Sen, S, 'Question of Consent: Women's recruitment for Assam tea plantations 1859-1900', *Studies in History*, 2002, 18 (2), pp. 231-260.
- Sen, S, 'Informalising Labour Recruitment: The garden sardar in Assam tea plantation, AILH Conf, 2005.
- Engels, Dagmar, 'The Myth of the Family Unit: Adivasi women in coal mines and the tea plantation in early 20thc Bengal', in Peter Robb (ed), *Dalit Movement and the meaning of labour*, 1996, Delhi: OUP, pp. 225-244.
- Joshi, Chita. 2005. 'Between Work and Domesticity: Gender and Household Strategies in Working-Class Families' in S. Bhattacharya and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
- Joshi, C. 2006/03. *Lost Worlds: Indian Labour and Its Forgotten Histories*. New Delhi: Permanent Black.
- Alexander, Peter. 2007. 'Women and Coal Mining in India and South Africa, c1900-1940,' *African Studies* 66(2&3), pp. 201-22.
- Hareven, T. 1982. *Family Time and Industrial Time: The relation between the family and work in a New England industrial community*. USA: Cambridge University Press.
- Mohapatra, Prabhu. 1995. 'Restoring the Family: Wife Murder and the Making of a Sexual Contract for Indian Immigrant Labour in the British Caribbean Colonies, 1860-1920', *Studies in History*, 11, 2.
- Anderson, M. 1976. 'Sociological History and the Working-Class Family: Smelser Revisited', *Social History*, no. 3.

Comment [H3]: B, family life and the quality of living:

8. **Week Eight: Of Family, Community, Gender and Children:**

- Agarwal, B. 1991. 'Social Security and the Family: Coping with Seasonality and Calamity in Rural India', in Entisham Ahmad *et al.*, (ed.), *Social Security in Developing Countries*. New Delhi: OUP.
- Engels, F. 1891/1973. *The Origin of the Family, Private Property and the State*. Moscow: Progress Publishers.
- Jaclyn J. Gier and Laurie Mercier: *Mining Women: gender in the development of a global industry, 1670 to 2005*, (Palgrave, Macmillan, 2006).
- Kuntla Lahiri-Dutt and Martha Macintyre (eds), *Women Miners in Developing Countries: Pit Women and others*, 2006, England: Ashgate.
- Pedersen, S. 1993. *Family, Dependence and the Origins of the Welfare State: Britain and France, 1914-1945*. Cambridge: CUP.
- Sommestad, Lena. 1997. 'Welfare State Attitudes to the Male Breadwinning System: The United States and Sweden in Comparative Perspective', in *International Review of Social History*, vol. 42 (Supplement), pp. 153-174.

Horrell and Humphries, 'The Exploitation of Little Children: Child Labour and the Family Economy in the Industrial Revolution', *Explorations in Economic History*, vol. 32 (4), 1995, pp. 485-516.

Comment [H4]: Child labour

Horrell, Humphries and Voth, 'Stature and relative deprivation: fatherless children in early industrial Britain', *Continuity and Change* 13 (1), 1998, pp. 73-115, CUP.

Todd, Selina. 2007. 'Breadwinners and Dependents: Working-Class Young People in England, 1918-1955', in *International Review of Social History* 52 (2007), no. 1, pp. 57-87.

Alexander-Mudaliar, Emma, 'The 'Special Classes' of Labour: Women and Children Doubly Marginalized', 2010, in *Labour Matters*, eds. Marcel van der Linden

Alexander-Mudaliar, Emma (2004). 'Labour Regulation or Protection for the Factory Child: Bombay 1881-1920'. Paper at the AILH Conference 2004, V.V. Giri National Labour Institute, New Delhi

Pati, Biswamoy, *Enslaved Innocence: Child Labour in South Asia*, 2012, Shakti Kak.

9. **Week Nine:** Wellbeing: its Contours and Foundations?

Sen, Amartya, 2004. *Development As Freedom*. New Delhi: OUP.

Sen, A. 1985. *Commodities and Capabilities*, Elsevier Science Pub., or Delhi: OUP 1987.

Ahmad, Entisham *et al.*, (ed.), *Social Security in Developing Countries*. New Delhi: OUP.

Peter H. Lindert and Jeffrey G. Williamson, 'English Workers' Living Standards during the Industrial Revolution: A New Look', in journal *The Economic History Review*, Feb 1983, Vol. 36 (1), pp. 1-25.

N. F. R. Crafts, 'English Workers' Real Wages During the Industrial Revolution: Some Remaining Problems', in *The Journal of Economic History*, Mar., 1985, Vol. 45 (1), pp. 139-144.

Comment [H5]: It suggests a significant rise in the standard of living during 1751-1850. The pessimist can quibble only about the period 175-1820 at their best and that so by focusing over the collective standard of living.

10. **Week Ten:** Of Ideas, Religion, Theatre and Leisure: What are its substance, form and function?

Parry, J.P. 2008. 'The Sacrifices of Modernity in the Soviet Built Steel Town in Central India', in *On the Margins of Religion*. (Eds.) Frances Pine and Joao De Pina-Cabral. USA: Berghahn Books.

Pinney, Christopher, 1999. 'On Living in the Kal(i)yug: Notes from Nagda, Madhya Pradesh', *Contributions to Indian Sociology*, vol. 33: 77-99.

Joshi, C., 2006, *Lost Worlds* (chapter on community and religion)

Taussig, Michael T. 1980. *The Devil and Commodity Fetishism in South America*. Chapel Hill: The University of North Carolina Press.

11. **Week Eleven:** Of Ideas, Religion, Theatre and Leisure:

Yeo and Yeo (eds.). 1981. *Popular Culture and Class Conflict: Exploration in the leisure culture and class conflict*. Sussex: Harvester Press.
Samuel, Raphael, 1985, *Theatres of the left, 1880-1935 : workers' theatre movements in Britain and America*, London : Routledge & Kegan Paul.

12. **Week Twelve:** Presentation of second home assignment to class

13. **Week Thirteen:** Of Labour Migration and Recruitment: its nature and form?

Dasgupta, Ranjit. 1994. *Labour and the Working Class in Eastern India: Studies in Colonial history*. Calcutta: K.P. Bagchi & Company.
Mohapatra, Prabhu, 1985. 'Coolies and Colliers: A study of the agrarian context of labour migration from Chotanagpur, 1880-1920, vol. 1 (2), 13-42.
Mackeown, Adam, 'Global Migration: 1846-1940', *Journal of World History*, vol. 15 (2): 155-189.
Lucassen, Leo, 2007. Migration and World History: Reaching a New Frontier, *International Review of Social History (IRSH)*, vol. 52: 89-96.
Moch, Leslie Page, 'Connecting Migration and World History: Demographic Patterns, Family Systems and Gender', *IRSH*, vol. 52: 97-104.
Mohapatra, P, 2007, Eurocentrism, Forced Labour, and Global Migration: A Critical Assessment, *IRSH*, vol. 52, 110-115.

14. **Week Fourteen:** Of the Expression of Social Forces: Its contours, foundation, and nature?

Linden, Marcel van Der, 2005, 'Conceptualising the world working class', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
Steadman, Jones, 1983/87. *Languages of Class: Studies in English Working Class History 1832-1982*, Cambridge: Cambridge Uni. Press.
Sen, Sukomal, 1997. *Working Class of India: History of Emergence and Movement*. Calcutta: KP Bagchi & Co.
Chakrabarty, Dipesh, 1989. *Rethinking Working Class History: Bengal 1890-1940*, Princeton: Princeton Uni. Press.
Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
Breman, Jan, 2010, *Outcast Labour in Asia: Circulation and Informalisation of the Workforce at the Bottom of the Economy*, New Delhi: OUP.
Prakash, Gyan, 1992, *The World of Agrarian Labour in Colonial India*, Delhi: OUP.
Robb, Peter. 2007. *Peasants, Political Economy, and Law*. New Delhi: OUP.

15. **Week Fifteen:** Of Labour Laws and State: Its function and impact?

- Anderson, M.R. 1993, 'Work Construed: Ideological Origins of Labour Law in British India to 1918', in Peter Robb, ed., *Dalit Movements and the Meanings of Labour*, Delhi: OUP.
- Mohapatra, Prabhu. 2005, 'Regulated Informality: Legal Construction of Labour Relations in Colonial India 1814-1926', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
- Simeon, 'Calibrated Indifference: understanding the structure of informal labour in India', in Bhattacharya, S. and Jan Lucassen (ed.) *Workers in the Informal Sector: Studies in Labour History 1800-2000*. Delhi: Macmillan.
- Chandavarkar, Rajnarayan. 1994. *The Origins of Industrial Capitalism: Business Strategies and the Working Classes in Bombay, 1900-1940*. Cambridge: Cambridge University Press.

16. **Week Sixteen: End Semester Exam.**

13. Assessment Methodology: **Two home assignments (each of 20% of total grade), their presentation to class (each of 15% marks), and an end semester exam (30% marks). Participation in all formats of assessment is, unless a valid reason not to do so, necessary to get a passing grade.**

14. No. of students to be admitted: **Twenty Five**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Expertise of faculty in social and economic history, historical anthropology; availability of reading materials already submitted to university library; and linkages with VV Giri National Labour Institute Noida and the Shram Shakti Bhawan Library (New Delhi)**

Dhiraj Kuamr Nite

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Race and Capitalism: South Africa, 1850s-2000s (MHE15)**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **Masters in History**
4. Level at which the course can be offered: **Masters / PGDiploma / Certificate**
5. If it is a stand-alone course, how can it be scheduled, semester-long regular course
Proposed date of launch: **July 2011**
6. Course Team: (coordinator, team members etc.): **Dr Dhiraj Kumar Nite**
7. If the course is a part of one or more programme(s), its location in the programme(s)
core/compulsory/optional/any other: **An Optional for Masters in History, Open to all other Masters students in the Unibversity.**
8. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.): **None.**
9. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **It fits with the AUD's goal of welfare, social justice and equality. The faculty resource currently available at the SLS can at his best apply his expertise to offer this course. The student will engage with the fact that the modern quest for progress and efficient method are socially rooted rather than value-free and neutral entity. The politics of egalitarianism and social justice re/shapes the capitalist path of development to meet its promises of equality, liberty, fraternity, and happiness. It equips the student with a methodology of comparative framework to be applied to sufficiently appreciate a particular social and institutional praxis and for throwing up a new question of enquiry.**
10. A brief description of the Course:
It presents an elaboration on the conservative-liberal and Marxian approaches to the emergence and development of capitalist farming, animal husbandry, industrial economy, and the racial division of labour in South Africa (1850s-2000s). The former approach harped on the discourse of 'white man's burden' and a privileged

claim of the conqueror to resources. In contrast, the Marxian approach revealed the fact that the dynamics of capitalist development was entwined with the instrument of racial differentiation and division of labour in its quest for cheap labour of black/African ‘natives’ in the colony or settler society. Demands for cheap black labour accompanied the attempt of white working men at preservation of their privileges by continually reinforcing the denial of skill and fraternal status to the black people (Wolpe 1972, Legassick 1974, Crush 1992). This course engages with debates: How did the graduation of the segregation regime into the apartheid regime since 1948 eye on addressing the challenges to the system of cheap black labour? How did the new intellectual and skill attainment by the black population sap the cultural and political basis of the apartheid rule and lay the foundation for a multiracial democracy (Allen 2002, Moodie 1994, 2011)? The black consciousness movement, as propounded by Steve Biko, expressed this underlying shift. The course also dwells on the interface among class, race, gender, and immigrants; thus, it incorporates the new social history, which questions the simple Afrikaans and nationalist historical tropes. It delves into debates, and reveals the strength, limitation, and silence found in the available literature. It encourages the participant to reflect upon both the *historical literature* and other reference materials.

11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

i. Historical Documents:

Sol Plaatje, *A Native Life in South Africa*, 1916.
 Steve Biko, *I write what I Like*, San Francisco: 1986
 Nelson Mandela, *Long Walk to Freedom: An Autobiography*, Johannesburg: 1994
 Mandela, *Conversation with Myself*, 2011.
 Joe Slovo, *The Unfinished Autobiography*, 1995.
 Brian Bunting, *Moses Kotane, South African Revolutionaries*, 1975.
 Masilla Shales, *Robert Sobukwe: South African Liberation Hero*
 Baruch Hirson, *Revolutions in my Life*, 1995
 Ronnie Kasrils, *Armed and Dangerous: My underground struggle against apartheid*, 1993
 Jay Naidoo, *Fighting for Justice*, 2011
 Anthony Butler, *Cyril Ramaphosa: A Biography*, 2005
 Preez Bezdob, *Winnie Mandela: A Life*, 2003
 Ken Luckhardt and Brenda Wall, *Organise or Starve! The History of the South African Congress of Trade Unions*, 1980.

ii. Schedule & Reference Reading:

Week I. Introductory discussion on the nature of capital: Is it abstract and impersonal?

Braudel, Fernand, *Civilization and Capitalism, 15th–18th Centuries*, 3 vols. (1979) English translation by Siân Reynolds [*The Structures of Everyday Life* (vol.1); *The Wheels of Commerce* (vol. 2); *The Perspective of the World* (vol. 3)].

Harvey, D, *The Limits to Capital*, 2006, Verso.

Smith, Adam, *The Wealth of Nations: An enquiry into the nature and origin of the wealth, 1777/2010*.

Marx, K, *Capital: An enquiry into the laws of capitalism*, Volume I (production process), II (circulation of capital), III (returns to capital), 1867/2012, Left Word.

Week I: Race, its foundation: Is it human nature or an ascribed status?

Burawoy, M. *The colour of Class*, 1973, Manchester Uni. Press.

Franz Fanon, *White Masks, Black Skin*, 1952

Christopher Saunders, *The Making of the South African Past: major historians on race and class*, Cape Town: David Philip, 1988.

Alexander, Peter and Rick Halpern (eds.), *Racialising Class, Classifying Race: Labour and Difference in Britain, the USA, and Africa*, Palgrave Macmillan, Britain: 2000.

Week II: Historiographies of the nine myths in South Africa

McCall Teal, *The Compendium of South African History and Geography*, 1874, WM Macmillan, *Bantu, Boer, and Briton*, London, 1929/1963

FR Johnstone, *Class, Race and Gold*, 1976

Harrison Wright, *The Burden of the Present*, 1985

Peter Alexander, *Racism, Resistance and Revolution*, 1987

Week II. Colonisation of South Africa, the formation of a settler society and segregation of the natives

Leonard Thompson, *A History of South Africa*, New Haven: Yale Uni. Press, 2001

William Beinart, *Twentieth Century South Africa*, New York: OUP, 2001

T Devenport and C Sounders, *South Africa: A Modern History*, Macmillan: 2000

M Wilson and L Thompson, *The Oxford of South Africa*, vol. I, 1969

Belinda Bozzoli, *Transvaal Countryside and Towns*, 1982

V I Allen, *The Techniques of Resistance: The History of Black Mineworkers*, Vol. 1, 1871-1948, 1992.

John Pampallis, *Foundations of New South Africa*, 1991

Week III. Segregation to Apartheid

Alexander, Peter. *Workers, War and the Origin of Apartheid*, 2000.

Wilson and Thompson, *The Oxford History of South Africa*, vol. II, 1989.

HJ and RE Simons, *Class and Colour in South Africa 1850-1950*, 1969.

Bienart, *20thc South Africa*

Herold Wolpe, *Capitalism and Cheap Labour in South Africa: from segregation to apartheid*, 1972.

Martin Legassick, 'Race, Industrialisation, and Social Change in South Africa: The Case of RF A Hoernle, *African Affairs*, 74, 1976

Week IV. The Sharpeville Massacre and 'the Spectre of A Black Revolution' (1950s-60s)

M Lipton, *Capitalism and Apartheid 1910-86*, England: 1986
Innes, *Anglo: Anglo-American and the Rise of Modern South Africa*, Johannesburg: 1984
J Lang, *Bullion Johannesburg: Men, Mines and the Challenge of Conflict*, Johannesburg: 1986
T Karis and GM Carter (ed), *From Protest to Challenge: A documentary history of African politics in South Africa 1882-1964*, volumes 1-4, California: 1977
Mandela, *No Easy Walk to Freedom*, 1990
Baruch Hirson, *Revolutions in my Life*, 1995
Ronnie Kasrils, *Armed and Dangerous: My underground struggle against apartheid*, 1993
Bunting, 1975.
Allen, *Dissent and Repression 1948-1982*, England: 2002

Week V. Of the connection among race, capitalism, segregation, and apartheid

Wolpe H, 1972. 'Capitalism and cheap labour power in South Africa: from segregation to apartheid', *economy and society*, vol. 1, no. 4, pp. 25-56.
Merle Lipton, *Capitalism and Apartheid*, 1986
Franz Fanon, *Black Skin, White Mask*, Pluto Press, London: 1986.
Fanon, *The Wretched of the Earth*, the Grove Press, 2004.
Charles van Onselen, *The Seed is Mine: The Life of Kas Maine, A South African Sharecropper 1894-1985*, Johannesburg: Jonathan Ball Publ., 2005/1997
Alexander, P, *Origins of Apartheid*,
Wolpe, Harold. *Capitalism...*, 1972
Martin Legassick, 1976,
Legassick, Martin and David Hemson, *Foreign Investment and the Reproduction of Racial Capitalism in South Africa*, 1976.
Keith Somerville, *Southern Africa and the Soviet Union*, London: 1993
Ruth First, J Steele, and C Gurney, *The South African Connection*, 1972.

Week VI. First Home Assignment submission and presentation

Week VII. Industrialising Resources

Legassick and Hemson, 1976
Bienart, *20thc South Africa*
Devenport, and Sounders, *A Modern History of South Africa*, 2000
Ben Fine and Zavareh Rustomjee, *The Political Economy of South Africa*, 1996.
Jon Lewis, *Industrialisation and Trade Union Organisation in South Africa 1924-1955*, 1984
Innes, *Anglo-American*, 1984

Week VIII. Race, Labour, and 'the European's Liberalising Influence'

- van Onselen, *Social and Economic History of the Witwatersrand*, 1982.
- Crush, Alan Jeeves and David Yudelman, *South Africa's Labour Empire: A History of Black Migrancy to the Gold Mines*, 1991.
- Monica Cole, *South Africa*, 1961.
- Jonathan Crush and Charles Ambler (eds.), *Liquor and Labour in Southern Africa*, (Athens: Ohio Uni. Press, 1992).
- JK McNamara, *Black Workers' Conflict in the 1973-1982*, University of Wits, 1985
- VI Allen, *The History of Black Mineworkers in South Africa* Vol. I, II, & III, 2002.
- Ruth First, *Black Gold: The Mozambican miner, proletarian and peasant*, 1983.
- RH Davies, *Capital, State, and White Labour in South Africa 1900-1960*, Brighton: 1979
- Katz EN, 1976. *A trade union aristocracy: A history of white workers in the Transvaal and the general strike of 1913*, Institute for African studies, UW, Joburg.
- Katz EN, 1994. *The white death: Silicosis on the Witwatersrand gold mines 1886-1910*, UW Press, Joburg.
- Katz EN, 1995. 'The underground route to mining: Afrikaners and the Witwatersrand gold mining industry from 1902 to 1907 miners' strike', *The Journal of the African History*, vol. 36, no. 3, pp. 467-489.

Week IX. Social History of Mining People

- Moodie, Dunbar, *Going for Gold: Men, Mines and Migration*, 1994
- Peter Alexander, 'Challenging Cheap Labour Theory: Natal and Transvaal Coal Miners, c 1890-1950', *Labour History*, 49 (2), pp. 47-70, 2008.
- JP Léger, 'Safety in South African Gold Mines', University of Witwatersrand, 1992.
- Dhiraj Kumar Nite and Paul Stewart, *Mining Faces: An Oral History of Work on the Gold and Coal Mines in South Africa, 1950-2011*, Johannesburg: Jacana Publ., 2012

Week X. Worlds of Rural and Plantation People

- Charles van Onselen, *The Seed in Mine*, 2005
- Francis Wilson, 'Farming in South Africa 1866-1966' in Thompson, *Oxford History of South Africa*, vol. I, 1971.
- Ruth First, *The Farm Labour Scandal*, 1959, New Age Pamphlet.
- Bozzoli, *Transvaal Countryside and Towns*, 1982
- Allen Cook, *Akin To Slavery: Prison labour in South Africa*, 1982.
- Bienart, 2001
- Govan Mbeki, *South Africa: The Peasants' Revolt*, 1984.

Week XI. Second Home assignment submission and presentation related to an autobiography or other historical document

Week XII. Women, Domestic Services

- Walker, Cheryl (ed.), *Women and Gender in Southern Africa to 1945*, (Cape Town: David Philip, 1990).
- Bozzoli (ed), *The Women and Phoking*, 2006.

Wilson and Ramphele, *Uprooting Poverty*, 1989.
Benya, AP, 'Women in Mining: A challenge to occupational culture in mines', Dissertation, Uni. Of Witwatersrand, 2009. (Online)
Dhiraj Kumar Nite, *Mining Faces...*, 2012.

Week XIII. Education, Arts

Diana Wylie, *Art plus Revolution: The life and death of Thami Mnyele, a South African Artist*, 2008.
Jonathan Hyslop, 'State education and the social reproduction of the urban African working class, Southern Transvaal 1955-1976', *Journal of Southern African Studies*, vol. 14 (3), 1988.
Allan Morris and J Hyslop, 'Education in South Africa: the present crisis and the problem of reconstruction', *Social Justice*, vol. 18 (1-2), 1991.
Pan Christie, *The Right to Learn*, 1991.
Samuel, 'A Comparative Study of Teachers Unions in South Africa and Ghana', University of Johannesburg, 2012

Week XIV. African/Black Resistance, 'the Black Consciousness Movement', and Emancipation 1970-1994

Peter Alexander, *Racism, Resistance and Revolution*, 1987.
Donald Woods, *Steve Biko*, London: 1987
Jonny Steinberg, *The Number: The Gangs of Cape*, 2005.
Bienart, 2001
Allen, *The Rise and Struggle of the National Union of Mineworkers 1982-1994*, England: 2002
Allen, *The Techniques of Resistance*, England: 1992
R Davies, D O' Meara and S Dalamini, *The Struggle for South Africa: A reference to movements, organisations and institutions, vol. I & II*, London: 1985
F Meli, *A History of ANC: South Africa Belongs to Us*, London: 1989

Week XV. Black Empowerment Programmes and a Developmentalist-State in the Post-Soviet World

Legassick, 'Whose Liberation? A Partly-Forgotten Left Critique of ANC Strategy and Its Contemporary Implications', *Journal of Asian and African Studies*, 2011
Edward Webster and Karl von Holdt (eds), *Beyond the Apartheid Workplace Organisation*, Pietermaritzburg: Uni. Of KwaZulu-Natal Press, 2005. Reviewed as 'The meanings of work and workplace organisation after Apartheid', *Journal of Southern African Studies*, 32 (3), 2006, pp. 633-35
Steven L. Robbins, *Revolution to Rights of Social Movement*, 2008.
Heinz Klug, *Constituting Democracy: Law, Globalism, and Political Reconstruction in South Africa*, Cambridge: 2000
Marcel Dowson,

- Crush J, Ulick T, Tseane T and J van Veuren E, 2001. 'Undermining Labour: The rise of sub-contracting in the South African Mines', *Journal of Southern African Studies*, vol. 27, pp. 5-31.
- Hyslop, 'Political Corruption Before and After Apartheid', *Journal of Southern African Studies*, vol. 31 (4), 2005.
- Benya, AP, 'Women in Mining: A challenge of the occupational culture in mines', MA thesis, UW, Johannesburg. 1999.
- Bezuidenhout A, 1999. 'Restore Profitability or We Pull the Trigger: the politics of productivity in the South African gold mining industry in the 1990s', *South African Sociological Association*, Saldanha Bay, South Africa.

Week XVI. End-semester Exam date to be declared. Please answer three questions out of five. An answer should not be more than 1500 words.

12. Assessment Methodology: **Two compulsory home assignments (each of 25% of total grade), their presentation to class (each of 10% marks), and participation on weekly group reading and presentation (40% marks). Participation in three formats of assessment is, unless a valid reason not to do so, necessary to get a passing grade.**
13. No. of students to be admitted: **Forty**
14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Expertise of faculty in social and economic history, historical anthropology; availability of reading materials already submitted to university library; and linkages with VV Giri National Labour Institute Noida and the Shram Shakti Bhawan Library (New Delhi)**

Dhiraj Kuamr Nite

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **History of Modern Japan (MHE16)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dharitri Chakravartty**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is part of the MA history comparative basket and will encourage students to engage in area studies, i.e. East Asia. This will help students understand the contemporary social and cultural concerns in a comparative perspective. The course is being offered keeping in mind the faculty expertise currently available at AUD, with an effort to create a niche in area studies.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective for Masters in History, Open to all Masters Students of the University.**

10. A brief description of the Course:

The course is premised within the larger context of understanding the political and cultural ideology of Japan since the Meiji regime, with a background on pre-Meiji era. Japanese concept of modernity, the notion of 'self' and the 'other', the emergence of a national perspective on social and cultural minorities, the 'nihonjinron' discourse or 'Japaneseness' that is related to the idea of 'homogeneity' – one nation, one culture, are some of the dominant ideologies that made Japan what it is today. While the course will reflect on the important aspects of Japanese imperial history during the 19th and early 20th century, the contemporary social and cultural concerns, for instance, traditional understanding of family (ie), women's position/status in society, education, ageing, as well as traditional and post World War II popular culture like the

history of Japanese performing arts (Noh and Kyogen), manga, street fashion, cuisine, etc. will form integral parts of the course.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) : **No Pre-requisites.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

This is primarily a lecture course, which includes one or two film screening. Some of the modules of the course are:

- Background: pre-Meiji Tokugawa polity of a closed nation, class society with a feudal structure, promotion of samurai culture, early notion of ‘nation’, intellectual history, controlled contact with the outside world and its impact
- Meiji Restoration: Imperial ideology, transition of power, Japanese understanding of modernity, emergence of a nation-state, Japanese colonialism, national education system, industrialization process
- 19th Century Japan in transition, the notion of ‘self’ and the ‘other’, assimilation of minority culture(s), reinstating Shinto as the state religion, Cristianity in Japan
- 20th century Japan as an industrialized capitalist country, internationalization of it, pre-war and post war conditions of the country, Japan under occupation and
- Japanese popular culture: Tradition and modernity, emergence of new trends in the popular culture, representation of Japan in literary works within and outside the country

Some basic readings:

- Gordon, Andrew, *A Modern History of Japan: From Tokugawa to the Present*. OUP, USA, 2003 (ISBN-10: **0195110617** | ISBN-13: **978-0195110616**)
- Jansen, Marius B., *The Making of Modern Japan*. Belknap Press of Harvard University Press, 2002 (**ISBN-10:** 0674009916 **ISBN-13:** 978-0674009912)
- W.G. Beasley, *Japanese Imperialism 1894-1945*. Clarendon Publications, 1987.
- Reischauer, Edwin O; Fairbank, John King and Craig, Albert M., eds., *A History of East Asian Civilization*. Boston: Houghton Mifflin, 1960.
- Jansen, Marius B and Rozman, Gilbert, eds., *Japan in Transition: From Tokugawa to Meiji*. New Jersey: Princeton University Press, 1986.
- Horio, Teruhisa, *Educational Thought and Ideology in Modern Japan*. University of Tokyo Press, 1988.
- [Saaler](#), Sven and [Koschmann, J. Victor](#) , eds., *Pan-Asianism in Modern Japanese History: Colonialism, Regionalism and Borders*. Routledge, 2007.

- Sugimoto, Yoshio, *An introduction to Japanese society*. Cambridge: Cambridge University Press. 2003.
- Hall, John Whitney, *The Cambridge History of Japan: The Twentieth Century*. Cambridge University Press, 1989.
- Calman, Donald, 1992, *The Nature and Origins of Japanese Imperialism: A reinterpretation of the Great Crisis of 1873*, London & New York, Routledge.
- Cummings, William K., 1988, *Education and Equality in Japan*, New Jersey, Princeton University Press.

Articles

- Chang, Yunshik, “Colonization as Planned Changed: The Korea Case”, *Modern Asian Studies*, Vol. 5, No. 2, 1971.
- Bukh, Alexander, “Japan’s History Textbooks Debate: National Identity in Narratives in Victimhood and Victimization”, *Asian Survey*, Vol. 57, No. 5, 2007.
- Hane, Mikiso, “Early Meiji Liberalism: An Assessment”, *Monumenta Nipponica*, Vol. 24, No.4, 1969.
- Esenbel, Selcuk, “Japan’s Global Claim to Asia and the World of Islam: Transnational Nationalism and World Power, 1900-1945”, *The American Historical Review*, Vol. 109, No. 4, 2004.
- Marion, J Levi, Jr., “Some Implications of Japanese Social Structure”, *The American Sociologist*, Vol.31, No. 2, 2000.
- Doak, Kevin M., “Ethnic Nationalism and Romanticism in Early Twentieth-Century Japan”, *Journal of Japanese Studies*, Vol. 22, No. 1, 1996 (Winter).
- Howell, David L., “Ethnicity and Culture in Contemporary Japan”, *Journal of Contemporary History*, Vol. 3, 1996.

13. Assessment Methodology: Two compulsory home assignments of 30% each and an end semester examination of 40%. Non-submission of assignment on time will be liable for grade deduction.

14. No. of students to be admitted: **40**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: List of books already submitted to AUD library should be made available, functional projector in the class room.

Dharitri Chakravartty

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

SEMINAR COURSES

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Leadership and Politics in 20th Century South Asia (MHR01)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)

6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Salil Misra**
8. Rationale for the Course:

This is an independent research paper of six credits to be taken by the students in the final semester. The course expects the student to identify a topic within the broad theme and pursue it independently. The student is expected to consult some primary data and interact regularly with the supervisor and other peer researchers. At the end of the investigation, the student has to submit a research paper of the length of roughly 5000-7000 words.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective**

10. A brief description of the Course:

This is a non-taught seminar course to be taken up in the fourth semester. It requires the student to write one research paper of roughly around 5000-7000 words and based substantially on primary data. The course will address certain key questions related to the emergence of modern politics in 20th century India.

The writing of research paper on this theme has been greatly facilitated by the publication of speeches, writings and other private papers of many important leaders (Mahatma Gandhi, Jawaharlal Nehru, Rajendra Prasad, Sardar Patel, Mohammed Ali Jinnah, Motilal Nehru, Narendra Deva, Govind Ballabh Pant, Lajpat Rai, Jayaprakash Narain, B.R Ambedkar, Maulana Azad and many others), organizational records (Congress, Muslim League, Hindu Mahasabha, Communist Party of India, among others) and many political documents in general (Transfer of Power Volumes, 1942-47, Towards Freedom, 1937-47, Indian Annual Register, 1918-47, published documents on Punjab Politics and UP politics) can easily facilitate the unearthing of the functioning of organizations, multiple factions within, competition and collaboration, and alliances and negotiations, involving important individuals, groups and organizations.

This seminar course can be done largely (though not entirely) on the basis of published primary data available at the Nehru Memorial Museum and Library and other libraries in Delhi.

Following issues and themes will be explored by the researchers:

- Processes of negotiations and dialogues both within and between organizations
- Strategies and tactics employed by the leaders during the courses of specific struggles
- The ideas and intellectual engagements of political leaders on important social and political questions of the day
- Conflicts and reconciliations between leaders (Gandhi-Jinnah, Nehru-Patel, Gandhi-Subhash Bose, Nehru-Jinnah, Communists and Socialists, Right and Left, Constitutionalists and non-Constitutionalists)

All these are broad themes and not topics. The students can choose a topic from within this large matrix. More such themes can be added. Students can also form research groups and take up broadly related topics within the same theme (e.g., three students can work on Congress-Muslim League negotiations in the 1920s, 1930s and in 1940s). But the research paper will be written and submitted individually.

- 11 Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**
- 12 Course Details: **Same as in 10 above.**
- 13 Assessment Methodology: **The written paper submitted by the student will constitute 75% of the total assessment for this course and will be decided by the individual supervisor. The remaining 25% will be evaluated collectively by the History faculty on the basis of the presentation made by the student.**
- 14 No. of students to be admitted: **This would vary from cohort to cohort. But at a given time a faculty member is expected to supervise around 6-8 MA students in one batch.**
- 15 Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: The libraries and Archives (both national and state) located in Delhi should enable the students to complete their research.

Salil Misra

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council..
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Famine, Public Works and Welfare in Colonial India**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **M.A. History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Sanjay Sharma**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is designed to provide an introductory training to students in the craft of history writing. This is part of their overall training as social scientists which they are expected to acquire in the Masters programme at AUD. Students learn to analyse the strength and weaknesses of arguments and decipher their ideological content. They do this by examining a range of documents to assess the meanings embedded in them and reflect on their potential to contribute to a nuanced understanding of processes, structures and events. Sources, literature and expertise are available in AUD and in various institutions located in Delhi.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

10. A brief description of the Course:

This seminar course expects a student to explore some aspects of ‘development’ or ‘welfare’ during British rule in India. Colonial rule was marked by official claims of benefits that accrued to India as it was ruled by a developed British society. Did India really experience development and modernization under British rule? If so to what extent and what was the nature of welfare and growth under colonial conditions? This can be explored by examining famines, relief policies and public works like railways, canals, roads etc, their critiques and popular perceptions.

11. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.) **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course invites students to explore certain specific aspects of the history of famine and poverty during British rule in India and the relief measures initiated by the colonial administration for their alleviation. Students will be expected to reflect on colonial claims of moral and material improvement and progress and upliftment of Indian society through its agenda of development and welfare. The ideologies, policies and effects of colonial rule were debated, negotiated, internalized and contested by the subject population. Through an examination of a range of evidence, a particular event, process or a theme is to be problematized in its historical context. Students are expected to explore and engage with evidence beyond the secondary literature of the selected theme and demonstrate analytical skills to formulate and interrogate a historical question. In the written piece they are supposed to qualify, question or add to the dominant views on the chosen theme.

Students may choose an aspect of any one of the following themes:

- 1. Famine, dearth, drought and food security in the colonial period.**
- 2. Relief measures: famine codes, provision of work on public utility programmes offered by colonial administration.**
- 3. Public works under colonial conditions: roads, canals, railways.**

4. **Popular perceptions and experiences: Food riots, nationalist, regional and alternative representations and critiques of colonial ideologies of development and welfare.**

Sources:

In addition to existing secondary literature and historiography an exploration of archival and non-archival, official and non-official, English and non-English language sources including if possible unpublished sources is to be attempted. Examples:

District gazetteers, settlement reports, revenue and judicial proceedings, famine commission reports, reports on the construction and impact of railways, canals etc, writings on famine, poverty, development and welfare from official, nationalist and other perspectives in government reports, enquiry commission reports, travelogues and writings in books, journals and newspapers in English and other Indian languages.

13. **Assessment Methodology: Students will regularly meet the supervisor for discussions and write a seminar paper of 5000-7000 words that will be presented before a group consisting of faculty and other students. The paper will carry a weightage of 75% while the presentation will carry a weightage of 25%.**
14. **No. of students to be admitted: Approximately up to 10.**
15. **Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:**

Students will be required to visit various archives and institutions holding documents and records of the colonial period in India.

(Sanjay Sharma)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

- 1 Title of the Course: **Conceptualising a Region (MHR03)**
- 2 Name of the School/Centre proposing the course: **School of Liberal Studies (SLS)**
- 3 Programme(s) which this course can be a part of: **MA History**
- 4 Level at which the course can be offered: **Masters**
- 5 If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
- 6 Proposed date of launch: **July 2011**
- 7 Course Team: (coordinator, team members etc.) **Tanuja Kothiyal**
- 8 Rationale for the Course:

This is an independent research paper of six credits to be taken by the students in the final semester. The course expects the student to identify a topic within the broad theme and pursue it independently. The student is expected to consult some

primary data and interact regularly with the supervisor and other peer researchers. At the end of the investigation, the student has to submit a research paper of the length of roughly 5000-7000 words.

- 9 If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Elective**
- 10 A brief description of the Course:

Regions in history have often been understood in political dimensions. Yet, regions have held different meanings at different times in history. Regions emerge around geographical, cultural, social, religious dimensions, all co-existing and possibly overlapping. For instance, national and state boundaries in India evolved around complex political, religious, cultural and linguistic ideas. Regions therefore do not appear as fixed entities, but rather emerge through complex socio-historical processes. This can also be understood in terms of the difference between the idea of a region as located within the society and the 'instituted' region as it emerges through political processes.

The purpose of this seminar paper would be to understand how regions can be conceptualised and explore the processes of their emergence. The early medieval *Sthala Puranas* to the nineteenth century settlement reports provide insights into how polity, religious symbols, language, food, culture, geographical imagination and mapping led to regions being conceptualised differently. The students would be expected to pick a region and attempt to trace a long history of its emergence through a wide range of sources, ranging from vernacular sources to nineteenth century travel accounts and reports. Through engagement with different kinds of sources the students are expected to explore the continuities and contradictions in the varying constructions of regions in history writing.

The specific topics for the seminar papers could be selected within the following broader themes:

1. Empire, Nation and Region: Expressions and assertions of regional identity within larger political structures, like the Sultanate, the Mughal Empire, British India or the Indian Nation.
 2. Language and Region: The emergence of regional identity around the idea of a language.
 3. Cultural and Religious Regions: the contribution of religious and cultural symbols like sacred sites, religious practices, food etc in the emergence of regions.
 4. Geographical imagination and the idea of region: the idea of region as evolving around geographical features like forests, deserts, river basins, coasts.
- 11 Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
 - 12 Course Details: **Same as in 10 above.**

13 Assessment Methodology: **The written paper submitted by the student will constitute 75% of the total assessment for this course and will be decided by the individual supervisor. The remaining 25% will be evaluated collectively by the History faculty on the basis of the presentation made by the student.**

14 No. of students to be admitted: **Upto 10**

15 Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: The libraries and Archives (both national and state) located in Delhi should enable the students to complete their research.

Tanuja Kothiyal

Note:

- 1 Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- 2 Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- 3 In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Environmental History of India**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dhirendra Datt Dangwal.**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course intends to train students in skills of historical research.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **MA History in SLS**
10. A brief description of the Course: This seminar paper provides an opportunity to MA students to work on environmental themes in historical perspective. They can choose to work on any one theme given below on any region of India. They will be expected to read secondary literature on the theme and work in archives on primary sources to prepare their seminar paper. To supplement their archival work, if possible, they can also go for fieldwork where they can collect additional information and interview people. They shall be required to write their paper on the basis of primary information they collect. Archival work is an essential component of the paper.

Some of the themes are:

1. Study of any environmental movement
2. Colonial Forest policy and its impact on communities in any part of the country.
3. Community management of resources
4. Study of any wildlife sanctuary with historical perspective
5. Any urban environmental issue: taking case study of any city or town

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.) **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **Same as 10.**
13. Assessment Methodology: Students will be required to write a paper of roughly 5000 words and present it to the faculty. Seventy five per cent weightage is for written paper and 25 per cent for presentation.
14. No. of students to be admitted: **Upto 10**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **none**

Dhirendra Datt Dangwal

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Kingship in South Asia**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate ; **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dr Aparna Kapadia**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course is a research seminar which is integral to the MA History programme. Students are expected to consult primary sources and write a substantial paper based on this material and other secondary sources.

The primary sources required may not be available in the AUD library. Students will be asked to visit other research libraries in the city, which also part of their training as historians.

Kingship in pre modern and early modern South Asia are an important component of the course coordinators own research interests. She will therefore be able to guide the students in their own independent projects.

The seminar course is also aimed at furthering the students' understanding of this social and political category through a variety of sources and in relation to its persistence in various domains even in modern times.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

10. A brief description of the Course:

Kingship has held an enduring significance in Indic and Indo-Muslim cultures in South Asia. Much more than being the head of state, the king is variously understood as god's representative on earth, the principal worshipper of temple deities, and the leading consumer of the riches of the earth or as god on earth himself. Further, complex practices and rituals have developed around this institution for millennia and have contributed to the making of South Asian society even in contemporary times. As feudal ties and family run political parties continue to flourish in contemporary India, it becomes important to ask how the values and practices of traditional kingship have played an important role in making the region.

This seminar course is aimed at producing a focussed understanding of kingship in the subcontinent. Students will choose specific issues related to the institution ranging from the 12th to the 19th centuries of the Common Era. They will be encouraged to place materials on kingship against particular historical and cultural backdrops including the evolution of religious doctrines, rituals, courtly culture, religious rituals and political performance, as well as Orientalism, colonialism and globalisation. In addition to contextual and thematic readings, the course will also encourage students to use a wide variety of primary sources including religious and ritual texts, courtly literature, art (paintings, sculpture, material culture), inscriptions as well as modern popular representations in literature and cinema.

11. Specific Requirements on the part of students who can be admitted to this course:
Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
13. Assessment Methodology: **_MA research seminar: 8000 word paper followed by Presentation. 75% weightage for paper and 25% for the presentation.**
14. No. of students to be admitted: **Upto 10**
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

APARNA KAPADIA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Social and Cultural Marginality (MHR06)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Dharitri Chakravartty**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This seminar paper course is being offered with an intention to encourage students to explore areas of marginality in our society. It fits into the institutional vision of

addressing issues and concerns of ‘marginality’ in the larger society today. Existing available AUD faculty expertise and resources will be used to the best of its capacity. This course will benefit students interested in pursuing research in areas of studies that have somehow remained outside the popular academic interest.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Optional**

10. A brief description of the Course:

In the seminar paper students will be encouraged to explore the history of marginality in India and focus on methodological approach. Marginality is a series of situation often understood in terms of religion, community, culture, gender, caste, etc. It is largely accepted that ‘marginality’ is a post colonial ideology that emerged in the context of colonial oppression and subjugation. But if we look at various writings on India’s past based on ancient literature, it is evident that the notion of the ‘other’ as a political thought was expressed and experienced in the forms of jati/varna, and social and cultural marginality since has been necessarily linked with the political ideology of the dominant. In due course of time in history this ‘othering’ came to be manifested by both, those in the margins of history as well as the dominant, who had the privilege of representing history through their perspective. These manifestations played important role in the identity construction of the self and the other. While for some marginality in Indian society is an outcome of discriminatory colonial policy, for others it is entrenched in the very structure of society since ancient times.

However, in doing this course, the students may also pick any one theme (society/culture/people) they think are under the purview of the topic. The idea of offering seminar paper on this particular topic is to encourage students to explore and understand the historicity of marginality as seen in contemporary societies and cultures. They will frame their own historical questions based on readings of primary and secondary sources and problematize the topic.

Readings will be suggested on the basis of their selection of a particular theme. Apart from secondary literature, they may engage in collecting primary data based on field research, interview, oral history/tradition, etc.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) : **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

The course is to train students to write research paper on a specific topic/theme, how to identify and locate source materials, on research methodology, improve analytical skill and other necessary trainings required for conducting social science research. Apart from group meetings fixed as per the credit requirement, students can meet the faculty individually as and when the need arises. The students will have to submit their progress report/draft for discussion/evaluation periodically.

13. Assessment Methodology: Students will submit a seminar paper of 5000-7000 words and will make a presentation before the faculty and other students. The written paper and presentation will be of 75% and 25 % weightage respectively.

4 No. of students to be admitted: This would vary from cohort to cohort. But at a given time a faculty member is expected to supervise around 6-8 MA students in one batch.

14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: List of books already submitted to AUD library should be made available, support for accessing materials in other libraries/institutions outside AUD.

Dharitri Chakravartty

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Intellectual History in India (MHR07)**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team (coordinator, team members etc.): **Denys P. Leighton**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course may be applied toward fulfillment of the research requirement of the MA History programme (presently for students in Semester 4)

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **May be applied towards MA History research requirement (total 12 credits).**
10. A brief description of the Course:

Until fairly recently, *intellectual history* was understood as the *history of ideas*, and most intellectual historians studied the 'great' ideas of influential political thinkers, philosophers, men (rarely women) of letters, and counselors to the powerful. The common people of any society and their ideas were rarely noticed by intellectual historians. Today, intellectual history has been largely subsumed under socio-cultural history, with historians (1) examining the wider history of culture and humans' exchange and uses of ideas, and (2) being especially attentive to language and 'discourse' as the medium of thought. In a move related to the shift towards study of cultural practices (of whole societies), intellectual historians today are attending to the intellectual lives of non-elite people: e.g., Jonathan Rose, *The Intellectual Life of the British Working Classes* (2000). A key premise of intellectual history today is that thought and ideas can be studied in any human historical context, through many forms of 'evidence' (e.g., inscriptions, popular dramas, books, sculptures, buildings). While some societies and historical periods allow readier access to ideas and thought through concrete evidence than others, it is

possible to study the intellectual history of any society. Intellectual history may take the form of but need not be reduced to study of the ideologies of ruling and subordinated groups.

This seminar provides a vantage point for studying ideas and their uses in India. Some particular problematics of intellectual history in India will be investigated. Students will choose their topics of investigation/writing with attention to ideas, people bearing or using them, 'events' and processes of change that can be studied historically in India. They will be oriented towards the processes of intellectual history by an initial course of reading of work by such historians as Quentin Skinner, Dominick LaCapra, Sheldon Pollock, Sanjay Subrahmanyam and Kumkum Chatterjee.

11. Specific Requirements on the part of students who can be admitted to this course (Pre requisites or prior knowledge level etc.):
Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Suggestive themes/rubrics:

Orientalism, the colonial gazetteer and the colonial gaze

Symbols of kingship and authority in ancient (or medieval) India

Ideas of India in global context

Indian Europhiles and Europhobes: e.g., Rammohun Roy, Bankim Chandra Chatterjee,

Tagore,

Aurobindo

Indian Marxism: origins and trajectories

History writing in India

The idea of caste

Representative readings:

Annabel Brett, 'What is Intellectual History Now?', in D. Cannadine (ed.), *What is History Now?* (London, 2002).

Q. Skinner, 'Meaning and Understanding in the History of Ideas', *History and Theory*, 8 (1969): 393-408.

J. E. Toews, 'Intellectual History After the Linguistic Turn', *American Historical Review*, 92 (1987): 879-907.

Sheldon Pollock, 'Is There an Indian Intellectual History?', *Journal of Indian Philosophy*, 36 (2008): 533-42.

Kumkum Chatterjee, 'History as Self-Representation: the Recasting of Political Tradition in Late 18th-century Eastern India', *Modern Asian Studies*, 32 (1998): 913-48.

Kumkum Chatterjee, 'The King of Controversies: History and Nation-Making in Late Colonial India', *Am. Hist.Rev.*, 110:4 (2005): 1454-75.

13. Assessment Methodology: The ultimate goal of this course is production by every student of a research paper of approx. 7500 words. The student's written work will be awarded a grade counting for 75% of the course grade, with 25% of course grade based on each student's performance in a viva voce exam conducted by the supervisor and other faculty members. Students enrolled in the course may go through 4 – 10 hours of 'common' (classroom-based) instruction by the supervisor and/or other faculty members during the semester. Each student is expected to interact with ('take supervision from') the supervisor periodically—at least 1 hour every 7-10 days during the last 12 weeks of the 14-week teaching semester. Students are expected to take the initiative in defining research topics, finding relevant secondary literature, and gathering source material. The latter may take the form of archival documents, artifacts or published 'primary' sources.

14. No. of students to be admitted: **maximum 10 students.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Denys P. Leighton

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

1. Title of the Course: **Meta-narratives and the Historiography of Everyday**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.) **Yogesh Snehi**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course enlarges the domain of archive-centric historiography and bring in elements of socio-anthropology and oral history and hence tries to foreground the narratives of subalterns and community knowledge.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **N.A.**
10. A brief description of the Course: **Through the trope of ‘everyday’, this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of ‘ordinary’ individuals and subaltern groups.**

Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.) **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**
11. Course Details (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Historiography in South Asia continues to be dominated by the meta-narratives of modernity and ideals of nation-state. These ideals define and dictate several contours of self and society which even though visibly in contradiction with the dominant frames, yet get laid back in the discourse of historiography. Several historians have tried to critique these meta-narratives through an engagement with ‘everyday’. Though presumably post-modernist in its orientation, understanding of everyday offers important insight into such organic linkages between meta-narratives and the ‘subaltern’ which otherwise get marginalized in the archive-centric pursuit of history. Everyday also recognizes the active agency of ‘organic

intellectuals' who otherwise remain unrepresented in the dominant domains of intellectual history.

Through this trope of 'everyday', this seminar paper offers insight into the value and linkages between the complex meta-processes and their dialectical receptivity in the lives of 'ordinary' individuals and subaltern groups. The students are expected to use methods in historical socio-anthropology and understand how orality and the everyday notions of memory, dreams and diversity inform our understanding of historical processes. Deriving its methods from practices of oral history, a student of everyday history will thus be trained to discover and creative alternate resources/archives for their theme of everyday history and also encourage them to critically engage with colonial archives and ethnography. Students will be encouraged to choose themes of everyday history to recognize the significance of 'mundane' and ordinary in decentring the idea of history. Students may choose to work within some of the following broader (though not exhaustive) themes;

- **Canonical Texts and Lived Contexts**
- **Great Religious Traditions and Popular Piety**
- **Modernity and its Everyday Discontents**
- **Decentring/Re-reading the Archive**
- **Orality, Dreams and Memory**
- **Islamization and Acculturation**
- **Debating Sanskritization**
- **Identity in Changing Contexts**
- **Archaeology, Heritage and its Everyday Periphery**

SELECT BOOKS

- Amin, Shahid. 1995. *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*, New Delhi: OUP.
- Bigelow, Anna. 2009. *Sharing the Sacred: Practicing Pluralism in Muslim North India*, New York: OUP.
- Bulkeley, Kelly. 2008. *Dreaming in the World's Religions: A Comparative History*, New York: New York University Press.
- Chakrabarty, Dipesh. 2002. *Habitations of Modernity: Essays in the Wake of Subaltern Studies*, Chicago: University of Chicago Press.
- _____. 2008. *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton: Princeton University Press.
- Chatterjee, Partha and Anjan Ghosh (eds). 2002. *History and the Present*, New Delhi: Permanent Black.
- Cohn, S. Bernard. 1998. *An Anthropologist among the Historians and Other Essays*, New Delhi: Oxford University Press.
- Connerton, Paul. 1989. *How Societies Remember*, Cambridge: Cambridge University Press.
- _____. 2009. *How Modernity Forgets*, Cambridge: Cambridge University Press.
- Edgar, Iain R. 1995. *Dreamwork, Anthropology and the Caring Professions: A Cultural Approach to Dreamwork*, Aldershot: Avebury.

- _____. 2004. *Guide to Imagework: Imagination-Based Research Methods*. London: Routledge.
- Gaur, Ishwar Dayal. 2008. *Martyr as Bridegroom: A Folk Representation of Bhagat Singh*, New Delhi: Anthem Press.
- Ghosh, Anjan, Janaki Nair and Tapati Guha-Thakurta (eds). 2011. *Theorizing the Present: Essays for Partha Chatterjee*, New Delhi: OUP.
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*, Quintin Hoare and Geoffrey Nowell Smith (trans. and eds.), New York: International Publishers.
- Green, Nile. 2012. *Making Space: Sufis and Settlers in Early Modern India*, New Delhi: OUP.
- Mayaram, Shail, 2003. *Against History, Against State: Counterperspectives from the Margins*, New York: Columbia University Press.
- _____. 1997. *Resisting Regimes: Myth, Memory and the shaping of a Muslim Identity*, Delhi: Oxford University Press.
- Moran, Joe. 2005. *Reading the Everyday*, London: Routledge.
- Oberoi, Harjot. 1994. *The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition*, New Delhi: OUP.
- Passerini, Luisa. 2007. *Memory and Utopia: The Primacy of Inter-Subjectivity (Critical Histories of Subjectivity and Culture)*, London: Equinox.
- Perks, R. and A. Thomson (eds). 2006. *The Oral History Reader*, London: Routledge.
- Portelli, A. 1991. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, New York: SUNY Press.

SELECT ARTICLES

- Amin, Shahid. 2002. 'On Retelling the Muslim Conquest of North India', in Partha Chatterjee and Anjan Ghosh (eds), *History and the Present*, New Delhi: Permanent Black, pp. 24-43.
- Berreman, Gerald G. 1972. 'Social Categories and Social Interaction in Urban India', *American Anthropologist*, Vol. 74(3), pp. 567-586.
- Bigelow, Anna. 2012. 'Post-Partition Pluralism: Placing Islam in Indian Punjab', in Anshu Malhotra and Farina Mir (eds) *Punjab Reconsidered: History, Culture and Practice*, New Delhi: Oxford University Press, pp. 409-34.
- Cohn, Bernard S. 1980, 'History and Anthropology: The State of Play', *Comparative Studies in Society and History*, Vol. 22 (2), pp. 198-221.
- Derrida, Jacques. 1995. 'Archive Fever: A Freudian Impression', *Diacritics*, Vol. 25(2), pp.9-63.
- Eaton, Richard M. 2000. '(Re)imag(in)ing Other²ness: A Postmortem for the Postmodern in India', *Journal of World History*, Vol. 11 (1), pp. 57-78.
- Francis X. Blouin, Jr. 2004. 'History and Memory: The Problem of the Archive', *PMLA*, Vol. 119 (2), pp. 296-298.
- Hayden, Robert M. 2002. 'Antagonistic Tolerance: Competitive Sharing of Religious Sites in South Asia and the Balkans', *Current Anthropology*, Vol.42(2), pp.205-31.

- Kenny, Michael G. 1999. 'A Place for Memory: The Interface between Individual and Collective History', *Society for Comparative Study of Society and History*, pp.420-37.
- Mathur, Saloni. 2000. 'History and Anthropology in South Asia: Rethinking the Archive', *Annual Review of Anthropology*, Vol 29, pp. 89-106.
- Moran, Joe. 2004. 'History, Memory and the Everyday', *Rethinking History*, Vol. 8 (1), pp.51-68.
- Oberoi, Harjot. 1995. 'The Making of Religious Paradox: Sikh, Khalsa, Sahajdhari as Modes of Early Sikh Identity', in David N. Lorenzen (ed) *Bhakti Religion in North India: Community Identity and Political Action*, New York: SUNY Press, pp. 35-66.
- Portelli, Alessandro. 1998. 'What makes oral history different' in Robert Perks and Alistair Thomson (eds) *Oral History Reader*, London: Routledge, pp.63-74.
- Snehi, Yogesh. 2009. 'Historicity, Orality and 'Lesser Shrines': Popular Culture and Change at the Dargah of Panj Pirs at Abohar', in Surinder Singh and Ishwar Dayal Gaur (eds) *Sufism in Punjab: Mystics, Literature and Shrines*, New Delhi: Aakar, pp. 378-401.
- _____. 2011. 'Diversity as Counter-hegemony: Reet and Gender Relations in Himachal Pradesh' in Chetan Singh (ed.) *Recognizing Diversity: Society and Culture in the Himalaya*, New Delhi: Oxford University Press, pp.75-97.
- _____. n.d. 'Dissenting the Dominant: Caste Mobility, Ritual Practice and Popular Sufi Shrines in Contemporary Punjab' in Vijaya Ramaswamy (ed.) *Devotion and Dissent in Indian History*, forthcoming.
- Srinivas, M.N. 1956. 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, Vol. 15(4), pp. 481-96.
- Varma, Supriya and Jaya Menon. 2008. 'Archaeology and the Construction of Identities in Medieval North India', *Studies in History*, Vol. 24 (2), pp. 173-93.

5 Assessment Methodology: **The written paper submitted by the student will constitute 75% of the total assessment for this course and will be decided by the individual supervisor. The remaining 25% will be evaluated collectively by the History faculty on the basis of the presentation made by the student.**

12. No. of students to be admitted: **Upto 10**

13. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **This Seminar Paper requires an important element of field-based research**

Yogesh Snehi

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: **Seminar Paper- Urban Societies**
2. Name of the School/ Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **M A Programme in History**
4. Level at which the course can be offered: **Masters level**
5. If it is a stand-alone course, how can it be scheduled: **Seminar Paper is not a taught course, hence regular classes are not required**
6. Proposed date (semester) of launch: **July 2011**
7. Course team (coordinator, team members etc): **Dr. Shailaja Menon**
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The massive expansion of urban space needs to be historicized and critiqued. Many institutions do not offer a specialized course on urban studies. There are sufficient resources-textual and audio-visual for the course. Wherever required, outside experts will be contacted to deliver lectures.
9. Write the categories applicable for the course from those given below: **Elective**
 - a. Foundation (compulsory/ optional)

- b. Discipline (core required for...../
core optional for...../
elective for.....MA
History.....)
- c. Special interest Course (optional)
- d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
- e. Any other

10. Brief (max. 250 words) course description:

Cities and urban areas have set the foundation of modern civilisation – they have proved to be the engines of economic growth, and the centres of innovation, culture, knowledge and political power. Cities are known to be places where money, services and wealth are centralized. Cities are where fortunes are made and where social mobility is possible. Businesses, which generate jobs and capital, are usually located in urban areas. Whether the source is trade or tourism, it is also through the cities that foreign money flows into a country. Due to their high populations, urban areas can also have much more diverse social communities allowing others to find people like them when they might not be able to in rural areas.

Despite the fact that India has engaged in far-sighted economic planning since Independence, and despite the considerable success of the Five Year Plans, remarkably little constructive attention has been paid to the spatial aspects of social and economic change. There is no difficulty in securing agreement that the social and physical conditions of Indian cities today are bad, from almost any standpoint, and that they are deteriorating. Many Indian urban dwellers are without employment, many more are literally homeless (they sleep on the streets)--and yet, year by year, each of the major cities becomes measurably larger, and the relative size of the rural population falls a little more.

The forces of globalization have further sharpened the internal dissensions of the cityscape. Within the globalising cities a new geography of centrality and marginality shows up. Essentially the metropolitan space under globalisation tends to become a contradictory space, characterised by contestation and internal differentiation. This gives rise to a

metropolitan dilemma that gets intertwined with the politics of urban space and built environment. The above dilemma, reflected in the contemporary urban restructuring process, is increasingly getting included in the globalisation discourse in the field of urban studies in recent years. Central to the theme is the link between ideology and socio-spatial formations and the role of power in controlling urban space. Here, power gets expressed largely through its economic parameters and is used repressively to support and intensify class divisions and thereby appropriate space.

The following themes would be taken up for discussion:

- a) **Historicizing the City-** this involves a review of literature of major historical texts across time
- b) **The City and its many Lives-** analyse socio-cultural accounts, biographies, films etc
- c) **The Spatial Reproduction of Inequality in the City-** Migration Patterns and Provisioning of Resources
- d) **Urban Governance**
- e) **Power and Contestation in the City-** conflicts over identity, space, built environment, communal violence etc.

The sources include archival, textual, oral and audio-visual material. The student is free to choose the sources depending on the themes taken up for discussion.

11. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites or prior knowledge level etc) Any Graduate student who is interested in the course

Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module) **The following themes would be taken up for discussion:**

- a) **Historicizing the City-** this involves a review of literature of major historical texts across time

- b) **The City and its many Lives-** analyse socio-cultural accounts, biographies, films etc
- c) **The Spatial Reproduction of Inequality in the City- Migration Patterns and Provisioning of Resources**
- d) **Urban Governance**
- e) **Power and Contestation in the City- conflicts over identity, space, built environment, communal violence etc.**

The sources include archival, textual, oral and audio-visual material. The student is free to choose the sources depending on the themes taken up for discussion.

12. Assessment methodology: Based on presentations by the student

13. Proposed enrolment ceiling (max. number of students to be admitted):
_____ No ceiling as it depends on individual choice and is not a regular taught course

14. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:- Audio Visual Resources

Signature(s) of Course Coordinator(s)

Dr. Shailaja Menon

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **‘Critiques in the Racially-divided Society: South Africa 1899-2012’**
2. Name of the School/Centre proposing the course: **SLS**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Dr Dhiraj Kumar Nite**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This course will equip the student with research technique, and engage with philosophy and practice of social justice.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Optional**
10. A brief description of the Course:

It deals with articulation, reinforcement, subversion and alteration of the racial paradigm of social relationship, which occurred in a variety of ways in South Africa between 1899 and 2012. A good number of critiques of racial oppression came up and bore the brunt of race-ridden polity. Some of them penned down their views and about their initiatives. Their documents are a great historical heritage for us. This course analytically examines

their experiences, arguments, episteme, and the resolution which they proposed. Were they asking for a multi-racial democracy, a race-free society, or an egalitarian advancing society? This course engages with them with a view to unravel the dynamics of South African life in the 20thc and 21stc.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **Students should have cleared atleast 40 credits before they are allowed to enroll for a seminar paper.**
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): **The following Historical Documents are at my disposal which a seminar student should consult.**

Annual Report of Survey of Race 1991, 1993, Cape Town.

Sol Plaatje, *A Native Life in South Africa*, 1916.

Steve Biko, *I write what I Like*, San Francisco: 1986

Nelson Mandela, *Long Walk to Freedom: An Autobiography*, Johannesburg: 1994

Mandela, *Conversation with Myself*, 2011.

Joe Slovo, *The Unfinished Autobiography*, 1995.

Brian Bunting, *Moses Kotane, South African Revolutionaries*, 1975.

Masilla Shales, *Robert Sobukwe: South African Liberation Hero*, 1992

Baruch Hirson, *Revolutions in my Life*, 1995

Ronnie Kasrils, *Armed and Dangerous: My underground struggle against apartheid*, 1993

Jay Naidoo, *Fighting for Justice*, 2011

Anthony Butler, *Cyril Ramaphosa: A Biography*, 2005

Preez Bezdob, *Winnie Mandela: A Life*, 2003

Ken Luckhardt and Brenda Wall, *Organise or Starve! The History of the South African Congress of Trade Unions*, 1980.

An Oral History of Southern African Mining People 1952-2012, Johannesburg, 2012.

B Bozzoli, *The Women of Phokeng*, Johannesburg, 1991.

13. Assessment Methodology: **Writing weekly progress report, and making group presentation on monthly basis. A student should submit a research paper of not more than ten thousand words at the end of a semester. The written component**

would account for 75% of the course grade while the presentation would account for 25% of the course grade.

14. No. of students to be admitted: **Ten.**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: **Weekly classroom and a projector.**

Dhriaj Kumar Nite

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: **Migration and Diaspora**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: **MA History**
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate **Masters**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. Proposed date of launch: **July 2011**
7. Course Team: (coordinator, team members etc.): **Anil Persaud**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **This is to fulfill the seminar requirement of MA History students**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **MA in History**
10. A brief description of the Course: **This is a seminar course where students are expected to develop a research question that involves historicizing one of the following Indian Diasporic communities: Australia or the Gulf.**
11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): **Students should have cleared at least 40 credits before they are allowed to enroll for a seminar paper.**
 Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): Linking the context of migration with the growth of diasporas and their relationship with the home and destination states are possible areas of research for students. **Migration** - Mass long-distance migrations have been an important part of modern world history. Movement across the Atlantic is recognized as a critical aspect of industrialization and expansion into American frontiers, but so have migrations that were part of similar demographic and economic transformations in north and Southeast Asia.
Diasporas - World history has been replete with diasporas: from the Ancient Greeks to the many middle passages studied in Rediker. India does not recognize dual citizenship. At the heart of its refusal to recognize dual citizenship lies India's diplomatic battle with the racism prevalent in the settler colonies within the British Empire: South Africa, Australia, New Zealand, and Canada.

Sample readings (Secondary)

- Adam Mckeown, "Global Migration, 1846–1940," *Journal of World History* 15 (2004)
- Marcus Rediker (ed.), *Many Middle Passages: Forced Migration and the Making of the Modern World*. 2007
- Marina Carter, *Voices from Indenture: Experiences of Indian Migrants in the British Empire (New Historical Perspectives on Migration)*. London: Leicester University Press, 1996

Eds. Michelle Keown, David Murphy and James Procter, *Comparing Postcolonial Diasporas*. New Delhi, Palgrave, 2009.

Clifford, James. "Diasporas." *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard UP, 1997. 244–77.

Mishra, Vijay. 1996. "The Diasporic Imaginary: Theorizing the Indian Diaspora." *Textual Practice* 10 (3): 421–47.

Ang, Ien. *On Not Speaking Chinese: Living between Asia and the West*. London: Routledge, 2001.

K.S. Sandhu, *Indians in Malaya: Immigration and Settlement, 1786–1957* (Cambridge, 1969)

Mohapatra, P.P. "Longing and Belonging: The Dilemma of Return among Indian Immigrants in the West Indies 1850-1950", *International Institute for Asian Studies (IIAS) Yearbook 1995* (Leiden, 1996), pp. 134-155.

Radhika Viyas Mongia, "Race, Nationality, Mobility: A History of the Passport" *Public Culture* 11(3): 527–556

Radhika Singha, "A 'proper passport' for the colony: border crossing in British India, 1882-1920"

Anupama Roy, *Mapping Citizenship in India*. Delhi: OUP, 2010

Some Primary Materials:

The Emigration Act, 1922

The Passport Act, 1920

The Citizenship Bill, 1955

12. Assessment Methodology: **75% Written Submission and 25% presentation**

13. No. of students to be admitted: **Maximum 10**

14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Anil Persaud

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held
on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of an Academic Programme
(To be approved by the Board of Studies and the Academic Council)

1. Title of the Programme: *MA in Economics*
2. Name of the School/Centre proposing the Programme: *School of Liberal Studies*
3. Level of the Programme: *Masters*
4. Full time/Part time: *Full Time*
5. Duration of the Programme: *Two years*
6. Proposed date/session for launch: *July, 2011*
7. Particulars of the Programme Team (Coordinator, Members):

The following are the members of the Programme team:

*Chandan Mukherjee
Surajit Mazumdar
Chirashree Dasgupta
Priya Bhagowalia
Arindam Banerjee (c)
Minaketan Behera
Jyotirmoy Bhattacharya
Taposik Banerjee
Surajit Das
Debabrata Pal (visiting)*

8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):

The Masters Programme in Economics will attempt to provide students with a rigorous and in-depth advanced training in economic analysis, with a particular emphasis on equipping them with the ability to comprehend and think about contemporary economic issues including the challenges confronting developing countries like India. It will equip students for careers in government agencies, the

corporate and financial sectors, development organisations, the media, and also in academia (including further studies).

The programme will draw on different theoretical perspectives and traditions within the discipline, bring in perspectives from outside the discipline on contemporary social phenomenon, and use creative pedagogical approaches to offer a well-rounded training that would enable students to achieve a variety of objectives simultaneously: in keeping with the University's vision, develop a socio-political and historical perspective on the economy and the discipline which analyses it; master the quantitative techniques which are used extensively in economic analysis; understand and learn to analyse contemporary economic issues at the global and national levels; and acquire skills for absorbing and communicating economic ideas on the 'social'.

9. Programme Objectives:

The objective of the programme is to train students in the disciplinary foundations of Economics and also develop an inter-disciplinary approach simultaneously towards the analysis of the 'economy', where the 'social' and the 'historical' are engaged with and incorporated. The first two semesters will focus on the core courses - which provide a mix of economic theory, quantitative techniques, economic history, and analysis of concrete development problems with a component focused specifically on India. To lay the disciplinary foundation of the MA, core discipline based courses in the first semester will be followed in the second semester by a broadening towards a mix of disciplinary grounding and interdisciplinary components of economics. In the third and the fourth semesters, the mix of core and elective courses will build on these foundations to complement interdisciplinary perspectives and enable students to develop an element of specialisation in their preferred areas.

10. Structure of the Programme:

Total No. of credits:	64
Total No. of courses:	16
a) Compulsory Courses:	10 (Total Credits: 40)
b) Optional/Elective Courses:	6 (Total Credits 24)
c) Practical/Dissertation/Internship/Seminar:	NA
d) Any other:	NA

(Please attach the programme structure roughly along the following lines)

	Semester 1	Semester 2	Semester 3	Semester 4
Core	1. Microeconomics I(4) 2. Macroeconomics I (4) 3. Introduction to Research Methods and Econometrics (4) 4. International Trade and Capital Flows (4)	5. Microeconomics II (4) 6. Macroeconomics II (4) 7. Capitalism, Colonialism and Development (4) 8. Theories of Value and Distribution (4)	9. Development Economics (4)	13. Indian Economy (4)
Elective			10. Elective 1(4) 11. Elective 2(4) 12. Elective 3(4)	14. Elective 4 (4) 15. Elective 5 (4) 16. Elective 6 (4)
Support Workshops	Quantitative Techniques, Political Economy and Academic Skills			

11. List of Courses

S. No.	Title of the course	Type / Nature of course: (Taught Course or otherwise - specify), (Compulsory / Elective), Any other	No. of credits	A brief Course Description
1.	Micro-Economics 1	Taught/Compulsory	4	These two courses cover theories of utility, production and cost, and strategies of firms under perfect and imperfect competition along with general equilibrium models and social welfare.
2.	Micro-Economics 2	Taught/Compulsory	4	
3.	Macro-Economics 1	Taught/Compulsory	4	These two courses cover the evolution of the main body of macroeconomic theories both with reference to the setting towards which they are oriented - of a developed capitalist economy – and its changing context with a focus on macroeconomics of developing countries like India along with and in conjunction with the macroeconomics of the global economy.
4.	Macro-Economics 2	Taught/Compulsory	4	
5.	Statistics and Data Exploration	Taught/Compulsory	4	This course trains students in application of statistical methods for data analysis. It will focus on empirical investigation of relationships drawing on different frameworks and methods. The course will equip students with quantitative skills for analysis of both primary and secondary data with an understanding of the concepts and principles underlying the methods, and how to apply them to real world data.
6.	International Trade and Capital Flows	Taught/Compulsory	4	This course examines the significant contemporary features of international economic relations placed

				within a broader historical and theoretical context by focussing on two pillars of international economic relations – trade and finance. It shall cover different historical perspectives and theories of international trade, balance of payments and capital flows, and the political economy of external sector policies.
7.	Capitalism, Colonialism and Development	Taught/Compulsory	4	This course is the core economic history component of the programme and shall explore the political economy of development and underdevelopment in relation to the role of colonialism in the history of capitalism. A part of the course will be devoted to the study of British and Indian economic histories during the period of colonialism in a unified framework.
8	Theories of Value and Distribution	Taught/Compulsory	4	This course looks at the divide between Classical and Neoclassical theories of value and distribution. These schools and the theories that make them up will be discussed with reference to the contexts in which they emerged and developed, the differences in their premises and the fundamental questions they are designed to answer, and the critiques advanced of them.
9.	Development Economics	Taught/Compulsory	4	This course shall discuss the contemporary challenges facing developing countries in the age of globalisation through a comprehensive discussion of the thinking on and experience of Third World development since the mid-twentieth century, and the continuities and changes in their situations. It examines the nature and extent of economic inequality and poverty at the national and household levels and provides a foundation in issues related to poverty in developing countries.
10.	Indian Economy	Taught/Compulsory	4	This course discusses the historical evolution and contemporary situation of a variety of issues arising in the process of the attempted transformation of India's low-income agriculture-dominated economy after independence. Problems of industrial development and the role of services, the agrarian situation, employment, poverty and inequality, etc. shall be discussed with reference to the changing economic policy context.
11.	Econometrics and Data Analysis	Taught/Elective	4	This course will acquaint students with the econometric properties of the univariate and multivariate time series models that are commonly used in economics. This course will make students equipped to carry out empirical projects independently for further research in future using most widely used softwares like R, STATA and E-Views.
12.	Law and Economics	Taught/Elective	4	The course introduces students to a class of theories that tries to explain law and its evolution with the help of economic methodology. Legal institutions are analysed here within the framework of economic methodology; and it is contended, explicitly or implicitly, that the law and its transformation can be almost entirely explained in terms of economic norms and processes.
13.	Introduction to Research	Taught/Elective	4	This course aims at providing some basic research

	Methods in Economics			criteria to post-graduate students. It lays the foundations for preparing students for academic skills which covers acquiring and reviewing basic analytical skills, choosing a dissertation topic, deriving interesting and well-focused research questions, how to address questions with data or theory and how to interpret and write up results.
14.	Marxist Political Economy-1	Taught/Elective	4	This course will carry forward the study of Marxist political economy building on the discussions on Capital (Volume 1) in the course on Theories of Value and Distribution.
15.	Economics of Environmental Health	Taught/Elective	4	This course uses studies from the developing world to introduce students to environment – health linkages and underscores health outcomes related to exposure to air and water pollution, variations in the weather and food and energy sources, and environmental policy.
16.	Theories of Agrarian Development and the Indian Experience	Taught/Elective	4	This course seeks to introduce students to various theories of organization of agricultural production and agrarian transition theories. The varying experiences of the development of capitalism in agriculture in different parts of the world, including India, and the debates regarding such experiences are discussed.
17.	Monetary Theory	Taught/Elective	4	This course would continue the study of macroeconomics started in the core macroeconomics sequence. The course will seek to acquaint students with the main problems of monetary economics and key theoretical and empirical debates.
18.	Social Choice	Taught/Elective	4	The course introduces students to a class of theories that deals with collective decision making process. These theories try to address the question of how a society may aggregate individual preferences in order to take a collective choice decision.
19.	Marxist Political Economy-2	Taught/Elective	4	This course aims to develop on this systemic understanding to engage with two kinds of epistemologies : first, those which have broadly been associated with the Marxist praxis of emancipation and second, those which are as critical engagements and departures from Marxist theories.
20.	Introduction to Health Economics	Taught/Elective	4	The course is aimed to apply principles of economics in the areas of public health, health and health care. Through this course the students would be exposed to the limitations of some of the core principles of Microeconomics and failures of market mechanisms to explain complex issues of health and health care.
21.	Gender and Macro-economics	Taught/Elective	4	This course will provide students an opportunity to engage with the academic outcomes of a century of women’s struggles on multiple fronts in the quest for equality in economy and society. From being an ‘issue’ that was considered to be outside the ‘domain of economics’, the women’s movement has brought focus on the role of gender in the workings of the economic system.
22.	Growth and Development	Taught/Elective	4	This course aims to contextualize the debates on the causal links between economic growth and

				development. Aimed at synthesizing the critiques of contemporary development with those of ‘modern growth theory’, the course delves on the central question of whether the current epoch of capitalism is faced with limits to its growth and expansion.
23.	Industrial Organization	Taught/Elective	4	This course introduces students to the basics of industrial organization theory. It will help them learn how to apply tools from microeconomics and game theory to the study of the competitive strategy of firms and the welfare effects of different forms of market organization.
24.	Introduction to Game Theory and Its Applications	Taught/Elective	4	This course deals with problems of multi-agent, interdependent decision making. Such problems arise very frequently in many areas of economics e.g. firms decision making under oligopoly, countries decision making in trade etc.
25.	Macroeconomics of Financial Markets and Institutions	Taught/Elective	4	This course introduces students to the advanced study of financial markets and institutions with an emphasis on the role of these institutions play in the determination of macroeconomic variables and the mechanisms through which financial crises translate into macroeconomic crises.
26.	Political Economy Of Institutions 1	Taught/Elective	4	This course aims to familiarize students with the theoretical and historical developments through which the role of institutions has now come to be widely acknowledged to be central to the structure and functioning of any social and economic order.
27.	Mathematical Methods in Economics	Taught/Elective	4	The course covers selected mathematical methods of economics for students who would like to pursue advanced work in economic theory.
28.	Natural Resource Economics	Taught/Elective	4	This course will focus on the application of principles of economics to identify potential sources of inefficiency and policy options to reduce that inefficiency in the context of renewable and non-renewable resources.
29.	Twentieth Century Economic Thought	Taught/Elective	4	This course will continue the exploration of differences in the economic analysis of capitalism begun in the course on Theories of Value and Distribution by focusing on some key twentieth century economic thinkers in the mainstream tradition as well as those who challenged mainstream thinking.
30.	Cross-Section and Panel Data Econometrics I	Taught/Elective	4	This two-course sequence will introduce students to the common techniques of cross-section and panel data econometrics and prepare them to carry out independent applied work using these techniques.
31.	Cross-Section and Panel Data Econometrics II	Taught/Elective	4	

12. Please list the courses which are common with other programmes/schools.

NA

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Courses for which course details have been worked out: (attach list and details)

List Attached

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

The following courses will be ready to be placed before the Board of Studies by October, 2013

ELECTIVES:

Gender and Macroeconomics

Growth and Development

Introduction to Game Theory

Political Economy of Institutions

Macroeconomics of Financial Markets and Institutions

14. A note on the instructional (curriculum transaction) design for the Programme:

The Programme adheres to various pedagogical practices with regard to curriculum transaction across courses. The major part of the instructional design is based on classroom lectures, presentations and discussion. In addition, workshop sessions, short field studies, film screening and discussion, reading and comprehending original classical works, etc constitute the curriculum transaction in certain courses. The courses on statistics and econometrics are largely transacted in the computer laboratory, where students are trained in various statistical/econometric softwares.

15. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:

The Programme has a two-week Workshop Component transacted at the beginning of the first semester. The workshop primarily intends to introduce and train students to various tools of economic analysis and academic skills. The students are trained in quantitative skills that are required in several courses and also introduced to the approach of political economy in analysis different economic systems. There is also a component on academic writing and plagiarism within the workshop.

16. Assessment Design:

The assessment structure for all courses adheres to the University Assessment Policy of not having any assessment module with a weightage of more than 40 percent. The assessment situations across courses are varied, ranging from in-class tests and quizzes, in-class presentations, book reviews, term papers, take-home assignments including on data analysis, field report writing, etc.

17. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Two Classrooms with OHP facilities and Computer laboratory sessions for quantitative courses are required for the Programme

18. Additional Faculty Requirement:

- a. Full time:
- b. Visiting/Part time/Adjunct/Guest Faculty etc.:

One Adjunct Faculty (Winter Semester) and Guest Faculty lectures (both semesters)

19. Eligibility for admission:

Bachelor's degree with 45% marks (or an equivalent grade) from a recognised University. There is a relaxation of 5% for candidates belonging to SC, ST and PD categories.

20. Mode of selection (Entrance test, Interview, Cut off of marks etc.):

Merit List based on Written Entrance Test (75% weight) and Interview (25%)

21. No. of students to be admitted: 42



Signature of Programme Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held onand has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Microeconomics 1*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2011*
7. Course team (coordinator, team members etc): *Taposik Banerjee*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is a foundational course for a post graduate student of economics. The two courses, Microeconomics 1 and 2 together will help students learn the fundamental theories of microeconomics. The course introduces students to the theory of consumer behavior, theory of production and cost, theory of firms and supply and theory of markets. The aim of this course is to give students the conceptual basis and the necessary tools for understanding modern microeconomics at the post graduate level. The emphasis is on understanding concepts and principles underlying the theory, and applying them to derive quantitative solutions. Large number of books and journals are available on these topics and many of them are also accessible through the university library. Current AUD faculty has adequate expertise to teach this course.

9. Write the categories applicable for the course from those given below:

Core course required for MA in Economics

10. Brief (max. 250 words) course description:

The course covers the broad areas: (a) the theory of consumer behavior (b) theory of production and cost (c) theory of firms and supply and (d) perfect and imperfect markets. The theory of the consumer discusses the demand side of the economy, theory of production and cost discusses relationship between technology and costs, while the theory of supply investigates the structure of markets and competitive strategies. The course introduces some basic concepts of game theory in imperfect competition.

Whilst not all of the presentations will be as mathematical, knowledge of differential calculus is essential for the study of quantitative solutions to economic problems and, indeed, enhances one's understanding of the underlying concepts. Partial differential calculus will be used and students will also be introduced to techniques of constrained maximization, such as Lagrangian procedures.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Graduation level Microeconomics and Mathematics.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Consumer Behavior and Demand

Preference Relations – Basic Properties, Preference and Utility, Consumption Set, Competitive Budget, Utility Maximization Problem, Walrasian Demand Function and Comparative Static, Indirect Utility Function - Properties, Expenditure Minimization Problem, Hicksian Demand Function, Expenditure Function- Properties, Duality Theorem, Derivative Properties - Roys' Identity, Analogue to Shepherds Lemma, Slutsky Matrix, Revealed Preference Theory,

Consumer Behavior under Uncertainty

Choice Under Uncertainty –Description of Risky Alternatives, Simple and Compound Lottery, Preferences over Lotteries and Independence Axiom, Expected Utility Theorem, Allais Paradox, Machina's Paradox, Risk Aversion, Bernoulli Utility Function, Certainty Equivalent, Insurance, Demand for Risky Assets, Arrow-Pratt Coefficient of Absolute

Risk Aversion, Comparison of Payoff Distributions in Terms of Returns and Risks – First Order and Second Order Stochastic Dominance, Mean Preserving Spread.

Production and Cost

Production Set and Production Function, Properties of Production Set, Profit fn. and its properties, Cost Function and its properties, Output supply Function and Input Demand Function, Hotelling's Lemma, Application of Envelope Theorem, Constraint Cost Minimization, Conditional Factor Demand and Shephard's Lemma, Demand, Returns to Scale and Duality, Homogeneous and Homothetic Production Function, Cobb Douglas, CES, Translog Production Function.

Competitive Markets

Assumptions of perfect market, competitive markets – demand and supply, demand and supply curves of individual firms, short-run versus long-run, competitive market equilibrium, tax-incidence analysis, price-controls and shortages

Imperfect Competition

Market failure, imperfect markets – monopolistic competition and oligopoly, sources of monopoly power, monopoly market equilibrium, price discrimination – first, second and third degree, tax-incidence. Oligopoly markets: Cournot, Bertrand and Stackleberg, product differentiation, cartel. Application of sequential and simultaneous games, extensive forms and normal forms, dominant strategies and elimination of dominant strategies, Nash equilibrium, backward induction, sub-game perfect equilibrium.

Required Readings

Varian, Hall R., (1992), Microeconomic Analysis (Third Edition), W.W. Norton & Company, New York, London.

Nicholson, W., Microeconomic Theory: Basic Principles and Extensions, eighth edition, South Western Thomson Learning, 2002

Henderson, M. and R.E. Quandt, Microeconomic Theory: Mathematical Approach, McGraw Hill, 1980

Mas-Colell, Andreu, Michael D. Whinston and Jerry R. Green, (1995), Microeconomic Theory, OUP, New York.

Jehle & Renne, Advanced Microeconomic Theory, Pearson Education, India

Varian, Hall R.,(1990), Intermediate Microeconomics, W.W. Norton & Company, New York, London.

Kreps, David M.(1998), A Course in Microeconomic Theory, Prentice Hall, India, New Delhi (For Unit V).

Silberberg E., The Structure of Economics: A Mathematical Analysis, McGraw-Hill

Mukherji A and S Guha, (2011), Mathematical Methods and Economic Theory, Oxford University Press, Delhi,

13. Assessment methodology: *Three class tests with 25%, 35% and 40% weights.*

14. Proposed enrolment ceiling: *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom, whiteboard and overhead projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Macroeconomics I*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2011*
7. Course team (coordinator, team members etc): *Jyotirmoy Bhattacharya*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The two course sequence Macroeconomics I and II will cover the evolution of the main body of macroeconomic theories both with reference to the setting towards which they are oriented - of a developed capitalist economy - and its changing context with a focus on macroeconomics of developing countries like India along with and in conjunction with the macroeconomics of the global economy. There is an extensive literature on this subject and adequate expertise within the current AUD faculty for teaching this course.

9. Write the categories applicable for the course from those given below:

Core Course for M.A. Economics

10. Brief (max. 250 words) course description:

Macroeconomics I will focus on the basic building blocks of dynamic macroeconomics. It will look at the consumption-savings behavior of households and the investment behavior of firms. It will also look at credit and labour market imperfections which are of macroeconomic sequences. Discussion of necessary mathematical methods from dynamic optimization and probability theory will be interwoven with the discussion of macroeconomic issues.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc)

Knowledge of intermediate macroeconomics and mathematical methods at the B.A. (Hons.) level.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

General References

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

Romer, D. 2011. *Advanced Macroeconomics*, 4th ed., McGraw Hill.

Topics

- *Consumption.* The intertemporal consumption/savings problem. The life-cycle/permanent income hypothesis. Hall's martingale result. The sensitivity of consumption to income shocks. Borrowing constraints and prudence. The empirical evidence.

Readings

Attanasio, O.P. 1999. "Consumption" in Taylor, J.B. and Woodford, M. (eds) *Handbook of Macroeconomics*, Vol. 1B, North Holland, 741-812.

Carroll, C.D. 2001. "A Theory of the Consumption Function, With and Without Liquidity Constraints", *Journal of Economic Perspectives*, 15(3), 23-45/

Deaton, A. 1993. *Understanding Consumption*, Oxford University Press.

Friedman, M. 2008. *Theory of the Consumption Function*, Princeton University Press.

Modigliani, F. and Brumberg, F. 1954. "Utility Analysis and the Consumption Function: An Interpretation of Cross-Section Data" reprinted in Modigliani, F. 2005. *The Collected Papers of Franco Modigliani*, Vol. 6, MIT Press.

- *Investment.* Tobin's 'q' theory. The importance of irreversibility and indivisibility.

Readings

Caballero, R.J. 1999. "Aggregate Investment" in Taylor, J.B. and Woodford, M. (eds) *Handbook of Macroeconomics*, Vol. 1B, North Holland, 813-862.
 Dixit, A.K. and Pindyck, R.S. 1994. *Investment Under Uncertainty*, Princeton University Press, Ch. 1 & 2.
 Hayashi, F. 1982. "Tobin's Marginal q and Average q : A Neoclassical Interpretation", *Econometrica*, 50(1), 213-224.

- *The Credit Market*. Imperfect information and incomplete contracts. Credit rationing. The financial accelerator.

Readings

Freixas, X. and Rochet, J.-C. 2008. *The Microeconomics of Banking*, MIT Press, Ch. 4-6.
 Woodford, M. 2010. "Financial Intermediation and Macroeconomic Analysis", *Journal of Economic Perspectives*, 24(4), 21-44.

- *The Labour Market*. Efficiency wage theories. Search and matching theories.

Readings

Katz, L.F. 1986. "Efficiency Wage Theories: A Partial Evaluation", *NBER Macroeconomics Annual*, Vol. 1., 235-276.
 Pissarides, C.A. 2000. *Equilibrium Unemployment Theory*, MIT Press, Ch. 1.
 Yellen, J.T. 1984. "Efficiency Wage Models of Unemployment", *American Economic Review*, 74(2), 200-205.

13. Assessment methodology:

Class Tests (best 2 of 3; 30% each; end-semester examination 40%).

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom with LCD projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *International Trade and Capital Flows*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2011*
7. Course team (coordinator, team members etc): *Chirashree Das Gupta (Coordinator and Instructor), Debabrata Pal (Co-Instructor Monsoon 2012)*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course aims to examine and discuss the significant contemporary features of international economic relations placed within a broader historical and theoretical context by focusing on two pillars of international economic relations – trade and finance. It assumes an intuitive grasp over the dominant theoretical perspectives in undergraduate macro and microeconomics. Building on these foundations, the course using a political economy framework will familiarise students with different historical perspectives and competing economic theories on trade, finance and economic development that have shaped opinion, policy and outcomes in the contemporary world.

9. Write the categories applicable for the course from those given below:

Discipline (core required for MA Economics)

10. Brief (max. 250 words) course description:

The course consists of 12 themes divided into three parts. Part 1 starts with an overview of the major debates on globalization and economic development and then goes on to present the different economic rationale for international trade that have defined trade policy and patterns of the recent historical past and present. Part 2 puts forward the concepts and theories that have shaped the political economy of international finance and the competing explanations of the patterns and outcomes of international capital flows. Part 3, building on the perspectives gained from 1 and 2 dwells on the significant features of the international economic system and examines the inter-relations between trade, finance, investment, growth and crisis.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc)

*The students should have attended and participated and appeared for the assessment in the workshop on **Markets, Trade and Growth** offered by the undersigned before the commencement of the course. (Details given in Annexure 1)*

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Organisation

The course consists of weekly lectures and presentation by students in which multiple related topics under a weekly theme will be covered. The broad themes and topics covered are listed below. Lectures are designed to provide students with a comprehensive and critical discussion of specific themes that does not duplicate readings and cannot therefore be replaced by readings and/or attendance for presentations.

***Readings:** A list of readings is suggested in this outline under each theme. Guidance on specific required readings from this list will be provided in the classroom sessions with the instructors. A list of useful websites for this course will also be provided soon.*

Course Content

Part 1: Trade and Development

Theme 1: *Four perspectives on nation-states, globalisation and economic development*

- Fischer, S, 2003, "Globalization and its Challenges", Richard T. Ely Lecture, *American Economic Review, Papers and Proceedings*, 93(2), May
- Gilpin, R, 2001, *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, Princeton
- Panic, M, 2004, Globalization: The Meaning, the Claims and the Reality, in *Globalization and National Economic Welfare*, Palgrave Macmillan: Basingstoke, pp 3-51
- Nayyar, D, 1997, "Globalization: The Game, the Players and the Rules", in S D Gupta (ed) *The Global Political Economy*, Kluwer Academic Publishers, Boston/Dordrecht/London Perraton, J,

2001, *The Global Economy – Myths and Realities*, *Cambridge Journal of Economics*, Vol 25, pp 669-684

- Temin, P, 1999, “Globalization”, *Oxford Economic Policy Review*, 14(4), pp 76-89
- Bhaduri, A (1999), “Dangers and Opportunities of Globalisation for Developing Countries” in A. Bhaduri, *On the Border of Economic Theory and History*, OUP, pp167-174
- Hirst, P and G Thompson, 2000, “Globalization and the History of the International Economy, in Held D and A McGrew, *The Global Transformations Reader*, Polity Press, Cambridge , UK
- Stiglitz, J.E., 2004, *Evaluating Economic Change*, *Daedalus*, 133(3), Summer, pp 18-25

Theme 2: Classical and Orthodox Economic Rationale for international trade

1. *Vent for Surplus*

2. *Productivity differentials, Factor Mobility and Income Distribution*

3. *Resource differentials and Factor Proportions*

- Chipman, J, 1965, A Survey of the Theory of International Trade, Part 1: The Classical Theory, *Econometrica*, 33(3), July, pp 477-519
- Smith A, 1776, *An Inquiry into the Nature and Causes of the Wealth of Nations*, Book Three, Ebook available at: <http://www.gutenberg.org/ebooks/3300> Also at <http://www.marxists.org/reference/archive/smith-adam/works/wealth-of-nations/index.htm>
- Kurz, H D, 1992, Adam Smith on Foreign Trade: A Note on the ‘Vent for Surplus’ Argument, *Economica*, 59, pp 475-81
- Ricardo D, 1817, *On The Principles of Political Economy and Taxation*, Chapter 7, Available online at <http://www.marxists.org/reference/subject/economics/ricardo/tax/ch07.htm> Also at <http://www.gutenberg.org/ebooks/33310>
- MacDougall G D A, 1951, British and American Exports: A Study Suggested by the Theory of Comparative Costs, *The Economic Journal*, 61 (244), pp 697-724
- Jones, R W, and J A Scheinkman, 1977, The Relevance of the Two-Sector Production Model in Trade Theory, *The Journal of Political Economy*, 85 (5), Oct, pp 909-936
- Patnaik U, 2005, Ricardo’s Fallacy: Mutual Benefit From Trade Based On Comparative Costs And Specialization?
- Ohlin, B, 1933, *Interregional and International Trade*, Routledge
- Rybczynski, T M, 1955, Factor Endowments and Relative Commodity Prices, *Economica*, 22(84), November
- Stolper W and Samuelson P, 1941, Protective and Real Wages, *Review of Economic Studies*, 9, pp 58-73
- Leontief, W, 1954, Domestic Production and Foreign Trade, *Economia Internazionale*, 7(1), pp3-32
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- Robinson J, 1979, Contribution to Modern Economics, Basil Blackwell, Oxford. (See the arguments in "The New Mercantilism" and "The Need for a Reconsideration of the Theory of International Trade")
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Theme 3: The 'New' Strategic Trade Theory

1. *Economies of scale, Imperfect Competition and International Trade*
2. *The Political Economy of Competitiveness*
3. *New trade Theory and Old Trade Policy*

- Vernon R, 1966, 'International Investment and International Trade in the Product Cycle', Quarterly Journal of Economics, 80, pp 190-207
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- Kitson, M and J Michie, 2000, The Political Economy of Competitiveness, Routledge, London

Theme 4: Trade and economic growth

1. *Does trade cause growth?*
2. *Import substitution and export promotion*

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Theme 5: The Political Economy of Trade Policy

- L. Alan Winters, Negotiating the Abolition of Non-Tariff Barriers, Oxford Economic Papers, New Series, Vol. 39, No. 3 (Sep., 1987), pp. 465-480
- Ha-Joon Chang, The Future for Trade, Challenge, Vol. 46, No. 6 (NOVEMBER-DECEMBER 2003), pp. 6-15
- Josef Falkinger and Volker Grossmann, Institutions and Development: The Interaction between Trade Regime and Political System, Journal of Economic Growth, Vol. 10, No. 3 (Sep., 2005), pp. 231-272
- Michael Kitson and Jonathan Michie, Conflict, Cooperation and Change: The Political Economy of Trade and Trade Policy, Review of International Political Economy, Vol. 2, No. 4 (Autumn, 1995), pp. 632-657
- Ha-Joon Chang, Kicking Away the Ladder: An Unofficial History of Capitalism, Especially in Britain and the United States, Challenge, Vol. 45, No. 5 (SEPTEMBER-OCTOBER 2002), pp. 63-97
- Lant Pritchett, Understanding Patterns of Economic Growth: Searching for Hills among Plateaus, Mountains, and Plains Source: The World Bank Economic Review, Vol. 14, No. 2 (May, 2000), pp. 221-250
- Rodrigo Pizarro, The Free Trade Agreement between the USA and Chile: An Instrument of US Commercial Interests, Paper no. 02/2006, THE IDEAS WORKING PAPER SERIES

- Gustav Schmidt, Asia, Europe, North America, and the "Asian Capitalist Miracle": Changing "Power Cycles" and Evolving Roles in Regional and International Structures, *International Political Science Review / Revue internationale de science politique*, Vol. 24, No. 1, Power Cycle Theory and Global Politics. Cycle de pouvoir et politique mondiale (Jan., 2003), pp. 67-81
- David Levi-Faur, Friedrich List and the Political Economy of the Nation-State, *Review of International Political Economy*, Vol. 4, No. 1, (Spring, 1997), pp. 154-178

Part 2: Capital Flows in the International Financial System

Theme 6: Balance Of Payments

- Trevor Stegman, Bill Junor, Charles William Junor, *Introductory macroeconomics*, Chapters 12 - 14, Harcourt Brace Jovanovich, 1993
- Cencini A, 1995, *Monetary Theory: National and International*, Chapter 8, Routledge
- E. C. Snow, The Balance of Trade, *Journal of the Royal Statistical Society*, Vol. 95, No. 1 (1932), pp. 76-104
- Albert O. Hirschman, Devaluation and the Trade Balance: A Note, *The Review of Economics and Statistics*, Vol. 31, No. 1 (Feb., 1949), pp. 50-53
- Goodley W, 2003, The US Economy: A Changing Strategic Predicament, *Levy Economics Institute Strategic Analysis*, February
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- Prabirjit Sarkar, Exchange Rate and Balance of Trade, *Economic and Political Weekly*, Vol. 29, No. 35 (Aug. 27, 1994), pp. 2310-2311

Theme 7: Money, Price, Output, Interest rates and Exchange Rates

- Cencini A, 1995, *Monetary Theory: National and International*, Chapter 9, Routledge
- Paul Krugman and Maurice Obstfeld, 2000, *International Economics: Theory and Policy*, Chapters 13- 16, Addison Wesley/Pearson India
- Gilpin R, 2001, *The International Monetary System*, in *Global political economy: Understanding the international economic order*, ISBN 0691086761
- Kenwood A G and A Lougheed, 1999, *The Growth of the International Economy: An Introductory Text*, Routledge,

Theme 8: Open economy macroeconomics with fixed and floating exchange rates

- Paul Krugman and Maurice Obstfeld, 2000, *International Economics: Theory and Policy*, Chapters 17, Addison Wesley/Pearson India
- Panic M, 1995, *The Bretton Woods System: Concept and Practice*, in Michie J and J Grieve Smiths (eds), *Managing the Global Economy*, OUP, pp 37-54
- Eatwell J and L Taylor, 2000, *Exchange Rates and Capital Controls*, in *Global Finance at Risk*, The New Press, New York, Ch 3

- Holtham G, 1995, *Managing the Exchange Rate System*, in Michie J and J Grieve Smiths (eds), *Managing the Global Economy*, OUP
- Panic M, 1988, *The Long term adjustment process: major policy options*, in *National Management of the International Economy*, Macmillan: Basingstoke, Chapter 6

Theme 9: International derivatives and Foreign Institutional Investment

- *Global Development Finance, Vol I and II*, World Bank, 2005, 2006
- Peter M. Garber, *Derivatives in International Capital Flows*, *NBER Working Paper No. 6623*
- June 1998
- Kregel J, 1998, *Derivatives and Global Capital Flows: Applications to Asia*, *Cambridge Journal of Economics*, Vol 22
- Singh A, 2002, *Capital Account Liberalisation, Free Long Term Capital Flows, Financial Crises and Economic Development*, *ESRC Centre for Business Research – Working Papers wp245*, ESRC Centre for Business Research.
- Calvo G. et al, 1996, *Inflows of capital to Developing Countries in the 1990s*, *Journal of Economic Perspectives*, 10(2), Spring
- Adam Harmes, *Institutional investors and the reproduction of neoliberalism*, *Review of International Political Economy*, Volume 5, Issue 1, 1998, pp 92-121
- Maurice Obstfeld and Alan M. Taylor, *Global Capital Markets: Integration, Crisis, and Growth*, Cambridge University Press 2004

Theme 10: Foreign Direct Investment and Multinational Corporations

- E Helpman, *A Simple Theory of International Trade with Multinational Corporations*, *Journal of Political Economy*, Vol. 92, No. 3 (Jun., 1984), pp. 451-471
- Volker Bornschier, Christopher Chase-Dunn and Richard Rubinson, *Cross-National Evidence of the Effects of Foreign Investment and Aid on Economic Growth and Inequality: A Survey of Findings and a Reanalysis*, *American Journal of Sociology*, Vol. 84, No. 3 (Nov., 1978), pp. 651-683
- Abdur Chowdhury and George Mavrotas, *FDI and Growth: What Causes What?*, *The World Economy*, Vol. 29, No. 1, pp. 9-19, January 2006
- Panic M, 2003, *Transnational Corporations and the Nation State*, in *Globalization and National Economic Welfare*, Palgrave Macmillan
- Lall S, 2002, *Transnational Corporations and Technology Flows*, in D Nayyar (ed), *Governing Globalization*, OUP

Part 3: The International Economic System

Theme 11: The International Economic System: Historical Development and Status Quo

- Krugman, Paul R. *What Do We Need to Know about the International Monetary System?* Princeton, NJ : Princeton University International Finance Section
- Helleiner, Eric. *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Ithaca, N.Y.: Cornell University Press, 1994

- Lapavistas, Costas (2003) 'Money as Money and Money as Capital in a Capitalist Economy.' In: Saad-Filho, A, (ed.), *Anti-Capitalism: A Marxist Introduction*. Pluto Press (UK), pp. 59-72.
- Stiglitz J, 2002, *Globalization and its discontents*, Chapters 1-4, WW Norton & Company

Theme 12: Economic Crisis and Theories of Financial Disturbance

- Jan Toporowski, 2004, *Theories of financial disturbance: an examination of critical theories of finance from Adam Smith to the present day*, Edward Elgar
- Shaikh A, 2000, Explaining the Global Economic Crisis, *Presentation at Historical Materialism*
<http://homepage.newschool.edu/~AShaikh/Explaining%20the%20Global%20Economic%20Crisis.pdf>

Screenings (Dates to be announced in class):

Inside Job, A documentary on the financial meltdown

Debtocracy: A documentary about the Greek debt crisis

13. Assessment methodology:

a. The course consists of five separate assessments of which the first part (weight 5% comes from the assessment for the workshop (see 11 above and Annexure 1).

b. The second assessment (weight 10%) consists of weekly presentations in twos on a pre-assigned topic. Each student is assessed on 1. Answering the question 2. Strength of Argument 3. Clarity of Argument 4. Use of prescribed reading and references 5. Extra effort – use of readings beyond the reading list 6. Group Effort. The presentations are to be assessed by both instructors together. Each student has to submit a written summary of the presentation (can be typed or handwritten).

c. The third assessment (weight 25%) is in the form of an essay which covers Themes 1-5. The topics are to be announced a month before the due date for the essay. The students will be assessed on 1. In-depth understanding of the topic 2. Strength and Clarity of Argument 3. Discussion based on prescribed reading and references 4. Extra effort – use of readings beyond the reading list 5. Proper referencing as demonstrated in the workshop on academic writing.

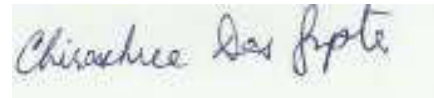
*d. The fourth assessment (weight 30% and covering themes 2-7) takes the form of an 90 minute long open book class test which will consist of five to six questions of which the student will have to answer **only** one. The question will have sub-parts and all parts have to be answered. The sub-parts will be a combination of multiple choice, true or false and short answer questions. The assignment is designed to inculcate careful reading and assimilation skills in students. Grades will be given out within two weeks of the test.*

e. The fifth and final assessment is a term paper (weight 30% and covering themes 8-12) which examines the students on the parameters outlined in c above with an added criterion of reflection of critical thinking.

14. Proposed enrolment ceiling (max. number of students to be admitted): 45

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classrooms equipped with audio-visual equipment and internet facilities; library



Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Annexure 1

Workshops on Markets, Trade and Growth

Instructor: Chirashree Das Gupta

Themes and Readings:

1. Perspectives on market society
 - Lindbolm, C.E. (2002), The Market System, Yale University Press, New Haven and London
 - Harcourt, G, 1999, "Why I am not an Economic Rationalist", Queensland Economic Review , 2, pp 6-8

- Parkin, M , 1999, “In Defence of Economic Rationalism”, Queensland Economic Review, , 2, pp 4-5
2. Markets and efficiency: the invisible hand or the invisible foot?
- Lindbolm, C.E. (2002), The Market System, Yale University Press, New Haven and London
https://dl.dropbox.com/u/43523057/Lindblom%20C.E.%20The%20market%20system%20%28YUP%2C%202001%29%28ISBN%200300087527%29%28O%29%28305s%29_GPop_%281%29.pdf
 - Hahnel, R, The ABCs of Political Economy, London, Pluto Press
 - Prabhat Patnaik, On the Concept of Efficiency,
https://dl.dropbox.com/u/43523057/Concept_Efficiency_pp.pdf
 - Richard Wolff, “‘Efficiency’: Whose Efficiency”, post-autistic economics review, issue no. 16, September 16, 2002, article 3
<http://www.paecon.net/PAERreview/issue16/Wolff16.htm>
 - Robinson, J , 1978, “Beauty and the Beast”, in J Robinson, Contributions to Modern Economics, Basil Blackwell, Oxford pp267-274
3. How do economies grow?
- Kaldor, N, 1967, “Problems of Industrialization in Underdeveloped Countries”, in: Strategic Factors of Economic Development, New York State School of Industrial and Labour Relations, Cornell University, Ithaca, New York, pp 53-71
 - Robinson, J, 1980, <https://dl.dropbox.com/u/43523057/Beauty%20and%20the%20beast.pdf>
 - Kalecki, M, (1970), “Theories of Growth in Different Social Systems”, Scientia, Vol 5-6, pp 311-316
 - Heilbroner, R, 1986, The Nature and Logic of Capitalism
 - Bhaduri, A, 1986, Chapter 1, Macroeconomics, Macmillan, London
 - Patnaik, P, 2001, Imperialism and the Diffusion of Development, Text of the ‘Ansari Memorial Lecture,
http://www.macrosan.org/anl/mar01/print/prnt150301Imperialism_Diffusion_Development.htm
 - Smith S and J Toye, Three Stories about Trade and Poor Economies
 - Kravis J, 1970, Trade as a Handmaiden of Growth, *Economic Journal*

Assessment: A timed essay to be written in the classroom on a pre-announced topic. Will constitute 5% of the grades for the first semester course on International Trade and Capital Flows.

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Statistics and Data Exploration*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2011*
7. Course team (coordinator, team members etc): *Chandan Mukherjee*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course aims to train students in application of statistical methods for data analysis. It will primarily focus on empirical investigation of relationships by means of regression analysis and other related methods. The course seeks to equip students with quantitative skills for analysis of both primary and secondary data. The emphasis is on understanding concepts and principles underlying the methods, and how to apply them to real world data. The course also equips students with the necessary computer skills for using a spreadsheet and statistical software.

It particularly prepares students (a) to get more mileage out of their data through hypothesis searching, and (b) to enable them to have a fruitful dialogue with statisticians whenever the need arises to go beyond exploration and test their ideas more formally. Upon completion of the course, students should be versatile with the techniques of univariate, bivariate and multivariate analysis by means of regression, including handling of categorical data, in investigation of relationships.

9. Write the categories applicable for the course from those given below:

Discipline (core required for MA Economics)

10. Brief (max. 250 words) course description:

This is a second level course in Statistics. Students are expected to have done a first level course in Statistics covering Descriptive Statistics, Probability, Basics of Estimation, Tests of Significance based on Normal Distribution, and Simple Regression.

The course deals with data analysis in both exploratory and confirmatory framework though the relative emphasis will be on the former. Classical courses on Statistics sought to train students and practitioners in the art of 'testing ideas with data' based upon the theory of probability and statistical inference. This is the confirmatory framework. The exploratory framework, on the other hand, constitutes a different paradigm of learning from data in a theory guided process i.e 'getting ideas from data' given the knowledge of the subject matter. Confirmatory analysis is about summarising data for testing of hypotheses, while exploratory analysis is about visualising data for discovery of hypotheses.

The pedagogic approach is that of 'learning by doing', and to enable students to 'think with data' in order to argue with evidence.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Basic knowledge of mathematics (algebra and calculus) is absolutely necessary for the course.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Organisation

The course will be conducted in a mix of classroom-based lectures/discussions and computer-based workshops. The instruction will alternate between classroom sessions where theory and methods are discussed with illustrations, and workshop sessions which are used for hands-on real-world data analysis using the computer. It will cover a broad range of socio-economic data.

Topics

- 1. Exploring distributions: centre, spread, shape and tails*
- 2. Comparing distributions: transformation and shape*
- 3. Investigating relationships: regression idea and the classical model*

4. *Woes of regression: influential point and other diagnostics*
5. *Changing the scatter: non-linearity, heteroscedasticity and transformation*
6. *Simple to multiple regression: interpreting co-efficients and diagnostic analysis*
7. *Assessing uncertainty: confidence intervals and tests of significance, classical and bootstrap*
8. *Exploring change over time: trend, breaks and growth rates*
9. *Broadening the scope: quantile regression*
10. *Categorical response: logit regression model*

Readings

Selected chapters/sections from textbooks, lecture notes and handouts. Chapters/sections will be mostly drawn from the following three books:

- *Regression with Graphics (1992) by Lawrence C. Hamilton, Brooks/Cole (Acc. No. 10031 at KG and 10030 at Dwarka Campus, 519.536 HAM-R);*
- *Econometrics and Data Analysis for Developing Countries (1998) by C. Mukherjee et. al (Acc. No. 9661 at KG and 9660 at Dwarka Campus, 330.015195 MUK-E);*
- *Introduction to Econometrics (2001) by G.S. Maddala, Wiley (to be available in the library soon).*

13. Assessment methodology:

Three written assignments of weights 30%, 30% and 40% respectively. The students are supposed to write the assignments in the computer-lab (under vigilance) and submit online.

14. Proposed enrolment ceiling (max. number of students to be admitted): 45

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Computer laboratory, softwares Stata, Excel, Fathom, Tinkerplot

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Microeconomics II*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2012*
7. Course team (coordinator, team members etc): *Taposik Banerjee*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is a foundational course for a post graduate student of economics. This course can be taken as a continuation of the Microeconomics 1 course. The two courses, Microeconomics 1 and 2 together will help students learn the fundamental theories of microeconomics. The course introduces students to the general equilibrium theory and welfare economics. The course was designed in a way so that students who have learnt the basic microeconomic theories can now learn how microeconomic theories have made further advancements over the years. The course also leads students to the doorsteps of two subdisciplines, namely, "Social Choice" and "Law and Economics" which throws open new research opportunities for them. Large number of books and journals are available on these topics and

many of them are also accessible through the university library. Current AUD faculty has adequate expertise to teach this course.

9. Write the categories applicable for the course from those given below:

Core course required for MA in Economics

10. Brief (max. 250 words) course description:

The course introduces students to the general equilibrium theory and welfare economics. The course introduces students to the price determination process in an exchange economy. It analyses the relationship between a 'core' and a 'competitive equilibrium'. The conditions for existence, uniqueness and stability for a Walrasian equilibrium will be discussed. The course will introduce students to the fundamental theorems of welfare economics. Limitations of a market economy will be taught and concepts of externalities and public goods will be discussed. Concept of a Social Welfare Function and Arrow's Impossibility Theorem will be taught. The course will also allow students to learn and critically evaluate the Coase Theorem.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Graduation level Microeconomics and Mathematics along with the Microeconomics I course.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The following would be the broad outline of the course.

1. Exchange

- *Problem and solution: Walras and Edgeworth*
- *Excess Demand: Equilibria in Simple Models; Existence and Stability*
- *Core and Equivalence Theorem*

2. Production

- *Simple General Equilibrium Production Models*
- *Non-Substitution Theorem*

3. Walrasian Equilibrium

- *Existence*
- *Uniqueness*
- *Stability*
- *Comparative Statics*

4. Welfare Economics

- *Fundamental Theorems of Welfare Economics*
- *Compensation tests - Kaldor, Hicks, Scitovsky*
- *Social Welfare Functions and Arrow's Impossibility Theorem*
- *Externalities and Public Goods: Market failure*
- *Coase Theorem and Critique*

REFERENCES

Arrow, K. J., 1963. *Social Choice and Individual Values*, second edition, Wiley, New York.

Mukherji, A., 2002. *Introduction to General Equilibrium Analysis: Walrasian and Non-Walrasian Equilibria*, Oxford University Press.

Sen, A., 1970. *Collective Choice and Social Welfare*, Holden-Day.

Jehle, G. A. and P. J. Reny, *Advanced Microeconomic Theory*, Addison-Wesley Longman, Inc.

Mas-Colell, A., M. D. Whinston, and J. R. Green (1995). *Microeconomic Theory*. Oxford: Oxford University Press.

Varian, H. R., (1984). *Microeconomic Analysis*. 3rd edition. New York: Norton

Bator, F. M., 1957. *The Simple Analytics of Welfare Maximization*. *The American Economic Review*, Vol. 47, No. 1 (Mar., 1957), pp. 22-59.

Walras, L., 1954. *Elements of Pure Economics*, George Allen and Unwin.

Debreu, G. and H. Scarf, 1963. A Limit Theorem on the Core of the Economy. International Economic Review.

13. Assessment methodology: *Three class tests with 25%, 35% and 40% weights.*

14. Proposed enrolment ceiling: *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom, whiteboard and overhead projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
 2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Macroeconomics II*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2012*
7. Course team (coordinator, team members etc): *Jyotirmoy Bhattacharya*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The two course sequence Macroeconomics I and II will cover the evolution of the main body of macroeconomic theories both with reference to the setting towards which they are oriented - of a developed capitalist economy - and its changing context with a focus on macroeconomics of developing countries like India along with and in conjunction with the macroeconomics of the global economy. There is an extensive literature on this subject and adequate expertise within the current AUD faculty for teaching this course.
9. Write the categories applicable for the course from those given below:

Core Course for M.A. Economics

10. Brief (max. 250 words) course description:

Macroeconomics II will build on Macroeconomics I to discuss the dynamics of the economics as a whole. The course will discuss both short-run fluctuations in the output and the price level as well as long-run growth. On both these issues, students will be made aware of alternative viewpoints including both views that developed in the context of advanced economies as well as those which developed in the context of developing economies.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Students must have taken Macroeconomics I.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Topics

- *Models of aggregate supply.* The Ramsey model. Real business cycle theory and its shortcomings. The Lucas supply curve. The Dixit-Stiglitz model of monopolistic competition. The New Keynesian model of price level and output determination.

Readings

Blanchard, O. and Fischer, S. 1989. *Lectures on Macroeconomics*, MIT Press, Ch. 2, 7, 8.
Romer, D. 2011. *Advanced Macroeconomics*, 4th ed., McGraw Hill. Ch. 7.

- *Structuralist Models.* Short-period equilibrium in a two-sector model. Conflicting-claims models of inflation.

Readings

Bose, A. 1989. "Short Period Equilibrium in a Less Developed Economy" in Rakshit, M. (ed.), *Studies in the Macroeconomics of Developing Countries*, Oxford University Press, India.
Olivera, J.H.G. 1964. "On Structural Inflation and Latin American 'Structuralism'", *Oxford Economic Papers*, 16(3), 321-332.
Rowthorn, R.E. 1977. "Conflict, Inflation and Money", *Cambridge Journal of Economics*, 1(3), 215-239.

- *Endogenous Growth Theory*. Human capital. The AK model. Expanding variety models. Schumpeterian models.

Readings

Acemoglu, D. 2009. *Introduction to Modern Economic Growth*, Princeton University Press. Ch. 10-14.

Barro, R.J. and Sala-i-Martin, X.I. 2003. *Economic Growth*, 2nd Edition, MIT Press. Ch. 4,6,7.

13. Assessment methodology:

Class Tests (best 2 of 3; 30% each; end-semester examination 40%).

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom with LCD projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: **Capitalism, Colonialism and Development**
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2012*
7. Course team (coordinator, team members etc): *Arindam Banerjee*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course is required to train the students of Economics in economic history and political economy. The specific historical context within which the contemporary economics systems have emerged is analyzed and delved with in this course. The course helps in introducing the students to the varying theoretical perspectives that exist within the realm of the Economics discipline and also make them engage with the specific and peculiar experiences under colonialism through which economies like that have India (and others in the developing world) has passed in history.

9. Write the categories applicable for the course from those given below:

Core required MA Economics, elective for other discipline)

10. Brief (max. 250 words) course description:

The course delves upon the issue of emergence of capitalism in Western Europe and engages with the debates regarding the transition from feudalism to capitalism. Various theories regarding the role of colonialism in the development of world capitalism and the persistence of underdevelopment in the colonies are dealt with in this course. The relationship between the advanced capitalist nations and the colonial world and its centrality to the development of early western capitalism is studied primarily through the economic relationship between Great Britain and India during the colonial period.

11. Specific requirements on the part of students who can be admitted to this course: *NA*

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course consists of the core teaching of economic history in the programme. It also seeks to train students in the political economy perspectives of economic development. The following would be the broad outline for the course:

1) *Transition from Feudalism to Capitalism:*

Decline of Feudalism – transformation of the mode of production and its causes – role of mercantile capital – origin of industrial capital and the emergence of the proletariat – the Industrial Revolution – the contribution of world trade expansion in the decline of feudalism – production versus exchange – Dobb-Sweezy debate

2) *Role of colonialism in the development of capitalism:*

The rise of imperialism – Theories of Imperialism: Hobson, Lenin and Schumpeter - A survey of the expansion of colonialism – Development and underdevelopment under colonialism – patterns of labour and population migration during colonialism – monopoly capital and transfer of surpluses to the core – Dependency theory and the core- periphery trade relationship – ‘Circulationism’ and its critique. Case Studies of Colonialism in Brazil, Chile and Indonesia

3) *Economic relationship between Great Britain and India during colonial period:*

Historical Timeline:

1757-1813: (The Mercantile Phase)

East India Company and extraction of Tribute - Inland Trade, Diwani of Bengal, 1765, famines and Drain of Surplus - The land revenue settlements in British India - its implications for agrarian development – Export of Cotton handicrafts

1813 – 1910: (the Industrial Phase)

Industrial revolution in Britain – The philosophy of free trade and de-industrialization in the colony – Thorner-Bagchi exchange and other debates on de-industrialization – Export-oriented strategy and commercialization of Indian agriculture – Indebtedness, immiserization and tenancy reforms – Foreign Trade and Drain of Wealth – Triangular Settlement of Trade – Multi-lateral Settlement of Trade and Council Bills – Role of Tribute Transfer in the Industrial Revolution in Great Britain

1913 – 1947: (Inter-war period)

Changes in trade policies and modern industry in India – the crisis of the Great Britain's economic supremacy – Global agricultural crisis and the Great Depression – New forms of drain and Deflationary policies – Sterling Balances – Great Bengal Famine, 1943 – Implications for the post-colonial economic development and policies

Other Topics:

Development of Railways and Irrigation – political economy and economic implications

Key Readings:

- Dobb, Maurice. 1946. *Studies in the Development of Capitalism*. Routledge
- The Transition from Feudalism to Capitalism: Introduction by Rodney Hilton* (and essays by Paul Sweezy, Maurice Dobb, Christopher Hill and Kohachiro Takahashi), Verso, 1976
- Magdoff, Harry. 1978. 'European Expansion since 1763' (Ch 1) and 'Imperialism: A Historical Survey' (Ch 3) in *Imperialism: From the Colonial Age to the Present*, Monthly Review Press, 1978
- Lenin, V. I. 1968. 'Imperialism, the Highest Stage of Capitalism', *Selected Works*, Progress Publishers
- Frank, A. G. 1967. *Capitalism and Underdevelopment in Latin America*, Monthly Review Press
- Patnaik, Utsa. 1999. *The Long Transition*, Tulika (Selected essays on commercialization of agriculture, tribute transfer and famine)

- Patnaik, Utsa. 1982. 'Neo-Marxian Theories of Capitalism and underdevelopment: Towards a Critique', *Social Scientist*, Vol. 10, No. 11
- Dutt, R. C. 1902. *The Economics History of India*. Volume 1
- Dutt, R. C. 1904. *The Economics History of India*. Volume 2
- Rajani Palme Dutt. 1949. *India Today*, People's Publishing House
- Bagchi, Amiya, *Private Investment in India: 1900-1939*, Orient Longman
- Bagchi, Amiya, 2000. *The Political Economy of Underdevelopment*, Orient Longman
- Bagchi, Amiya, 2010. *Colonialism and Indian Economy*, Oxford
- Warnock, John W. (1987) *The Politics of Hunger: The Global Food System*. Toronto: Methuen.
- Habib, Irfan. 1995. *Essays in Indian History*. Tulika Books (Selected Chapters)
- Mukherjee, Aditya. 2010. *Empire: How Colonial India made Modern Britain*
- Upadhyay, S. B. and Vijaya Rajani, 2011. 'The Indian Economy, 1857-1947' in K.N. Panikkar (ed.) *Perspectives on Modern Indian History*, Popular Prakashan, Mumbai
- Tomlinson, B. R. 1998. *The Economy of Modern India, 1860-1970*, Cambridge University Press
- Kumar, Dharma and Meghnad Desai 2008. *The Cambridge Economic History of India, Volume II*, Cambridge University Press

The mode of teaching will be primarily lectures (minimum 44 hours) supplemented with discussion sessions in workshop mode. The students will be distributed in different groups for the discussion sessions.

13. Assessment methodology:

Book Reviews, Presentations, Term Papers

14. Proposed enrolment ceiling (max. number of students to be admitted):

Cap of 5 for other discipline students

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: NA

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Theories of Value and Distribution*

2. Name of the School/Centre proposing the course: *School of Liberal Studies*

3. Programme(s) which this course can be a part of: *MA in Economics*

4. Level at which the course can be offered: *Postgraduate level*

5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*

6. Proposed date (semester) of launch: *January, 2012*

7. Course team (coordinator, team members etc): *Chirashree Das Gupta, Surajit Mazumdar*

8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This is a course that introduces students to the idea of rival conceptualizations of the capitalist economy and urges them to explore the relationships between the nature of that economy and its evolution and the theoretical perceptions of it. The placing of this course in the compulsory component of the programme isthus consistent with the conceptualization of the MA Economics as one which will draw on different theoretical perspectives and traditions within the discipline to offer a well-rounded training that would enable studentsto develop a socio-political and historical perspective on the economy and the discipline which analyses it. This is of also in line with the larger vision of the University.

The principal texts and references required for this course are available and the faculty at AUD has members with the competence to deliver this course.

9. Write the categories applicable for the course from those given below:

Core for MA Economics/ Elective for other MA programmes..

10. Brief (max. 250 words) course description:

This course analyses the divide between Classical and Neoclassical theories of value and distribution through a study of the works of seven major economists. These schools and the theories making them up are discussed with reference to the contexts in which they emerged and developed, the differences in their premises and the fundamental questions they are designed to answer, and the critiques advanced of them.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc) *NA*

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Main Themes/Topics

1. *Introduction: specificities of capitalism; the questions that shaped economics as a classical discipline.*
2. *Classical Political Economy: Smith and Ricardo*
3. *Critique of Classical Political Economy I: Marx*
4. *Critique of Classical Political Economy II: From Political Economy to Economics – Jevons, Menger, Walras and Marshall.*

References:

- *Maurice Dobb, Studies in the development of capitalism*
- *Maurice Dobb, Political economy and capitalism: some essays in economic tradition*
- *Maurice Dobb, Theories of value and distribution since Adam Smith: Ideology and economic theory, First published 1973, Cambridge University Press, Several reprints*
- *Schumpeter, J. (1991) History of Economic Analysis, Allen & Unwin, London*
- *Vaggi G and P Groenewegen, A Concise History of Economic Thought: From Mercantilism to Monetarism, Palgrave Macmillan*
- *Mongioli G and F Petri (2005), Value, Distribution and Capital, Routledge*

Texts:

- *Smith, A. (1991) An Enquiry into the Nature and Causes of the Wealth of Nations, Oxford University Press, Oxford*
- *Smith, A., The Theory of Moral Sentiments*

- *Ricardo, D. (1817) On the Principles of Political Economy and Taxation, London*
- *Marx, K., A Contribution to the Critique of Political Economy*
- *Marx, K. (1974) Capital, Lawrence & Wishent, London*
- *Jevons, W.S. ,The Theory of Political Economy, Penguin, Harmondsworth*
- *Carl Menger, Principles of Economics*
- *Marshall, A. (1920) Principles of Economics, Macmillan, London*
- *Walras L, Elements of Pure Economics*

The course is meant to be offered in the second semester of the MA Economics programme and will be mainly transacted through lectures and class discussions.

13. Assessment methodology:

In-Class Presentation (20%), Book Review (40%), Term paper (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 50

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

No special requirement other than classroom with audio-visual facility and internet connectivity.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Development Economics*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2012*
7. Course team (coordinator, team members etc): *Priya Bhagowalia*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is essential for students earning a Masters degree in Economics. In addition, it can be offered to students from other disciplines as long as they fulfill the pre-requisite requirements. The course aims at developing an understanding of the concept of development, and issues related to growth, income inequality, extent and nature of poverty. The focus is on the application of economic theories and tools to analyze the problems related to developing countries. The course will also briefly touch upon the need for sustainable development. Literature and resources are being procured by the AUD library.

9. Write the categories applicable for the course from those given below:

Core required for MA Economics, Elective for all other MA programmes

10. Brief (max. 250 words) course description:

This course provides an overview of the literature on the microeconomics of development. It examines the nature and extent of economic inequality and poverty at the national and household levels. The course provides a foundation in issues related to poverty and intends to equip students with theoretical and applied tools to test hypothesis and address problems faced by developing countries.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Microeconomics; Introduction to statistics and econometrics (MA level)

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course is offered to second year students in the MA Economics program. Pedagogy includes lectures, discussions,

Topics:

Growth development and welfare, Income inequality, measures and the Kuznets hypothesis

Poverty: measurement, poverty- inequality tradeoff,

Nutrition and Health: Nutrition, productivity and income: interrelationships

Gender discrimination: intrahousehold allocations, boy-girl discrimination in household expenditures

Education: access, private and social returns, quality of education

Credit, insurance and microfinance: informal and formal sources, supply and demand side

Suggested Readings:

This is an indicative, not an exhaustive reading list. It will be supplemented by published articles. Students are expected to take an interest in and critically comment on development policies.

Bardhan, P and C. Udry. (2000). *Development Microeconomics* Oxford University Press: New York

Ray, D. (1998) *Development Economics*. Princeton University Press,.

Banerjee, A. and E. Duflo. (2006). "The Economic Lives of the Poor", *Journal of Economic Perspectives*, 21(1), 141-167.

Sala-I-Martin, X and S. Mohapatra. (2002). "Poverty, inequality and the distribution of income in the Group of 20", *Discussion Paper #:0203-10, Department of Economics, Columbia University*

Ravallion, M. (2005). "A Poverty –Inequality trade off ?", *World Bank Policy Research Working Paper 3579, April*

Subramanian, S, and A. Deaton. (1996). "The Demand for Food and Calories," *Journal of Political Economy*, 104(1), 133-162.

Dasgupta, Partha and Debraj Ray (1986), "Inequality as a Determinant of Malnutrition and Unemployment: Theory", *Economic Journal*, 96, 1011-1034.

Deaton, Angus (1989), "Looking for Boy-Girl Discrimination in Household Expenditure Data", *World Bank Economic Review*, 3, 1-15.

Sen, A. (1990) "More than 100 million women are missing", <http://ucatlans.ucsc.edu/gender/Sen100M.html>

Ghosh, P., Mookherjee, D. and D. Ray (2000), "Credit Rationing in Developing Countries: An Overview of the Theory," Chapter 11 in *Readings in the Theory of Economic Development*, edited by D. Mookherjee and D. Ray, London: Blackwell.

13. Assessment methodology:

2 tests (25% weightage each)

Term Paper (including proposal, paper & presentation) (40% weightage)

Class contribution (10% weightage)

14. Proposed enrolment ceiling (max. number of students to be admitted): 45

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Faculty with necessary expertise is available in the School of Liberal Studies. No other requirement except a classroom with audio-visual facility, and internet connectivity

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: ***Indian Economy***
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2013*
7. Course team (coordinator, team members etc): *SurajitMazumdar + Chirashree Das Gupta*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The study of the Indian Economy is an essential part of any MA Economics programme in the country and also of interest to students of other disciplines or areas. The distinctiveness of the AUD Indian Economy course lies in its treatment of its subject matter, with the emphasis being on enabling students to develop a socio-political and historical perspective on the Indian economy and the development challenges that confront it, which is in line with the larger vision of the University.

There is no dearth of literature on India's Political Economy and the faculty at AUD has many members with the competence to deliver this course with the assistance of some guest faculty who are easily available in Delhi.

9. Write the categories applicable for the course from those given below:

Compulsory Core Course for MA Economics/ Elective for other MA programmes.

10. Brief (max. 250 words) course description:

This course shall discuss in a political economy framework the historical evolution and contemporary situation of a variety of issues arising in the process of the attempted transformation of India's low-income agriculture-dominated economy after independence. Problems of industrial development and the role of services, the agrarian situation, employment, poverty and inequality, etc. shall be discussed with reference to the changing economic policy context, institutional changes and the social forces behind these.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Some familiarity with Economics desirable.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Main Themes/Topics

- 1. The post-independence context – distinctive characteristics of India's economic and social structure at independence and its place in the world economy.*
- 2. Long-term trends and patterns of structural changes in India's economy and its external relations since independence in an international comparative perspective.*
- 3. Social Classes and the political economy of unemployment, poverty and inequality.*
- 4. State, caste, class, gender and religion in the making of post-independence institutions*
- 5. The agrarian constraint, limited industrialization and the extraordinary contribution of services to Indian growth: interrelationships of sector, region and social structure.*
- 6. From Planning to Liberalization: the Political Economy of Innovation and Enterprise in India*

Selected Readings

- *Ahmad, A., 2000, Lineages of the Present: Ideology and Politics in Contemporary South Asia, London, Verso.*
- *Bagchi A K (ed), 1988, Economy, Society and Polity Essays in the Political Economy of Indian Planning, In Honour of Professor Bhabatosh Dutta, Oxford, Oxford University Press,*
- *Banerjee N. and S. Marjit (eds), 2005, Development, Displacement and Disparity, India in the last Quarter of the Twentieth Century, Hyderabad, Orient Longman.*
- *T.J. (ed), 1997, The State, Development Planning and Liberalisation in India, New Delhi, Oxford University Press.*
- *Byres, T.J. (ed), 1998, The Indian Economy: Major Debates Since Independence, Oxford University Press, New Delhi.*
- *Corbridge, S. and J. Harriss, 2000, Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy, New Delhi, Oxford University Press.*

- Chibber, V., 2003, *Locked in Place: State Building and Late Industrialization in India*, Princeton, Princeton University Press.
- Chandrasekhar, C.P. and J. Ghosh, 2002, *The Market that Failed*, New Delhi, Leftword.
- Frankel, F.R., 2005, *India's Political Economy 1947-2004, Second Edition*, New Delhi, Oxford University Press.
- Frankel F.R., Hasan Z., Bhargava R. and B. Arora (eds), 2000, *Transforming India: Social and Political Dynamics of Democracy*, New Delhi, Oxford University Press.
- Malyarov, O.V., 1983, *The Role of the State in the Socio-Economic Structure of India*, New Delhi, Vikas.
- **Mohanty, M. (ed.), 2002, *Class, Caste, Gender*, London, Sage.**
- **Mukerjee Reed, A., 2001, *Perspectives on the Indian Corporate Economy: Exploring the Paradox of Profits*, Palgrave Macmillan.**
- Nayyar D. (ed), 1994, *Industrial Growth and Stagnation: The Debate in India*, Sameeksha Trust, Bombay, Oxford University Press.
- Rosen, G., 1988, *Industrial Change in India 1970-2000*, Riverdale, Riverdale Company.
- Swaminathan, M., 2000 *Weakening Welfare: The Public Distribution of Food in India*, New Delhi, Leftword.
- Tyabji, N., 2000, ***Industrialisation And Innovation: The Indian Experience***, New Delhi, Thousand Oaks.
- *Selected Articles from Journals*

The course is meant to be offered in the fourth semester of the MA Economics programme and will be mainly transacted through lectures and class discussions.

13. Assessment methodology:

In-Class Presentation (20%), Book Review (40%), Term paper (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 50

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

No special requirement other than classroom with audio-visual facility and internet connectivity.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Econometrics and Data Analysis*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July 2012*
7. Course team (coordinator, team members etc): *Surajit Das*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

It is difficult to think of an MA programme in Economics today without at least an introductory course in econometrics and data analysis. It is a tool course, which is designed to equip students for analyzing the real life data related to economics in particular and social science in general with the help of mathematical knowledge and computer softwares. The students would benefit by learning how to include greater degree of objectivity in their understanding of social science in order to make their arguments more convincing. The course would also help in bringing about some insights based on information about the past experiences (time series/panel) in order to theorize different dynamics of our society, which is the starting point of positive economics.

9. Write the categories applicable for the course from those given below:

Elective for MA Economics

10. Brief (max. 250 words) course description:

This course aims to acquaint students with the econometric properties of the univariate and multivariate time series models that are commonly used in economics. This course will make students equipped to carry out empirical projects independently for further research in future using most widely used softwares like GRETL, STATA and E-Views. Starting with the classical linear model, the time series and panel data analysis would be introduced in steps. Equal emphasis would be given on the underlying theory and on the application of the tools taking real life time series data on Indian economy so that students can apply their theoretical knowledge of time series econometric techniques in various practical fields including policy research, simple econometric modelling etc. This course aims to acquaint students with the econometric properties of the univariate and multivariate time series models that are commonly used in economics. This course will make students equipped to carry out empirical projects independently for further research in future using most widely used softwares like GRETL, STATA and E-Views. Starting with the classical linear model, the time series and panel data analysis would be introduced in steps. Equal emphasis would be given on the underlying theory and on the application of the tools taking real life time series data on Indian economy so that students can apply their theoretical knowledge of time series econometric techniques in various practical fields including policy research, simple econometric modelling etc.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc) Completion of BA with major in Economics

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The nature of econometrics and economic data:

What is Econometrics?

Steps in empirical economic analysis

Structure of data: Cross-Sectional, Time Series, Pooled and Panel data

Basic regression analysis with time series data:

The nature of time series data: current/constant price series, splicing

Examples of time series regression (static and finite distributive lag) models

Finite sample properties of ordinary least square (OLS) under classical (Gauss-Markov) assumptions

Functional forms, Dummy variables, trends and seasonality, cycles

Stationary and weakly dependent time series

Asymptotic properties of OLS

Using highly persistent time series in regression analysis

Dynamically complete models and the absence of serial correlation

The homoskedasticity assumption of time series models

Serial correlation, heteroskedasticity, and multi-collinearity

Advanced Time Series Topics

Testing for unit roots

Spurious regression

Co-integration and error correction models

Vector auto-regression

Infinite distributive lags, optimum lags

Forecasting

Pooling cross section across time – simple panel data methods:

Pooling independent cross sections across time – The Chow test

Policy Analysis with pooled cross sections – organizing panel data

Fixed effect estimation – with balanced and unbalanced panel

Random effect methods – Hausman specification test

Fixed effects versus first differencing with more than two time periods

Instrumental variables estimation and two stage least squares

Omitted variables in a simple regression model

IV estimation of the multiple regression model

Two stage least square (2SLS) and multi co-linearity

Problem of endogeneity - multiple endogenous explanatory variables

Testing for endogeneity and that for over identification restrictions

Two stage least square (2SLS) with heteroskedasticity

Limited Dependent variable (Logit, Probit and Tobit) models – sample selection corrections

Logit and Probit models for binary response

Maximum likelihood estimates of logit and probit models

Specifying logit and probit models – testing multiple hypothesis

Interpreting the logit and probit estimates

Tobit model for corner solution responses

Simultaneous equations models

The nature of simultaneous equations models

Simultaneity bias in OLS

Identifying and estimating a structural equation

Systems with more than two equations

Simultaneous equation model with time series

An example of large simultaneous equation policy simulation model for India

Carrying out an empirical project and writing an empirical paper

Text book: Wooldridge, Jeffrey M. (2009) *Introductory Econometrics: A Modern Approach*, Fourth Edition, CENGAGE Learning, Indian reprint in 2012

Reference Books:

- 1) Brockwell, P.J. and R. A. Davis (2002) *Introduction to Time Series and Forecasting*, 2nd Edition, Springer International Edition

- 2) Cochrane, J.H. () *Time Series for Macroeconomics and Finance*,
- 3) Enders, Walter. (2004) *Applied Econometric Time Series*, Second Edition, John Wiley & Sons, Wiley India Edition 2012
- 4) Greene, William H. (1997) *Econometric Analysis*, Third Edition, Prentice-Hall International
- 5) Gujarati, Damodar N. (2003) *Basic Econometrics*, Fourth Edition, McGraw-Hill, New Delhi
- 6) Hamilton, James D. (1994) *Time Series Analysis*, Princeton University Press, Princeton, New Jersey
- 7) Maddala, G. S. (2009) *Introduction to Econometrics*, 4th Edition, Wiley
- 8) Mukherjee Chandan, Howard White & Marc Wuyts (1998) *Econometrics and Data Analysis for Developing Countries*, Routledge, New York
- 9) Ramanathan, Ramu (2002) *Introductory Econometrics with Applications*, 5th edition, South-western Thomson Learning, 2002
- 10) Stock, James H. & Mark W. Watson () *Introduction to Econometrics*, 3rd Edition, Addison-Wesley Series in Economics

13. Assessment Methodology:

- A) Computer Assignment (Weight 10%)
- B) Term Paper with Econometric Application (Weight 20%)
- C) Closed Book Written Examination (Weight 30%)
- D) Term Paper with Presentation (Weight 40%)

Individual students would be assessed on the basis of:

- 1) *Theoretical understanding and logical clarity*
- 2) *Command over software packages (GRET/L/STATA/E-Views)*
- 3) *Econometric results and their interpretation*
- 4) *Quality of the write-up/Presentation*

5) *Answering the questions with in-depth understanding*

6) *Innovative ideas and independent thinking*

14. Proposed enrolment ceiling (max. number of students to be admitted): 50

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

STATA and EVIEWS software packages. Computer lab is required for at least 2 hours in every week during the relevant semester.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Law and Economics*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2012*
7. Course team (coordinator, team members etc): *Taposik Banerjee*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This is an optional course for postgraduate economics students where an interdisciplinary approach is followed to analyse the efficacy of Law. The course introduces students to a class of theories that tries to explain law and its evolution with the help of economic methodology. Legal institutions are analysed here within the framework of economic methodology; and it is contended, explicitly or implicitly, that the law and its transformation can be almost entirely explained in terms of economic norms and processes. The course introduces students to different branches of law. It evaluates different rules of law in terms of efficiency criteria, the most important of these being that of Pareto efficiency. Extensive literature is available on the subject and the current AUD faculty has adequate expertise to teach the course.

9. Write the categories applicable for the course from those given below:

Optional course for MA in Economics.

10. Brief (max. 250 words) course description:

The course introduces students to a class of theories that tries to explain law and its evolution with the help of economic methodology. The course begins with the introduction of Coase theorem and shows its influence in the evolution of the sub discipline of Law and Economics. The course introduces students to different branches of law, namely, Tort, Contract and Criminal law. It evaluates different rules of law in terms of efficiency criteria, the most important of these being that of Pareto efficiency.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Graduation level Microeconomics and Mathematics along with Microeconomics I course.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

- 1. Objective of Law and Economics.*
- 2. Legal traditions: Civil Law and Common Law.*
- 3. Basic economic tools: logic, equilibrium analysis, basic uncertainty, welfare.*
- 4. Market failure and Coase theorem.*
- 5. Branches of law: Property, Contract, Tort, Criminal.*
- 6. Tort Law*
 - Different liability rules*
 - Efficiency analysis of liability rules*
 - Characterization of efficient liability rules*

- *Different cases: two party - multiparty - independent and dependent cost of care.*

7. *Property Law - remedies for trespass.*

8. *Contract Law - remedies for breaches.*

9. *Criminal Law – ways to reduce social cost of crime.*

REFERENCES

Arrow, K. J., 1963. Social Choice and Individual Values, second edition, Wiley, New York.

Arrow, K. J. and Hahn, F. H., 1971. General Competitive Analysis, North-Holland, Amsterdam.

Barnes, David W. and Stout, Lynn A., 1992. Economic Analysis of Tort Law, West Publishing Company, St. Paul.

Bonjour, L., 1985. The Structure of Empirical Knowledge, Harvard University Press, Cambridge.

Brown, John Prather, 1973. 'Toward an Economic Theory of Liability', 2 Journal of Legal Studies.

Burrows, P. and Veljanovski, C.G., 1981. 'Introduction: The Economic Approach to Law' in The Economic Approach to Law ed. by Burrows, P. and Veljanovski, C. G., Butterworths, London.

Calabresi, Guido, 1961. 'Some Thoughts on Risk Distribution and the Law of Torts', 70 Yale Law Journal.

Calabresi, Guido, 1970. The Costs of Accidents: A Legal and Economic Analysis, Yale University Press, New Haven.

Calabresi, Guido, 1980. About Law and Economics: A Letter to Ronald Dworkin, 8 Hofstra Law Review.

Calabresi, Guido, 1991. 'The Pointlessness of Pareto: Carrying Coase Further', 100 Yale Law Journal.

Coase, R.H., 1960. 'The Problem of Social Cost', 3 Journal of Law and Economics.

- Coleman, J., 1988. *Markets, Morals, and the Law*, Cambridge University Press, Cambridge.
- Cooter, Robert, D., 1982. 'The Cost of Coase', 11 *Journal of Legal Studies*.
- Cooter, Robert D., 1985. 'Unity in Torts, Contracts and Property: The Model of Precaution', 73 *California Law Review*.
- Cooter, Robert D., 1991. 'Economic Theories of Legal Liability', 5 *Journal of Economic Perspectives*.
- Cooter, Robert D. and Ulen, Thomas S., 1999. *Law and Economics*, third edition, Addison-Wesley, New York.
- Dworkin, R., 1977. *Taking Rights Seriously*, Harvard University Press, Cambridge.
- Dworkin, R., 1986. *Law's Empire*, Harvard University Press, Cambridge.
- Dworkin, R., 1986. *The Realm of Rights*, Harvard University Press, Cambridge.
- Eisenberg, Melvin Aron, 1988. *The Nature of the Common Law*, Harvard University Press, Cambridge (MA).
- Feldman, A.M., 1980. *Welfare Economics and Social Choice Theory*, Kluwer Nijhoff Publishing, Boston.
- Hart, H.L.A., 1961. *The Concept of Law*, Clarendon Press, Oxford.
- Hayek, F., 1960. *The Constitution of Liberty*, Routledge and Kegan Paul.
- Horwitz, M., 1992. *The Transformation of American Law: 1870-1960*, Oxford University Press, Oxford.
- Jain, S.K., 1996. 'Structure of Neutral and Monotonic Binary Social Decision Rules with Quasi-Transitive Individual Preferences', 64 *Journal of Economics (Zeitschrift für Nationalökonomie)*.
- Jain, S.K., 1998. 'Rationality and Values', paper prepared for Indo-French Seminar on Norms, Reliability and Science/Knowledge held at Shimla.
- Landes, William M. and Posner, Richard A., 1987. *The Economic Structure of Tort Law*, Harvard University Press, Cambridge (MA).
- Levmore, Saul, 1994. *Foundations of Tort Law*, Oxford University Press, Oxford.

Miceli, Thomas J., 1997. Economics of the Law: Torts, Contracts, Property, Litigation, Oxford University Press, Oxford.

Mumey, Glen A., 1971. 'The 'Coase Theorem': A Re-examination', 85 Quarterly Journal of Economics.

Pistor, Katharina and Wellons, Philip, 1999. Role of Law and Legal Institutions in Asian Economic Development 1960-1995, Oxford University Press, Oxford.

Pigou, A. C., 1932. The Economics of Welfare, fourth edition, Macmillan, London.

Polinsky, A. Mitchell, 1989. An Introduction to Law and Economics, second edition, Little, Brown and Company, Boston.

Posner, R.A., 1975. 'The Economic Approach to Law', 53 Texas Law Review.

Posner, R.A., 1985. Economic Justice, Harvard University Press, Cambridge.

Posner, R., 1987. The Law and Economics Movement, 77 American Economic Review.

Posner, Richard A., 1992. Economic Analysis of Law, fourth edition, Little, Brown and Company, Boston.

Rawls, J., 1971. A Theory of Justice, Harvard University Press, Cambridge.

Regan, Donald H., 1972. 'The Problem of Social Cost Revisited', 15 Journal of Law and Economics.

Sen, A. K., 1970. Collective Choice and Social Welfare, Holden-Day, San Francisco.

Sen, A.K., 1990. On Ethics and Economics, Oxford University Press, Oxford.

Shavell, Steven, 1980. 'Strict Liability versus Negligence', 9 Journal of Legal Studies.

Shavell, Steven (1987), Economic Analysis of Accident Law, Harvard University Press, Cambridge (MA).

Suzumura, K., 1983. Rational Choice, Collective Decisions and Social Welfare, Cambridge University Press, Cambridge.

13. Assessment methodology

Two class tests (with 30% and 40%), presentation and assignment (30%).

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom with whiteboard and LCD projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: ***Research Methods in Economics***
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2012*
7. Course team (coordinator, team members etc): *Minaketan Behera*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The main rationale of the course is to enable students to plan their own research and to identify and utilise appropriate strategies and techniques for the purpose of individual investigations and research in professional development and practice.

9. Write the categories applicable for the course from those given below:

Elective for MA Economics

10. Brief (max. 250 words) course description:

This course aims at providing some basic research criteria to post-graduate students. It lays the foundations for preparing students for academic skills which covers acquiring and reviewing basic analytical skills, choosing a dissertation topic, deriving interesting and well focused research questions, how to address questions with data or theory and how to interpret and write up results. The structure of the course can be ideally split into two components. The first is specific skills: use of library resources, writing skills, and data collection and management. The second part aims to prepare the student to gain an understanding of the application of these in the context of the development of their own dissertation topic

11. Specific requirements on the part of students who can be admitted to this course: *NA*
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Course content:

1. Conceptual and Philosophical basis of Research methodology in Economics
2. Library Skills and Resources
3. Analytical frame work and formulation of Research problems
4. Reading and reviewing an article
5. Accessing economic data sources
6. Methodological skills for Generating primary data
7. Data Analysis through SPSS
8. How to write a Synopsis/ Research/Project proposal
9. Referencing
10. How to write a Dissertation/Thesis

Suggested Readings

1. Kumar, R. (1999), ***Research Methodology: a Step-by-Step Guide for Beginners***, Sage publication
2. Chandrasekhar, R (2002) "***How to write a thesis: a working guide***", available at <http://ciips.ee.uwa.edu.au/pub/HowToWriteAThesis.pdf>.
3. William Thomson, (2001), ***A Guide for the Young Economist: Writing and Speaking Effectively about Economics***. Cambridge, MA: MIT Press, 118 pp.
4. Ethridge, D.E(2004), ***Research methodology in applied economics*** , Blackwell
5. Koop, G, (2005) , ***Analysis of Economics Data***, Wiley

6. Locke, L. Spirduso, W. Silveman S., (1993), *Proposals that Work: A Guide for Planning Dissertation and Grant Proposal*, Sage publication
7. Darren, G.(2010), *SPSS for Windows Step by Step*,: Pearson, Noida

13. Assessment methodology:

Assignment (30%), Class test (30%), Research Report (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 40

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: ***Marxist Political Economy- I***
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July 2012*
7. Course team (coordinator, team members etc): *SurajitMazumdar + Chirashree Das Gupta + Guest Faculty for Selected Topics.*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Marxist Political Economy offers one of the most important alternatives to the mainstream economic analysis of capitalism, and that too in an inherently inter-disciplinary framework. The core compulsory courses, however, expose students to this theoretical perspective in only a limited way and do not offer them the opportunity to explore and grasp it as a complete theoretical system. The offering of this course and its companion Marxist Political Economy II course as optional courses and is therefore consistent with the conceptualization of the MA Economics programme as one which will draw on different theoretical perspectives and traditions within the discipline to offer a well-rounded training that would enable students to develop a socio-political and historical perspective on the economy and the discipline which analyses it. This is also in line with the larger vision of the University.

There is no dearth of literature on Marxist Political Economy and the faculty at AUD has members with the competence to deliver this course with the assistance of some guest faculty who are easily available in Delhi.

9. Write the categories applicable for the course from those given below:

Discipline Elective for MA Economics/ Elective for other MA programmes..

10. Brief (max. 250 words) course description:

This course carries forward the study of Marxist political economy which is partially covered in the MA Economics core compulsory course on Theories of Value and Distribution (TVD). The approach followed would consist of two elements. The core of this would be an examination of the political economy of capitalism through a systematic study of Marx's Capital (particularly Volumes II and III which are not in the TVD course). This would be coupled with parallel exploration of some debates and subsequent theoretical developments related to the ideas appearing in Capital.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

No specific requirements but some basic familiarity with Marx would be desirable.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Main Themes/Topics

- 1. Value and social class*
- 2. Review of Volume I: Capitalist Property Relations, Value and Surplus Value; the Circuit of Capital; Accumulation and Primitive Accumulation*
- 3. Circuits of Capital, Turnover Time and Reproduction Schemes; Marx vs. Keynes on realization*
- 4. The Transformation of Values to prices – the “problem” and alternative solutions, Neoclassical and Neo-Ricardian critiques of Marx's value theory.*
- 5. The falling rate of profit controversy.*
- 6. The role of credit in capitalism – monopoly capitalism, finance capital and the theory of imperialism.*
- 7. Marx and the Transition Debate*
- 8. Marx and the Analysis of Capitalist Crisis.*
- 9. Role of the state*

Selected Readings

- K Marx, Capital Volumes 1, 2 and 3*
- K Marx, A Contribution to the Critique of Political Economy*
- K Marx, Grundrisse*
- K Marx, The Eighteenth Brumaire of Louis Bonaparte*

- *F Engels, The Family, Private Property and the State*
- *V I Lenin, The State*
- *V I Lenin, Imperialism: The Highest Stage of Capitalism*
- *R Hilferding, Finance Capital: A Study of the Latest Phase of Capitalist Development*
- *R Luxemburg: The Accumulation of Capital*
- *N Poulantzas, Classes in Contemporary Capitalism*
- *N Poulantzas, State, Power, Socialism*
- *A Gramsci, Selections from Prison Notebooks*
- *A Kollontai, The Social Basis of the Women's Question*
- *P Patnaik, The Value of Money*
- *A Freeman, G Carchedi (eds), Marx and non-equilibrium economics*
- *L Althusser and E Balibar, Reading Capital*
- *B Fine, Rereading Capital*
- *B Fine, Theories of the Capitalist Economy*
- *B Fine, The Value Dimension: Marx versus Ricardo and Sraffa*
- *P Sweezy, M Dobb and C Hill, The Transition from Feudalism to Capitalism*
- *U Patnaik, The Agrarian Question in Marx*
- *T H Aston and C H E Philpin (eds), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-industrial Europe*
- *A Saad-Filho (ed) Anti-capitalism: A Marxist Introduction*

The course is meant to be offered in the third semester of the MA Economics programme and will be mainly transacted through lectures and class discussions.

13. Assessment methodology:

In-Class Presentation (20%), Book Review (40%), Term paper (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 25

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

No special requirement other than classroom with audio-visual facility and internet connectivity.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Economics of Environmental Health*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2013*
7. Course team (coordinator, team members etc): *Priya Bhagowalia*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is offered to students earning a Masters degree in Economics. In addition, it can be offered to students from other disciplines as long as they fulfill the pre-requisite requirements. This course aims at developing an understanding of the health issues, methods used in economic evaluation of environmental policies, and possible approaches to analyze and address the health impact of economic decisions and environmental policies. Resources are available online and also being procured by the AUD library
9. Write the categories applicable for the course from those given below:

Elective for MA Economics

10. Brief (max. 250 words) course description:

The WHO estimates that environmental hazards are responsible for an estimated 25% of the total burden of disease worldwide, and nearly 35% in developing regions. This course uses insights and studies from environmental economics, epidemiology, health, and development economics to introduce students to environment – health linkages and underscore health outcomes related to exposure to air and water pollution, variations in the weather and food and energy sources, and environmental policy. Upon completion of the course, students would have gained knowledge about the methods, data, and models and specifications used in risk assessment and analysis of environment and health from an economist's perspective.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Econometrics, Microeconomics

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Topics:

Concepts in environmental health - types of environmental hazards, healthy life expectancy, QALYs; DALYs, Burden of Disease, dose response relationships, economic evaluation : cost benefit, cost effectiveness analysis

Health impact of outdoor air pollution and indoor air pollution- relative risk, cost of illness, gender aspects

Water pollution- health impact of exposure to toxic substances, willingness to pay approaches, valuation of economic and health costs

Weather related outcomes- variations in the weather and impact on mortality, disease incidence, economic and health effects of weather related disturbances

Environmental and health policy- environmental health; global changes in environment and the third world

Suggested Readings:

This is an indicative, not an exhaustive reading list. It will be supplemented by published articles.

Dasgupta, S., Huq, M., Khaliqzaman, M., Pandey, K., and D. Wheeler. 2004. Indoor Air Quality for Poor Families: New Evidence from Bangladesh, *World Bank Policy Research Working Paper 3393*. Washington, DC.

Prüss-Üstün A., C. Mathers, C. Corvalán and A. Woodward. 2003. *Introduction and Methods: Assessing the Environmental burden of disease at national and local levels*, WHO.

Chay, K. and Greenstone, M. 2003. The Impact of Air Pollution on Infant Mortality: Evidence from Geographic Variation in Pollution Shocks Induced by a Recession, *The Quarterly Journal of Economics Vol. 118, No. 3 (Aug., 2003)*, pp. 1121-1167

Cropper, M. L., Simon, N. B., Alberini, A. and Sharma, P.K. 1997. The Health Effects of Air Pollution in Delhi, India (December). *World Bank Policy Research Working Paper No. 1860*. Available at SSRN:

Dasgupta, P. 2004. Valuing health damages from water pollution in urban Delhi, India: A production function approach, *Environment and Development Economics* 9 (1)

Haller L, Hutton G and Bartram J (2007). Estimating the costs and health benefits of water and sanitation improvements at global level. *Journal of Water and Health*. 5(4): p. 467-480.

Deschenes, O., M. Greenstone and J. Guryan. 2009. Climate Change and Birth Weight, *American Economic Review Papers and Proceedings*, 99(2)

Sachs, J. & P. Malaney. 2002. The Economic and Social burden of Malaria, *Nature* 415, 680-685 (7 February 2002)

Freeman, A. M. III .2006. Valuing Environmental Health Effects: An Economic Perspective, *Environmental and Resource Economics*, 34(3), 347-363

13. Assessment methodology

2 tests and 1 assignment (30 %- 40% -30%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 25

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Faculty with necessary expertise is available in the School of Liberal Studies. No other requirement except a classroom with audio-visual facility, and internet connectivity

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Theories of Agrarian Development*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2013*
7. Course team (coordinator, team members etc): *Arindam Banerjee*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The agrarian development is crucial to the economic development and transition. The varying organization of agricultural production across the globe and particularly in the developing world requires an in-depth analysis agrarian economics. Students interested in pursuing research in agriculture economics are also required to acquaint themselves various frameworks within which the agricultural sector can be analyzed. The course also seeks to engage with the history of agrarian development in the world and the more contemporary phenomenon of agrarian crisis in India and other third world countries. The development trajectory followed in post-independent India, and the debates therein, are also important for any student pursuing an MA in Economics.

9. Write the categories applicable for the course from those given below:

Elective for MA Economics and other Disciplines

10. Brief (max. 250 words) course description:

This course delves into the theories of organization of agricultural production and agrarian transition theories. The varying experiences of the development of capitalism in agriculture in different parts of the world and the debates regarding such experiences are also covered. Further, it delves into the experiences of agrarian development under different economic regimes in post-independent India. The early debates on production conditions in Indian agriculture and the new constraints for agrarian development emerging in the period after economic liberalization are also introduced to the students.

11. Specific requirements on the part of students who can be admitted to this course:

None

(Prerequisites or prior knowledge level etc)

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

This course seeks to introduce students to various frameworks of analysis of agricultural production and agrarian transition theories. The following is the structure of the course:

Theories of Peasant Economy and Agrarian Transitions:

- a) Chayanovian peasant economy and demographic differentiation - Sen's theory of 'peasant dualism' – Peasant class differentiation and capitalist development
- b) GKI Theories of land redistribution and the return of the neo-populist – Critique of GKI framework – Market-led land reforms - Capital Accumulation in peasant agriculture

- c) Agrarian Transitions – The ‘Prussian’ path and the ‘American’ path – Capitalism from ‘above’ and Capitalism from ‘below’ – Comparative study of transition experiences

Conditions of Agricultural production in India:

- a) Colonial inheritance of agrarian structure – the rationale for land redistribution - ‘Mode of production’ debate – Capitalism and semi-feudalism in Indian agriculture – Green Revolution (GR) and its Political economy
- b) Comparative study of regional agricultural growth in India - Terms of Trade debate and agricultural expansion – Post-GR challenges for agrarian development
- c) Indian agriculture under economic reforms – WTO agreement and its implications for agriculture – Export-oriented agriculture versus food security – new constraints to agricultural growth and development – prices and markets under liberalization – institutional changes: credit, inputs and extension services – agrarian crisis: tenets and scope
- d) Capitalism in agriculture and agrarian underdevelopment under neo-liberalism – the question of technology in agrarian development

Readings:

- Barrett, C. B. (1996) ‘On Price Risk and the Inverse Farm Size-Productivity Relationship’, *Journal of Development Economics*, Vol. 51; pp.193-215.
- Basu, Kaushik (1984) ‘Implicit Interest Rates, Usury and Isolation in Backward Agriculture’, *Cambridge Journal of Economics*, Vol. 8(2).
- Bernstein, Henry (2002) ‘Land Reform: Taking a Long(er) View’, *Journal of Agrarian Change*, Vol. 2(4), pp.433-463.
- Bhaduri, Amit (1973) ‘A Study of Agricultural Backwardness under Conditions of Semi-Feudalism’, *Economic Journal*, Vol. 86; pp. 120-137.
- Bhaduri, Amit (1984) *The Economic Structure of Backward Agriculture*, London, Academic press.
- Bharadwaj, Krishna (1974) *Production Conditions of Indian Agriculture*, Cambridge, Cambridge University Press.
- Byres, T.J. (2002) ‘Paths of Capitalist Agrarian Transition in the Past and in the Contemporary World’ in Ramachandran, V. K. and Swaminathan, M. eds. *Agrarian Studies: Essays on Agrarian Relations in Less-Developed Countries*, New Delhi, Tulika.
- Byres, T.J. (2004b) ‘Neo-Classical Neo-Populism 25 Years On: Déjà Vu and Déjà Passé’, *Journal of Agrarian Change*. Vol. 4(1&2): 17-44.
- Chattopadhyay, Paresh (1972a) ‘On the Question of the Mode of Production in Indian Agriculture: A Preliminary Note’, *Economic and Political Weekly, Review of Agriculture*, Vol. 7(13); pp. 39-46.

- Chayanov A.V. (1966) *The Theory of Peasant Economy*, ed. by D. Thorner, B. Kerblay and R.E.F. Smith, Homewood, Illinois, Irwin.
- Cheung, S. N. S. (1969) *The Theory of Share Tenancy*, Chicago, University of Chicago
- Deininger, Klaus (1999) 'Making Negotiated Land Reform Work: Initial Experience from Colombia, Brazil and South Africa', *World Development*, Vol.27(4); pp. 651-672.
- Dyer Graham (2004) 'Redistributive Land reform: No April Rose. The Poverty of Berry and Cline and GKI on the Inverse Relationship', *Journal of Agrarian Change*, Vol. 4(1&2); pp. 45-72.
- Griffin, K., A. R. Khan and A. Ickowitz (2002) 'Poverty and the Distribution of Land', *Journal of Agrarian Change*, Vol. 2(3); pp.279-330.
- Kautsky, Karl (1988) *The Agrarian Question, Vol. 1*, London, Zwan Publications.
- Khan, Mushtaq Hussain (2004) 'Power, Property Rights and the Issue of Land Reform: A General Case Illustrated with Reference to Bangladesh', *Journal of Agrarian Change*, Vol. 4(1&2); pp.73-106.
- Lenin, V.I. (1920) 'Preliminary Draft Theses on the Agrarian Question' in *Selected Works*, Moscow, Progress Publishers.
- Lenin, V.I. (1956) *The Development of Capitalism in Russia*, Moscow, Progress Publishers.
- Mao Tse-tung (1967) 'How to Differentiate the Classes in the Rural Areas' in *Selected Works, Vol. 1*, Peking, Foreign Language Works.
- Mitra, Ashok (1977) *Terms of Trade and Class Relations: An Essay in Political Economy*, London, Frank Cass.
- Paasch, Armin (2003) *The Failure of Market-Assisted Land Reforms and Some Necessary Consequences: Comments on the World Bank's Policy Research Report (PRR)*, available at www.worldbank.org
- Patnaik, U. (1971) 'Capitalist Development in Agriculture', *Economic and Political Weekly, Review of Agriculture*, Vol. 6(39); pp.123-130.
- Patnaik, U. (1976) 'Class Differentiation within the Peasantry: An Approach to Analysis of Indian Agriculture', *Economic and Political Weekly, Review of Agriculture*, Vol. 11(39), pp.82-101.
- Patnaik, U. (1979) 'Neo-Populism and Marxism: The Chayanovian View of the Agrarian Question and its Fundamental Fallacy', *Journal of Peasant Studies*, Vol. 6(4), pp.375-420.
- Patnaik, U. (1987) *Peasant Class Differentiation: A Study in Method with Reference to Haryana*, Delhi, Oxford University Press.
- Patnaik, U. (2002) 'Deflation and Déjà vu: Indian Agriculture in the World Economy' in V. K. Ramachandran and M. Swaminathan eds. *Agrarian Studies: Essays on Agrarian Relations in Less-Developed Countries*, New Delhi, Tulika.
- Putzel, James (1999) 'Land Reforms in Asia: Lessons from the Past for the 21st Century', paper presented at the conference 'Asia: Back to Basics?' at Bangkok.
- Ramachandran, V. K. and M. Swaminathan (2002) 'Rural Banking and Landless Labour Households: Institutional Reform and Rural Credit Markets in India', *Journal of Agrarian Change*, Vol.2(4); pp.502-544.
- Ramachandran, V. K. and M. Swaminathan (eds.) (2005) *Financial Liberalization and Rural Credit in India*, New Delhi, Tulika.

Rudra, Ashok, A. Majid, and B.D. Talib (1969) 'Big farmers of the Punjab: Some Preliminary Findings of a Sample Survey', *Economic and Political Weekly, Review of Agriculture*, Vol. 4(39); pp.143-146.

Sen, A. K. (1966) 'Peasants and Dualism: With or Without Surplus Labour', *Journal of Political Economy*, Vol. 74(5); pp.425-450.

Thorner, Alice (1982) 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', *Economic and Political Weekly*, Vol. 17(49, 50 & 51).

13. Assessment methodology:

Term Paper, Presentations, In-class assignments/tests

14. Proposed enrolment ceiling (max. number of students to be admitted): 35

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Monetary Theory*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2013*
7. Course team (coordinator, team members etc): *Jyotirmoy Bhattacharya*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Apart from introducing students to the core ideas of monetary theory, this course had three broader objectives. First, it will build on the macroeconomics and econometrics taught in the earlier core courses to show students how the interaction and theory of evidence leads to the development of economic ideas. Second, it will allow students to further develop their skills in the methods of macroeconomic theory. Third, it will help students understand the contribution that economic theory can make to the conduct of economic policy.

There exists a mature literature in this subject and adequate expertise within the current AUD faculty for teaching this course.

9. Write the categories applicable for the course from those given below:

Elective for M.A. Economics

10. Brief (max. 250 words) course description:

Starting with the quantity theory of money the course will examine alternative approaches of looking at the role of money in the macroeconomy in a broadly chronological sequence. The challenge of identifying the effects of monetary policy from purely observational data will be one of the unifying themes of the course. The course will also emphasize the need to study monetary policy as a long-run interaction between the monetary authority and the private sector rather than as a sequence of one off choices of policy actions.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Students must have taken the core Macroeconomics I and II courses of the M.A. Economic Programme.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Pedagogy

Lectures; problem sets.

General References

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

Gali, J. 2008. *Monetary Policy, Inflation, and the Business Cycle: An Introduction to the New Keynesian Framework*, Princeton University Press.

Romer, D. 2011. *Advanced Macroeconomics*, 4th ed., McGrawHill.

Walsh, C.E. 2010. *Monetary Theory and Policy*, 3rd ed., MIT Press.

Woodford, M. 2003. *Interest and Prices: Foundations of a Theory of Monetary Policy*, Princeton University Press.

Topics

- *The monetarist-Keynesian debates.* The quantity theory of money: historical background. Similarities and differences between monetarism and the neoclassical synthesis. The problem of identification in testing alternative monetary theories.

Readings:

Gordon, R.J. (ed.). 1975. *Milton Friedman's Monetary Framework: A Debate With His Critics*. University of Chicago Press Journals.
 Hume, D. 2006. *Essays: Moral, Political and Literary*. Cosimo Classics.
 Patinkin, D. 1989. *Money, Interest and Prices*, 2nd ed. MIT Press.
 Tobin, J. 1970. "Money and Income: Post Hoc Ergo Propter Hoc?", *Quarterly Journal of Economics*, 84(2), 301-317.

- *New classical monetary economics*. The Lucas critique and rational expectations. The need to model monetary policy as feedback rules.

Readings

Lucas, R.E. (ed.). 1983. *Studies in Business Cycle Theory*. MIT Press.
 Miller, P.J. (ed.) 1994. *The Rational Expectations Revolution: Readings from the Front Line*, MIT Press
 Sargent, T.J. and Wallace, N. 1975. "'Rational' Expectations, the Optimal Monetary Instrument and the Optimal Money Supply Rule", *Journal of Political Economy*, 83(2), 241-254.

- *Current evidence on money, prices and output*. Vector autoregressions. Alternative identification strategies. Other evidence.

Readings

Christiano, L.J. and Eichenbaum, M. and Evans, C.L. 1999. "Monetary policy shocks: What have we learned and to what end?" in Taylor, J.B. and Woodford, M. (ed). *Handbook of Macroeconomics*, Vol. 1A, North Holland.
 Leeper, E.M., Sims, C.A. and Zha, T. 1996. "What Does Monetary Policy Do?", *Brookings Papers on Economic Activity*, No. 2, 1-78.
 Romer, C.D and Romer, D.H. 1989. "Does Monetary Policy Matter? A New Test in the Spirit of Friedman and Schwartz", *NBER Macroeconomics Annual*, 4, 121-170.
 Sims, C. 1980. "Macroeconomics and Reality", *Econometrica*, 48(1), 1-48.
 Uhlig, H. 2005. "What are the Effects of Monetary Policy on Output? Results from an Agnostic Identification Procedure", *Journal of Monetary Economics*, 52(2), 381-419.

- *The new-Keynesian framework*. Empirical evidence and alternative explanations for price and wage stickiness. The new-Keynesian Phillips curve. Extending the new-Keynesian framework to fit the data better. Alternatives.

Readings

Bernanke, B.S, Gertler, M. and Gilchrist, M. 1999. "The Financial Accelerator in a Quantitative Business Cycle Framework" in Taylor, J.B. and Woodford, M. (ed). *Handbook of Macroeconomics*, Vol. 1A, North Holland.
 Clarida, R., Gali, J. and Gertler, M. 1999. "The Science of Monetary Policy: A New-Keynesian Perspective", *Journal of Economic Literature*, 37(4), 1661-1707.
 Klenow, P.J. and Malin, B.A. 2010. "Microeconomic Evidence on Price Setting" in

Friedman, B.M. and Woodford, M. (eds.) *Handbook of Monetary Economics*, Vol. 3A, North Holland, 231-284.

- Mankiw, N.G. and Reis, R. 2002. "Sticky Information vs. Sticky Prices: A Proposal to Replace the New Keynesian Phillips Curve", *Quarterly Journal of Economics*, 117(4), 1295-1328.
- Rudd, J. and Whelan, K. 2007. "Modeling Inflation Dynamics: A Critical Review of Recent Research", *Journal of Money, Credit and Banking*, 39, 155-170.
- Sims, C.A. 2003. "Implications of Rational Inattention", *Journal of Monetary Economics*, 50(3), 665-690.
- Smets, F. and Wouters, R. 2003. "An Estimated Dynamic Stochastic General Equilibrium Model of the Euro Area", *Journal of the European Economic Association*, 1(5), 1123-1175.
- *Optimal monetary policy*: Targets and instruments of monetary policy. Rules vs. discretion. Inflation targeting.

Readings

- Ball, L. 2010, "The Performance of Alternative Monetary Regimes" in Friedman, B.M. and Woodford, M. (eds.) *Handbook of Monetary Economics*, Vol. 3B, North Holland.
- Barro, R.J. and Gordon, D. 1983. "Rules, Discretion and Reputation in a Model of Monetary Policy", *Journal of Monetary Economics*, 12(1), 101-121.
- Clarida, R., Gali, J. and Gertler, M. 1999. "The Science of Monetary Policy: A New-Keynesian Perspective", *Journal of Economic Literature*, 37(4), 1661-1707.
- Eggertson, G.B. and Woodford, M. 2003. "The Zero Bound on Interest Rates and Optimal Monetary Policy", *Brookings Papers on Economic Activity*, No. 1, 139-211.
- Svensson, L.E.O. 2010. "Inflation Targeting" in Friedman, B.M. and Woodford, M. (eds.) *Handbook of Monetary Economics*, Vol. 3B, North Holland.
13. Assessment methodology:

Class tests (2 of 20% each), End semester examination (30%), Term Paper (30%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 50

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom with LCD projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Social Choice*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January, 2013*
7. Course team (coordinator, team members etc): *Debabrata Pal*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course- "Social Choice-I" has been designed to introduce students with the idea of social decision making process. This course analyzes this decision making process by delineating a structure that assimilates the preferences of individuals to reach at social decision. Analyzing social decision process is important primarily because such process has significant bearing on the wellbeing and equality of a society. If it is acceded that any decision process of the society must respect a set of values like egalitarianism, non-dictatorship etc, then it seems indispensable to any societal rule to incorporate those values. This course therefore is important not only in terms giving an overview of different rules those are used to reach at social decision but also in terms of exploring what set of values those rules represent.

While doing this course students will go through rigorous application of their analytical skill that on one hand would help grasp the content of the course as discussed above and enable them to draw logical inferences which would be useful for their further study.

9. Write the categories applicable for the course from those given below:

Elective for MA in Economics

10. Brief (max. 250 words) course description:

The course- "Social Choice-I" has been designed to introduce students with the idea of social decision making process. This course analyzes this decision making process by delineating a structure that assimilates the preferences of individuals to reach at social decision. Analyzing social decision process is important primarily because such process has significant bearing on the wellbeing and equality of a society. If it is acceded that any decision process of the society must respect a set of values like egalitarianism, non-dictatorship etc, then it seems indispensable to any societal rule to incorporate those values. This course therefore is important not only in terms giving an overview of different rules those are used to reach at social decision but also in terms of exploring what set of values those rules represent.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc):

Mathematics at 10+2 level and must possess good analytical skill.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

The course introduces students to a class of theories that deals with collective decision making process. These theories try to address the question of how a society may aggregate individual preferences in order to take a collective choice decision. The course will highlight some fundamental conflicts between different apparently benign normative criteria and indicate the limitations of a collective decision making process.

The following would be the broad outline of the course.

1. Introduction
2. Structure of Binary Social Decision Rules
3. Arrow's Impossibility Theorem
4. Gibbard's Theorem
5. Method of Majority decision and Rationality Conditions

6. May's Theorem
7. Conflict between Efficiency and Individual Rights
8. Manipulation of Collective Choice Rules

REFERENCES:

1. Arrow, K.J. (1963), *Social Choice and Individual Values*, second edition, Wiley, New York.
2. Arrow, K. J. (1973), Some Ordinalist-Utilitarian Notes on Rawls's Theory of Justice, *Journal of Philosophy*, 70, 254-263.
3. Black, D. (1948), On the Rationale of Group Decision Making, *The Journal of Political Economy*, 56, 23-34.
4. Black, D. (1958), *The Theory of Committees and Elections*, Cambridge University Press, Cambridge.
5. Fishburn, P.C. (1970), Conditions for Simple Majority Decision Functions with Intransitive Individual Indifference, *Journal of Economic Theory*, 2, 354-367.
6. Gaertner, W. (2001), *Domain Conditions in Social Choice Theory*, Cambridge University Press, Cambridge.
7. Gaertner, W. (2009) *A Primer in Social Choice Theory*, Oxford University Press, New York.
8. Harsanyi, J. C. (1953), Cardinal Utility in Welfare Economics and in the Theory of Risk Taking, *Journal of Political Economy*, 61, 434-435.
9. Harsanyi, J. C. (1955), Cardinal Welfare, Individualistic Ethics and Interpersonal Comparisons of Utility, *Journal of Political Economy*, 63, 309-321.
10. Harsanyi, J. C. (1975), Can the Maximin Principle Serve as a Basis of Morality?, *American Political Science Review*, 69, 594-606.
11. Inada, K.-I. (1964), A Note on the simple majority decision rule, *Econometrica*, 32, 525-531.
12. Inada, K.-I. (1969), The simple majority decision rule, *Econometrica*, 37, 490-506.
13. Inada, K.-I. (1970), Majority rule and rationality, *Journal of Economic Theory*, 2, 27-40.
14. Jain, S.K. (1986), Special majority rules: A necessary and sufficient condition for quasitransitivity with quasi-transitive individual preferences, *Social Choice and Welfare*, 3, 99-106.
15. Kalai, E. (1977), Proportional Solutions to Bargaining Situations: Interpersonal Utility Comparisons, *Econometrica*, 45, 1623-1630.
16. Kalai, E. and M. Smorodinsky (1975), Other Solutions to Nash's Bargaining Problem, *Econometrica*, 43, 513-518.

17. Kelly, J.S. (1974), Necessity conditions in voting theory, *Journal of Economic Theory*, 8, 149-160.
18. Leininger, W. (1993), The Fatal Vote: Berlin versus Bonn, *Finanzarchiv*, 50, 1-20.
19. Nash, J. (1950), The Bargaining Problem, *Econometrica*, 18, 155-162
20. Pattanaik, P.K. (1970), On social choice with quasitransitive individual preferences, *Journal of Economic Theory*, 2, 267-275.
21. Pattanaik, P.K. (1971), *Voting and Collective Choice*, Cambridge University Press, Cambridge.
22. Rawls, J. (1971), *A Theory of Justice*, Harvard University Press.
23. Rawls, J. (1974), Some Reasons for the Maximin Criterion, *American Economic Review (Papers and Proceedings)*, 64, 141-146
24. Reny, Ph. J. (2001), Arrow's Theorem and the Gibbard - Satterthwaite Theorem: A Unified Approach, *Economics Letters*, 70, 99-105
25. Roemer, J. (1986), The Mismatch of Bargaining Theory and Distributive Justice, *Ethics*, 97, 88-110.
26. Sen, A. K. (1970), The Impossibility of a Paretian Liberal, *The Journal of Political Economy*, 78, 152-157.
27. Sen, A. K. (1970), *Collective Choice and Social Welfare*, Holden-Day, San Francisco, republished 1979 by North-Holland, Amsterdam .
28. Sen, A.K. (1966), A possibility Theorem on Majority Decisions, *Econometrica*, 34, 491-499.
29. Sen, A.K. and Pattanaik, P.K. (1969), Necessary and Sufficient Conditions for Rational Choice Under Majority Decision, *Journal of Economic Theory*, 1, 178-202.

13. Assessment methodology:

Assessment of the course consists of class test, mid-semester and end-semester with 20%, 40%, 40% weights respectively.

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

No special requirements

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Marxist Political Economy II*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme; All MA programmes at AUD*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January 2013*
7. Course team (coordinator, team members etc): *Chirashree Das Gupta (Coordinator) , Surajit Mazumdar, Satyaki Roy*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

This course was developed in response to demand by students after their completion of Marxist Political Economy 1 (which aims to develop in students a systemic understanding of capitalism based on a detailed reading of Marx's Capital).
9. Write the categories applicable for the course from those given below:

Elective for MA Economics and all other postgraduate programmes at AUD
10. Brief (max. 250 words) course description:

This course will carry forward the study of Marxist political economy building on the discussions in Marxist Political Economy I. It is open to all MA students in the second year of their degree at Ambedkar University, Delhi. The course will run in two parallel parts through the Winter semester. While Marxist Political Economy I concentrates on a thorough reading of all three volumes of Capital, this course aims to develop on this systemic understanding to engage with two kinds of epistemologies : first, those which have broadly been associated with the Marxist praxis of emancipation and second, those which are as critical engagements and departures from Marxist theories.

11. Specific requirements on the part of students who can be admitted to this course:
None
(Prerequisites or prior knowledge level etc)
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Content

Part 1:Marxism and Emancipation

1. Finance Capital and Imperialism
2. Theories of Imperialism
3. Monopoly Capital and the State
4. From state to nation state
5. Oppression and exploitation
6. Transition, transformation and emancipation

Part 2: Marxist theory: Engagements and Departures

1. Epistemology of Marx
2. Althusser's anti-essentialist reading of Marx
3. Critical review of post-Marxist theories
4. State, power and class: Marx and Foucault
5. Marx and post-modern condition
6. Sociological tradition: Gramsci, Polanyi, Lucaks

Suggested Readings:

- K Marx, Grundrisse
- K Marx, The Eighteenth Brumaire of Louis Bonaparte
- F Engels, The Family, Private Property and the State
- K Marx, On the Jewish Question
- V I Lenin, The State
- V I Lenin, The State and Revolution
- V I Lenin, Imperialism: The Highest Stage of Capitalism
- Rudolf Hilferding: Finance Capital
- Nikolai Bukharin: Imperialism and the World Economy

- R Luxemburg, The Accumulation of Capital
- Paul Baran: Political Economy of Growth
- Paul Baran and Paul Sweezy: Monopoly Capital
- Immanuel Wallerstein: World-Systems Analysis: An Introduction
- Andre Gunder Frank: Capitalism and Underdevelopment in Latin America
- Samir Amin: Accumulation on a World Scale
- Arrighi Emmanuel: Unequal Exchange: A Study of the Imperialism of Trade
- Giovanni Arrighi: The Geometry of Imperialism
- David Harvey: The New Imperialism
- M. Hardt and A. Negri: Empire
- PrabhatPatnaik: The Value of Money
- Alice H. Amsden: The Rise of "The Rest": Challenges to the West from Late-Industrializing Economies.
- James Petras and Henry Veltmeyer: Globalization Unmasked: Imperialism in the 21st Century.
- Anthony Brewer: Marxist Theories of Imperialism
- R Luxemburg, The National Question
- R Luxemburg, Reform or Revolution
- R Luxemburg, Women's Suffrage and Class Struggle
- R Luxemburg, The Fallen Women of Liberalism
- Clara Zetkin, Social Democracy and Women's Suffrage
- A Davis, Women, Race and Class
- F Fannon, The Wretched of the Earth
- J C Mariategui, Seven Interpretive Essays
- A Kollontai, The Social Basis of the Women's Question
- A Gramsci, Selections from Prison Notebooks
- N Poulantzas, *Classes in Contemporary Capitalism*
- N Poulantzas, State, Power, Socialism
- B T Ranadive, Caste, Class and Property Relations
- L. Althusser, For Marx
- L. Althusser, Lenin and Philosophy and other Essays
- L. Althusser and E. Balibar , Reading Capital
- G. Lucaks, History and Class Consciousness: Studies in Marxist Dialectics
- S. Resnick and R. Wolff, Knowledge and Class: A Marxian Critique of Political Economy
- S. Resnick and R. Wolff, New Departures in Marxian Theory
- E. Laclau and C. Mouffe, Hegemony and Socialist Strategy: Towards a Radical Democratic Politics
- T. Carver and P. Thomas (eds) Rational Choice Marxism
- J. Roemer (ed) Analytical Marxism
- M. Foucault, Discipline and Punish: The Birth of the Prison
- M. Foucault, Madness and Civilisation: A History of Insanity in the Age of Reason
- M. Hardt and A. Negri, Empire
- N. Kaul, Imagining Economics Otherwise: Encounters with identity/difference
- K. Polanyi, The Great Transformation: the Political and Economic origins of our Time `

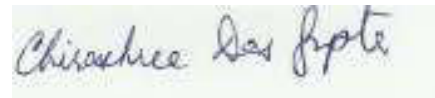
13. Assessment methodology:

The assessment for this course will consist of presentations (20%), book review/essay (40%) and a term paper (40%). The figures in brackets are weights assigned to each component of the assessment.

14. Proposed enrolment ceiling (max. number of students to be admitted): 20

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom with audio-visual equipment and internet facilities; well-equipped library



Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: ***Introduction to the Economics of Health and Health Care***
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *January 2013*
7. Course team (coordinator, team members etc): *Indranil Mukhopadhyay*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is aimed to apply principles of economics in the areas of public health, health and health care. It would also help students identify the limitations of neo-classical approach and develop a heterodox perspective in the study of health. Students would be exposed to the most advanced fields of research in economics which have relevance to health and survival of the millions under-privileged people of the developing world.
9. Write the categories applicable for the course from those given below:

Elective for MA Economics and open to other MA discipline students
10. Brief (max. 250 words) course description:

Through this course the students would be exposed to the limitations of some of the core principles of Microeconomics and failures of market mechanisms to explain complex issues of health and health care. Health economics, as a sub-discipline of economics, draws from various other sub-disciplines like Development Economics, Macroeconomics, Trade etc.- these linkages would be carefully explored through this course. The course would also appraise students of the latest developments in health financing around the world, and help them develop a comparative perspective on financing and locate the role of state in financing health care in the developing country contexts. It would also enable students to analyse and understand the political economic aspects of health sector reforms in India and across the world. Equity as a key objective of public health systems would be studied thoroughly, with emphasis on the determinants, its measurement issues, and the empirical evidences. Through a basic introduction to applied topics like economics of evaluation, pharmaceutical economics, epidemiology and health and technology, the students would be exposed to the rich diversity of health research.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc)

Students pursuing PG in any Social Science discipline with exposure to basic Micro and Macroeconomics at UG level

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

A. Introduction to Public Health, Health and Health Economics: As an introductory module, this would expose students to basic concepts of public health, health systems and determinants of health. While laying out the broad contours of health economics, this module would expose students with Social Science approach to Health.

- a. Scope of health economics
- b. Economic growth, development and health outcome
- c. Historical perspective on health and economic development
- d. Health and health care
- e. Core principles of Public Health
- f. Social determinants of health
- g. Social Science approaches to health

B. Microeconomics and health care: In this module students would be exposed to market failures in the context of health. Important microeconomic models of health care would be studied here. Structure and issues of health insurance would be studied here.

- a. Application of consumer theory

- b. Production of health and health care
 - c. General equilibrium: Pareto Optimality
 - d. Imperfect market for health and health care
 - e. Demand for health capital: Grossman Model
 - f. Health Insurance: Principal-agent problem, moral Hazards, adverse selection
- C. Health Financing:** The module on health financing would be based on the understanding on role of state in health and health care. Different forms of health financing would be studied, and roles of agents including state, market and individuals would be looked analysed here. Major emphasis would be put on Out-of-pocket spending on health and its impact on equality and access. Health care and financing systems would be studied from historical perspective with special emphasis on developing countries.
- a. State vis-à-vis market: Public Good, Merit Good
 - b. Different forms of Financing: role of state
 - c. Private Out-of-pocket expenditure and its implications
 - d. International Aid and Health
 - e. Developing Country experiences
 - f. Health financing in India
 - g. Universal Health Coverage- the emergence of a new paradigm
- D. Health & Equity:** Equity is a key concept in understanding of health and public health. In this module we would study the various dimensions of equity and its determinants. Various measures of equity would be studied and statistical exercises would be conducted here.
- a. Efficiency, Effectiveness and Equity
 - b. Ethics, Equity and Justice
 - c. Explanations of inequality: Social Cohesion and Social Capital
 - d. Measurement of inequality
 - e. Statistical exercises related to inequality measures
- E. Health Policy and Planning:** In this module we would study global and Indian experience of health policy making from a historical perspective with special emphasis on key landmarks like Alma Ata declaration, Health Sector Reforms and WTO. Emphasis would be to study health sector reforms in India.
- a. Global experience
 - b. Indian experience

- c. Health sector reforms
- d. Primary Health Care Approach and HSR
- e. Trade and Health: IPR, GATS etc

F. Advanced topics in Health Economics: Through this module students would be exposed to some emerging areas of health economics research including Pharmaceutical Economics, Economics of Evaluation, Economics and Epidemiology etc.

- a. Pharmaceutical Economics
- b. Economics of Evaluation
- c. Economics & Epidemiology
- d. Health and Technology

Reading list (not exhaustive):

1. Anand, S., Peter, F. & Sen, A.K 2004. Public Health, Ethics, and Equity, Oxford University Press.
2. Arrow, K. J. (1963), "Uncertainty and the Welfare Economics of Medical Care", The American Economic Review, 43(5), pp. 941-973.
3. Bagchi, A. (2005), Readings in Public Finance, Oxford University Press, New Delhi.
4. Banerjee, D. (1985), Health and Family Planning Services in India: An Epidemiological Socio-cultural, and Political Analysis and a Perspective, Lok Prakash, New Delhi.
5. Baru, R., 1998. Private health care in India. social characteristics and trends, New Delhi:Sage Publications.
6. Berman, P. and M. E. Khan (edited) (1988), Paying for India's Health Care, Sage, New Delhi.
7. Bhat, R. 1996, Regulating the Private Health Care Sector in India", International Journal of Health Planning and Management, 11, pp.253-274.
8. Brock, D. W. (2004), "Ethical Issues in the Use of Cost Effectiveness Analysis for the Prioritisation of Health Care Resources", in Anand, S. et al. (edited), Public Health, Ethics, and Equity, Oxford University Press, New Delhi.
9. Buchanan, J. M. (1987), "The Constitution of Economic Policy", American Economic Review, 77(3), pp. 243-50.
10. Buse, K., Mays, N. & Walt, G., 2005. Making Health Policy, Open University Press.
11. Faulland S (2008) The Economics of Health and Health Care, 5th Edition.
12. Gangolli, L., Duggal, R. & Shukla, A. eds., 2005. Review of Healthcare in India, Mumbai: Centre for Enquiry into Health and Allied Themes.

13. George, Susan, *How the Other Half Dies: The Real Reasons for World Hunger*, Penguin, 1977
14. GOI (2002). *National Health Policy*. Dept. of Health, Ministry of Health and Family Welfare, New Delhi.
15. Gottret P. and Schieber G., (2006), *Health Financing revisited: A Practitioner's guide*, The World Bank.
16. Government of India (2005), *Report of National Commission on Macroeconomics and Health*, Ministry of Health and Family Welfare, New Delhi
17. Government of India (2009), *National Health Accounts*, India, National Health Accounts Cell, Ministry of Health and Family Welfare, New Delhi.
18. Grossman, M (1972): On the concept of health capital and demand for health. *Journal of Political Economy*, 80:223-55
19. Health for All - Declaration of Alma Ata.
20. Hobsbawm, E. (1994), *Age of Extremes: The Short Twentieth Century*, Viking, New Delhi, India.
21. Jones, Linda J. (1994), *The Social Context of Health and Health Work*, Palgrave. (Chapter 1 – Health in a Social Context pp. 1-38)
22. Marmot M, et al. Closing the gap in a generation: Health equity through action on the social determinants of health. 2009. WHO and Commission on Social Determinants of Health. Available on the WHO website
http://www.who.int/social_determinants/thecommission/finalreport/en/index.html
23. Marmot M., Wilkinson R. G., (eds), *Social Determinants of Health*, Oxford: New York, 1999.
24. McKeown, Thomas, *Medicine in Modern Society*, George Allen and Unwin, London, 1965
25. Mckewon, T. and R. G. Record (1962), "Reasons for the Decline of Mortality in England and Wales during the Nineteenth Century", *Population Studies*, 16(2), pp. 94-122.
26. Mooney G (2009): *Challenging Health Economics*, Oxford University Press, New York
27. Musgrove, P. (1996), *Public and Private roles in Health: Theory of financing patterns*, Health Nutrition and Population, Discussion paper, The World Bank.
28. Navarro V (2002): *Political Economy of Social Inequalities*. New York Baywood
- 29. NRHM Mission Document.**
30. People's Health Movement (2011), *Global Health Watch III*, Z-books, London.
31. Qadeer, I. (edited) (2001), *Public Health and Poverty of Reforms: A South Asian Perspective*, Sage, New Delhi.

32. Rao, Sujatha, Selvaraju, S., Somil Nagpal and S. Sakthivel 2005, Financing of Health in India, ed. In Government of India, Ministry of Health and Family Welfare, NCMH Background Papers- Health Systems in India: Delivery and Financing of Services.
33. Reinhardt Uwe E. (2001). Can efficiency in health care be left to the markets?. Journal of Health Politics, Policy, and Law 26(5):967-92.
34. Rice, T. (1998), The Economics of Health Reconsidered, Health Administrative Press, USA.
35. Roemer, M. I. (1993), "National Health Systems throughout the World". Annual Review of Public Health 14, pp. 335-53.
36. Rosen, G. (1958), A History of Public Health, MD Publications Inc. New York.
37. Sen A (1992): Inequality Re-examined. Oxford: Clarendon Press
38. Smith GD, Bartley M and Blane D (1990). The Black Reprint on socioeconomic inequalities in health 10 years on. British Medical Journal 301: 372-77.
39. The World Bank (1993), Investing in Health, World Development Report, World Bank, Washington.
40. Wagstaff, Adam (2007), Measuring Financial Protection in Health, Policy Research Working Paper 4554, The World Bank, March.
41. World Health Organisation (2000), The World Health Report – Health Systems: Improving Performance, Geneva
42. John B. Davis, Robert McMaster (2007). The Individual in Mainstream Health Economics: A Case of Persona Non-grata; Health Care Analysis; September 2007, Volume 15, Issue 3, pp 195-210
43. The Handbook of Health Economics (Anthony J. Culyer and Joseph P. Newhouse, eds., Elsevier Science, 2000) is available online at <http://www.sciencedirect.com/science/handbooks/15740064>

13. Assessment methodology:

Term papers (30%); Book Review (30%), Presentation (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): *NA*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Natural Resource Economics*
2. Name of the School/Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2013*
7. Course team (coordinator, team members etc): *Priya Bhagowalia*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The course is offered to students earning a Masters degree in Economics. In addition, it can be offered to students from other disciplines as long as they fulfill the pre-requisite requirements. Problems related to use of natural resources are essentially dynamic in nature. Therefore the course will introduce students to techniques in dynamic optimization and also review concepts of externalities and market failure. Resources for this course are being procured by the AUD library

9. Write the categories applicable for the course from those given below:

Elective for MA Economics

10. Brief (max. 250 words) course description:

This course will focus on the application of principles of economics to identify potential sources of inefficiency and policy options to reduce that inefficiency in the context of renewable and non renewable resources. This will be followed by discussions on sustainable development, and natural resource accounting. Through lectures and computer lab sessions, the course will help bridge the gap between theoretical models and empirical studies of resource allocation and management issues in a real-world context.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc)

Mathematical Economics, Microeconomics

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Topics:

Basic concepts – renewable and non renewable resources, intertemporal flows, discounting, rate of time preference, marginal user cost, net present values

Review of static and dynamic optimization, discrete time extension of lagrange multipliers

Renewable resources – fisheries: production functions, maximum sustainable yield, static and dynamic model of open access

Forests- stumpage value, mean annual increment, optimal rotation, faustmann rotation

Non renewable resources: Hotellings rule, inverse demand curve, extraction and price paths under different market structures, reserve dependent costs

Water resources: water market, ground water allocation, marginal user cost

Sustainability -Relationship between economic growth and population growth, Natural Resource accounting- green GDP, NAMEA, SEEA

Suggested Readings:

The books listed below are not stand alone texts. Different sections and examples from different texts together will be covered, along with published articles

Conrad J M. and C. W. Clark (1987). *Natural Resource Economics: Notes and Problems*. Cambridge University Press.

Conrad J M. (1999). *Resource Economics*. Cambridge University Press

Dasgupta, P.S. and G.M. Heal. (1979). *Economic Theory and Exhaustible Resources*. Cambridge, Cambridge University Press.

Fisher, A. C. (1981). *Resource and Environmental Economics*, CUP

Neher, P. A. (1990). *Natural Resource Economics: Conservation and Exploitation*, OUP

Chiang, A.C. (1992) *Dynamic Optimization* McGraw Hill, 1992, Chs 1, 2, 7

13. Assessment methodology

2 tests and 1 assignment (30 % - 40% -30%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 25

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Faculty with necessary expertise is available in the School of Liberal Studies. No other requirement except a classroom with audio-visual facility, and internet connectivity

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Cross-Section And Panel Data Econometrics I*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2013*
7. Course team (coordinator, team members etc):
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The statistical information available to economists often consists of observations from a set of economic units such as households, firms or countries at a point of time (i.e. a cross-section) or of repeated observations of such a cross-section over many periods (i.e. a panel). The techniques of cross-section and panel econometrics are therefore a necessary part of toolkit of those students who would like to carry out empirical work in areas as diverse as growth economics, macroeconomics, finance and development. A study of econometrics would also help students learn how economic theories are tested and how quantities of economic interest are estimated, thereby improving their appreciation of economics as an empirical discipline. Literature and educational resources in this area are easily available and there exists expertise within and outside the present AUD faculty for teaching this course.

9. Write the categories applicable for the course from those given below:

Elective for M.A. Economics

10. Brief (max. 250 words) course description:

This course is the first of a two-course sequence and deals with foundational concepts and the most common methods. The topics covered are: linear regression, instrumental variables estimation, simultaneous equations models, models for panel data, maximum likelihood estimation and models for binary dependent variables. The emphasis would be on imparting to the students the skills and the confidence for carrying out independent empirical work.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc)

Students are expected to know the basics of probability and statistical inference including the linear regression model. For M.A. Economics students these prerequisites will be met by the first-semester core course MEC 01 "Statistics and Data Exploration".

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Pedagogy

Lectures, lab sessions and projects.

Modules

- *Review of OLS.* Review of basic probability and statistical inference concepts. Finite-sample and asymptotic properties of the OLS estimator.
- *Endogeneity and instrumental variables.* Motivation. The 2SLS estimator: consistency, asymptotic distribution and asymptotic efficiency. Hypothesis testing. Heteroscedasticity-robust inference.
- *Simultaneous equations models.* Structural and reduced forms. Identification conditions. Causal interpretation. Estimation using 2SLS and 3SLS.
- *Basic linear panel data methods.* Pooled OLS, fixed and random effects estimation.
- *Maximum likelihood estimation.* Consistency, asymptotic normality and asymptotic variance. Hypothesis testing.
- *Binary dependent variables.* Logit and Probit models: estimation and inference.

Required Texts

- Cameron, A.C. and Trivedi, P.K. *Microeconometrics: Methods and Applications*, Cambridge University Press, 2005.
- Wooldridge, J. *Econometric Analysis of Cross Section and Panel Data*, 2nd ed., MIT Press, 2010.

Additional Readings

- Angrist, J.D and Pischke, J.-S.. *Mostly Harmless Econometrics*, Princeton University Press, 2008.
- Cameron, A.C. and Trivedi, P.K. *Microeconometrics using Stata*, 2nd ed., Stata Press, 2010
- Kennedy, P. *A Guide to Econometrics*, 6th ed., Wiley-Blackwell, 2008.
- Kleiber, C. and Zeileis, A. *Applied Econometrics with R*, Springer, 2008.
- Pearl, J.. *Causality: Models, Reasoning and Inference*, 2nd ed., Cambridge University Press, 2009.

13. Assessment methodology:

Class-tests, end-semester examination and empirical project.

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

- *Classroom with LCD projector.*
- *Computer lab with one computer each for a student with an installation of 'Stata' and 'R' software packages.*

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Industrial Organization*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2013*
7. Course team (coordinator, team members etc):
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

Industrial organization theory studies the process of competition and interaction between firms, different forms of market organization and the regulation of competition. The problems studied in this area of economics are of immediate importance to any market-based economy both from the point of view of those participating in markets as well as the point of view of the citizen who needs to form an opinion about how best to regulate the market mechanisms for the common good. This elective will also enable students to further apply the techniques of microeconomics studied in the core courses of the M.A. programme. There exists a well-developed literature in this area.

9. Write the categories applicable for the course from those given below:

Elective for M.A. Economics Programme.

10. Brief (max. 250 words) course description:

The course will primarily cover the game-theoretic approach to industrial organization. It will begin with the classic models of monopoly, oligopoly, price competition and product differentiation. It will then discuss more recent topics such as competition in network industries, the effect of industrial organization on R&D and innovation and the design of two-sided markets.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Microeconomics I and II of MA Economics

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives

1. To teach students how tools from microeconomics might be used to study problems in industrial organisation.
2. To make students aware of the evolution of economic thought in this area and the empirical support for different views.
3. To make students aware of alternative views on public policy in this area.

Topics

- *Basic models of monopoly and oligopoly:* monopoly pricing; Bertrand and Cournot competition models and their relationship.
- *Dynamic models of oligopoly:* Tacit collusion and price wars. The Stackelberg model. Entry and entry deterrence. Strategic substitutes and complements.
- *Price discrimination and product differentiation:* Price discrimination across groups. Price discrimination across time: durable goods. Simple models of location. Quality choice. Bundling.
- *Innovation and R&D:* Market structures and the incentive to innovate. Intellectual property regimes and their effects on innovation and welfare.
- *Network industries:* Network effects and switching costs. Location models for network industries. Standards and interoperability.
- *Intermediated markets and trading platforms.*

References

- Belleflamme and Peitz. *Industrial Organization: Markets and Strategies*. Cambridge University Press
- Evans, D.S. *Platform Economics: Essays on Multi-Sided Businesses*. CreateSpace.
- Scotchmer. *Innovation and Incentives*. MIT Press
- Shy. *The Economics of Network Industries*. Cambridge University Press.
- Tirole. *The Theory of Industrial Organization*. MIT Press.
- Varian et al. *The Economics of Information Technology: An Introduction*. Cambridge University Press.

13. Assessment methodology:

Best two of three tests (30% each), End-semester examination (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom with overhead projector.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: *Mathematical Methods of Economics*
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2013*
7. Course team (coordinator, team members etc):
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The construction and criticism of models is central to the practice of economics and the vast majority of economic models are presented in the language of mathematics. The empirical testing of economic ideas too is based on mathematics in the form of mathematical statistics. The core courses in the M.A. programme make students aware of the basic minimum of mathematical methods used in economics. This elective course allows students to deepen their understanding of mathematical methods and see further applications of common methods. The interdisciplinary nature of AUD's programme allows students to take courses offered by mathematicians. This course is not meant as a complement and not as a substitute to such interdisciplinary training. It is expected that economics students interested in mathematical methods would take appropriate pure mathematics courses. This course on the other hand will focus on the applications of mathematics to economics

and topics that are not commonly covered in beginning mathematics courses but are of special interest to economists.

9. Write the categories applicable for the course from those given below:

Elective for M.A. Economics.

10. Brief (max. 250 words) course description:

The course will discuss mathematical methods through two broad themes of optimization and the solution of nonlinear systems of equations. In optimization it would cover differential, convex static optimization problems in detail. The solution of non-linear system of equations would be approached primarily through the use of fixed-point theorems. Through these applications the students will also be exposed to the rudiments of mathematical analysis.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc)

Mathematics at the plus-two level is required. It is expected that students would have taken a mathematical methods course at the undergraduate level at the level of Chiang and Wainwright's Fundamental Methods of Mathematical Economics.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Course Objectives

1. To enable students to solve the types of static and dynamic optimization problems commonly encountered in the economic literature.
2. To enable students to understand common types of existence proofs in economics.
3. To advance the students' level of mathematical sophistication and their ability to understand and write mathematical proofs.

Pedagogy

Lectures and problem sets

Modules

1. Review of linear algebra: vector spaces, linear independence, bases; matrices and linear transformations; solution of system of linear equations.
2. Basic analysis: closed, open, bounded and compact sets; sequences and their convergence; continuous functions.
3. Review of multivariable calculus: the notion of derivative and gradient and their relation to partial derivatives; the implicit and the inverse function theorems.
4. Existence of solutions to optimization problems.

5. Convexity: convex sets and convex functions. The separating hyperplane theorem. The Minkowski-Farkas Lemma. Quasiconcave functions.
6. First-order condition for unconstrained and inequality-constrained problems. Karush-Kuhn-Tucker theorem. Constraint qualification.
7. Sufficient conditions for optimization.
8. Fixed-point theorems. Contraction mapping theorem. Statement of Brouwer's fixed-point theorem.
9. Set-valued functions (correspondences). Semicontinuity. Statement of Kakutani's fixed-point theorem. Its application to general equilibrium theory and game theory.
10. The envelope theorem and the theorem of the maximum.

Required Texts

1. Sundaram, R.K. *A First Course in Optimization Theory*, Cambridge University Press, 1996.
2. Border, K.C. *Fixed-Point Theorems With Applications to Economics and Game Theory*, Cambridge University Press, 1989.

Additional References

1. Berge, C. *Topological Spaces*, Dover, 2010.
2. Binmore, K.G. *Mathematical Analysis*, 2nd ed., Cambridge University Press, 1983.
3. Luenberger, D.G. and Ye, Y. *Linear and Non-Linear Programming*, 3rd ed., Springer, 2010.
4. Mangasarian, O.L. *Nonlinear Programming*, SIAM, 1987.

13. Assessment methodology:

Best two of three tests (30% each); End-semester examination: 40%.

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

Classroom overhead projector; computer lab with symbolic computation software such as Maxima or Mathematica.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: **Cross-Section And Panel Data Econometrics II**
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics Programme*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July, 2013*
7. Course team (coordinator, team members etc):
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

The statistical information available to economists often consists of observations from a set of economic units such as households, firms or countries at a point of time (i.e. a cross-section) or of repeated observations of such a cross-section over many periods (i.e. a panel). The techniques of cross-section and panel econometrics are therefore a necessary part of toolkit of those students who would like to carry out empirical work in areas as diverse as growth economics, macroeconomics, finance and development. A study of econometrics would also help students learn how economic theories are tested and how quantities of economic interest are estimated, thereby improving their appreciation of economics as an empirical discipline. Literature and educational resources in this area are easily available and it is possible to find experts from the Indian economics profession to teach this course.

9. Write the categories applicable for the course from those given below:

Elective for M.A. Economics

10. Brief (max. 250 words) course description:

This course is the second of a two-course sequence and deals with the more specialized methods in this area. The topics covered are: multinomial, count and transition data; censored data and sample selection, treatment evaluation, and advanced panel data. The students would be introduced to the recent developments in these areas and would get a further opportunity to sharpen their empirical analysis skills.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc)

Students must have taken the first course in the sequence, viz., “Cross-Section and Panel Data Econometrics I”.

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Pedagogy

Lectures, lab sessions and projects.

Modules

- *Multinomial choice models.* Multinomial logit and probit. Ordered logit and probit.
- *Count data models.* Poisson regression: estimation and inference. Other count data models.
- *Transition data.* Hazard functions. Maximum likelihood estimation. Censoring. Unobserved heterogeneity.
- *Censored data and sample selection.* Tobit model. Sample selection models.
- *Treatment evaluation.* Motivation, selection bias. Matching and propensity score estimators. Regression discontinuity design. Instrumental variables estimators.
- *Advanced panel data models.* Nonlinear panel data models. Dynamic panel data models. Modeling parameter heterogeneity

Required Texts

- Cameron, A.C. and Trivedi, P.K. *Microeconometrics: Methods and Applications*, Cambridge University Press, 2005.
- Wooldridge, J. *Econometric Analysis of Cross Section and Panel Data*, 2nd ed., MIT Press, 2010.
- Hsiao, C. *Analysis of Panel Data*, 2nd ed., Cambridge University Press, 2003

Additional Readings

- Angrist, J.D and Pischke, J.-S.. *Mostly Harmless Econometrics*, Princeton University Press, 2008.
- Cameron, A.C. and Trivedi, P.K. *Microeconometrics using Stata*, 2nd ed., Stata Press, 2010
- Kennedy, P. *A Guide to Econometrics*, 6th ed., Wiley-Blackwell, 2008.
- Kleiber, C. and Zeileis, A. *Applied Econometrics with R*, Springer, 2008.
- Pearl, J.. *Causality: Models, Reasoning and Inference*, 2nd ed., Cambridge University Press, 2009.

13. Assessment methodology:

Class-tests, end-semester examination and empirical project.

14. Proposed enrolment ceiling (max. number of students to be admitted): *None*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

- *Classroom with LCD projector.*
- *Computer lab with one computer each for a student with an installation of 'Stata' and 'R' software packages.*

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: ***Twentieth Century Economic Thought***
2. Name of the School/ Centre proposing the course: *School of Liberal Studies*
3. Programme(s) which this course can be a part of: *MA in Economics*
4. Level at which the course can be offered: *Postgraduate level*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) *NA*
6. Proposed date (semester) of launch: *July 2013*
7. Course team (coordinator, team members etc): *Surajit Mazumdar + Chirashree Das Gupta*
8. Rationale for the course (Statement of maximum 250 words. Remark on the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

By focusing on some key twentieth century economic thinkers, this course will complement other courses in furthering the objective of introducing students to the idea of rival conceptualizations of the capitalist economy and urging them to explore the relationships between the nature of that economy and its evolution and the theoretical perceptions of it. The offering of such a course in the menu of electives is thus consistent with the conceptualization of the MA Economics as one which will draw on different theoretical perspectives and traditions within the discipline to offer a well-rounded training that would enable students to develop a socio-political and historical perspective on the economy and the discipline which analyses it. This is of also in line with the larger vision of the University.

The principal texts and references required for this course are available and the faculty at AUD has members with the competence to deliver this course.

9. Write the categories applicable for the course from those given below:

Elective Optional for MA Economics/ Elective for other MA programmes..

10. Brief (max. 250 words) course description:

This course will continue the exploration of differences in the economic analysis of capitalism begun in the course on Theories of Value and Distribution by focusing on some key twentieth century economic thinkers in the mainstream tradition as well as those who challenged mainstream thinking. The course will situate the contribution of key economic thinkers within the political economy of the twentieth century and contextualize the methodological debates in twentieth century economics.

11. Specific requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc) *None*

12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Main Themes/Topics

1. From political economy to economics: the separation of the micro and the macro
2. Pre-Keynesian Macroeconomics in the Neoclassical Tradition: Wicksell, Fisher and Schumpeter
3. Non-Marxist Critiques of Neoclassical theory – Veblen, Keynes, Sraffa
4. Understanding the current crisis of capitalism: Critical Debates and Contemporary Implications – Marx, Keynes and Sraffa

Selected Readings

- A.K. Dasgupta, *Epochs of Economic Theory*
- I Fisher, *Booms and Depressions: Some First Principles*
- I Fisher, *Elementary Principles of Economics*
- R Gilpin, 2001, *Global Political Economy: Understanding the International Economic Order*, Princeton
- J M Keynes, *General Theory of Employment, Interest and Money*
- Lawson, T. 1997, *Economics & Reality*, London and New York, Routledge
- A Leijonhufvud, 1973, Life Among the Econ, *Western Economic Journal*, 11(3), 327–337, September.
- P Sraffa , *Production of Commodities by means of Commodities: Prelude to a critique of economic theory* , Cambridge University Press
- K Marx, *Capital*, Vol 1, 2 and 3, Progressive Publishers

- K Marx, *Grundrisse*, Progressive Publishers
- Dimitris Milonakis and Ben Fine, *From Political Economy to Economics: Method, the social and the historical in the evolution of economic theory*, Routledge
- G Mongiovi and F Petri (2005), *Value, Distribution and Capital*, Routledge
- J Schumpeter, *History of Economic Analysis*, Allen & Unwin, London
- J Schumpeter, *Capitalism, Socialism And Democracy*
- J Schumpeter, *Imperialism and Social Classes*,
- G Vaggi and P Groenewegen, *A Concise History of Economic Thought: From Mercantilism to Monetarism*, Palgrave Macmillan
- T Veblen, *The Theory of the Leisure Class*, Houghton Mifflin School,
- T Veblen, *The Theory of Business Enterprise*
- K Wicksell, *Interest and Prices*
- K Wicksell, *Lectures in Political Economy*
- A Saad-Filho and D Johnston (eds), *Neoliberalism: A Critical Reader*

The course is meant to be offered in the third or fourth semester of the MA Economics programme and will be mainly transacted through lectures and class discussions.

13. Assessment methodology:

In-Class Presentation (20%), Book Review (40%), Term paper (40%)

14. Proposed enrolment ceiling (max. number of students to be admitted): 25

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

No special requirement other than classroom with audio-visual facility and internet connectivity.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitledwas discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

1. Structure: It was pointed out that the MA History Programme in its present form does not really have a structure apart from the four core courses, which according to Naseer Tyabji were too few and did not focus on core areas like Indian Nationalism. It was also pointed out that the lack of focus on pre-modern leads to a failure in making connections between modernity and historicity. In the context of regional history it appears to have a predominant north Indian focus and lacks courses that deal with Southern India. Absence of courses that deal with Gandhi's as well as Ambedkar's legacy as a part of Master's Programme in History was also pointed out. The structuring of courses around the faculty's areas of specialisation and interest was also discussed. It was advised that in future courses may be designed around themes like Women's Histories and Histories of Resistances.
2. There were specific suggestions regarding the following core courses:

State in Indian History:

The Course appears to be very large and unwieldy. It needs to bring in perspectives on state and society, origins of caste, state and social formations in India.

Making of the Modern World:

From the course description it is not clear if the course deals with making of modern world or modernity. In either case neither appears to have been dealt properly taking into account some omissions from the reading list like Communist Manifesto, writings of Edward Said, Fernand Braudel, Chris Bailey among others. Perhaps the course could take into account revolutions, technologies and making of democracies in the nineteenth and the twentieth centuries.

Power Culture and Marginality:

The course appears to be very broad and lacks a core theoretical grounding. It is not clear if the course is about culture or knowledge systems. It appears to fall in the trap of treating "marginality" as a buzz word. In this attempt while it focuses on alternative voices, it does not deal with dominant discourses in knowledge formation, thus creating an imbalance. Absence of certain readings like Daya Pawar, Om Prakash Balmiki, Uma Chakravarty, Rajeshwari Sunderrajan that deal with cultural perspectives on marginality was pointed out.

India's Economy and Colonial Rule: Focuses largely on the 20th century, hence an imbalance in the context of colonial history. Needs to focus on debates in Colonial Economy. Key writings in Economic History like Irfan Habib, Amiya Kumar Baghchi, Dharma Kumar not a part of the reading list.

Oral Epics: Very North Centric, though a large body of work on Epics done in South India.

Ambedkar University, Delhi (AUD)

School of Liberal Studies (SLS)

Board of Studies

Minutes of the First Meeting, 5 March 2013

The first meeting of the recently constituted Board of Studies of SLS was held on 5 March at 2.30 in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

Agenda Items:

-Discussion on the masters programme in Economics

-Discussion on the masters programme in History

The following members were present:

Prof. Denys P.Leighton

Prof. Milind Wakankar

Prof. Manoranjan Mohanty

Prof. Nasir Tyabji

Prof. S.B.Upadhyay

Prof. Geetha Venkataraman

Prof. Alok Bhalla

Prof. Santosh Kumar Singh

Prof. Arindam Banerjee (special invitee)

Prof. Tanuja Kothiyal (special invitee)

Prof. Salil Misra (Convenor)

Prof. Uday Kumar and Prof. Maitreyi Choudhary, external members, had earlier expressed their inability to attend the meeting.

Arindam Banerjee, the programme coordinator of MA Economics, initiated the discussion on the masters programme in Economics. He presented the rationale and structure of the MA Economics programme and provided the course details. The broad rationale and objective of the programme was to develop an enquiry through critical perspectives within the discipline and explore the possibilities of interdisciplinary collaborations. The programme engages with different traditions of economic thought and explores the synergies and contestations between

them. The programme also endeavours to develop socially-sensitive approaches of looking at and analysing contemporary economic problems.

The students are adequately trained and exposed to quantitative tools and political economy approaches. There is also a scope of specialization through baskets of elective courses in quantitative methods, political economy, environmental economics, behavioural economics, etc. The programme requires a student to complete 10 Core Courses and 6 Elective Courses, of which at least 3 should be from within the discipline. The pedagogy consists of class lectures, discussions, laboratory sessions, field work, data analysis assignments, etc. The teaching in the courses is also supplemented by a two-week workshop on Mathematical methods and Political economy at the beginning of the Monsoon Semester.

The members of the Board of Studies approved of the MA Economics programmes. They also provided two broad categories of suggestions. The first category of suggestions was regarding additional courses that the programme should try to include. There were suggestions for elective courses on Technological Development, Labour Economics, Comparative Economic Development (studying economic development outside India and Europe) and Ethics of Economics. The other category of suggestions was regarding re-ordering of course sequence. There was a suggestion that 'Theories of value and Distribution' should be a Core course in Semester 1 and Statistics and Data Exploration can be shifted to Semester 2. The other suggestion in this category was whether the Indian economy course can be taught in any of the earlier semesters. Currently, this is a compulsory course in Semester 4.

The Board advised the programme coordinator, MA Economics to discuss these suggestions with the Economics faculty. With that, the Board approved the masters programme in Economics.

Tanuja Kothiyal, the programme coordinator of MA History, presented an overview of the masters programme in History. The rationale of the Masters Programme is to impart knowledge of historical phenomenon as well as to transmit skills of historical analysis. The programme is designed on the basis of the premise that a long term processual approach to history teaching could only be evolved by doing away with periodisation. In course of the programme the students are expected to engage with certain core debates in history writing as well as newer ideas and themes that have emerged over the last few decades. The programme attempts to challenge disciplinary frontiers by constantly engaging with themes that were understood to belong to other disciplines, as well as employing methodological approaches emerging from disciplines like economics, sociology, anthropology, literary theory and criticism among others.

The programme attempts to carry this approach forward through three key components, the core courses, electives and the research papers. The present structure has four core courses spread over three semesters, that the students are expected to do in the order that they are offered. The electives offered are basketed in two categories, of South Asia and Comparative history and a student is expected to complete at least 8 credits in each basket. In the fourth

semester students are expected to undertake the writing of a research paper of 8-1000 words, under the supervision of a faculty member. The research paper (8 credits) would be based on primary sources, and would be analytical in nature.

The programme in its present format was approved by the board of studies. The members however made a few suggestions which would be discussed in the MA History Programme Committee. The suggestions were broadly of three kinds. The first regarding the structure suggested that the present range of core courses leaves out certain core themes like Nationalism and economy though they are represented in the electives category. The absence of core theoretical perspectives in courses like Making of Modern world and Power Culture and Marginality was also pointed out. The second suggestion was to include papers on Ambedkar, Gandhi, Religion, Gender Studies, South India, Asian History, Revolutions, Technologies etc in the elective basket. The third suggestion pointed towards lack of pre-modern perspectives in the programme. It was also suggested that the programme should make opting of courses outside the discipline a structural requirement.

The Board advised the programme coordinator to discuss the suggestions made with the Faculty of History. With that the Board approved the masters programme in History.

The structures of the two programmes will now be placed before the Standing Committee on Academic Programmes (SCAP) constituted by the Academic Council.

Salil Misra

Convenor, Board of Studies

SLS, AUD

Ambedkar University, Delhi (AUD)

School of Liberal Studies (SLS)

Board of Studies

Minutes of the Second Meeting, 20 March 2013

The second meeting of the recently constituted Board of Studies of SLS was held on 5 March at 2.30 in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

Agenda Items:

-Discussion on the masters programme in Sociology

-Discussion on the masters programme in English

The following members were present:

Prof. Alok Bhalla

Prof. Maitreyee Chaudhuri

Prof. Udaya Kumar

Prof. Denys P. Leighton

Dr. Preeti Mann

Professor Manoranjan Mohanty

Dr. Satyaketu Sankrit

Dr. Santosh Kumar Singh

Prof. Nasir Tyabji

Prof. S. B. Upadhyay

Dr. Diamond Oberoi Vahali

Professor Geetha Venkataraman

Dr Milind Wakankar

Prof. Salil Misra (Convenor)

Dr. Santosh Kumar Singh presented the structure of the masters programme in Sociology. He highlighted the overall objectives of the programme and the larger vision behind it. The Masters Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflexive action. The unique approach of the program is its focus on orienting students to the relationship between text and context, between sociology and society, and between the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge. In so doing, he argued, we aim to ensure that, while their learning is relevant in today's market-driven world, as sociologists, they are also equipped to critique the commodification of knowledge in a consumerist economy. The MA programme in Sociology at AUD envisages its students as compassionate researchers and active learners who are committed to making a difference in the world.

The curriculum in Sociology at AUD achieves this by means of innovative courses that sharpen students' communication skills and professional capabilities. Our unique courses on

Workshop on Expressions and *Organizational Exposure* demonstrate this orientation. The former is aimed at developing students' writing, library research and presentation skills as it takes them through the mechanics and protocols of various genres of writing—from proposals to reports, theses and dissertations. The latter course introduces students to a range of organizations in and around Delhi that are engaged in social science research and advocacy, and hence to the world of employment opportunities for sociologists in the NGO, governmental, and private sectors.

The programme's vision and pedagogical philosophy complements AUD'S thrust on inter-disciplinarity and hands-on learning to create a more humane world. This is amply reflected in the way the programme consciously attempts to make a departure from the conventional ways of teaching Sociology.

During the discussion that followed, a large number of suggestions were made by the members. Some of the comments pertained to the structure of the programme as a whole. A few comments were related specifically to some courses (e.g., Sociology of Indian Society, Culture Hierarchy and Difference, Social Theory). Some members also commented on some of the terms and concepts employed in various courses. There were also suggestions to introduce some new courses (e.g., Sociology of Knowledge). Some part of the discussion focused on the linkages of the MA programme with a research programme in the University.

The members of the Board advised the programme coordinator to discuss all the comments and suggestions with the Faculty of Sociology. With that the Board approved the MA programme in Sociology.

The MA programme in English was presented jointly by Dr. Diamond Oberoi Vahali and Prof. Alok Bhalla.

The Masters Programme in English proposes to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literatures belonging to lesser known languages and regions. Strengthening the overall vision of Ambedkar University, this Programme hopes to orient students towards engaged and reflective scholarship. A concern with social and literary margins will consistently guide the Programme's overall vision, philosophy and content. It is hoped that the Programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, social and creative sensibilities. It is further envisaged that through this Programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines.

The general Areas of Study designed by the English Faculty are based on the assumption that no literary canon or tradition can be fixed once and for all. It has to be rediscovered and recreated by each new generation of students, readers and critics in response to their own historical or cultural location.

The Areas of Study for the current English Programme are as follows: Literatures of North America and British Isles; Forms in Literature; Literature and the other Arts; Themes in

Literature; Colonial and Postcolonial Literatures; World Literature in Translation; Literary and Cultural Theory; English Language Education; Translation: Theory and Practice; Oral, Indigenous and Folk Imagination; Literatures of the Indian Subcontinent.

The presentation of the programme structure was followed by discussion. The general comments focused on three aspects. First, some of the comments pertained to the general structure of programme, its purely elective nature, absence of any core component and the absence of any dissertation writing as part of the programme. Second, some members suggested the inclusion of new courses focusing on the literature of global south and also on general themes such as Literary Criticism. Three, some of the suggestions pertained to the Reading lists of some courses. It was suggested that that reading lists should also include secondary works and commentaries apart from the classical texts.

The Board advised the programme coordinator to place all the comments and suggestions before the Faculty of English and have an intense discussion around them. With that, the Board approved the MA programme in English.

Both the programmes will now be placed before the Standing Committee on Academic Programmes (SCAP) constituted by the Academic Council of AUD.

Salil Misra

Convenor,

BOS, SLS

Ambedkar University, Delhi (AUD)

NOTES on the 2nd meeting of the School of Liberal Studies Board of Studies on 20 March 2013.

[The following text is not a transcript of statements made in the meeting but rather 'notes' extracted from comments, observations and questions by the participants. MA programme coordinators took notes separately and promised to communicate them to programme faculty.]

Preface. Notified members of the BoS SLS (file no. AUD/1-23(1)/2013) had been invited to the Board by letter and email in February 2013. Letters, emails and documents for review were sent prior to the first Board meeting on 5 March, and another set of documents was sent prior to the second meeting on 20 March. The following members attended the meeting of 20 March (2 – 5:40 p.m.) in the School of Human Studies Committee Room on the Kashmere Gate campus:

Prof. Alok Bhalla (Visiting Professor, SLS)
Prof. Maitreyee Chaudhuri (Sociology, JNU)
Prof. Udaya Kumar (English, Univ. of Delhi)
Prof. Denys P. Leighton (Visiting Professor, SLS and Deputy Dean SLS)
Dr. Preeti Mann (Assistant Professor, SDS)
Professor Manoranjan Mohanty (Center for Development Studies, New Delhi)
Dr. Satyaketu Sankrit (Assoc. Professor, SLS)
Dr. Santosh Kumar Singh (Asst. Professor, SLS)
Prof. Nasir Tyabji (formerly Director, Centre for Jawaharlal Nehru Studies, Jamia Millia Islamia, New Delhi)
Prof. S. B. Upadhyay (School of Social Sciences, IGNOU, New Delhi)
Dr. Diamond Oberoi Vahali (Associate Professor, SLS)
Professor Geetha Venkataraman (SLS and Dean, SUS)
Dr Milind Wakankar (Associate Professor, SCCE)

Professor Salil Misra (Dean SLS) was able to attend only part of the meeting due to other administrative obligations. The meeting was chaired in his absence by Professor Denys Leighton (Deputy Dean SLS), who prepared these notes.

The **MA Sociology programme document** was introduced by Dr. Santosh Singh. Dr. Singh's presentation featured some slides of MA programme faculty members and students attending meetings and workshops at various research foundations and NGO's in Delhi. He emphasized that the programme was designed to equip students with skills for sociological research and informed action while also encouraging them to acquire ideas and skills through neighboring academic disciplines: as many as 16 credits (of 64 required for programme completion) could be earned from other postgraduate programmes of the University.

Comments and questions raised by the participants (not a comprehensive list!):

- The theoretical basis of the course 'Sociology of Indian Society' (compulsory Semester I course) was disproportionately shaped by the 'Delhi School'.
- What does 'postcolonial' really mean for study of Indian sociology apart from its use as a temporal marker?
- Is 'Culture, Hierarchy and Difference' (compulsory Semester II course) an appropriate or effective substitute for more orthodox courses examining hierarchy as 'economic', 'social', 'political', etc.?
- Is 'identity' a more appropriate term than 'culture' in the item above?
- 'Social Theory' (compulsory Semester I course) is too 'Western' in orientation.
- No course in sociology of knowledge? Consider.
- Why 'Faith, Religion and Society'? What is the meaning of the distinction here between faith and religion?
- Is the programme geared specifically towards research careers? What career options will the students become aware of through this programme? (Many participants opined that the programme would provide skills suitable for many kinds of non-academic work.)
- Many of the courses combine 'traditional inevitables' with some innovations (e.g., attention to 'globalization'). How to de-westernize theoretical perspectives. Are there viable Southern or Eastern perspectives. Can the element of perspective in this sense inform some or all of the courses? (See comment above on sociology of knowledge.)
- Do you want to present a 21st-century programme of social research for India?
- There should be greater attention to 'classic' (and 'alternative'?) texts by Indian sociologists and Indian social observers.
- Could there be some *advanced* courses that imprint a distinctive 'stamp' on the students? A course or workshop that would encourage critical reflection on the whole programme?
- How is *social exclusion* imagined in one or more courses?

The Board broadly approved the MA Sociology programme, recognized it as an ambitious work in progress and encouraged the faculty to consider the points raised in the meeting in its deliberations. The discussion concluded by 4 p.m. Prof. Udaya Kumar suggested that two meetings be held, separated by about a month, for discussion of any programme. Prof. Leighton (Deputy Dean) and others agreed this would be a useful practice.

The second part of the meeting devoted to review of the **MA English programme document** began shortly after 4 p.m. and continued for 90 minutes.

Professor Alok Bhalla made introductory remarks, followed by Dr. Diamond Oberoi Vahali's review of pp. 9-13 of the programme document (table of 'courses in brief').

Some comments (not an exhaustive list):

- Given that the programme is completely 'elective' in nature, it would help to provide not only a descriptive outline of courses but a set of questions or issues that define the approach of the programme.
- What are the intellectual frames of the programme and the courses constituting it? Self-conscious questioning should be reflected more clearly in the design of separate courses.
- More on 'global South' literature and South Asian (regional) literature?
- A curriculum with no core/compulsory courses creates flexibility as well as problems. The problems relate less to coherence of *content* than to coherence and continuity in development of skills (writing, analysis).
- The programme foregrounds interesting and 'useful' radicalisms, but there could be more attention to South-South perspectives and more comparisons of them with northern hemispheric radicalisms (as purported universalisms?).
- 'English has been un-Englished' in many universities today, but this programme features many competing geographical centers/locations.
- The course bibliographies feature few works of literary criticism/theory. Can MA students really be expected to interpret texts without some critical apparatus? There are some classic and useful critical texts that students should become aware of.
- There should be at least one (required?) course on something as mundane as literary criticism.
- Very little in the courses directing attention to Asian culture as a whole, Asian sensibilities/ways of seeing, etc.
- Thesis or extended essay requirement is innovative, because most MA English programmes do little to promote actual research.
- The observation (above) about lit. crit./literary theory could be extended to include non-literary texts: key statements in philosophy, cultural analysis, anthropology, aesthetics.

Professor Bhalla made some observations about the difficulties of transacting thesis work with the students. He nevertheless concluded that it was worth doing.

The MA English programme was broadly approved by the Board. Faculty were encouraged to take account of these comments.

Signed:

Denys P. Leighton,
8 May 2013 (from notes taken on 20 March)

Ambedkar University, Delhi (AUD)

School of Liberal Studies (SLS)

Board of Studies

Minutes of the First Meeting, 5 March 2013

The first meeting of the recently constituted Board of Studies of SLS was held on 5 March at 2.30 in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

Agenda Items:

-Discussion on the masters programme in Economics

-Discussion on the masters programme in History

The following members were present:

Prof. Denys P.Leighton

Prof. Milind Wakankar

Prof. Manoranjan Mohanty

Prof. Nasir Tyabji

Prof. S.B.Upadhyay

Prof. Geetha Venkataraman

Prof. Alok Bhalla

Prof. Santosh Kumar Singh

Prof. Arindam Banerjee (special invitee)

Prof. Tanuja Kothiyal (special invitee)

Prof. Salil Misra (Convenor)

Prof. Uday Kumar and Prof. Maitreyi Choudhary, external members, had earlier expressed their inability to attend the meeting.

Arindam Banerjee, the programme coordinator of MA Economics, initiated the discussion on the masters programme in Economics. He presented the rationale and structure of the MA Economics programme and provided the course details. The broad rationale and objective of the programme was to develop an enquiry through critical perspectives within the discipline and explore the possibilities of interdisciplinary collaborations. The programme engages with different traditions of economic thought and explores the synergies and contestations between

them. The programme also endeavours to develop socially-sensitive approaches of looking at and analysing contemporary economic problems.

The students are adequately trained and exposed to quantitative tools and political economy approaches. There is also a scope of specialization through baskets of elective courses in quantitative methods, political economy, environmental economics, behavioural economics, etc. The programme requires a student to complete 10 Core Courses and 6 Elective Courses, of which at least 3 should be from within the discipline. The pedagogy consists of class lectures, discussions, laboratory sessions, field work, data analysis assignments, etc. The teaching in the courses is also supplemented by a two-week workshop on Mathematical methods and Political economy at the beginning of the Monsoon Semester.

The members of the Board of Studies approved of the MA Economics programmes. They also provided two broad categories of suggestions. The first category of suggestions was regarding additional courses that the programme should try to include. There were suggestions for elective courses on Technological Development, Labour Economics, Comparative Economic Development (studying economic development outside India and Europe) and Ethics of Economics. The other category of suggestions was regarding re-ordering of course sequence. There was a suggestion that 'Theories of value and Distribution' should be a Core course in Semester 1 and Statistics and Data Exploration can be shifted to Semester 2. The other suggestion in this category was whether the Indian economy course can be taught in any of the earlier semesters. Currently, this is a compulsory course in Semester 4.

The Board advised the programme coordinator, MA Economics to discuss these suggestions with the Economics faculty. With that, the Board approved the masters programme in Economics.

Tanuja Kothiyal, the programme coordinator of MA History, presented an overview of the masters programme in History. The rationale of the Masters Programme is to impart knowledge of historical phenomenon as well as to transmit skills of historical analysis. The programme is designed on the basis of the premise that a long term processual approach to history teaching could only be evolved by doing away with periodisation. In course of the programme the students are expected to engage with certain core debates in history writing as well as newer ideas and themes that have emerged over the last few decades. The programme attempts to challenge disciplinary frontiers by constantly engaging with themes that were understood to belong to other disciplines, as well as employing methodological approaches emerging from disciplines like economics, sociology, anthropology, literary theory and criticism among others.

The programme attempts to carry this approach forward through three key components, the core courses, electives and the research papers. The present structure has four core courses spread over three semesters, that the students are expected to do in the order that they are offered. The electives offered are basketed in two categories, of South Asia and Comparative history and a student is expected to complete at least 8 credits in each basket. In the fourth

semester students are expected to undertake the writing of a research paper of 8-1000 words, under the supervision of a faculty member. The research paper (8 credits) would be based on primary sources, and would be analytical in nature.

The programme in its present format was approved by the board of studies. The members however made a few suggestions which would be discussed in the MA History Programme Committee. The suggestions were broadly of three kinds. The first regarding the structure suggested that the present range of core courses leaves out certain core themes like Nationalism and economy though they are represented in the electives category. The absence of core theoretical perspectives in courses like Making of Modern world and Power Culture and Marginality was also pointed out. The second suggestion was to include papers on Ambedkar, Gandhi, Religion, Gender Studies, South India, Asian History, Revolutions, Technologies etc in the elective basket. The third suggestion pointed towards lack of pre-modern perspectives in the programme. It was also suggested that the programme should make opting of courses outside the discipline a structural requirement.

The Board advised the programme coordinator to discuss the suggestions made with the Faculty of History. With that the Board approved the masters programme in History.

The structures of the two programmes will now be placed before the Standing Committee on Academic Programmes (SCAP) constituted by the Academic Council.

Salil Misra

Convenor, Board of Studies

SLS, AUD

Ambedkar University, Delhi (AUD)

School of Liberal Studies (SLS)

Board of Studies

Minutes of the Second Meeting, 20 March 2013

The second meeting of the recently constituted Board of Studies of SLS was held on 5 March at 2.30 in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

Agenda Items:

-Discussion on the masters programme in Sociology

-Discussion on the masters programme in English

The following members were present:

Prof. Alok Bhalla

Prof. Maitreyee Chaudhuri

Prof. Udaya Kumar

Prof. Denys P. Leighton

Dr. Preeti Mann

Professor Manoranjan Mohanty

Dr. Satyaketu Sankrit

Dr. Santosh Kumar Singh

Prof. Nasir Tyabji

Prof. S. B. Upadhyay

Dr. Diamond Oberoi Vahali

Professor Geetha Venkataraman

Dr Milind Wakankar

Prof. Salil Misra (Convenor)

Dr. Santosh Kumar Singh presented the structure of the masters programme in Sociology. He highlighted the overall objectives of the programme and the larger vision behind it. The Masters Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflexive action. The unique approach of the program is its focus on orienting students to the relationship between text and context, between sociology and society, and between the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge. In so doing, he argued, we aim to ensure that, while their learning is relevant in today's market-driven world, as sociologists, they are also equipped to critique the commodification of knowledge in a consumerist economy. The MA programme in Sociology at AUD envisages its students as compassionate researchers and active learners who are committed to making a difference in the world.

The curriculum in Sociology at AUD achieves this by means of innovative courses that sharpen students' communication skills and professional capabilities. Our unique courses on

Workshop on Expressions and *Organizational Exposure* demonstrate this orientation. The former is aimed at developing students' writing, library research and presentation skills as it takes them through the mechanics and protocols of various genres of writing—from proposals to reports, theses and dissertations. The latter course introduces students to a range of organizations in and around Delhi that are engaged in social science research and advocacy, and hence to the world of employment opportunities for sociologists in the NGO, governmental, and private sectors.

The programme's vision and pedagogical philosophy complements AUD'S thrust on inter-disciplinarity and hands-on learning to create a more humane world. This is amply reflected in the way the programme consciously attempts to make a departure from the conventional ways of teaching Sociology.

During the discussion that followed, a large number of suggestions were made by the members. Some of the comments pertained to the structure of the programme as a whole. A few comments were related specifically to some courses (e.g., Sociology of Indian Society, Culture Hierarchy and Difference, Social Theory). Some members also commented on some of the terms and concepts employed in various courses. There were also suggestions to introduce some new courses (e.g., Sociology of Knowledge). Some part of the discussion focused on the linkages of the MA programme with a research programme in the University.

The members of the Board advised the programme coordinator to discuss all the comments and suggestions with the Faculty of Sociology. With that the Board approved the MA programme in Sociology.

The MA programme in English was presented jointly by Dr. Diamond Oberoi Vahali and Prof. Alok Bhalla.

The Masters Programme in English proposes to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literatures belonging to lesser known languages and regions. Strengthening the overall vision of Ambedkar University, this Programme hopes to orient students towards engaged and reflective scholarship. A concern with social and literary margins will consistently guide the Programme's overall vision, philosophy and content. It is hoped that the Programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, social and creative sensibilities. It is further envisaged that through this Programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines.

The general Areas of Study designed by the English Faculty are based on the assumption that no literary canon or tradition can be fixed once and for all. It has to be rediscovered and recreated by each new generation of students, readers and critics in response to their own historical or cultural location.

The Areas of Study for the current English Programme are as follows: Literatures of North America and British Isles; Forms in Literature; Literature and the other Arts; Themes in

Literature; Colonial and Postcolonial Literatures; World Literature in Translation; Literary and Cultural Theory; English Language Education; Translation: Theory and Practice; Oral, Indigenous and Folk Imagination; Literatures of the Indian Subcontinent.

The presentation of the programme structure was followed by discussion. The general comments focused on three aspects. First, some of the comments pertained to the general structure of programme, its purely elective nature, absence of any core component and the absence of any dissertation writing as part of the programme. Second, some members suggested the inclusion of new courses focusing on the literature of global south and also on general themes such as Literary Criticism. Three, some of the suggestions pertained to the Reading lists of some courses. It was suggested that that reading lists should also include secondary works and commentaries apart from the classical texts.

The Board advised the programme coordinator to place all the comments and suggestions before the Faculty of English and have an intense discussion around them. With that, the Board approved the MA programme in English.

Both the programmes will now be placed before the Standing Committee on Academic Programmes (SCAP) constituted by the Academic Council of AUD.

Salil Misra

Convenor,

BOS, SLS

Ambedkar University, Delhi (AUD)

Ambedkar University Delhi
School of Liberal Studies
MA, Sociology Programme

Rejoinder: (BOS)

The programme structure and curriculum of MA, Sociology underwent a series of modification and changes since its inception in 2011 with just two Assistant Professors. Subsequently new faculties joined the unit and as expected new ideas, perspectives and experiences informed the existing curriculum. We believe that the process of curriculum development is an ongoing, dynamic exercise which is going to take a few years to stabilize in a new university set up.

The following changes are note worthy:

1. Three new core courses, namely **Movements, Protests and Transformations; Faith, Religion and Society** and **Relationships and Affinities** have been introduced.
2. The **dissertation** worth 6 credits has been dropped and instead a 4 credit worth of **Research Project** (Seminar 2 credit + Research project 2 credit) has been included.
3. Organizational Exposure shifts from 1st Semester to the 3rd Semester.
4. Social Research is now one course.
5. Two courses (Historical background of the emergence of Sociology and The conceptual framework) which were part of the first matrix were dropped.
6. Work shop on Expression is now one course instead of initial 2-parts in which it was proposed and also shifted to second semester.

Rationale: (In the order in which mentioned above)

#1. Courses on Movements, Religion and Social Relationships are indispensable for students pursuing graduate degree in Sociology. Their inclusion would greatly enhance the relevance of MA programme.

#2. A dissertation worth 6 credits proved quite burdensome for the students. Therefore, a shorter version titled 'Research Project' of 4 credits spread across two semesters (with 2 credits per semester) is introduced. This would lighten students' workload and yet train them as researchers capable of applying their theoretical knowledge to empirical contexts.

#3. The course on organizational exposure aims to familiarize students with the organizational world – government agencies, non-government bodies, media and publishing houses – which could prove relevant to students' career as sociologists. However, the presence of this course in the very first semester when students are not adequately initiated into the discipline could undermine the potential of the course. The course is relocated to the third semester on the ground that by the time students reach third semester they have much clearer view about the discipline and would be better prepared to look upon their role as sociologists in the larger world outside academia.

#4. A unified course on Social Research was conceptualized to make space for other core concerns and broaden the focus on more substantive themes in the curriculum.

#5. Masters programme in Sociology already has had two courses on social theory and a course on Social Research. Therefore, two more courses on Historical Background of Sociology and Conceptual Frameworks having more or less the same content as theory or method course would have meant gross duplication and overlap.

#6. Workshop on Expression was also trimmed a bit to encapsulate the core concerns in one course.