

School of Culture and Creative Expressions (SCCE)

Ambedkar University Delhi

Course Outline

Course Code: SCC2FS101

Title: Evolution of Cinema as Art I

Type of Course: Core

Cohort for which it is compulsory: MA Film Studies, I semester

Cohort for which it is elective: All

No of Credits: 4

Semester and Year Offered: Winter

Course Coordinator and Team: Dr Rajan Krishnan and team

Email of course coordinator: rajan@aud.ac.in

Pre-requisites: No pre-requisites.

Course Objectives/Description:

This course focuses on how the technical invention of the possibility movement image on screen evolved into an art form capable of fictional narration. It uses key theoretical texts on early cinema and the milestone films that helped the evolution.

This course forms the basis for the structure laid out in ECA-II. It is the first part of a progressive course, that lays out a schema for the study of key world cinema debates across ECA I and II.

Course Outcomes:

- a) Enable students to understand historical and theoretical ways of thinking about cinema. Thus, producing disciplinary knowledge of film studies. The course will form part of the core courses for MA Film Studies. It aids, thus, in the building of disciplinary knowledge and in this it is central to the very foundational discourses and debates of the programme.
- b) Given that this course engages with cinema in relationship to national and transnational cinemas, it allows for multicultural competence.

- c) This course allows for an engagement with a variety of transnational forms of cinema, prompting discussions of various aesthetic values and an appreciation thereof.
- d) The course aims to instill both critical thinking and analytical reasoning through an engagement with canonical readings on cinema and viewing films.
- e) Introduces students to the study of cinema as a medium through talking about ways of seeing films and filmic analysis, thus promotes medium-specific expressions.

Brief description of modules/ Main modules:

See reading list below.

Assessment Details with weights:

1. Response papers (40%)
2. Final term paper (30%)
3. Class participation (30%)

Reading List:

WEEK 1

LECTURE 1 & 2- Introduction: Beginnings of Cinema

Siegfried Kracauer, “Basic Concepts” in *Theory of Film: The Redemption of Physical Reality*. Princeton: Princeton University Press, 1997, 27-41.

CLIPS: Lumiere Films, Kinetoscope Films/ George Melies, *A Trip to the Moon* (1902)

WEEK 2

LECTURE 3 & 4 - Early Cinema- Cinema of Attractions

Tom Gunning, “The Cinema of Attractions: Early Film, Its Spectator and the Avant Garde” in Thomas Elsaesser, ed. *Early Cinema Space, Frame, Narrative*. London: British Film Institute, 1990, 56-62.

Film: Edwin S. Porter *The Great Train Robbery* (1903)

WEEK 3

LECTURE 5 - The Silent Film Form and Genres

Bela Balzacs, "The Close-Up", in Gerald Mast, Marshall Cohen & Leo Braudy Eds. *Film Theory and Criticism: Introductory Readings*, New York and Oxford: Oxford University Press, 1992, 260-267

CLIPS: D.W. Griffith *The Birth of a Nation* (1915)/ *Intolerance* (1916)

Buster Keaton *Sherlock Jr* (1924)

LECTURE 6- Indian Silent Cinema

Suresh Chabria, "D.G. Phalke and the Melies Tradition in Early Indian Cinema", *Kintop 2*. Frankfurt am Main, 1993, 103-115.

CLIPS: D.G. Phalke *Raja Harishchandra* 1913/*Kaliya Mardan* 1919; Shivendra Dungarpur *Celluloid Man* (2013); Paresh Mokashi *Harishchandrachi Factory* (2009)

Suggested Reading: Eric Barnouw and Krishnaswamy, "Three Get Started" in *Indian Film: 2nd Edition*. New York, Oxford, New Delhi: Oxford University Press, 1980, 59-71. *

WEEK 4

LECTURE 7&8 - Soviet Montage

Sergei Eisenstein, "A Dialectic Approach to Film Form" in *Film Form: Essays in Film Theory*, Edited and Translated by Jay Leyda, San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63.

Suggested Reading:

Bill Nichols, "Battleship Potemkin (1926), Sergei Eisenstein: Film Form and Revolution" in Jeffrey Geiger & R.L. Rutsky, ed. *Film Analysis: A Norton Reader*. New York, London: WW Norton & Company, 2005, 158-177.

FILM: Sergei Eisenstein *Battleship Potemkin* (1927)

WEEK 5

LECTURE 9 - German Expressionism

Siegfried Kracauer, "Caligari" in *From Caligari to Hitler: A Psychological History of the German Film*, Princeton University Press, 1966, 61-77.

Suggested Reading: Paul Coates, “The Cabinet of Dr. Caligari”, Jeffrey Geiger & R.L. Rutsky, ed. *Film Analysis: A Norton Reader*. New York, London: WW Norton & Company, 2005, 98-117.

FILM: Robert Weine *The Cabinet of Dr. Caligari* (1919)

WEEK 6- Cinema and Mass Culture- 1

LECTURE 10 & 11

Walter Benjamin, “The Work of Art in the Age Mechanical Reproduction” in *Illuminations*

CLIPS: Charlie Chaplin’s *City Lights* (1931); *Modern Times* (1936) *The Great Dictator* (1940)

WEEK 7 - Cinema and Mass Culture -2

LECTURE 12

Siegfried Kracauer, “The Mass Ornament” in *The Mass Ornament: Weimar Essays*, Cambridge, Massachusetts, London and England: Harvard University Press, 1995, 75-86. “The Little Shop Girls Go to the Movies” (1927)

CLIPS: Dziga Vertov *Man with the Movie Camera* (1929)/ Walter Ruttmann *Berlin Symphony of a Big City* (1927)

WEEK 8 – Hollywood Genres

LECTURE 13 - Classical Hollywood

David Bordwell, “Classical Hollywood Cinema: Narrational Principles and Procedures”, in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17-34.

CLIPS: Michael Curtiz *Casablanca* (1942); Frank Capra *It’s a Wonderful Life* (1946); *Gone With the Wind* (1939)

WEEK 9 – Documentary

LECTURE 14

Michael Renov, “The Truth about Non Fiction” in *Theorizing Documentary*, AFI Film Readers, New York and London: Routledge, 1993, 1-11.

CLIPS- Robert Flaherty *Nanook of the North* (1922) , Dziga Vertov *Man with the Movie Camera* (1929) , Films Division *I am 20* (1967)

WEEK 10- Language of Cinema

LECTURE 15

Andre Bazin, “The Evolution of the Language of Cinema” in *What is Cinema Vol.1*, Berkeley, Los Angeles and London: University of California press: 1967, 23-40.

Suggested Reading: James Naemore, “Citizen Kane (1941), Orson Welles: The Magician and the Mass Media” in Jeffrey Geiger & R.L. Rutsky ed. *Film Analysis: A Norton Reader*.New York, London: WW Norton & Company, 2005, 340-360.

FILM: Orson Welles *Citizen Kane* (1945)

WEEK 11- Realism in Cinema

LECTURE 16 - Post War Scenario

Simona Monticelli, “Italian Post war Cinema and Neo Realism” in John Hill and Pamela Church Gibson, eds. *Oxford Guide to Film Studies*. Oxford and New York: Oxford University Press: 1998, 455-460

FILM: Roberto Rosselini *Rome Open, City* (1945)

WEEK 12- Realism Debates

LECTURE 17 – Influence of Neo-Realism

Andre Bazin, “An Aesthetic of Reality: Cinematic Realism and the Italian School of the Liberation in *What is Cinema Vol. II*, Berkeley, Los Angeles and London: University of California Press: 1971, 16-40.

CLIPS- Vittorio De Sica *Bicycle Thieves* (1948) , Bimal Roy *Do Bigha Zameen* (1953), Satyajit Ray *The Apu Trilogy* (1955-1959)

School of Culture and Creative Expressions (SCCE)

Ambedkar University Delhi

Course Outline

Course Code: SCC2FS207

Title: Media Objects/Media Theory

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: All

No of Credits: 4

Semester and Year Offered: Winter

Course Coordinator and Team: Dr Vebhuti Duggal

Email of course coordinator: vebhuti@aud.ac.in

Pre-requisites: No special requirements, some familiarity with cultural theory would be useful.

Course Objectives/Description:

Our lived experience, since the late nineteenth century has been intertwined with different media objects from telephones and cameras to the digital object. The presence of media objects has altered the regimes of everyday life, perception, governance etcetera. This course is envisioned as enabling students from various disciplinary backgrounds who are working with or wish to work with media objects to be able to gain an entry into some of the debates of the field. It hopes to specifically address students coming from film studies but also students from gender studies, literature and art. All these disciplines often deploy media practice in their art-works and research and also theoretically reflect upon media practices.

Course Outcomes:

- a) Enable students to understand historical and theoretical ways of thinking about media. Thus, producing disciplinary knowledge of media studies.
- b) Media is part of the socio-political-cultural habitation. In asking students to investigate media this course promotes ethical awareness and reasoning in the use of media.
- c) Given that this course engages with media in relationship to everyday lived experience, it allows for reflective thinking.

- d) The course in its teaching-learning transaction as well as prompting students to engage with specific media objects encourages digital literacy in various ways.

Brief description of modules/ Main modules:

Module I: orientations, or, originary debates

This module addresses the major schools of thought and key debates in the early and mid-twentieth century. Briefly, it recounts three major schools of thought: the Frankfurt school, the Toronto school, the Birmingham school and two significant legacies: communication studies and ‘new’ German media theory.

Module II: media objects, media forms

This module tackles particular historical objects and engages with theoretical writing which is located deeply in material sites. Thus, it looks at books, films, sound objects such as the radio and the loudspeaker to present material histories.

Module III: some current buzzwords

This module examines some key debates that have emerged post the advent of the digital. The digital is seen as having altered several regimes of thinking, doing, representing. This takes some of those key debates and locates the dis/continuities with earlier media theory.

Assessment Details with weights:

1. Class participation (includes reading the material; leading discussions, bringing other texts, films, and other media texts to bear on readings; posting reviews of readings and films per unit; responding from media object diary): 10%
2. Two short response papers (2000 – 2500 words; these are intended as either a commentary on a set of readings or a synthesis of a few readings from the module): 40% (20 + 20)
3. Media object diary (students are expected to take one media object (film/ tv/ mobile phone/ mp3 player/ radio/ apps etcetera) and each week develop ideas and perspectives using that object through the duration of the course, which will be submitted at the end of the course. Here, the diary may take creative forms, to be discussed with faculty): 25%
4. End-term paper (4500 words): 25 %

Reading List:

Note: ** designates page numbers to be assigned in class.

Week I / Introduction

Course introduction and overview

Readings

David Hesmondhalgh, "My media studies: A few of my favourite things" in *Television & New Media*, Vol 10, no 1, Jan 2009, pp. 86 - 87.

Meenakshi Durham and Douglas Kellner (eds) *Media and Cultural Studies: Keywords*. Malden/Oxford: Blackwell Publishing, 2006, pp. ix - xxxviii.

WJT Mitchell and Mark Hansen (eds) *Critical terms for media studies*. Chicago: University of Chicago Press, 2010, pp. 6 - 30, 49 - 63.

Module I: The orientations, or, ordinary debates

Week II/ The Adorno-Benjamin debate or the Frankfurt School

Readings

1. Walter Benjamin, *Illuminations*. Trans. Harry Zorn. London: Pimlico, 1990, pp. 211 - 245.
2. Max Horkheimer and Theodor Adorno, *Dialectic of enlightenment: Philosophical fragments*. Trans. Edmund Jephcott. Stanford: Stanford University Press, 2002, pp. 94 - 136.

Week III/ The McLuhan-Williams debate or the Toronto and Birmingham schools

Readings

1. Marshall McLuhan, *Understanding media: The extensions of man*. Massachusetts: The MIT Press, 1994 (1964), pp. 1 - 31
2. Raymond Williams, *Keywords: A vocabulary of culture and society*. New York: Oxford University Press, 1983, pp. 11 - 27, **
3. Stuart Hall, "Encoding/decoding" from Simon During (ed) *The cultural studies reader*. London/ New York: Routledge, pp. 90 - 103.

Additional reference/s:

New additions to media keywords: <https://lucian.uchicago.edu/blogs/mediatheory/keywords/>.

Week IV/ 'New' German media theory

Readings

1. Friedrich Kittler, *Film-Gramophone-Typewriter*. Trans. Geoffery Winthrop-Young and Michael Wutz. Stanford: Stanford University Press, 1999, pp. 1 - 21.
2. Niklas Luhmann, The reality of the mass media. Trans. Kathleen Cross. London: Polity Press, 2000, **.
3. Jussi Parikka, *What is Media Archaeology?* London: Polity Press, 2012, **.

Week V/ Legacies of communication theory

Readings

1. John Fiske, *Introduction to Communication Studies*. London/New York: Routledge, 1990 (1982), pp. 1 - 22.

Week VI/The printed word

Readings

1. Kajri Jain, "New visual technologies in the bazaar: Reterritorialisation of the sacred in popular print culture" in Bagchi et al (eds) *Sarai reader 03: Shaping technologies*, Delhi: CSDS, 2003, pp. 44 - 57.
2. Roger Chartier, *The order of books*. Stanford: Stanford University Press, 1992, 1 - 24.
3. Lisa Gitelman, *Paper knowledge: Towards a media history of documents*. Durham/London: Duke University Press, 2014, **.

Week VII/ Sound media

Readings

1. Jonathan Sterne, *MP3: The meaning of a format*. Durham/London: Duke University Press, 2012, **.
2. Brian Larkin, *Signal and noise: Media, infrastructure and urban culture in Nigeria*. Durham/London: Duke University Press, 2008, **.
3. Naveeda Khan, "The Acoustics of Muslim Striving: Loudspeaker Use in Ritual Practice in Pakistan" in *Comparative Studies in Society and History*, Vol. 53, No. 3 (July 2011), pp. 571 - 594.

Week VIII/ Cinema and/as media

Readings

1. Lukacs Hildebrand, *Inherent vice: Bootleg histories of videotape and copyright*. Durham/London: Duke University Press, 2009, pp. 3 - 25.
2. Laura U. Marks, *Touch: Sensuous theory and multisensory media*. Minneapolis: University of Minnesota Press, 2002, pp. 147 - 159.
3. Sudhir Mahadevan, *A Very Old Machine: The Many Origins of the Cinema in India*. Albany: SUNY Press, 2015, pp. 1 - 42.

Week IX/ Digital objects

Readings

1. Jay David Bolter and Richard Grusin, *Remediation: Understanding new media*. Cambridge: The MIT Press, 1999, **.
2. Lev Manovich, *The language of new media*. Cambridge: The MIT Press, 2001, **.

Week X/ Archive

Readings

1. Blom, Ina, Trond Lundemo and Eivind Rossaak (eds) *Memory in Motion: Archives, Technology and the Social*. Amsterdam University Press, Amsterdam, 2010, **.
2. Wolfgang Ernst, "Dis/continuities: Does the archive become metaphorical in multi-media space?" in Wendy Chun and Thomas Keenan (eds) *New media old media: A history and theory reader*. London/ New York: Routledge, 2006, pp. 105 - 124.

Week XI/ Affect

Readings

1. Brian Massumi, *Parables for the virtual: Movement, affect, sensation*. Durham/ London: Duke University Press, 2002, pp. 23 - 45.
2. Nigel Thrift "Understanding the Material Practices of Glamour" in Melissa Gregg and Gregory J. Seigworth (eds) *The affect theory reader*. Durham/ London: Duke University

Press, 2010, pp. 289-309.

Week XII/ Posthuman

Reading

1. Donna Haraway, "A cyborg manifesto"
2. N. Katherine Hayles. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press, 1999, **

Week XIII/ (big) Data

Readings

1. Orit Halpern, *Beautiful data: A history of vision and reason since 1945*. Durham/ London: Duke University Press, 2015, **.

Week XIV/ Conclusion

No readings, wrap-up discussions in class.

| Programme Name | Course Name | Course Code |
|-----------------------|---|--------------------|
| LA | Concept Development and Experimentation I | SCC2LA101 |
| LA | Concept Development and Experimentation II | SCC2LA103 |
| LA | Concept Development and Experimentation III | SCC2LA105 |
| LA | Literary Journalism | SCC2LA108 |
| LA | Sites of Reading and Writing: The City in/& Literary Production | SCC2LA206 |
| LA | Strategies of Creative Writing | SCC2LA107 |
| PS | Bodies in/as Performance | |
| PS | Space and Spectatorship | SCC2PS204 |
| PS | Digital Theatre | SCC2PS203 |
| PS | Post - Dramatic Theater | |
| PS | Musical Theater | SCC2PS209 |
| VA | Examining Normalcy | SCC2VA203 |
| VA | Queer Theory Activism and Cultural Practices | SCC2VA204 |

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|----|---|-----------|
| VA | Critical Perspectives on Modern Art | SCC2VA201 |
| VA | Critical Thinking and Writing | SCC2VA202 |
| VA | Art and “Public” Response: Censorship, Dissent, Protest and Resistance in Contemporary Practices. | SCC2VA207 |
| VA | The Perceiving Eye (Everyday Life and the Contemporary) | SCC2VA205 |
| FS | Evolution of Cinema as Art I | SCC2FS101 |
| FS | Media Objects/Media Theory | SCC2FS207 |

School of Culture and Creative Expression

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SCC2VA207

Title: *Art and “Public” Response: Censorship, Dissent, Protest and Resistance in Contemporary Practices*

Type of Course: Lectures and seminars

Cohort for which it is compulsory: None

Cohort for which it is elective: Open to all MA programmes

No of Credits: 4

Semester and Year Offered: Winter 2018

Course Coordinator and Team: Shivaji K Panikkar

Email of course coordinator: shivaji@aud.ac.com

Pre-requisites: None, open for all MA programmes

Aim:

1. To explore the area of extra-aesthetic spheres of art making and viewership practices.
2. To de-mystify art making practices.
3. To understand the dynamics of art/artists and social interface.
4. To problematize the contemporary mainstream modes of artistic production and its elite moorings.

Course Outcomes:

1. The course does not advocate an instrumentalist mode in art making.
2. Making aware of the politico-social activist options within the contemporary art practices.
3. Development of an understanding the mode of criticality in art activism especially in the context of the contemporary political developments and the ideational frameworks emerging out of class based, alternative-economic based, community based, gender and

sexuality based, environment based, campus based activisms that are responsive to social and political issues based on community, society and participation oriented practices in particular.

Brief description of modules/ Main modules:

First Module: Introduction - an overall historical orientation, definitions of terminologies. Briefly looking at the history of censorship in the West from post Renaissance to contemporary times in a broad survey.

Second Module: Indian Modernism, Avant-garde and Protest Art.

Third Module: The Emergency Period and the Rise of Rightwing Politics.

Fourth Module: Dalit, Feminist and Queer Activism: Identity, Public Responses and Resistant Art.

Fifth Module: Contemporary Activist art; Present day campus activism, posters, campus murals, and partisan articulations of resistance.

Assessment Details with weights:

- End Term paper: 40%
- Two mid-semester viva-voce/feedback assessments or presentation by student: 20% each = 40% (due 4th week of February; grades issued 1st week of March & 1st week of April; grades issued 2nd week of April)
- Class attendance, regularity, participation: 20%

Reading List:

1. Pollyanna Ruiz, *Articulating Dissent: Protest and the Public Sphere*, Pluto Press, London, 2014
2. Stephen Duncombe (Ed), *Cultural Resistance Reader*, Verso, London, 2002.
3. Howard S. Becker, *Art Worlds*, University of California Press, 1982.
4. Raymond Williams, *Keywords: A Vocabulary of Culture and Society*, 1976 by [Croom Helm](#).
5. <http://www.artmonthly.co.uk/magazine/site/article/protest-art-by-chris-townsend-february-2007>
6. http://www.huffingtonpost.in/entry/art-censorship_n_6465010

7. Jenny Spenser(Ed), *Political and Protest Theatre After 9/11*, Rutledge, London, Newyok, 2012.
8. Shivaji K Panikkar, *From Trivandrum to Baroda and Back: A Re-Reading of the "Radical" Subject Position*, Nandan, Vol. XXVI, 2006.
9. Introductory chapters of Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012.
10. Santhosh.s, Perhaps (nothing is) Beyond Credos Exhibition Catalogue, Beyond Credos: Painting in Baroda Today, exhibition of 28 painters of Baroda at Birla Academy of Art & Culture, Kolkata, 22nd Feb. to 4th March '07.
11. Rustom Bharucha, The Shifting Sites of Secularism: Cultural Politics And Activism In India Today, in Deeptha Achar & Shivaji Panikkar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012.
12. Sanjoy Mallik, "Chittaprosad" (vol 1), DAG, New Delhi July-August 2011 [ISBN 978-93-81217-06-1] - sections titled 'The man-made 'famine' in Bengal' pp. 21 - 54 & 'Parallel issues in the arts of the nineteen-forties' pp. 117 - 135); select bibliography pp. 137 – 141
13. Initial version of the bibliography in Sanjoy Mallik's PhD thesis accessible on net:
14. (1) <http://hdl.handle.net/10603/60584>
15. (2) <http://shodhganga.inflibnet.ac.in/handle/10603/59336>
16. One of the two shodhganga links is for vol 2 of the PhD thesis; the other has the original bibliography at the end of vol 1.
17. Malini Bhattacharya, "The I.P.T.A. in Bengal", Journal of Arts and Ideas (No. 2), New Delhi January-March 1983 (reprinted with minor modifications in Creative Arts in Modern India: Essays in Comparative Criticism, Vols. I & II, Ed. By Ratan Parimoo and I. Sharma, Books and Books, New Delhi 1995.
18. Somnath Hore, "Tebhaga Diary, Subarnarekha, Kolkata 1991
19. Somnath Hore, "Amar Chitrabhavna" (My thoughts on art), Seagull Books, Kolkata 1992
20. Somnath Hore, "Wounds", Kolkata 1992
21. Somnath Hore, "Chittaprosad— the Humanist", Chittaprosad, Lalit Kala Academy, NewDelhi,1993.
22. Sumangala Damodaran, The Radical Impulse – Music in the Tradition of the Indian People's Theatre Association, Tulika Books 2017

23. Geeta Kapur, Contemporary Indian Artists, 1978 Vikas Publishing House Pvt Ltd, New Delhi Bombay Bangalore Calcutta Kanpur (Chapter on Akbar Padamsee)
24. Kancha Ilaiah, Caste, The Artist And The Historian: What Color Is The Nationalist Cow?, Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012
25. Gary Michael Tartakov, Dalits, Art and the Imagery Everyday Life, in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012
26. Gary Michael Tartakov, Dalit Art and Visual Imagery, OUP, 2012
27. Y. S. Alone, Neo-Buddhist Movement and the formation Of Dalit Identity in Art, Architecture and Culture, in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012.
28. Nalini Kannegal and Nivedita Kuttiah, Chandni Ba(Ha)r: Questions Of Place, Space and Censorship in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012.
29. Shivaji K Panikkar, Kinky Issues: Gay Identity within High Art, in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012.
30. 'Deeptha Achar Invisible Chemistry': The Women's Movement And The Constitution Of The Indian Woman Artist, in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi,

ADDITIONAL REFERENCE:

1. Rustom Bharucha, *The Question of Faith*, Orient Longman, New Delhi, 1993.
2. Ashis Nandy, 'The Politics of Secularism and the Recovery of Religious Tolerance' 13 *Alternatives* 1988.
3. Javeed Alam, 'Tradition in India under Interpretative Stress' 39 *Thesis Eleven* (1994).
4. Akeel Bilgrami, 'Two Concepts of Secularism: Reason, Modernity and the Archimedean Ideal,' *Economic and Political Weekly*, 9 July 1994.
5. Karin Zitzewitz, *The Art of Secularism: Cultural Politics of Modernist Art in Contemporary India*, 2014.
6. Tapati Guha-Thakurta, "Debating the Rights and Offences of Art", *Biblio*, Vol. XII, Nos. 7-8, July-August, 2007
7. Karin Zitzewitz, "On Signature and Citizenship: Further Notes on the Husain Affair", in Parul Dave-Mukerji, Deeptha Achar and Shivaji Panikkar, ed., *Towards a New Art History: Studies in Indian Art*, New Delhi; D.K. Printworld, 2002.
8. Interview with M.F.Husain in London – "In Defence of Freedom in Art", *Frontline*, Chennai, October 17, 1996
9. Tapati Guha-Thakurta, Fault-Lines in a National Edifice: On The Rights and Offences of Contemporary Indian Art, Paper presented at the international symposium, Barefoot Across the Nation: M.F.Husain

and the Idea of India, North Carolina Center for South Asian Studies, Duke University, April 9-11, 2009

10. Geeta Kapur: SAHMAT in the Public Sphere, in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012
11. Cristina Emanuela Dascalu, *Imaginary homelands of writers in exile: Salman Rushdie, Bharati Mukherjee, and V.S. Naipaul*, 2007.
12. Jothi F. Xavier, Is Another Art Possible?, in Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2
13. <https://www.google.co.in/amp/indianexpress.com/article/india/india-news-india/at-jaipur-art-summit-artistes-find-cow-is-the-limit-police-on-tail/lite/>
14. <http://m.huffingtonpost.in/tanushree-bhasin/chalo-delhi-for-rohith-ve b 9298640.html>
15. <https://www.google.co.in/amp/s/theinformerjnu.com/2016/03/13/politics-in-posters-the-speaking-walls-of-jnu/amp/>
16. <https://thewire.in/19914/the-art-of-campus-protest/>
17. <https://www.thequint.com/videos/2017/07/15/love-in-times-of-hate-poetry-bharatnatyam-reclaim-delhi-streets>
18. <http://indianexpress.com/article/opinion/bhim-army-is-an-assertion-of-and-by-dalits-against-oppression-4671192/>
19. <http://www.thehindu.com/news/national/kerala/dalits-and-the-left-must-come-together-to-stop-bjp/article19388206.ece>
20. <http://m.huffingtonpost.in/tanushree-bhasin/chalo-delhi-for-rohith-ve b 9298640.html>

School of Culture and Creative Expressions (SCCE)

Ambedkar University Delhi

Course Outline

Course Code: SCC2VA102

Title: Art and Technology

Type of Course: Core

Cohort for which it is compulsory: MA Visual Art, First Semester

Cohort for which it is elective: All MA Programmes

No of Credits: 4

Semester and Year Offered: Monsoon, 2018

Course Coordinator and Team: Santhosh S.

Email of course coordinator: santhoshs@aud.ac.in

Pre-requisites: Basic understanding regarding contemporary visual art practices

Course Objectives/Description:

The course is imagined and designed as a fundamental ground course which introduces to the students the nuances of digital technology. It seeks to transform the students into critical consumers of digital technology through a course of study which charts a history of 'new' media. Students will be made aware of the historical lineages of digital culture. References from the emerging field of 'software studies' will be highlighted so that students develop a deep consciousness of the software tools they use. This aspect is especially important in the context of 'new' media practices in India by the reason that most practitioners are unaware of the linguistic and semiotic dimensions of digital technology. This course attempts to initiate a debate around this crucial aspect in order to reclaim the 'agency' of the technology that one is 'using'. It tries to promote more interactive and experimental art practices, moving away from that which is 'familiar,' 'commonsensical,' and 'normal.'

One of the basic objectives of this course is to introduce students to the history of 'new' media, which will enable them to engage with the contemporary practices in the field more critically and creatively. Further, it introduces to students the ways in which 'digital culture' has altered the notions of the real and reality in order to generate a critical consciousness regarding the tools they use. Basics of interface design and computer graphics will be studied from a semiotic point of view. The history of 'new media' art will be studied with a focus on its germination in the

early 20th century. The roots of 'digital art' will be glanced at through some select early art exhibitions. The nature of digital devices will be explored through trivial examples of algorithm design and basics of computer programming.

Course Outcomes:

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

- a) acquire perspectives on the critical and creative role of technology in artistic production.
- b) critically engage with various philosophical currents regarding the interface between art and technology, both critically and creatively.
- c) distinguish between instrumental use of technology and the creative adaptation.
- d) initiate an informed discussion about the multiple critiques of the technological apparatuses.
- e) distinguish as well as creatively integrate the genealogy of technological thinking and its relationship with poetic thinking (poesis).
- f) demonstrate the relevance of engaging with technology through a creative pursuit.
- g) illustrate how various philosophical schools and creative practitioners engage with the questions of technology.
- h) demonstrate(in verbal, written or visual forms) the heterogeneous character of the interaction between art, technology, and aesthetics and the socio-political implications of this interaction.

Brief description of modules/ Main modules:

- 1) Technology Revisited: This introductory module exposes the students to various philosophical positions vis-à-vis technology and creative dimensions of practices. How modernity and its apparatuses of enframing has divorced technology from its creative-becoming by reducing the question into the domain of instrumental rationality is one of the areas that this module elaborately engages with
- 2) Technical Mentality and the Question of Craft: This module provides a broad outline of the debates around the interrelations and differences between art and craft through a conceptual, historical and pedagogic perspectives. It explores various critiques on the this modernist epistemic division through the works of Walter Benjamin, Martin Heidegger and Gilbert Simondon,
- 3) Technological Apparatuses and the 'New Media': This module provides a brief historical survey of the emergence of new media and the conceptual art practices and

the way they have interrupted the medium specificity of art practices. It also attempts to broaden the perspectives regarding creative practices and critical art history through an in-depth study on the apparatus theory.

- 4) Workshop on Kinetic Art and Algorithm-based Art: This month long module attempts to bring together questions around technology, craft, art, and apparatuses through practice-driven workshops, where students will be able to experiment with some of these core concepts through practical experimentation. This workshop is conducted by a practitioner of art who has a long-standing engagement with technologically mediated art.

Assessment Details with weights:

Mid-Term Assignment (questions or provocations are based on classroom lectures and the key texts around art and technology): 20% (Month 1 and 2)

Class Presentation (based on one of the critical texts): 15% (End of Month 2)

Artistic Explorations/research of any of the core concepts: 25% (Month 3)

Class Participation: 10% (Semester long)

Workshop Participation and Creative Display: 30% (Month 3 and 4)

Reading List:

Agamben, Giorgio. "What Is an Apparatus? and Other Essays, trans. David Kishik and Stefan Pedatella." Stanford: Stanford University Press 42 (2009).

Althusser, Louis. "Ideology and ideological state apparatuses (notes towards an investigation)." *The anthropology of the state: A reader* 9 (2006): 86.

Benjamin, Walter. "Work of Art in the Age of mechanical Reproduction." In Hannah Arendt ed. *Illuminations: Essays and Reflections*. New York: Schocken, 1968.

Heidegger, Martin. "The question concerning technology." *Technology and values: Essential readings* (1954): 99-113.

Mitchell, W.J.T. *Picture Theory: Essays on Verbal and Visual Representation*. Chicago: University of Chicago Press, 1999

Simondon. Gilbert, *Being and Technology*, Edinburgh University Press, (2012): 1-15

Stiegler, Bernard. *Technics and Time, 1,2 &3*. Stanford: Stanford University Press, 1998.

School of Culture and Creative Expression

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SCC2VA201

Title: Critical Perspectives of/on Modern Art

Type of Course: Lecture and discussion oriented model of learning; presentations and interactions.

Cohort for which it is compulsory: None

Cohort for which it is elective: Open to all MA programmes

No of Credits: 4

Semester and Year Offered: Monsoon Semesters of 2014, 2015, 2016, 2017, 2018 & 2019.

Course Coordinator and Team: : Shivaji K Panikkar

Email of course coordinator: shivaji@aud.ac.com

Pre-requisites: None, open for all MA programmes

Aim:

- To explore the critical aspects of modern art practices.
- To enable understanding the critical frameworks of the diversified and non-conventional art practices that are responsive to issues; based on political, community, society and participation oriented practices.
- To implant the seeds of critical thinking which problematizes the current modes of artistic production and its (elite) moorings.

Course Outcomes:

1. Taking exemplary instances from Euro-American and Indian contexts, the course focus on the critical perspectives inherent in the practice of modern art; its radical breakaway points from the status quo positions and in its shift-over evolutions in the past two centuries and in the present times.

2. The course pushes the boundaries of what is accepted as the norm, or the status quo.
3. On one hand the course develop insights into the criticality of modern art itself, while on the other hand the course undertakes to understand the instances of critical positions of art critics.

Brief description of modules/ Main modules:

First Module: Introduction: A series illustrated introductory lectures to make various critical parameters to understand Modern Art developments, and secondly the criticality of practice itself in historical perspective.

Second Module: Crisis in Modern Art/A View from Postmodern Art.

Third Module: The historical Avant-garde Origins of Modern Art: 19th Century French Art and Art Criticism: Dadaism & Surrealism will be a central focus.

Fourth Module: Colonialism/post colonialism and Art: India.

Fifth Module: Issues of Identity: Gender, Caste, Sexualities in Modern art, articulations of resistance.

Assessment Details with weights:

- Term paper: 40%
- Two Viva-Voce/Feedback assessments: 40%
- Class attendance, regularity: 20%

Reading List:

1. Owens Crig, *The Allegorical Impulse: Towards a Theory of Postmodernism*, 1992.
2. Robert S. Nelson and Richard Shiff (eds), *Critical Terms for Art History*, Chapters on Simulacrum, Representation, Appropriation, AvantGarde, Gaze, Gender, Postmodernism/Postcolonialism etc. 1996.
3. Hal Foster, *Post Modern Culture*, 1985.
4. Renato Poggioli; *The Theory of the Avant-Garde* 1962
5. Peter Bürger, *Theory of the Avant-Garde* (1974)
6. Achille Bonito Olivia, *The Italian Trans-Avantgarde*, 1990.
7. Hans Ritchenr, *Dada Art and Anti-Art*, 1964

8. Micael Archer, *Art Since 1960*, 1997.
9. *Art in Theory 1815-1900* (eds) Charles Harrison and Paul Wood with Jason Gaiger, 1998 & *Art in Theory 1900-1990* (eds) Charles Harrison and Paul Wood, 1992.
10. Octovio Paz, *Marcel Duchamp, Appearance Stripped Bare*, 1978
11. Carol Duncan, *The Aesthetic of Power –Essays in Critical Art History*, 1993.
12. Griselda Pollock, *Vision and Difference- Femininity, feminism and histories of art*,1988.
13. Arthur Danto, *Playing with the Edge – The photographic Achievements of Robert Mapplethorpe*, 1996.
14. Mitter, Partha(1994) *Art and Nationalism in Colonial India 1850-1922*, Cambridge, Cambridge University Press
15. Kumar, Shiva. R. (1997), *Santiniketan: The Making of a Contextual Modernism*, New Delhi, National Gallery of Modern Art. (b) Kumar, Shiva. R. (2003), “Santiniketan: A Community of Artist and Ideas”, in *Contemporary Indian Art*”, in Sinha, Gayatri, ed. *Indian Art: An Overview*, New Delhi, Rupa & Co. pp.66-79.
16. Panikkar, Shivaji, (2003) “Indigenism: An Inquiry into the Quest for “Indianness”, in *Contemporary Indian Art*”, in Sinha, Gayatri, ed. *Indian Art: An Overview*, New Delhi, Rupa & Co.
17. Sheikh, Gulammohammed, ed., (1997) *Contemporary Art in Baroda*, New Delhi, Tulika Books.
18. Hyman, Timothy, (1998), *Bhupen Khakhar*, Bombay, Chemould Publications and Arts and Mapin Publishing Pvt. Ltd. (Ahemedabad).
19. Kapur, Geeta (2000), *When was Modernism*, New Delhi, Tulika Books,

ADDITIONAL REFERENCE:

1. Anshuman Das Gupta & Shivaji Panikar, *Transitional Modern: Figuring the Post Modern in India? Lalit Kala Contemporary*, 41, 1995.
2. Shivaji K Panikkar, *From Trivandrum to Baroda and Back: A Re-Reading of the “Radical” Subject Position*, Nandan, Vol. XXVI, 2006.
3. Shivaji K. Panikkar, ‘The Identity of Painting in Modern India’, *Outlines of Indian Arts: Architecture, Painting, Sculpture, Dance & Drama*, IIAS, Shimla & Aryan Books International, New Delhi, 1914.
4. Shivaji Panikkar & Deeptha Achar: *Articulating Resistance: Art and Activism*, Tulika, New Delhi, 2012
5. Karin Zitzewitz, *The Art of Secularism: Cultural Politics of Modernist Art in Contemporary India*, 2014.

School of Culture and Creative Expression

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SCC2VA202

Title: *Critical Thinking & Writing*

Type of Course: Workshop model/Weekly writing and presentations by students followed by critical interactions.

Cohort for which it is compulsory: None

Cohort for which it is elective: Open to all MA programmes

No of Credits: 4

Semester and Year Offered: Winter Semester 2017, Monsoon Semester 2018

Course Coordinator and Team: Shivaji K Panikkar

Email of course coordinator: shivaji@aud.ac.in

Pre-requisites: : None, open for all MA programmes

Aim:

- To help the students to explore and develop critical thinking and writing.
- To develop understanding on criticality in cultural practices and developing ability in articulating ideas and enabling thinking.

Course Outcomes:

1. Developing critical appreciation of a work of art/literature/film/performance.
2. Developing basic skills of description, critical analysis, conceptualizing critical point of view from within critical frameworks, historical contextualization of the critical perspectives, and articulation of critical directions in relation to specific object of study.
3. Developing meta-critical analysis of a piece of writing on art/literature/film/performance. Developing basic skills of understanding historical insights while reading, in concept analysis, in developing critical frameworks and articulation of ideas in relation to the specific object of study.

Brief description of modules/ Main modules:

The two projects:

1. A critical appreciation of a work of art/literature/film/performance.
2. A meta-critical analysis of a piece of writing on art/literature/film/performance.

Assessment Details with weights:

- 2 end-term papers: 40%
- Interaction and participation in discussions: 40%
- Class attendance, regularity: 20%

Reading List & ADDITIONAL REFERENCE:

No specific reading list is provided. Students select their own particular texts and work of art/literature/film/performance for analysis.

School Name

Ambedkar University Delhi

Course Outline

Course Code:

Title: The Perceiving Eye: Everyday Life and the Contemporary

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: All MA Programmes

No of Credits: 4

Semester and Year Offered: Winter

Course Coordinator and Team: Santhosh S. and Rakhi Peswani

Email of course coordinator: santhoshs@aud.ac.in

Pre-requisites: None

Course Objectives/Description: The course aspires to create awareness and provide students various tools to inculcate sensitivity towards their everyday and contemporary life. It will provide certain basis of praxis to critically address and eliminate existing social and cultural hierarchies and injustices prevalent in everyday life. The course will also bring awareness to the technicalities of visual and other media tools and their use, relationship in proliferation of ideas and knowledge.

This interdisciplinary course will trace various social and political continuities that are imperceptible and yet embedded within the sphere of everyday life. The course will engage students with certain tools of practice and theory that will help in critically and creatively framing the sphere of everyday, through image and material culture that surrounds, limits, expands or strengthens ones identities.

The course will be guided along the theoretical tenets to discursively access everyday life. These will also help students to form a framework for their day to day life. The readings of key texts and media explorations will be structured along these tenets.

Course Outcomes:

- a) Enable students to understand the life of an individual within a socio-political framework, to show the larger forces that govern and shape the everyday.

- b) Provide them the tools to engage with the role of imaginative in the critical and creative framing of the aspects of ‘seemingly mundane’.
- c) Allow them to cross disciplinary boundaries on the axis of everyday life to discern various interwoven and intertextual aspects of contemporary cultural practices.
- d) Provide the students certain methods to cognize and shape cultural practices in contemporary times.

Brief description of modules/ Main modules:

1) Representation: Based on Stuart Hall’s introductory essay, the course will elaborate on the aspects of representation and language and their various tenets towards building culture.

Stuart Hall, Introductory essay from Representation (1997)

Ben Highmore, Chapter 2- Everyday Aesthetics, Ordinary Lives, 2011

Key References (Sections from following practitioners work):

- a) Art: Joseph Kosuth, John Osborne, Cartier Bresson, Walker Evans, Chittoprasad,
- b) Cinema: Truffaut, Godard, Majid Majidi, Makhmalbaf, Herzog, Farocki
- c) Theatre: British Kitchen Sink Realism,
- d) Literary: Proust, Joyce, Perec, Auster,
- e) e) Music: John Cage

Exercises include mapping of the everyday on the axis of time to locate a complex network through drawing and documenting a full day of a profession through photography/video/sound/drawing.

2)Invisible in the Visible: The course will shed light on the blind nature of the mundane, its perception and the seemingly hidden facets of class, caste and gender, playing active roles in shaping the political within the everyday life.

Foucault, Las Meninas- Illustrative explanation of Foucault’s idea of formation of a subject and power.

De Certeau: General Introduction to The Practice of Everyday Life.

Helga Wild: Practice and Theory of Practice. Rereading Certeau’s ‘Practice of Everyday life’ 2012.

Key References (Sections from following practitioners work):

Vermeer, Holbein

Jan Svankmajer: Breakfast, Lunch and Dinner

The Examined Life (Judith Butler on Disability, Slavoj Zizek on Trash),

Peter Breughel: The Netherlandish proverbs, Triumph of Death,

Magritte

Harun Farocki- Expression of the Hands

Exercises include capturing paradoxes in everyday life. Use moving image to depict stillness, or sound to depict silence, or stillness to depict movement and other Paradoxes such as boredom/frenzy, Secular/Communal and so on.

3) Difference in Repetition: The repetitive nature of most aspects of everyday life, will be discerned from shifting nature of most fields. Changes that seem imperceptible in the everyday lives due to habit (of the physical body), customs (within family systems), traditions (within communities), will be elaborated and framed.

Key readings include:

Raymond Williams- Culture is Ordinary, 1958 and Michel de Certeau- Spatial Practices, Part III, The Practice of Everyday Life. (1984)

Key References **include:**

Dutch Blue Tiles, On Kawara, Anna Fox, Francis Bacon, Van Gogh, Piranesi, Hockney, Stan Brakhage,

Exercises are:

10 portraits of 1 person- Drawing/Photography,

Documenting 1 moment of everyday.

4) Disjointed Continuities: The course will reflect and elaborate on the nature of contemporary societies in relation to various universal continuities of time (and space) and their disjointed segregation in different social contexts.

Key readings include:

Bourdieu: *The Kabyle House or the World Reversed*, 1970. (Highmore, Everyday Life Reader)

Daniel Miller: Making Love in Super Markets, 1998. (Everyday Life Reader)

Michel de Certeau: Theories of the Art of Practice, "Making Do": Uses and tactics. from The Practice of Everyday Life(1984)

Key References:

Hogarth

Edward Lear- Limericks

Cindy Sherman – Film Stills Series (1977),

Pushpamala- Ethnographic series, The Phantom Lady

Eduard Manet- Olympia,
Andy Warhol- Brillo , Piss paintings
Richard Long
Abramovic- The Room with the Ocean View
Sebald-
Fischli and Weiss,
The Big Hope- Communopoly
Exercises: Contexts Out of Context: Drawing/performance/ photography/moving image.
Combine two or more media forms to trace multitasking in any work.
Trace glimpses of parallel functioning of time from varying spaces.

Assessment Details with weights:

Total three assessments spanning the semester.

Assessment 1: 30%

Assessment2: 30%

Assessment 3: 40%

Each assessment will be comprised of practice work (50%), research paper (40%) and class participation (10%).

Reading List:

Core reading (Selections from following):

Ben Highmore, (edt.) *The Everyday Life Reader*. Routledge, London, New York, 2002.

Ben Highmore, *Ordinary Lives*, Routledge, 2011

Ben Highmore, *The Everyday Life Reader*, Routledge 2002

Henri Lefebvre, *Critique of Everyday Life I, II*. Verso Books. 1947, 1961

Michel De Certeau, *The Practice of Everyday Life*, University of California Press, 1984.

Michel De Certeau, Luce Giard, Pierre Mayol. *The Practice of Everyday Life II, Living and Cooking*. University of Minnesota Press, 1998.

Raoul Vaneigem, *The Revolution of Everyday life*. Rebel Press, 1983

Supplementary Reading (selections from following):

Stuart Hall, *Representation: Cultural Representations and Signifying Practices*. Sage Publications, 1997.

Pierre Bourdieu, *The Kabyle House or the World Reversed*, 1970

Michel Foucault, *The Order of Things*, Routledge, 1970

School of Culture and Creative Expression

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Course Outline

Time Slot-_____

Course Code: SCC2VA204

Title: *Queer Theory, Activism and Cultural Practices*

Type of Course: Lecture and seminar model

Cohort for which it is compulsory: None

Cohort for which it is elective: Open to all MA programmes

No of Credits: 4

Semester and Year Offered: Winter 2016 & Winter 2018

Course Coordinator and Team: Shivaji K Panikkar

Email of course coordinator: shivaji@aud.ac.in

Pre-requisites: None, open for all MA programmes

Aim: To critically explore the interfaces of the queer theory, activism and cultural practices

Course Outcomes:

1. To instill critical perspectives inherent in the formulation of the concept of 'queer'.
2. To identify the historical formations of LGBTIQ movements.
3. To develop insights on the cultural practices that reflect these ideological shift-overs

Brief description of modules/ Main modules:

First Module: Introduction to Queer Theory or Sexual Diversity Studies.

Second Module: History of Activisms.

Third Module: Various locations of queer cultural production; literature, film, performance & visual art.

Fourth Module: Queer cultures and Postmodern times/late capitalism; how lesbian and gay cultures become configured within debates on cosmopolitanism, nationalism & tradition.

Fifth Module: Issues of identity: Post-colonialism and sexualities: gender, class, race and caste; sexualities in the margins, articulations of resistance.

Assessment Details with weights:

- Class Participation: 30% (attendance 10%; responses 10%; asking questions 10%)
- Viva-Voce for module 1 &2: 20% (due 4th week of February; grades issued 1st week of March)
- Presentation: 20% (due 1st week of April; grades issued 2nd week of April)
- End Term Paper: 30% (due 1st May; part of final grade computation)

Reading List:

1. Crimp, Douglas. "The Boys in My Bedroom." *Theories of Contemporary Art*. Ed. Richard Hertz. New Jersey: 1993, 157-163.
2. Claude J. Summers (ed) *The Queer Encyclopaedia of the Visual Arts*, 2004.
3. Roman David, *Acts of Intervention, Performance, Gay Culture, and AIDS*, Indiana University Press, Bloomington, 1998.
4. Michael Warner (ed) *Fear of a Queer Planet: Queer Politics and Social Theory*, London 1993.
5. Arthur Danto, *The Photographic Achievement of Robert Mapplethorpe*, University of California Press, London, 1996.
6. Mercer, Kobena. "Just Looking for Trouble: Robert Mapplethorpe and Fantasies of Race." *Dangerous Liaisons: Gender, Nation & Postcolonial Perspectives*. Ed. Anne McClintock, Aamir Mufti, and Ella Shohat. Minneapolis: 1997, 240-255.
7. Michel Foucault, *History of Sexuality*, 1978
8. Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, 1990.
9. Eve Kosofsky Sedgwick, *Epistemology of the closet*, 1990.
10. Ann Cvetkovich, *An Archive of Feelings: Trauma, Sexuality, and Lesbian Public Cultures*, 2003.
11. Chrysanthil Nigianni & Meril Stoor, *Delluze and Queer Theory*, Edinburgh University Press Ltd

12. 22 George Square, Edinburgh, 1988.
13. Joseph Bristow, *Sexuality*, London & New York, 1997.
14. Schor, Mira. "Appropriated Sexuality." Theories of Contemporary Art. Ed. Richard Hertz. New Jersey: 1993, 69-79.
15. Barbara Smith, *Homophobia: Why Bring It Up?*, The Lesbian and Gay Studies Reader, Ed. Henry Bell, D. and G. Valentine, Eds. (1995). Mapping Desire: geographies of sexualities. London, Routledge.
16. Binnie, J. (2004). *The Globalization of Sexuality*. London, Sage.
17. *Jeffrey Weeks, Janet Holland & Mathew Waites (Eds), *Sexuality & Society*, Polity Press, UK, 2003.
18. *Judith Halberstam, *The Queer Art of Failure*, Duke University press, London, 2011.
19. *James T Sears, (Ed) *Grwoing Older Perspectives on LGBT Aging*, Routledge, London, 2010.
20. Brinda Bose and Subhabrata Bhattacharyya, (Edited) *The Phobic and the Erotic*, Seagull Books, Calcutta, 2007.
21. Sudhir Kakar, *Homosexuality and the Indian*, <http://www.littleindia.com/news/145/ARTICLE/1835/2007-08-17.html>
22. Ranjit Hoskote, *The Comic Mausoleum: Atul Dodiya's 'Shri Khakhar Prasanna'*, Chemould Presscott Road, Mumbai, exhibition catalogue, 2007
23. Geeta Kapur, *Bhupen Khakhar*, exhibition catalogue Museo Nacional Centro de Arte Reina Sofia, Madrid, September, 2002, re-published as *Saint Bhupen*, exhibition catalogue *Bhupen Among Friends: A Tribute to Bhupen Khakhar by Friends*, Gallery Chemould, Mumbai, 2005.
24. Hoshang Merchant, *Yarana* (1999)
25. Salim Kidwai & Ruth Vanita, *Same Sex Love in India* (2001)
26. Shivaji Panikkar, Introductory Essay, "Critical Interfaces in Jehangir Jani's Artistic Explorations", in *Alternative Lyricism: Jehangir Jani*, (ed) Ratnottama Sengupta, Mapin Publishing Pvt. Ltd., Ahmedabad, 2006.
27. Deeptha Achar & Shivaji Panikkar (Eds), *Articulating Resistance: Art and Activism*, Articles on Sexualities, Tulika, New Delhi, 2012
28. On line articles: Shivaji K Panikkar;

29. <http://bhupenkhakharcollection.com/essay/>
<http://queer-way-art.blogspot.in/2010/03/inter-subjectivityintervisuality-bhupen.html>
<http://queer-way-art.blogspot.in/2010/03/gay-disclosure-and-queer-realism.html>
<http://queer-way-art.blogspot.in/2009/12/bhupen-khakhar-1934-2003.html>
30. <http://www.facebook.com/notes/shivaji-panikkar/inter-subjectivityintervisuality-bhupen-khakhar-among-friends-and-foes-an-inquir/352754056326>
<http://www.facebook.com/notes/shivaji-panikkar/gay-disclosure-and-queer-realism-a-critique-and-a-re-reading-of-bhupen-khakhar-s/279383411326> Ablove, Michele Aina Barle, David M. Halperin, Routledge, New York, 1993.
31. Gayatri Gopinath, *Impossible Desires: Queer Diasporas and South Asian Public Cultures (Perverse Modernities)*
32. Gayatri Gopinath, *Queering Bollywood: alternative sexualities in popular Indian cinema*. In *Queer Asian cinema: shadows in the shade*
33. Jigna desai, *Beyond Bollywood: the cultural politics of South Asian diasporic film* (chapter on gay cinema)
34. E Goldberg, *The Lord Who Is Half Woman: Ardhanarisvara in Indian and Feminist Perspective*
35. Charu Gupta, *Sexuality, Obscenity, Community, Permanent Black*, 2001. chapters 2, 4, 6, 7
36. Akhil Katyal, *The Doubleness of Sexuality: Idioms of Same-Sex Desire in Modern India*, New Text, New Delhi, 2016,
37. Akshay Khanna, *Sexualness*, New Text, New Delhi, 2016
38. John R. Clarke's, *Looking at Lovemaking*,

ADDITIONAL REFERENCE:

1. Allan Bérubé, Edited with an Introduction by John D'Emilio and Estelle B. Freedman, *My Desire for History Essays in Gay, Community, and Labor History*, The University of North Carolina Press Chapel Hill, 2011.
2. Allan Bérubé, *Coming Out Under Fire The History of Gay Men and Women in World War II*, The University of North Carolina Press, Chapel Hill, 1990
3. Andrew McCall, *The Medieval Underworld*, DORSET PRESS, New York, 1979.
4. Annemarie Jagose, *Queer Theory an Introduction*, New York University Press, 1996.
5. Cindy Patton and Benigno S.nchez-Eppler (ed), *QUEER DIASPORAS*, Duke Uni. Press, London 2000.

6. Claudette Kulkarni, *Lesbians and Lesbianisms: A post-Jungian perspective*, 1997, Routledge, London
7. Philip Brett, Elizabeth Wood, Gary C. Thomas.(ed), *Queering the pitch : the new gay and lesbian musicology* ,2nd ed. Routledge, New York, 2006.
8. George E.Haggerty, (ED) *The Encyclopedia of Lesbian and Gay Histories and Cultures Volume II*, Garland Publishing, Inc.New York and London, 2000
9. H.G. Cocks, *Nameless Offences Speaking of Male Homosexual Desire in Nineteenth-Century England* I.B. Tauris Publishers LONDON, 2003
10. David M. Halperin, *One Hundred Years of Homosexuality And Other Essays on Greek Love*, Rolltledge, New York, 1990.
11. Theo Sandfort, Judith Schuyf, Jan Willem Duyvendak and Jeffrey Weeks, (Eds) *Lesbian and Gay Studies An Introductory, Interdisciplinary Approach*, SAGE Publications, London, 2000.
12. Jeff Guaracino, *Gay and Lesbian Tourism: The Essential Guide for Marketing*, Butterworth-Heinemann, Oxford, 2007.
13. John Boswell, *Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*, The University of Chicago Press, Chicago, 1980.
14. John C. Landreau · Nelson M. Rodriguez (Eds), *Queer Masculinities, A Critical Reader in Education*, Springer Dordrecht Heidelberg London, 2012.
15. John J. Winkler, *The Constraints of Oesire: The Anthropology of Sex and Gender In Ancient Greece*, Rutledge New York, 1990.
16. K.J. Dover, *Greek Homosexuality*, Harvard University Press,Cambridge, 1978.
17. Ken Plummer, (Edi) *MODERN HOMOSEXUALITIES: Fragments of lesbian and gay experience*, Routledge, London, 1992.
18. Lauren Berlnt and Lee Edelman, *Sex, or the Unbearable*, Duke University Press, London,2014
19. Lee Edelman, *Homographesis : essays in gay literary and cultural theory*, Routledge, New, York, 1994 .
20. Lee Edelman, *No Future Queer Theory and the Death Drive*, Duke University Press, Durham, 2004
21. Lynda Johnston, *Queering Tourism: Paradoxical performances at gay prideparades*, Routledge studies in human geography,

22. Marjorie Garber, *Vested Interests: Cross-Dressing and Cultural Anxiety*, Routledge, London, 1992.
23. Joan Larkin and David Bergman (general editors) *The End of Being Known A Memoir Michael Klein in Living Out: Gay and Lesbian Autobiographies*, The University of Wisconsin Press, 2003.
24. Michael S. Sherry, *Gay artists in modern American culture: an imagined conspiracy*, The University of North Carolina Press, 2007.
25. Mimi Marinucci, *Feminism is Queer: The intimate connection between queer and feminist theory*, Zed Books, London & New York, 2010.
26. Hubbs Nadine, *The queer composition of America's sound : gay modernists, American music, and national identity*, University of California Press, Berkeley and Los Angeles, California, 2004.
27. Peter Horne and Reina Lewis (Eds), *Outlooks: Lesbian and gay sexualities and visual cultures*, Routledge, London, 1996.
28. *Queer Transexions of Race, Nation, and Gender*, Social Text, Fall/Winter 1997, Duke University Press.
29. Phillip I. Hammack and Bertram j. Cohler (Eds), *The Story of Sexual Identity Narrative Perspectives on the Gay and Lesbian Life Course*, Oxford Uni. Press, 2009.
30. Robert Aldrich and Garry Wotherspoon, *Who's Who In Contemporary Gay and Lesbian History From World War II to the Present Day*, Routledge, London, 2001.
31. Robin Griffiths, *Queer Cinema in Europe*, Intellect Books, Bristol, 2008.
32. Serena Nanda, *Neither Man nor Woman: The Hijras of India*, 2nd Edition, Wadsworth Publishing Company, Toronto, 1998.
33. Fetner Tina, *How The Religious Right Shaped Lesbian And Gay Activism*, (Social Movements, Winkler, John J, *The Constraints Of Desire: The Anthropology Of Sex And Gender In Ancient Greece*, Routledge, London, 1990.
34. Craft, Christopher, *Another Kind of Love: Male Homosexual Desire in English Discourse, 1850-1920*, University of California Press, Berkeley, 1994.
35. Cindy Patton, *Globalizing AIDS (Theory Out Of Bounds, Volume 22)*, University of Minnesota Press, Minneapolis, 2002.
36. Cindy Patton, *Last Served?: Gendering the HIV Pandemic, Social Aspects of AIDS*, Series Editor: Peter Aggleton, Goldsmiths' College, University of London, Taylor & Francis, London, 1994.

37. Simon Watney, *Imagine Hope AIDS and Gay Identity - Social Aspects of AIDS*, Series Editor: Peter Aggleton Institute of Education, University of London, Routledge, London, 2000.
38. Bertram Schaffner, M.D, *Androgyny In Indian Art And Culture: Psychoanalytic Implications*, *Journal of The American Academy of Psychoanalysis*, 2001
39. Maithreyi Krishnaraj, *Androgyny: An Alternative to Gender Polarity? Economic and Political Weekly*, Vol. 31, No. 16/17 (Apr. 20-27, 1996).
40. Anya Gurholt, *The Androgyny of Enlightenment: Questioning Women's Status in Ancient Indian Religions*. McNair Scholars Program 2004 Summer Research Project, Department of History Westminster College.
41. Vinay Lal, *Not This, Not That: The Hijras of India and the Cultural Politics of Sexuality*, *Social Text*, No. 61, *Out Front: Lesbians, Gays, and the Struggle for Workplace Rights* (Winter, 1999), Duke University Press.
42. Geeta Patel, *Home, Homo, Hybrid: Translating Gender Source: College Literature*, Vol. 24, No. 1, *Queer Utilities: Textual Studies, Theory, Pedagogy, Praxis* (Feb., 1997), Published by: College Literature
43. *Protest, and Contention*, Volume 31), University of Minnesota Press, Minneapolis, Year?
44. Aloka Parasher-Sen, *Images of Feminine Identity in Hindu Mythology and Art: The Case of Visnu-Mohini*, *Indian Journal of Gender Studies* 1996, 6; 43, The online version of this article can be found at:<http://ijg.sagepub.com>, Sage Publication.
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47. Robert P. Goldman, *Transsexualism, Gender, and Anxiety in Traditional India*, *Journal of the American Oriental Society*, Vol. 113, No. 3 (Jul. - Sep., 1993).
48. Ann Cvetkovich, *An Archive of Feelings: Trauma, Sexuality, and Lesbian Public Culture*, 2003, Duke University press,
49. Chrysanthi Nigianni and Merl Storr (Eds) and Deleuze *Queer Theory*, Edinburgh University Press Ltd, Edinburgh, 2009.
50. Eve Kosofsky Sedgwick, *Epistemology of the Closet*, University of California Press Berkeley, 1990.
51. Eve Kosofsky Sedgwick, *Tendencies*, Routledge, London, 1994.

52. Noreen Giffney (Ed) The Ashgate Research Companion to Queer Theory, University of Limerick, Ireland, 2009.
53. Sudhir Kakar, Homosexuality And The Indian: India has a tradition of benign neglect of alternate sexualities, <http://www.littleindia.com/news/145/ARTICLE/1835/2007-08-17.html>
54. Ruth Vanita, Homosexuality, Hinduism and Section 377 - Homosexuality and Religion An Encyclopedia - (ed.) J. Siker, Greenwood Press, 2007.
55. Judith Butler, Gender Trouble Feminism and the Subversion of Identity, 1990, Routledge, London.
56. Judith Butler, Bodies that matter, on the discursive limits of "sex", Routledge, New York, 1990.
57. Judith Butler, Giving an Account of Oneself Diacritics, Vol. 31, No. 4, (Winter, 2001),
58. Ellen Lewin and William L. Leap, Out in Public Reinventing Lesbian/ Gay Anthropology in a Globalizing World, Blackwell Publishing Ltd, 2009.
59. MANDY MERCK, In Your Face: 9 Sexual Studies, New York University Press, New York, 2000.
60. With An Introduction by Lawrence D., Routledge, New York, 1988.
61. Michel Foucault, The History of Sexuality, Volume I, II & III,
62. Michel Foucault, Ethics, Subjectivity And Truth, Edited by PAUL RABINOW Translated by Robert Hurley And Others The Essential Works Of Michel Foucault 1954-1984 Volume One, The New Press, New York, 1994.
63. Michel Foucault, Power/Knowledge: Selected Interviews and Other Writings 1972-1977 Edited by Colin Gordon Translated by Colin Gordon, Leo Marshall, John Mepham, Kate Soper, a Pantheon Books, New York, 1980.
64. Susan Sontag, Notes On "Camp", 1964
65. Nivedita Menon, Gender – Chapter 14.
66. Navaneetha Mokkil, Shifting spaces, frozen frames: trajectories of queer politics in contemporary India, Inter-Asia Cultural Studies, 10: 1, 12 – 30, <http://www.informaworld.com/smpp/title~content=t713701267>
67. Benjamin Shepard, Queer Political Performance and Protest: Play, Pleasure and Social Movement, Routledge, New York, 2010.
68. Rekha Pappu, Reconsidering Romance and Intimacy: The Case of the Single Unmarried Woman, 2012.

69. Bristow Joseph. *Sexuality*, Routledge, London, 1997.
70. Sunil Gupta, Culture wars: Race and queer art, in Peter Horne and Reina Levis (Eds.), *Outlooks: Lesbian and Gay Sexualities and Visual Culture*, Routledge, New York, 2002, pp- 170-177.
71. Shakutala Devi, *The World of Homosexuals*, Vikas Publishing House Pvt. Ltd, 1977.
72. Michael Warner , (Ed) *Fear of A Queer Planet: Queer Politics and Social Theory*, University of Minnesota Press, Minneapolis, 1993.

School of Design
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: Sde2SD112

Title: Introduction to Social Design

Type of Course: Core

Cohort for which it is compulsory: M Des Social Design

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Semester 1 (Monsoon)

Course Coordinator and Team: Suchitra Balasubrahmanyam

Email of course coordinator: suchitra@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

How does design respond to society? What is Social Design? While trying to address some of these primary questions, this course will bring forth multiple visions of social transformation, design aspects positioned within each of the selected case studies highlighting the role and capabilities of a Social Designer. Through conceptual frameworks and practices of Social Design, the course will explore the concepts of society, complex social systems and their interrelationships through the practice of Social Design.

Course Outcomes:

On successful completion of this course students will be able to:

1. Appreciate the ways in which design and society shape each other and recognise this phenomenon in the world around them.
2. Identify the capabilities of a social designer to shape the world for social good.
3. Express this critical view of the interrelation between social forces and the designed environment in a well-reasoned argument in writing.
4. Successfully present their views in oral form and give and receive productive critiques from classmates.

Brief description of modules/ Main modules:

Module 1

- Emergence of Design as a distinct practice

Design's nineteenth-century antecedents in Europe as a product of the industrial revolution and the subsequent mutations would be introduced in this segment along with challenges to this origin-theory from older practices in South and East Asia.

- Gandhi, Tagore and Coomaraswamy

The writings of these three thinkers greatly influenced ideas about art and craft in the early twentieth century and continued to have an influence for several decades. This segment looks at these thinkers in the context of the anti-imperial movement for political independence.

- Independence and after

This segment would trace the contours of the imperatives for design after Independence and the ways in which it became implicated in the nation building process. The establishment of the first institutions for design education in India and its global-local lineages would be teased out.

- Design in contemporary India

The concluding segment would look at design dynamics in globalized India along with the challenges posed by technologies such as internet, cellphone as well as emerging social landscapes of connectivity.

Module 2

This module will expose students to design as a social act primarily through case examples in varied design domains (both built as well as virtual) across multiple geographic and historic settings.

Projects will be selected from India, South-east Asia, Latin America, Africa and other parts of the globe. Through case studies from varied design disciplines this module will attempt to trace the history of social design and highlight overlaps and differences in relation to parallel streams of social innovation, social enterprise, design for social change etc., bringing forth nuanced aspects of Social Design as a discipline.

Module 3

This module will be an introduction to sociological concepts such as multi-layered Social Structure, Social Stratification and Class, Social Exclusion, Poverty and Welfare, Social Interaction and everyday life. It will try to connect social theories with design through issues related to our societies within the present day

context. This module would invite students to relate the case studies and ideas presented in the earlier modules to sociological concepts to consolidate their understanding of design's relationship and entanglement with the social world. This concluding module will build towards the Idea of Intersectionality in the next semester.

Social Structure, Social Stratification and Class

Social Exclusion, Poverty and Welfare

Social Interaction and everyday life

Film Screening: 'Social Network' discussing the complexity of 'social'

Assessment Details with weights:

The final grade would be composed of the following:

Class participation, discussions, articulation and enthusiasm for unfamiliar material: 20%

Response papers: 20%

Group Seminar: 20%

Research paper: 20%

Semester- end jury: 20%

Reading List:

Module 1

Karl Marx Commodity

William Morris Arts and Crafts of Today

AK Coomaraswamy Swadeshi True & False

Vilem Flusser About the word Design

Charles Eames India Report

Suchitra Balasubrahmanyam Design in India

Module 2

Matt Kiem Designing the Social

Paola Antonelli States of design 10: Social Design

Suchitra Balasubrahmanyam What Moves the Masses

Suchitra Balasubrahmanyam Imagining the Indian Nation

Module 3

Horst Rittel and Melvin Webber Dilemmas in a General Theory of Planning

Elizabeth Shove The value of design and the design of value

Moles and Jacobus Design and Immateriality

J & S Bardzell What is 'critical' about Critical Design

Suchitra Craft and Design and the Hindu Way of Life

School of Design
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: SDe2SD212

Title: Understanding Intersectionality

Type of Course: Core

Cohort for which it is compulsory:

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester 2 (Winter)

Course Coordinator and Team: Venugopal Maddipati

Email of course coordinator: venugopal@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

Intersectionality emerged as a theme in social science and humanities thinking in response to normative conceptions of social justice in identity politics. If, traditionally, race, gender, caste, and class were presented as normative axes along which exclusion and marginalization manifested themselves in society, the intersectional approach towards exclusion and marginalization entailed taking into account intra-group differences. Intersectionality took into account the manner in which exclusion and marginalization were also imbedded within identity categories, specifically in the manner in which specific identities were themselves always already riven and co-instituted by their cross-correspondence with other identity categories. Given how Social Design as a field approaches social inclusion as a way of expanding the domain of service-oriented, systems-oriented and infrastructure-oriented design-thinking, taking an intersectional approach towards recognizing patterns of exclusion becomes vital for the Social Designer. Since Design presents itself as a language of solutions to complex social problems, relying on an intersectional approach enables Social Designers to recognize the complex, layered and interconnected social circumstances which give rise to problems in the first place. Approaching problems parametrically, that is, by viewing how different parameters converge or intersect differently in different circumstances to disempower people, designers can also think of solutions to problems parametrically, by emphasizing the sheer diversity of ways in which people can be empowered.

Course Outcomes:

On successful completion of this course students will be able to:

1. Write essays and reports, with a clear structure, such as a thesis, and with a careful appraisal of grammar and punctuation.
2. Think critically about one's own intersectional privileges and approach design-practice in the public realm or with communities reflexively. Students will have a clearer sense of power-dynamics and power-hierarchies in the field as they undertake project work within it.
3. Incorporate a more inclusive framework while imagining solutions for problems in the arena of service design, product design and systems design.

Brief description of modules/ Main modules:

The course begins with the instructor providing students with a few readymade personas belonging to specific identity categories. For example, a persona would be a site for the intersection between a specific gender identity, a specific occupational group/caste identity, a specific economic identity, a specific race identity, etc. The instructor will subsequently present a social situation or problem in a specific site in the city of Delhi, to the students. Different students will subsequently be encouraged to enact the different personas that have been assigned to them, and respond to the problem or situation. The expectation from such an exercise is that the students, while responding to problems from the vantages of specific personas, will begin to observe how intersecting identity categories can begin to have a bearing on one's comportment in any given situation.

The course will subsequently, over the course of three to four classroom sessions, explore the theme of intersectionality, through readings of the work of such writers as Kimberlé Williams Crenshaw and Sharmila Rege and Anandhi S. These classes will:

- a. Initially be devoted to exploring such categories as Caste, Class, Gender, Race and Sexuality independently.
- b. Subsequently be devoted to exploring how these identity categories intersect in the context of
- c. specific personas.

The next Four classes will be devoted to understanding how intersectionality between identity categories assumes different salencies in rural and urban settings. In this context, the students will be encouraged to

- a. Visit a village, and explore how, frequently, caste identity is spatialized. For instance, caste identity is often spatialized, with specific groups occupying specific locations within the space of the village, based upon hierarchical orderings of caste identity. The students will also be expected to observe how disempowerment also transpires from within identity categories, on account of intersectionality. For instance, by giving importance to gender as an identity category, the students may be in a position to observe how women within specific identity categories face greater marginalization (spatial or otherwise) than men.
- b. Visit a city space, or study the map of a city, and explore how class identities are spatialized. Moreover, students will also be expected to observe how disempowerment also transpires from within such identity categories as class identity, on account of intersectionality. The students will also reflect on how caste, as an identity category, or even religion as an identity category, can come to intersect with class as an identity category, in urban situations. The course will then move towards identifying a specific site of study in a village or a city, with an emphasis on a few socially salient themes such as Education, Sanitation, Cultural forms (such as dance, music, architecture or craft practice), employment, financial services, access to resources, infrastructure etc. Individual students will be asked to choose individual themes, and to subsequently engage in qualitative or quantitative research on those themes, based on a few parameters (identity categories) such as caste, class, gender, sexuality etc. The students will be expected to keep in mind at least three identity categories while engaging in research (the students can choose the categories), so as to explore how their data responds to an intersectional analysis.

The course will end with the students reflecting on their data, and writing a project summary/report and/or prepare a presentation on A2 size sheets using photographs and other visual aids. This report/presentation will constitute a reflection on how the activity of design must respond to the manner in which disempowerment is a nuanced phenomenon, in which the intersection between identity categories, compounds problems for specific individuals or social groups.

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|--------------|---|----------------|
| 1 | Assignment 1 | Mid February | 20 |

| | | | |
|---|--------------|-------------|----|
| 2 | Assignment 2 | Early March | 30 |
| 3 | Assignment 3 | End March | 30 |
| 4 | Jury | End April | 20 |

Reading List:

1. "Gender, Caste and the Politics of Intersectionality in Rural Tamil Nadu Review of Women's Studies." Anandhi S Vol. 48, Issue No. 18, 04 May, 2013
2. "Dalit Women Talk Differently-A Critique of Difference and Towards a Dalit Feminist Standpoint Position." Sharmila Rege.
3. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonies*. Sharmila Rege.
4. *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color*. Kimberle Crenshaw

Additional Reference:

School of Design
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: SDe2SD412

Title: Design and Democracy

Type of Course: Core

Cohort for which it is compulsory: MDes Social Design

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Semester 3 (Winter)

Course Coordinator and Team: Suchitra Balasubrahmanyam, Krishna Menon

Email of course coordinator: suchitra@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

Over the last two decades participatory design (where design solutions to complex problems are developed through the participation of the communities who are directly affected) and co-design (where design solutions are co-created with equal authorship between designers and communities) have emerged as important departures from earlier modes where designers worked in a top-down prescriptive manner, often holding decision-making power over the users of their designs. While these approaches are termed “human-centred” or “user-centred” their premise is too often patronising, loaded in favour of the “client” who might be the State or corporate entities seeking to influence their publics, with design being drawn into strengthening the market or nation-state. At the other end, the motive force for social design initiatives is often associated with altruism, philanthropy or charity – idealistic and well-meaning at best and superficial and unsustainable at worst. This course builds understanding of students that the foundations of emancipatory social design practice are democratic values and meaningful participation of all members of society in decision-making processes, moving from user-centredness to user-rights and invites students to engage with the question: what is the ultimate ‘value’ that design creates.

Course Outcomes:

On successful completion of this course students will be able to:

1. Develop a critical framework whereby they can see why democratic values need to be strengthened in social design practices
2. Analyse where meaningful participation of the marginalised is compromised and how
3. Critically assess public systems and services for their adherence to democratic values and propose social design alternatives

Brief description of modules/ Main modules:

Module 1 (4 weeks)

Through simple readings from political theory, this module discusses the evolution of democracy as a concept, the various criticisms leveled against the concept and contemporary perspectives and debates on collective decision-making. The topics covered would be: The Concept of Democracy; Direct participatory Democracy; Liberal Democracy; Objections to Democracy; Perspectives on Democracy (Socialist view, Feminist view, Deliberative view) and Indian debates on democracy. The key debates covered would be: Democracy and Difference; Democracy and Development; concluding with a discussion of the structures of power in society and their impact on the possibility of collective decision making. The final discussion above would lead to an exploration of the evolution of the form and substance of citizenship (and its component parts – rights, responsibilities and participation) as shaped by socio-economic and political forces. The topics covered would be: The Meaning of Citizenship; The Historical Development of Citizenship; Capitalism, Liberalism and Universal Citizenship; Feminism and Citizenship; Differentiated and Multicultural Citizenship; Civic Virtue and Good Citizenship; Globalisation, World Citizenship and Human Rights.

Module 2 (4 weeks)

This module will introduce students to writings by design practitioners and scholars of design that explore the intersections between design, democracy and citizenship examine key approaches in design through the frameworks of democracy and citizenship: Affirmative Design (design approaches which conform to existing cultural, social, technical and economic expectations); Participatory Design and Co-design (design approaches that seek the participation of communities affected by the problems sought to be solved through design processes); and Speculative/Critical Design (design approaches that foreground the ethics of design practice, reveals potentially hidden agendas and values, and explores alternative design values).

Module 3 (5 weeks)

In order to see how the concepts and approaches explored in the earlier modules play out in actual design projects, the third module would consist of case studies, from the subcontinent and further afield, which explore the ways that design thinking and design practice have played a role in the artifacts, institutions and processes of democracy and citizenship. Focusing on collective action through design, this module also investigates the way design can draw people together referring both to the way publics arise out of design intervention and to the generative action publics take—how they “do design” as they mobilize and act in the world. This double lens offers a new view of how design and a diverse set of design practices circulate in sites of collective action.

Module 4 (3 weeks)

The concluding module will offer space for students to explore a contemporary design practice of their interest or a contemporary subject where design approaches may be productively introduced, using the conceptual frameworks of democracy and citizenship emerging from the readings and case studies discussed in the preceding modules.

Assessment Details with weights:

| Assessment | Weightage in % |
|--------------------------------|-----------------------|
| Assignment 1 on Module 1 | 20 |
| Assignment 2 on Module 2 | 30 |
| Assignment 3 on Module 3 and 4 | 30 |
| Semester-end Jury | 20 |

Reading List:

Module 1

1. Faulks, Keith. “Citizenship” in Blakeley, Georgina and Valerie Bryson. *Contemporary Political Concepts: A Critical Introduction*. London: Pluto Press. 2002. p. 73-89.
2. Roy, Anupama. “Citizenship” in Bhargava, Rajeev and Ashok Acharya (Eds.). *Political Theory: An Introduction*. Delhi: Pearson Longman. 2008. p. 130-47.
3. Srinivasan, Janaki. “Democracy” in Bhargava, Rajeev and Ashok Acharya (Eds.). *Political Theory: An Introduction*. Delhi: Pearson Longman. 2008. p. 106-29.

Module 2

1. Bonsiepe, Gui. Design and Democracy. Design Issues: Volume 22, Number 2 Spring 2006. p. 27-34
2. DiSalvo, Carl. Design and the Construction of Publics. Design Issues: Volume 25, Number 1 Winter 2009. p. 48-63
3. Dong, Andy. The Policy of Design: A Capabilities Approach. Design Issues: Volume 24, Number 4 Autumn 2008. p. 76-87
4. Bardzell, Jeffrey and Shaowen Bardzell. "What is 'Critical' about Critical Design?" in CHI '13 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems. 2013. p. 3297-3306.
5. Bowen, Simon. Critical Theory and Participatory Design. CHI 2010 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems. 2010., April 10–15, 2010, Atlanta, Georgia, USA.
6. Sanders, Elizabeth & Pieter Jan Stappers. Co-creation and the new landscapes of design. CoDesign- International Journal of CoCreation in Design and the Arts. Volume 4, 2008 - Issue 1, p. 5-18

Module 3

1. The Materiality of Elections- Design of Party Symbols, Electoral Rolls, Electronic Voting Machines
2. Digital Platforms and the Arab Spring
3. The Design of the Sabarmati Riverfront in Ahmedabad and Citizens' Rights
4. Moholla Clinics in Delhi – Systems Design Perspectives

Film

Manthan. 131 mins. <https://www.youtube.com/watch?v=qFhxnudcWUQ>

Module 4

Examples of subjects that might be explored:

Smart Cities/Villages

Digital Societal Platforms such as Air B&B, Uber

Apps for Women's safety in metros

Privacy (Aadhar Card)

Urban Farming

Urban Commons

Corporate/Political parties Branding

Additional Reference:

Supplementary Readings Module 1

Jayal, Niraja Gopal. *Citizenship and its Discontents: An Indian History*. Ranikhet: Permanent Black. 2013. p. 254-71. ("The Future of the Civic Community")

Roy, Anupama. *Mapping Citizenship in India*. New Delhi:OUP. 2010. p. 161-77. ("Cities, Residual Citizenship and Social Citizenship")

Supplementary Readings Module 2

Margolin, Viktor. Design and Democracy in a Troubled World. Lecture at the Carnegie Mellon University, 2012. (<http://www.democracy-design.org/resource/design-and-democracy-troubled-world/> accessed 26 October 2017).

Merritt, Samantha & Stolterman, Erik. Cultural hybridity in participatory design. ACM International Conference Proceeding Series. 2012.

Supplementary Readings Module 3

Turèl, Thijs and Henk-Jan van Alphen. Democracy by Design: Food for Thought. Alliander NV, The Netherlands. 2016. ([http://www.ams-amsterdam.com/wordpress/wp-content/uploads/ Democracy-by-Design-discussion-paper.pdf](http://www.ams-amsterdam.com/wordpress/wp-content/uploads/Democracy-by-Design-discussion-paper.pdf) accessed 20 October 2017)

Turner, Naomi (Ed). *Designing Democracy: How designers are changing democratic spaces and processes*. London: Design Commission. 2015.

Field visit

Indian Parliament/Parliament Museum

Films

What is Democracy. 92 mins. Critical Productions 2013.<https://www.youtube.com/watch?v=6GR-9-nB-YE>

School of Design
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: SDe2SD411

Title: Ecology, Environment and Development

Type of Course: Core

Cohort for which it is compulsory: M Des Social Design

Cohort for which it is elective: None

No of Credits: 4 credits

Semester and Year Offered: Winter Semester, 2nd Year

Course Coordinator and Team: Budhadiya Das (School of Human Ecology), Silky Arora (Visiting Faculty)

Email of course coordinator: budhadiya@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

In what ways does ecological thinking come into conversation with discourses of developmentalism? In response to this question, this course explores the evolution and refinement of economic, cultural, political and technical conceptions of a human-centered ecology. Can ecology be seen as being independent of the human? Moreover, in what ways can one expand one's conception of the human? The course will not only explore how debates on economy, inequality, social change and technology deeply influence the manner in which the environment and ecologies are perceived and inhabited, it will also explore the ways in which economic imperatives themselves constitute a richly contested terrain in the realm of both, humanism and environmental thinking. In the wake of four decades of environmentalism, the course will not only ask such questions as for whom must development be pursued, and for whom must the environment and existing ecological systems be conserved, it will also engage with how environment, ecology and development are differently constituted and perceived in the imagination of different human constituencies.

Going further, the course will explore the peculiar ways in which environmental politics, governance, policies, laws and practices could be attuned to respond to the needs and ethical concerns of different human constituencies enmeshed together in a broader weave of developmentalism. Taking the insights

from this approach further, the course will explore specific instances and ongoing conservation-centered projects in which one can begin to sharply delineate the practices and measures entailed in foregrounding environmental well-being. In this regard, the course will explore particular projects relating to themes such as urban ecology, global warming, circular economy, pollution and biodiversity.

Course Outcomes:

On successful completion of this course students will be able to:

1. Understand how human and non-human landscapes shape each other
2. Identify how design is implicated in the creation of unsustainable lifestyles and irreversible damage to the environment
3. Learn key tools and concepts to amalgamate the ‘social’ with the ‘environmental’ in critiquing the design of ‘development’

Brief description of modules/ Main modules:

Ethics: Explores the ethical dimensions of the debate on human and non-human landscapes

Agency: Presents an understanding of the political economy of development

Social Ecology: Critiques human-nonhuman interactions

Political Ecology and Development: Presents perspectives on developmentalism

Urban Ecology and Development: This module focuses on urban issues and urban natures to rise questions on ecological aspects of urbanisation

Community Management Projects: This module throws the spotlight on community engagements in environmental projects and environmental movements for people’s rights.

Assessment Details with weights:

| Assessment | Weightage in % |
|--------------|----------------|
| Assignment 1 | 20 |
| Assignment 2 | 30 |
| Assignment 3 | 30 |
| Jury | 20 |

Reading List:

1. Jacques Derrida and David Wills, "The Animal That Therefore I Am (More to Follow) *Critical Inquiry* Vol. 28, No. 2 (Winter, 2002), pp. 369-418
2. Timothy Mitchell, *Rule of Experts: Egypt, Techno-Politics, Modernity* (Berkeley, CA: The University of California Press, 2002).
3. Roy A. Rappoport, (1967) "Ritual Regulation of Environmental Relations among a New Guinea People," *Ethnology*, 6(1): 17-30
4. R.P Neumann, (1992) Political ecology of wildlife conservation in the Mt Meru area of Northeast Tanzania." *Land Degradation and Development*, 3(2), 85–9
5. C.E. Ramalho, Richard Hobbs, "Time for a change: Dynamic urban ecology," in *Trends in Ecology and Evolution*, Vol. 27, No. 3, 2012, p. 179 - 188.
6. Dan Brockington. "Forests, community conservation, and local government performance: The village forest reserves of Tanzania', *Society and Natural Resources*, vol 20,

Additional Reference:

1. Martin Heidegger, "Letter on Humanism," trans. Frank A Capuzzi with J. Glenn Gray, in *Martin Heidegger: Basic Writings* (New York, 1977).
2. Philip McMichael (2007) *Development and Social Change* Pine Forge Press.
3. Williams, Glyn, Paula Meth and Katie Willis (2009). *Geographies of Developing Areas: The Global South in a changing world*. Routledge.
4. Benedict J. Tria Kerkvliet (2009). Everyday politics in peasant societies (and ours), *The Journal of Peasant Studies*, 36:1, 227-243.
5. Reinert, Eric (2008). *How Rich Countries Got Rich . . . and Why Poor Countries Stay Poor*. London, Constable and Robinson Ltd.
6. Norberg-Hodge, Helena (2009) *Ancient Futures: Learning from Ladakh*. California, Sierra Club Books.
7. Film: *Guns, Germs and Steel*. PBS documentary film, or the book by the same name
8. Film: *Commanding Heights* (episodes 1 to 4)
9. Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton, New York and London, 2011. Chapter 3.
10. Jong-Il You. 2002. *The Bretton Woods Institutions: Evolution, Reform and Change*. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.

School Name
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: SDe2SD511

Title: Design Practice and Ethics

Type of Course:

Cohort for which it is compulsory: Yes

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 5 (Monsoon)

Course Coordinator and Team: Venugopal Maddipati

Email of course coordinator: venugopal@aud.ac.in

Pre-requisites: BA / BDes

Course Objectives/Description:

To analytically explore, by the means of listening to successful design practitioners, the multiple ethical issues facing design practice especially when it directly touches human wellbeing.

To analyse the academic inputs and experiences of the preceding semesters through the lens of ethics.

To understand and articulate one's individual stand on the above issues with regard to one's own design practice

Course Outcomes:

On successful completion of this course students will be able to:

1. Comprehend the complexities and ethical questions related to Design practice. Students would have reflected, with the help of practitioners, about the implications of their practices in a variety of registers, through multiple lenses, such as caste, gender and class.
2. Develop a critical vocabulary in terms of the dos and don'ts related design practice. By listening to established practitioners about their early professional journeys in a variety of disciplines, students can learn how to anticipate the ethical implications of their own future practices.
3. Learn how to distinguish between transcendental conceptions of ethics and more situated notions of ethics that imbedded in the particular projects they take up.

Brief description of modules/ Main modules:

This is predominantly a class that draws on the experiences and practices of established designers. The modules, in that sense, are divided up into diverse areas of design.

1. In this module practitioners in the fields related to user interfaces and user-experience design reflect on the ethical implications of their practice, with the students.
2. In this module practitioners in fields that are more product, architecture/infrastructure or object-related reflect on the ethical implications of their practice, with the students.
3. In this module practitioners in fields related to policy reflect on the ethical implications of their practice, with the students.

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|--------------|---|----------------|
| 1 | Assignment 1 | Mid August | 20 |
| 2 | Assignment 2 | Early October | 20 |
| 3 | Assignment 3 | Early December | 20 |
| 4 | Jury | EndDecember | 40 |

Reading List:

1. MacIntyre, Alasdair. *After Virtue*, Notre Dame: University of Notre Dame Press, 1981
2. Fry, Tony. *Design Futuring: Sustainability, Ethics and New Practice*. Berg: Oxford. 2009
3. Felton, Emma, Oksana Zelenko and Suzi Vaughan (eds): *Design and Ethics: Reflections on Practice*. London: Routledge. 2012
4. Heller, Steven and Veronique Vienne (eds). *Citizen Designer: Perspectives on Design Responsibility*. New York: Allworth Press. 2003

Additional Reference:

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2018)

School: School of Development Studies

Programme with title: MA SDS

Semester to which offered: (III) Monsoon Semester

Course Title: Dissertation Writing Workshop

Credits: 2 Credits

Course Code (new):

Course Code (old):

Type of Course:

Compulsory yes

For SUS only (Mark an X for as many as appropriate):

1. Foundation (Compulsory)
2. Foundation (Elective)

3. Discipline (Compulsory)
4. Discipline (Elective)
5. Elective

Course Coordinator and Team: Moggallan Bharti

Email of course coordinator: moggallan@aud.ac.in

Pre-requisites: N.A.

Aim:

Brief description of modules/ Main modules:

Development of critical engagement with the text and writing about the text is very central to write an engaging dissertation. In this light, Dissertation Writing Workshop course initiates students in to balancing of the theory with the practical implication of knowledge gained and encourages them to indulge in to critical thinking. The central objective of this course remains to prepare student to come up with the possible dissertation topics and further to prepare their concrete research proposals for dissertation writings by the end of this (Monsoon) semester. The course encourages students to augment their analytical skills and further enhance their arguments – both being important component of critical thinking and writing.

Reference

Given the eclectic nature of this course, there is no organized set of reading list. Relevant readings and articles/books shall be provided to the students along with the progression of course teaching. However, following few books are essentials and it is expected that all students must read them before hand.

Creame, Phyllis, and Mary Lea. *Writing at university: A guide for students*. McGraw-Hill Education (UK), 2008.

Swales, John M., and Christine B. Feak. *Academic writing for graduate students: Essential tasks and skills*. Vol. 1. Ann Arbor, MI: University of Michigan Press, 2004.

Cottrell, Stella. *Critical thinking skills: Developing effective analysis and argument*. Palgrave Macmillan, 2011.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|-------------------------------|---|-----------|
| 1 | Critical Response Memo | | 30% |
| 2 | Assignment | | 30% |
| 3 | Research Paper & Presentation | | 40% |
| | | | |

Ambedkar University Delhi

Course Outline

Monsoon Semester (January - June 2019)

School: School of Development Studies

Programme with title: MA Development Studies

Semester to which offered: (II/ IV)

Course Title: Environment, Natural Resources, and Development

Credits: 4 Credits

Course Code (new): SDS2DS106

Course Code (old):

| | | | |
|------------------------|------------|-----|--------|
| Type of Course: | Compulsory | yes | Cohort |
| | Elective | No | Cohort |

Course Coordinator and Team: Moggallan Bharti

Email of course coordinator: moggallan@aud.ac.in

Pre-requisites:

Aim: This course aims to provide a critical theoretical and practical understanding of the socio-economic and politico-cultural aspects of contemporary environmental changes and its implication for 'Development'. It hopes to acquaint the students with a

comprehensive understanding humans' historical struggle to co-exist with the natural environment and the linkages it has with their livelihoods and material well being. In this pursuit, it touches upon the multi-disciplinary insights on subject matters of population, poverty, resource scarcity, economic growth and its limits and sustainability, natural and environmental risks and hazards, local governance, equity and social justice.

Learning Objectives

Borrowing from disciplines of history, politics, economic, geography, sociology, ecology and their various sub-disciplines, the course aims to develop critical faculties of the students to deconstruct and reconstruct the multitude of contemporary environmental concerns. In this endeavour, course hopes to facilitate students in making sense of environmental reality at multiple levels in the globalised world. It looks at some of the major theoretical and policy debates on environmental problems and conflicts, their possible redressal and the best possible institutional mechanism to do so. It will introduce students to mainstream as well as heterodox approaches to the subject, and will try to do this through course material that is not just theoretical but also historical and methodologically robust and diverse. The attempt will be to problematise assumptions behind dichotomies like man and society and myth and science; co-relations like poor population and environmental degradation, and claims like 'sustainable' Development. By the end of the course, students should be in a position to apply both theory and methodology to critically analyze issues of Environment, natural resource and development.

Brief description of modules/ Main modules:

Module 1: ENRD: Conceptual Scope, Interlinkages and Correlation: The first module looks at the interlinkages between environment, its natural resources and the process of development. It explores the question of and issues around the key of these in the process of modernization and post colonial societies. It then look at the effect on these that the process of globalization and liberalization.

Module 2: ENRD: Theoretical Genealogies: The second Module looks at the historical evolution of environmentalism, the economic concerns and political contestation it involves and the socio-cultural context in which it is embedded. Then it goes on to

look at the evolution of theoretical approaches of environmental history, ecological economics, political ecology and environmental sociology.

Module 3: Natural Resource, Conflict and Institutions of Governance The second Module looks at the historical genesis of patterns of human interaction with their environment, institutional mechanism and regimes that have facilitated and regulated these patterns. The main focus here is to look at the role of state, market and civil society at local national and, off late, global level of human collectives in this endeavour. Given the intricate and complex relationship between access to natural resources and the material well-being of individual and groups, conflictual and violent interactions have also been explained with environment at the centre of their causal explanations. Module 3 looks at this stream of academic literature and some case studies from India study the role of social movements to cause of environmentalism.

Module 4: ENRD and Land-based Resources: Module 4 takes the specific case of land-based resources like soil and minerals, to critically explore the environmental problems like soil erosion, solid waste disposal, land degradation, desertification, and deforestation. It goes on to look at the knowledge about their causes and alternatives redressal mechanisms and policy measure to go about them with specific focus on India. The mains problematic engaged with in the development induced displacement and rehabilitation and resettlements of these environmental victims.

Module 5: ENRD and Forest Based Resources: Next module looks at the forest resources, the historical processes of intervention in this forested land, the ways through which we attempted to conserve and protect them for their mythical or/and scientific significance. However the impact of these processes on the communities living in these forested land has been devastating and led t several social movements.

Module 6: ENRD and Water-based Resources: Module 6 takes the specific case of water-based resources like drinking water, irrigation/dams and fisheries to critically explore the environmental problems associated with them especially its pollution. Then it goes on to look at the knowledge about their causes and alternatives redressal mechanisms and policy measure to go about them with specific focus on India. The mains problematic engaged with in the development induced displacement and rehabilitation and resettlements of these environmental victims.

References:

Module1: ENRD Conceptual Scope and Interlinkages

Wolfgang Sachs, 2009, Environment, in Wolfgang Sachs (ed.) The Development Dictionary a guide to knowledge as power, London: Zed Books, pp. 24-38

Vandana Shiva, 2009, Resource, Wolfgang Sachs (ed.) The Development Dictionary a guide to knowledge as power, London: Zed Books, pp 228-242

Arun Agarwal, 2005, 'Chapter 6: Making Environmental Subjects: intimate Government' and 'Chapter 7: Conclusion: The analytics of environmentaliry' in Environmentality: technologies of Government and the Making of Subjects, OUP, Delhi.

Richard Peet and Michael Watts, 2004, 'Introduction', in Liberation Ecologies: Environment, development, social movements, London and New York: Routledge, pp. 1-45.

Krishna Bharadwaj, 1991, 'Alternative Analytical Paradigms in Theories of Development' in J Breman and S Mundle, eds., Rural Transformation in Asia, OUP, New Delhi, pp. 77-92.

Gilbert Rist, 2008, The History of Development from Western Origins to Global Faith, third edition, Zed Books (excerpts; especially, Chapter 10: The Environment, or The New Nature of 'Development''),

Jairam Ramesh, 2010, 'The two culture revisited: the environment-development debate in India', EPW, 55 (42), pp. 13-16.

Sirisha C Naidu, Panayiotis T Manolakos, 2010, 'Primary Accumulation, Capitalist Nature and Sustainability', EPW, 45 (29).

Jayanta Bandyopadhyay and Vandana Shiva, 1988, 'Political Economy of Ecology Movements', EPW, June 11.

Marina Fischer-Kowalski, Helmut Haberl and Fridolin Krausmann, 2007, 'Conclusions: likely and unlikely pasts, possible and impossible futures' in Marina Fischer-Kowalski and Helmut Haberl, eds., Socioecological Transitions and Global Change: Trajectories of Social Metabolism and Land Use, Advances in Ecological Economics, Edward Elgar, pp. 223-256.

Ashish Kothari, 2013, 'Development and Ecological Sustainability in India: possibilities for the post-2015 framework', EPW, 48 (30).

Module 2: Theoretical Genealogies

Ramchandra Guha, 'Writing environmental history in India', in Studies in History, vol. 9 no. 8, 1993, pp 119-29.

David Pepper 1996 Modern Environmentalism- An Introduction

Timothy Forsyth 2003 Critical Political Ecology: The Politics of Environmental Science

Ahmed, M. Hussen, 2000, Principles of Environmental Economics: Economics, Ecology and Public Policy, Routledge,.

Michael R. Redclift, Graham Woodgate 2010 International Handbook of Environmental Sociology

Arun Agarwal and K Sivaramakrishnan, 2001, 'Introduction: Agrarian Environments' (excerpts from), in Arun Agarwal and K Sivaramakrishnan, eds., Social Nature: resources, representations and rule in India, OUP, New Delhi, pp. 1-16.

Madhav Gadgil and Ramachandra Guha, 1992, 'Prologue' and 'Chapter 1: Habitats in Human History', in This Fissured Land: an Ecological History of India, OUP, pp. 1-66.

Sumit Guha, 2001, 'Economic Rents and Natural Resources: Commons and Conflicts, in Premodern India' in Arun Agarwal and K Sivaramakrishnan, eds., Social Nature: resources, representations and rule in India, OUP, New Delhi, pp. 132-146.

Helmut Haberl, Fridolin Krausmann, and Simone Gingrich, 2006, 'Ecological Embeddedness of the Economy: A Socioecological Perspective on Humanity's Economic Activities 1700-2000, EPW, November 25.

Partha Dasgupta and Karl Goral Maler, 2009, 'Environmental and Resource Economics: Some Recent Developments' in Kanchan Chopra and Vikram Dayal, eds., Handbook of Environmental Economics in India, OUP, New Delhi.

Divya Karnad, Meghna Krishnadas, Tarun Nair, 2013, 'Budgeting for Nature: Economic Growth and Ecosystem Conservation in India', EPW, 58 (25), pp. 22-26.

Amita Baviskar, 2010, 'The Unquiet Woods and Indian Environmental History', in Ramachandra Guha, The Unquiet Woods: ecological change and peasant resistance in the Himalaya, Twentieth Anniversary Edition, Permanent Black, New Delhi.

Ramachandra Guha and Madhav Gadgil, 1989, 'Ecology for the People' reprinted in Ramachandra Guha, 2006, How Much Should a Person Consume: thinking through the environment, Permanent Black, pp. 208-210.

Module 3: Natural resource, Conflict and Institutions of Governance

Daniel Bromley, 1992, The Commons, Common Property, and Environmental Policy

Robert Wade 1987 The Management of Common Property Resources

Greg Hampton 1999 Environmental equity and public participation

Thomas Dietz Elinor Ostrom Paul C. Stern 2003 The struggle to govern the commons

Kanchan Chopra, Gopal K Kadekodi and M N Murty, 1989, 'Peoples' Participation and Common Property Resources', EPW, December 23-30.

N S Jodha, 1990, Rural Common Property Resources: Contributions and Crisis', EPW, June 30.

Rucha Ghate, Narpat S. Jodha, and Pranab Mukhopadhyay, 2008, 'Introduction' in Rucha Ghate, Narpat S. Jodha, and Pranab Mukhopadhyay, eds., Promise, Trust, and Evolution: Managing the Commons of South Asia, OUP.

N C Narayanan, 2008, 'State, Governance and Natural Resource Conflicts' in N C Narayanan, ed., State, Natural Resource Conflicts and Challenges to Governance, Academic Foundation, New Delhi.

Nirmal Sengupta, 2008, 'Governance of Natural Resources in India: property rights, legal pluralism and other issues', in N C Narayanan, ed., State, Natural Resource Conflicts and Challenges to Governance, Academic Foundation, New Delhi.

Asheem Srivastava and Ashish Kothari, 2012, 'Adding Fuel to Fire: Undermining India's Environmental Governance, in Churning the Earth: the making of global India, Viking.

Module 4: ENRD and Land-based Resources

A Haroon Akram-Lodhi, Saturnino M Borras Jr., and Cristobal Kay, eds., Land, Poverty and Livelihoods in an Era of Globalization: perspectives from developing and transition countries,

Robert Chambers 1987 Review Land Degradation and Society

Piers M. Blaikie 1985 Political Economy of Soil Erosion in Developing Countries

David Ludden, 2001, 'Agrarian Histories and Grassroots Development in South Asia', in Arun Agarwal and K Sivaramakrishnan, eds., Social Nature: resources, representations and rule in India, OUP, New Delhi, pp. 251-264.

C. H. Hanumantha Rao, 1988, 'Agricultural Development and Ecological Degradation: An Analytical Framework', EPW, 23 (52/53).

Ian Scoones, 1998, 'Sustainable Rural Livelihoods: A Framework for Analysis', IDS Working Paper 72, Institute of Development Studies, Brighton.

Ian Scoones, 2009, 'Livelihoods perspectives and rural development', Journal of Peasant Studies, 36 (1), pp. 171–196.

Planning Commission, 2011, Report of the Working Group on National Rural Livelihoods Mission (NRLM), Planning Commission, Government of India, New Delhi.

Joan Martinez-Alier, 2002, 'The Environmentalism of the Poor', Paper prepared for the conference on 'The Political Economy of Sustainable Development: Environmental Conflict, Participation and Movements', University of Witwatersrand, Johannesburg; United Nations Research Institute for Social Development (UNRISD).

Module 5: ENRD and Forest based resources

Ramachandra Guha, 2001, 'The Pre history of community Forestry in India' in Environmental History, vol. 6, no. 3.

Guha 1983 Forestry in British and Post British India A historical analysis

R. K. Rao and S. R. Sankaran 1989 Forest Myth Jungle laws and Social Justice

GOI 2010 Report National Committee on Forest Rights Act

World Bank 2007 At Loggerheads

Ramachandra Guha, 2010, 'Epilogues: Afterlives of Chipko' in Ramachandra Guha, The Unquiet Woods: ecological change and peasant resistance in the Himalaya, Twentieth Anniversary Edition, Permanent Black, New Delhi.

Bina Agawal, 2001, 'Participatory Exlcusions, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework', World Development, 29 (10), pp. 1623-1648.

Supriya Singh, 2013, 'Participatory Forest Management in Mendha Lekha, India' in Hali Healy et al., eds., Ecological Economics from the Ground Up', Routledge.

Nandini Sundar, ed., 2009, Legal Grounds: natural resources, identity and the law in Jharkhand, OUP (selected chapters).

ISID, 2012, 'Sustainable Development: emerging issues in India's Mineral Sector', Institute for Studies in Industrial Development, New Delhi (sponsored by Planning Commission, New Delhi).

Module 6: ENRD and Water-based Resources

David Mosse 2008 The Cultural Politics of Water

David Mosse, 2006, 'Rules and Representation: Transformations in the Governance of Water Commons in British South India', in The Journal of Asian Studies, 65/1.

Ratna V Reddy and P Prudhvikar Reddy, 'How participatory is participatory irrigation Management? – Water users Association in Andhra Pradesh', in EPW, Dec 31, 2005.

Nagothu Udaya Sekhar 2007 Social Capital and Fisheries Management_ The Case of Chilika Lake in India - Springer

John Briscoe and J P S Malik, 2007, Handbook of Water Resources in India: development, management, and strategies, OUP for World Bank [excerpts especially

R P S Malik, 'Water as Poverty'; George C Varughese, 'Water and Environmental Sustainability'; Ramesh Bhatia, 'Water and Energy Interactions'; R Maria Saleth, 'Water Rights and Entitlements'.

Arabinda Mishra et al., 2008, Common Property Water Resources: dependence and institutions in India's villages, TERI Press (Chapter 2: Common property water resources: the conceptual foundation, Chapter 3: Common property water resources and rural quality of life).

Philip Cullet, n.d., 'Water law and policy in India: reforms and capacity building', Draft, Environmental Law Research Society.

Philip Cullet, et al, 2012, 'Water Conflicts in India: Towards a New Legal and Institutional Framework', Forum for Policy Dialogue on Water Conflicts in India, Pune.

V Ratna Reddy, M Gopinath Reddy, John Soussan, 2009, 'Collective Action and Watershed Management', 'Political Economy of Watershed Management' in Political Economy of Watershed Management: policies, institutions, implementations and livelihoods, Rawat for Centre for Economic and Social Studies, Hyderabad.

Ramaswamy R Iyer, Towards Water Wisdom: limits, justice, harmony, Sage, Delhi (selected excerpts)

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|------------|---|-----------|
| 1 | Memo1 | End Jan | 15% |

| | | | |
|---|-------------------|----------------|-----|
| 2 | Memo2 | Third Week Feb | 15% |
| 3 | Memo3 | First Week Mar | 15% |
| 4 | Memo4 | End March | 15% |
| 5 | Memo5 | Mid April | 15% |
| 6 | Field Work Report | End April | 25% |

Ambedkar University Delhi

Course Outline

School: School of Development Studies

Programme with title: MA Development Studies

Semester to which offered: III/Monsoon

Course Title: **Industrialisation, Urbanisation and Development**

Credits: 4 Credits

Course Code (new):

Course Code (old):

Type of Course: Compulsory yes Cohort

For SUS only (Mark an X for as many as appropriate):

- 6. Foundation (Compulsory)
- 7. Foundation (Elective)
- 8. Discipline (Compulsory)
- 9. Discipline (Elective)

10. Elective

Course Coordinator and Team: Sumangala Damodaran, Babu P Remesh

Email of course coordinator: sumangala@aud.ac.in

Pre-requisites: None

Aim: This course will introduce students to debates around industrialization and urbanization in the developing country context. The discussion on industrialization will include debates on appropriate strategies and experiences of industrialization in a broad sense and also deal with forms of industrial organization and labour processes such as Fordism-Taylorism, Flexible Specialization, and Post-Fordist production and labour process organization. The discussions on industrialization will also bring in contemporary debates around urbanization processes, growth of informal settlements, and migration issues.

Course outcomes:

1. Equip students with an understanding of processes of industrialisation and urbanisation in the contemporary period from the Third World.
2. Equip students with methods for understanding actual processes as they occur in reality, through field visits to factory areas and worker settlements.

Brief description of modules with references:

Module 1: Industrial Development – Alternative Trajectories (Week 1 and 2)

Module 2: New International Division of Labour and New Industrial Paradigms - Industrial Clusters and the Developing World (Weeks 3 and 4)

Module 3: Industrialisation and Labour (Week 5-7)

Module 4: Field trip and analysis (Weeks 8-10)

Module 5: Perspectives on Third World Urbanisation and the Informal Sector (Weeks 10-12)

Readings

- i. John Humphrey: Introduction, *World Development*, Vol. 23, No. 1, 1995
- ii. Gabriel Palma: Four sources of ‘de-industrialisation and a new concept of the ‘Dutch Disease’, presented at hSRC EGDI Roundtable *The Changing Character of Industrial Development: What Implications for Growth, Employment and Income Distribution?*
- iii. John Weiss: *Industrialisation and Globalisation– Theory and Evidence from Developing Countries*, Verso, 2002, Chs 1 and 5
 - i. Cadene,P. and M.Holmstrom (eds)(1998), *Decentralised Production in India*, Sage, New Delhi, California, London.
 - ii. Cossentino, F, F.Pyke and W.Sengenberger (eds)(1996), *Local and Regional Response to Global Pressure: The Case of Italy and its Industrial Districts*, Geneva: International Institute for Labour Studies, Geneva.
 - iii. Gereffi, G. (1994): "Capitalism, Development and Global Commodity Chains" in Leslie Sklair (ed): *Capitalism and Development*.
 - iv. Gereffi, G. (1996), “Commodity Chains and Regional Divisions of Labour in East Asia”, *Journal Of Asian Business*, 12(1), 75-112.

Silver, B., 2003, 'Labour Movements and World Politics', in *Forces of Labour. Workers' Movements and Globalization since 1870*. Cambridge: CUP, Chapter 4 pp 124-67

Braverman, H. 1974, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*, London: Monthly Review Press. Introduction, Chapter 4 & 5.

National Commission for Enterprises in the Unorganised Sector (NCEUS). 2007. *Report on conditions of work and promotion of livelihoods in the unorganised sector*.

Standing, G. 2009. *Work after Globalization: Building Occupational Citizenship*. Cheltenham: Edgar Elgar Publishing Limited.

Chen, M., 2008, 'Informality and Social Protection: Theories and Realities', *IDS Bulletin* 39(2): 18-27

Breman J., 1995, 'Labour, Get Lost: A Late Capitalist Manifesto', in *Economic and Political Weekly*, 30(37): 2294-2300.

Lerche, J., 2010, 'From 'rural labour' to 'classes of labour'', in Harriss-White, B. and Heyer, J., *Comparative Political Economy*, London: Routledge, pp 66-87.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|------------------------------------|---|-----------|
| 1 | Two memos/ 1 essay | 31 August | 30% |
| 2 | Field trip report and presentation | 15 October (tentative) | 20% each |
| 3 | Term paper | 30 November | 30% |
| 4 | | | |

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School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot- Two hour slots twice a week

Course Code: SDS2DS213

Title: Business and Social Development

Type of Course: Elective

Programme Title: MA Development Studies

No of Credits: Two

Semester and Year Offered: Fourth semester second year

Course Coordinator and Team: Anirban Sengupta

Email of course coordinator: anirban@aud.ac.in

Pre-requisites: None

Aim: Traditionally, profit emerging out of business was always looked at with certain suspicion. Neo-liberal economic framework has developed a strong alternative to that in recent years. However, even such a framework highlights the need for business to invest considerable part of its profit for social development. While earlier initiatives towards social development were mostly restricted to financial donations, today one can identify advocacy of a much more proactive role of business enterprises. As a result, there's a gradual movement from philanthropy to corporate social responsibility. At the same time, social entrepreneurship is more and more becoming a popular concept. Other than providing occasional financial donations, conscientious large business in earlier days primarily considered their developmental responsibility to be restricted to the labourers who worked for them. However, today the perspective for understanding the relationship between business and social development

has changed considerably. The aim of this course is to unfold before students the gradual transformation in this relationship and understand in details the current nature of such relationship. At the same time, the effort would be to critically engage with each of these concepts. The course is intended for students who are interested in understanding and reflecting on the role of large business in social development.

Course Outcomes:

The course is expected to facilitate development of knowledge about:

1. Significance of ethics in business
2. Connection between business and social development
3. Politics around business ethics

Brief description of modules/ Main modules:

1. Business, Ethics and Society
2. Business and Philanthropy
3. Corporate Social Responsibility
4. Industry and Labour Welfare
5. Social Entrepreneurship

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|--------------|---|-------------|
| 1 | Assessment 1 | First week of February | 50 per cent |
| 2 | Assessment 2 | First week of March | 50 per cent |

Reading List:

- Sulek, M. (2010). On the modern meaning of philanthropy. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 193-212.
- Payton, R.L. and Moody, M.P. (2008). *Understanding philanthropy: Its meaning and mission* (Chapter 2: Voluntary action for public good, pp. 27-61). Bloomington, USA: Indiana University Press.
- Sundar, P. (2013). *Business and community: The story of corporate social responsibility in India* (Chapter 2: Private wealth for public good, pp. 23-48 and Chapter 4: Merchant charity 1850-1941, pp. 77-113). New Delhi: Sage Publications.
- Joseph, B., Injodey, J., and Varghese, R. (2009). Labour welfare in India. *Journal of Workplace Behavioural Health*, 24(1 & 2): 221-242.
- Kling, B.B. (1998). Paternalism in Indian labor: the Tata Iron and Steel Company of Jamshedpur. *International Labour and Working-Class History*, 53: 69-87.
- Sivakumar, N. (2008). The business ethics of Jamsetji Nusserwanji Tata: A forerunner in promoting stakeholder welfare. *Journal of Business Ethics*, 83(2), 353-361.
- Garriga, E. and Melé, D. (2004). Corporate social responsibility theories: Mapping the territory. *Journal of Business Ethics*, 53(1/2): 51-71.
- Hopkins, M. (2006). What is corporate social responsibility all about? *Journal of Public Affairs*, 6, 298-306.
- Sundar, P. (2013). *Business and community: The story of corporate social responsibility in India* (Chapter 6: Towards corporate social responsibility 1960-1990 pp. 163-197). New Delhi: Sage Publications.
- Carroll, A.B. (1999). Corporate social responsibility: Evolution of a definitional construct. *Business & Society*, 38(3), 268-295.
- Bielefeld, W. (2009). Issues in social enterprise and social entrepreneurship. *Journal of Public Affairs Education*. 15(1): 69-86.
- Cook, B., Dodds, C., and Mitchell, W. (2003). Social entrepreneurship: False premises and dangerous forebodings. *Australian Journal of Social Issues*, 38(1): 57-72.
- Dees, J.G. (2001). The meaning of 'social entrepreneurship'. Retrieved from http://www.caseatduke.org/documents/dees_sedef.pdf.
- Peredo, A. M., and McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), 56-65.

ADDITIONAL REFERENCE:

- Harvey, C., Maclean, M., Gordon, J., and Shaw, E. (2011). Andrew Carnegie and the foundations of contemporary entrepreneurial philanthropy. *Business History*, 53(3), 425-450.
- Morvaridi, B. (2012). Capitalist philanthropy and hegemonic partnerships. *Third World Quarterly*, 33(7), 1191-1210.
- Slim, H. (2002). Not philanthropy but rights: The proper politicisation of humanitarian philosophy. *International Journal of Human Rights*, 6(2), 1-22.
- Jhabvala, R. (1998). Social security for unorganized sector. *Economic and Political Weekly*, 33(22): L7-L11.
- Sen, S. and Dasgupta, B. (2009). *Unfreedom and wage work: Labour in India's manufacturing industry* (Chapter 5: Labour security in Indian organized manufacturing industries, pp. 154-185). New Delhi: Sage Publications

Davie, G. (2011). Social entrepreneurship: A call for collective action. *OD Practitioner*, 43(1), 17-23.

Trivedi, C. (2010). A social entrepreneurship bibliography. *The Journal of Entrepreneurship*, 19(1), 81-85.

Sud, M., VanSandt, C.V., Bougous, A.M. (2009). Social entrepreneurship: The role of institutions. *Journal of Business Ethics*, 85(1), 201-216.

Ambedkar University Delhi
School of Development Studies
MA Programme
Monsoon Semester 2018-19

Title of the Course: Development Contexts, Debates and Experiences

Type of Course: Compulsory

No. of Credits: 4

Semester: First Semester/First Year

Course Coordinators and Team: Sumangala Damodaran, Partha Saha

Email of the Course Coordinators : Sumangala Damodaran sumangala@aud.ac.in; Partha Saha partha@aud.ac.in

About the course: This course is designed to familiarise students with some major historical development debates and with reading development thought and practice critically. The core of the course is designed to give students a foundation in basic development paradigms like Keynesianism, Challenges to Keynesianism, Neoclassical Economics and the Washington Consensus, New Institutional Economics and the Post-Washington Consensus and Alternate development paradigms . These theoretical perspectives will be supplemented with policy examples and country experiences from the global South.

Course Outcomes:

1. Equip students to understand major developmental debates in economics.
2. Equip students to understand contemporary issues in the global economy and the worlds of trade and finance.

Brief description of modules with references:

1. What is development?
2. Political Economy of Development: A Brief History
 - a) Keynesianism
 - b) Challenges to Keynesian Developmentalism
3. Neoclassical Economics and the Washington Consensus Required Readings :
4. New Institutionalism and the Post Washington Consensus
5. Alternative Paradigms of Development
 - a) Marxian Approach to Development
 - b) Post-Developmentalism

Bernstein, Henry. 2006. 'Studying Development/Development Studies', *African Studies*, Vol.65, No.1

Rapley, J. 2007. *Understanding Development: Theory and Practice in the Third World*. Boulder: Lynne Rienner Publishers. Introduction and chapters 1 and 2.

Sen, Amartya. 1988. 'The Concept of Development'. In: Chenery, Hollis and T.N. Srinivasan (ed), *Handbook of Development Economics*, Vol.1. The Netherlands: Elsevier

Rapley, J. 2007. *Understanding Development: Theory and Practice in the Third World*. Boulder: Lynne Rienner Publishers. Introduction and chapters 1 and 2.

Toye, John. 2003.. 'Changing Perspectives In Development Economics'. In: Chang, H-J., ed. *Rethinking Development Economics*. London: Anthem Press

Dutt, A.K., ed. 2002. *The Political Economy of Development*. Cheltenham: Edward Elgar. Introduction.

Onis, Ziya. 1991. 'The Logic of the Developmental State'. *Comparative Politics*, Vol.24, No.1

Evans, Peter. 2008. 'In Search of The 21st Century Developmental State'. Working Paper no.4, Centre for Global Political Economy, University of Sussex. Available at:
<http://www.sussex.ac.uk/cgpe/1-3-6-3.html>

Nayyar, Deepak. 2008. *Liberalization and Development*. New Delhi: OUP. Chapter 14.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|--------------------|---|-----------|
| 1 | Two memos/ 1 essay | 31 August | 30% |
| 2 | Mid term exam | 15 October (tentative) | 40% |
| 3 | Term paper | 30 November | 30% |

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code: SDS2DS221

Title: Development experiences in South Asia: Themes in political economy

Type of Course: Elective

Programme Title: MA in Development Studies

No of Credits: 4

Semester and Year Offered: Monsoon semester, July-December, 2018

Course Coordinator and Team: Professor Deepita Chakravarty

Email of course coordinator: deepita@aud.ac.in

Pre-requisites:

Aim: Among the more fascinating themes in contemporary south Asia, has been the ‘success’ of democracy in India and its ‘failure’ in neighbouring Pakistan and Bangladesh. Yet, studies on politico-economic development of ‘democratic’ India and military dominated ‘not so democratic’ Pakistan and Bangladesh have rarely addressed, far less explained, why a common British colonial legacy led to so different politico-economic outcomes in the contemporary South Asia. This course is an attempt at introducing some such political and economic questions with relevance to broader development issues concerning mainly Pakistan, Bangladesh and India and Sri Lanka. Given the vastness of issues including different countries this course tries to introduce a thematic approach to discuss

comparative performances. Not all countries will be taken up in every case. In most of the cases the regional economy of India, and not the national economy, has been considered as this can provide a more meaningful comparison.

Brief description of modules/ Main modules:

Industrialization and development experiences in South Asia: cases of Pakistan, India and Bangladesh

Agrarian reforms and technological intervention in agriculture: experiences in Pakistan and the Indian states of the Punjab, West Bengal and Kerala

Informal/ formal dichotomy and the labour market: manufacturing in India and Bangladesh

Migration and development: the experiences of Sri Lanka and the Indian state of Kerala

Assessment Details with weights: Three assessments: 1. Class presentations and tutorials: 30 per cent, 2. Class test: 30 per cent, 3. Term paper: 40 per cent

Reading List:

Pack, Howard. "Industrialization and trade." *Handbook of development economics* 1 (1988): 333-380.

Khan, Mushtaq. "The Political Economy of Industrial Policy in Pakistan 1947-1971." (1999).

Zaidi, S.A (2005, 2nd edition of 1999 book), '*Issues in Pakistan's Economy*', Oxford University Press, Relevant Chapters

Chakravarty, S (1987), '*Development Planning: The Indian Experience*', Clarendon, Oxford University Press, Chapters, 1, 2, 3 and the conclusion.

Mukherjee, D (1995) (ed.): *Indian Industry: Policies and Performance*, Delhi, Oxford University Press, 'Introduction'

Hamza Alavi (1983): 'Elite Farmer Strategy and Regional Disparities in Agricultural Development' in Han Gardezi and Jamil Rashid (eds.) *Pakistan The Roots of Dictatorship: The post Colonial Economy of a Praetorian State*, Zed Press.

Herring Ronald J (1983): *Land to the Tiller: The Political Economy of Agrarian Reform in South Asia*, Yale University Press, London, Chapter 4: Land Ceilings in Pakistan: An Agrarian Bourgeois Revolution?

Sarkar, Sumit. *Modern times: India 1880s-1950s: environment, economy, culture*. 2014.

Husain Isharat (2002): *Pakistan The Economy of an Elitist State*, Oxford University Press, Oxford: chapter 4

Kabeer, Naila. "Globalization, labor standards, and women's rights: dilemmas of collective (in) action in an interdependent world." *Feminist Economics* 10.1 (2004): 3-35.

Kabeer, Naila, and Simeen Mahmud. "Rags, riches and women workers: export-oriented garment manufacturing in Bangladesh." *Chains of fortune: Linking women producers and workers with global markets* (2004): 133-164.

Mottaleb, Khondoker Abdul, and Tetsushi Sonobe. "An inquiry into the rapid growth of the garment industry in Bangladesh." *Economic Development and Cultural Change* 60.1 (2011): 67-89.

Easterly, William. *The elusive quest for growth: economists' adventures and misadventures in the tropics*. MIT press, 2001.

Chakravarty, Deepita. "'Docile Oriental Women' and Organised Labour A Case Study of the Indian Garment Manufacturing Industry." *Indian Journal of Gender Studies* 14.3 (2007): 439-460.

Chakravarty, Deepita and Ishita Chakravarty. *Women, Labour and the Economy in India: From Migrant Menservants to Uprooted Girl Children Maids*. Routledge, London, New York, 2016.

United Nations (1975): *Poverty, Unemployment and Development Policy: A case study of selected issues with reference to Kerala*, Centre for Development Studies, Trivandrum

Rawal, Vikas, and Madhura Swaminathan. "Changing Trajectories: Agricultural Growth in West Bengal, 1950 to 1996." *Economic and Political Weekly* (1998): 2595-2602.

Gazdar, Haris, and Sunil Sengupta. "Agricultural growth and recent trends in well-being in rural West Bengal." *Sonar bangla* (1999): 60-91.

Ramachandran, V. K. "On Kerala's development achievements." (1997) in Amartya Sen and Jean Dreze (ed.) *Indian development: Selected regional perspectives*.

Kohli, A (2012): *Poverty Amid Plenty in the New India*, Cambridge University Press, New York

Chakravarty, Deepita, and Indranil Bose. "Industry, Labour and the State Emerging Relations in the Indian State of West Bengal." *Journal of South Asian Development* 6.2 (2011): 169-194.

Besley, Timothy, and Robin Burgess. "Can labor regulation hinder economic performance? Evidence from India." *The Quarterly Journal of Economics* 119.1 (2004): 91-134.

Kotwal, Ashok, Bharat Ramaswami, and Wilima Wadhwa. "Economic liberalization and Indian economic growth: What's the evidence?." *Journal of Economic Literature* 49.4 (2011): 1152-1199.

Nagaraj, R. "Organised manufacturing employment." *Economic and Political Weekly* (2000): 3445-3448.

WALTON-ROBERTS, "Contextualizing the global nursing care chain: international migration and the status of nursing in Kerala, India." *Global Networks* 12.2 (2012): 175-194.

Zachariah, Kunniparampil Curien, Elangikal Thomas Mathew, and S. Irudaya Rajan. "Social, economic and demographic consequences of migration on Kerala." *International Migration* 39.2 (2001): 43-71.

Adkoli, B. V. "Migration of Health Workers: Perspectives from Bangladesh, India, Nepal, Pakistan and Sri Lanka." *Regional Health Forum*. Vol. 10. No. 1. 2006.

Taylor, Edward J. "The new economics of labour migration and the role of remittances in the migration process." *International migration* 37.1 (1999): 63-88.

Athukorala, Premachandra. "International contract migration and the reintegration of return migrants: the experience of Sri Lanka." *International Migration Review* (1990): 323-346.

Sriskandarajah, Dhananjayan. "The migration–development nexus: Sri Lanka case study." *International Migration* 40.5 (2002): 283-307.

ADDITIONAL REFERENCE:

Bandyopadhyay, Sekhar. "From Plassey to Partition and After: A History of Modern India." (2015).
Nayyar, Deepak. *Industrial growth and stagnation: the debate in India*. Oxford University Press, USA, 1994.

Lewis Davis (2011): *Bangladesh Politics, Economy and Civil Society*, Cambridge University Press.

Anwar, T (2010), 'Role of Growth and Inequality in Explaining Changes in Poverty in Pakistan', *The Pakistan Development Review*, 49:1.

Dreze, Jean, and Amartya Sen. *Indian development: Selected regional perspectives*. Oxford University Press, 1997.

Khan, Mushtaq. "Bangladesh: Partitions, Nationalisms and Legacies for State-Building." (2010).

Jalal, Ayesha (1995), *Democracy and Authoritarianism in South Asia*, Cambridge University Press: Chapters 2 and 3.

Noman, O (1988), '*The Political Economy of Pakistan, 1947-1985*', KPI Publishers, Relevant Chapters.

Chakravarty, Deepita. "Expansion of markets and women workers: Case study of garment manufacturing in India." *Economic and Political Weekly*(2004): 4910-4916.

Mukhopadhyay, Swapna. *The enigma of the Kerala woman: A failed promise of literacy*. Berghahn Books, 2007.

School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot- Two hour slots twice a week

Course Code: SDS2DS207

Title: Entrepreneurship and Development

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Development Studies and other MA programmes

No of Credits: 4

Semester and Year Offered: 3rd Semester, 2nd Year of MA Development Studies

Course Coordinator and Team: Anirban Sengupta

Email of course coordinator: anirban@aud.ac.in

Pre-requisites: None

Aim: Over the years, entrepreneurship has evolved as a significant framework for understanding the process of business and its development. With enhancement in the scope of business as a form of economic action, it has become more and more important to understand business in order to make sense of the way development is shaped. Here it is important to note that while business is largely about market and that is conceptually separated from state and community, all of them tend to come together under the broad framework of entrepreneurship. The historic identification of certain communities as business communities and shared development experience of these communities around their

business involvement indicates the old connection between community and business. In modern times, different historically marginalized groups like Dalits in caste-segregated societies, Blacks in White-dominant areas are also attempting to emulate this path by setting up their own community-based business associations and engaging with entrepreneurship as a form of political action. These developments have also brought into light how identities based on caste, race, ethnicity, and gender shapes the entrepreneurial experience. It is also interesting to observe that modern state is exploring different mechanism of using entrepreneurship as a tool to shape development experience of individuals and regions. This course attempts to examine the nature of relationship between entrepreneurship and development by engaging with the intersections among collectives, business, and state. The course is intended for students who want to understand the connection between business and development in the context of modern state, community relations, and market.

Course Outcomes:

It is expected to facilitate development of

1. Knowledge about entrepreneurship in the context of forces emerging out state, community relations, and market
2. Conceptual and historical understanding about the connection between business and development
3. Insights to look at development of entrepreneurship also as a political and cultural action

Brief description of modules/ Main modules:

1. Development of entrepreneurship: Protestant ethics, innovation, and achievement motivation
2. Community, family, networks, and Business
3. Colonialism and 'native' entrepreneurship
4. Entrepreneurship development and self-employment
5. Enterprise clustering and cluster development
6. Self-help group, microfinance, and entrepreneurship
7. Entrepreneurship among subaltern and empowerment questions
8. Gender and entrepreneurship

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|--------------|---|-------------|
| 1 | Assessment 1 | Second week of September | 30 per cent |
| 2 | Assessment 2 | Second week of October | 35 per cent |
| 3 | Assessment 3 | Second week of November | 35 per cent |

Reading List:

Ahl, H., & Marlow, S. (2012). Exploring the dynamics of gender, feminism and entrepreneurship: Advancing debate to escape a dead end? *Organization*, 19(5), 543–562.

Bagchi, Amiya Kumar. (1992). European and Indian entrepreneurship in India 1900-30. In *Entrepreneurship and industry in India, 1800-1947* (pp. 157-196) Edited by Rajat Kanta Ray. Delhi: Oxford University Press.

Bayly, C.A. (2011). The family firm: A microcosm. In *The Oxford India anthology of business history* (pp. 169-183) Edited by Medha M. Kudaisya. New Delhi: Oxford University Press.

Birley, S. (1988). Female entrepreneurs: Are they really different? Cranfield School of Management Working Paper 5/87. Cranfield, UK: Cranfield Institute of Technology.

Burt, Ronald S. (2000). The network entrepreneur. In *Entrepreneurship: The social science view* (pp. 281-307) Edited by Richard Swedberg. New Delhi: Oxford University Press.

Chari, Sharad. (2004). Fraternal capital: Peasant-workers, self-made men, and globalization in provincial India (Chapter 5: Can the subaltern accumulate capital? pp. 182-239). Stanford: Stanford University Press.

Das, Keshab. (2005). Indian industrial clusters (Chapter 1: Industrial clustering in India: Local dynamics and the global debate, pp. 1-20). Adlershot, UK: Ashgate Publishing Limited.

Deshpande, Ashwini and Sharma, Smriti. (2013). Entrepreneurship or survival? Caste and gender of small business in India. *Economic and Political Weekly*, XLVIII(28), 38-49.

Dy, A.M., Marlow, S., and Martin, L. (2017). A web of opportunity or the same old story? Women digital entrepreneurs and intersectionality theory. *Human Relations*, 70(3), 286–311.

Goswami, Omkar. (1992). Sahibs, babus, and banias: Changes in industrial control in Eastern India, 1918-50. In *Entrepreneurship and industry in India, 1800-1947* (pp. 228-259) Edited by Rajat Kanta Ray. Delhi: Oxford University Press.

Granovetter, Mark. (2000). The economic Sociology of firms and entrepreneurs. In *Entrepreneurship: The social science view* (pp. 244-275) Edited by Richard Swedberg. New Delhi: Oxford University Press.

Harvey, Adia M. (2005). Becoming entrepreneurs: Intersections of race, class, and gender at Black beauty salon. *Gender and Society*, 19(6), 789-808.

Hulme, David and Maitrot, Mathilde. (2014). Has microfinance lost its moral compass? *Economic and Political Weekly*, XLIX(48), 77-85.

Jodhka, S. (2010). Dalits in business: Self-employed scheduled castes in north-west India, *Economic and Political Weekly*, 45(11), 41-48.

Kabeer, Naila. (2005). Is microfinance a 'magic bullet' for women's empowerment? Analysis of findings from south Asia. *Economic and Political Weekly*, 40(44/45), 4709-4718.

Knorringa, Peter. (1996). Economics of collaboration: Indian shoemakers between market and hierarchy (Chapter 6: Producer-trader relations in Agra's footwear industry, pp. 105-152). New Delhi: Sage Publications.

McClelland, David C. (1961). The achieving society (Chapter 10: Accelerating economic growth, pp. 391-438). New Jersey, USA: D. Van Nostrand Company Inc.

Mies, Maria. (2012, Originally published in 1982). The lace makers of Narsapur: Indian housewives produce for the world market (Chapter 5: Structure of the industry, pp. 59-80).

Neetha, N. (2010). Self employment of women: Preference or compulsion? *Social Change*, 40 (2), 139–156.

Romijn, H.A. (1989). Entrepreneurship training for small business in developing countries: Some issues. *Economic and Political Weekly*, 24(8), M8-M14.

Roy, Tirthankar. (2010). Company of kinsmen: Enterprise and community in south Asian history 1700-1940 (Chapter 3: Merchants – Guild as corporation, pp. 89-129). New Delhi: Oxford University Press.

Schmitz, Hubert and Musyck, Bernard. (2016). Industrial districts in Europe: Policy lessons for developing countries In *Industrial districts in history and the developing world* (pp. 117-151) Edited by Tomoko Hashino and Keijiro Otsuka. Singapore: Springer

Schumpeter, Joseph A. (2000). Entrepreneurship as innovation. In *Entrepreneurship: The social science view* (pp. 51-75) Edited by Richard Swedberg. New Delhi: Oxford University Press.

Tankha, Ajay. (2012). Banking on self-help groups: Twenty years on (Chapter 2: Origins and evolution of SHG-Bank linkage programme, pp. 9-33). New Delhi: Sage Publications.

Timberg, Thomas A. (2014). The Marwaris: From Jagat Seth to the Birlas (Chapter 3: The Marwaris, the bazaar economy, and the British raj, pp. 24-77). Gurgaon: Portfolio – Penguin Books India Pvt. Ltd.

Vijayabaskar, M. and Kalaiyaran, A. (2014). Caste as social capital: The Tiruppur story. *Economic and Political Weekly*, XLIX(10), 34-38.

Weber, Max. (2007). The Protestant ethic and the spirit of capitalism. In *Classical Sociological Theory* (pp. 228-246) Edited by Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk. Malden, USA: Blackwell Publishing Ltd.

Yunus, Muhammad. (2004). Grameen bank, microcredit, and Millennium Development Goals. *Economic and Political Weekly*, 39(36), 4077-80.

ADDITIONAL REFERENCE:

Bagchi, Amiya Kumar. (1972). Private investment in India 1900-1939 (Chapter 6: The supply of capital and entrepreneurship, pp. 157-216). Cambridge: Cambridge University Press.

Bayly, C.A. (2010, First published in 1983). Rulers, townsmen and bazaars: North Indian society in the age of British expansion 1770-1870 (Chapter 10: The merchant family, pp. 369-393). New Delhi: Oxford University Press.

Bayly, C.A. (2010, First published in 1983). Rulers, townsmen and bazaars: North Indian society in the age of British expansion 1770-1870 (Chapter 11: The merchant family as a business enterprise, pp. 394-426). New Delhi: Oxford University Press.

Bayly, C.A. (2011). Merchant communities: Identities and solidarities. In *The Oxford India anthology of business history* (pp. 99-121) Edited by Medha M. Kudaisya. New Delhi: Oxford University Press.

Beugelsdijk, Sjoerd and Roger Smeets. (2008). Entrepreneurial culture and economic growth: Revisiting McClelland's thesis. *The American Journal of Economics and Sociology*, 67 (5), 915-940.

Bhatt, Ela R. (2006). *We are poor but so many: The story of self-employed women in India* (Chapter 1: Being poor, a woman, and self-employed, pp. 23-46). New York: Oxford University Press.

Blaug, Mark. (2000). Entrepreneurship before and after Schumpeter. In *Entrepreneurship: The social science view* (pp. 76-88) Edited by Richard Swedberg. New Delhi: Oxford University Press.

Boeri, N. (2018). Challenging the gendered entrepreneurial subject: Gender, development, and the informal economy in India. *Gender & Society*. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0891243217750119> on 28 February 2018.

Bruni, A., Gherardi, S., & Poggio, B. (2004). *Gender and entrepreneurship: An Ethno-Graphic Approach*. New York: Routledge.

Bushell, B. (2008). Women entrepreneurs in Nepal: What prevents them from leading the sector? *Gender and Development*, 16(3), 549-564.

Damodaran, H. (2008). *India's new capitalists: Caste, business, and industry in a modern nation*. Ranikhet, India: Permanent Black.

Desai, Ashok V. (1992). The origins of Parsi enterprise. In *Entrepreneurship and industry in India, 1800-1947* (pp. 99-108) Edited by Rajat Kanta Ray. Delhi: Oxford University Press.

- Dijk, Meine Pieter van. (2005). Classifying small enterprise clusters: A conceptual enquiry in Ahmedabad. In Indian industrial clusters Edited by Keshab Das. Aldershot, UK: Ashgate Publishing Limited.
- Essers, C. and Benschop, Y. (2009). Muslim businesswomen doing boundary work: The negotiation of Islam, gender and ethnicity within entrepreneurial contexts. *Human Relations*, 62(3), 403–423.
- Galab, S. and Rao, N. Chandrasekhara. (2003). Women's self-help groups, poverty alleviation and empowerment. *Economic and Political Weekly*, 38(12/13), 1274-1283.
- Gomes, Janina. (2001). SMEs and industrial clusters: Lessons for India from Italian experience. *Economic and Political Weekly*, 36(49), 4532-3.
- Granovetter, Mark. (1992). Economic action and social structure: The problem of embeddedness. In *The Sociology of economic life* (pp. 53-81) Edited by Mark Granovetter and Richard Swedberg. Boulder, Colorado: Westview Press.
- Guru, Gopal, (2012). Rise of the 'dalit millionaire': A low intensity spectacle. *Economic and Political Weekly*, XLVII(50), 41-49.
- Harvey, A.M. (2005). Becoming entrepreneurs: Intersections of race, class, and gender at the black beauty salon. *Gender & Society*, 19 (6), 789-808.
- Haynes, Douglas E. (2012). Small town capitalism in western India: Artisans, merchants, and the making of the informal economy 1870-1960 (Chapter 2: Artisanal towns, pp. 56-92). Cambridge: Cambridge University Press.
- Hulme, David and Arun, Thankom. (2011). What's wrong and right with microfinance. *Economic and Political Weekly*, XLVI(48), 23-26.
- Kapur, D., Babu, D.S., Prasad, C. (2014). *Defying the odds: The rise of Dalit entrepreneurs*. New Delhi: Random House India.
- Karim, Lamia. (2011). *Microfinance and its discontents: Women in debt in Bangladesh* (Introduction: Neo-liberalism, microfinance, and women's empowerment, pp. xiii-xxxiii). Minneapolis: University of Minnesota Press.
- Kling, Blair, B. (1992). The origin of managing agency system in India. In *Entrepreneurship and industry in India, 1800-1947* (pp. 83-98) Edited by Rajat Kanta Ray. Delhi: Oxford University Press.

Knorringa, Peter. (2005). An Italian model and an Indian reality: Searching for a way out of deteriorating sweatshop condition. In Indian industrial clusters (pp. 21-36) Edited by Keshab Das. Adlershot, UK: Ashgate Publishing Limited.

Markovits, Claude. (2008). Merchants, traders, entrepreneurs: Indian business in the colonial era. Ranikhet: Permanent Black.

McClelland, David C. (1961). The achieving society (Chapter 2: The achievement motive: How is it measured and its economic effects, pp. 36-62). New Jersey, USA: D. Van Nostrand Company Inc.

Morrison, Ken. (2006). Marx, Durkheim, Weber: Formations of modern social thought. London: Sage Publications Ltd.

Müller, Walter and Arum, Richard. (2004). Self-employment dynamics in advanced economies. In The reemergence of self-employment: A comparative study of self-employment dynamics and social inequality (pp. 1-35) By Richard Arum and Walter Müller. Princeton: Princeton University Press.

Nair, Tara S., Sathye, Milind, Perumal, Muni, Applegate, Craig, and Sathye, Suneeta. (2014). Indian microfinance and codes of conduct regulation: A critical examination. In Globalization and standards: Issues and challenges in Indian business (pp. 103-120) Edited by Keshab Das. New Delhi: Springer.

Oza, A.N. (1988). Integrated entrepreneurship development programmes: The Indian experience. Economic and Political Weekly, 23 (22), M73-M79.

Parthasarathy, Balaji. (2005). The political economy of the computer software industry in Bangalore, India. In ICTs and Indian economic development: Economy, work, regulation (pp. 199-230) Edited by Ashwani Saith and M. Vijayabaskar. New Delhi: Sage Publications.

Prakash, A. (2010). Dalit entrepreneurs in middle India In The comparative political economy of development: Africa and South Asia (pp. 291-316) Edited by Judith Heyer and Barbara Harriss-White. London: Routledge.

Ray, Rajat Kanta. (1992). Entrepreneurship and industry in India, 1800-1947 (Introduction, pp. 1-69) Edited by Rajat Kanta Ray. Delhi: Oxford University Press.

Saxenian, AnnaLee. (2000). The origins and dynamics of production networks in Silicon Valley. In *Entrepreneurship: The social science view* (pp. 308-331) Edited by Richard Swedberg. New Delhi: Oxford University Press.

Schumpeter, Joseph A. (1949). *The theory of economic development: An inquiry into profits, capital, credit, interest, and the business cycle*. Massachusetts, USA: Harvard University Press.

Silverman, R.M. (1999). Black business, group resources, and the economic detour: Contemporary black manufacturers in Chicago's ethnic beauty aids industry. *Journal of Black Studies*, 30(2), 232-258.

Sriram, M.S. (2005). Microfinance and the state: Exploring areas and structures of collaboration. *Economic and Political Weekly*, 40(17), 1699, 1701-1704.

Sriram, M.S. (2010). Microfinance: A fairy tale turns into a nightmare. *Economic and Political Weekly*, XLV(43), 10-13.

Tripathi, Dwijendra. (2004). *The Oxford history of Indian business* (Chapter 4: The age of the agency houses, pp. 44-60). New Delhi: Oxford University Press.

Tripathi, Dwijendra. (2004). *The Oxford history of Indian business* (Chapter 5: Experiments in Indo-British partnership, pp. 61-72). New Delhi: Oxford University Press.

Valdez, Z. (2011). *The new entrepreneurs: How race, class, and gender shape American enterprise* (Chapter 2: The embedded market: Race, class, and gender in American enterprise, pp. 22-41). Stanford: Stanford University Press.

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code:

Title: Economic Policies and Sectoral Development

Type of Course: Core

Programme Title: MA in Development Studies

No. of Credits: Four

Semester and Year Offered: Semester Two; Year One of MA Degree

Course Coordinator and Team: Dr.Deepita Chakravarty

Team: Dr Deepita Chakravarty&Prof. Babu P Ramesh

Email of course coordinator: deepita@aud.ac.in

Pre-requisites:

Aim:

This course will introduce students to the main themes in economic policy and development experience in the Indian context and how this has evolved since independence focusing of the major sectors of the economy. A central focus will be on growth and development experience of the economy during the last six decades. Overall, the course hopes to equip students with a nuanced understanding of the Indian development

experience, primarily from a political-economy perspective. The narrative will proceed at a general level and more specifically with reference to certain sectoral policies.

The units are built by way of providing the students with a sweeping analysis of Indian development experience. To begin with, a quick stock-taking of the state of Indian economy at the time of independence is provided in each unit. This historical background is essential to contextualise India's subsequent policy choices and outcomes. The mid-twentieth century was characterised by state conceptualised/led/regulated development across the developed and developing world. There was a consensus across the political regimes of the newly independent third world that state and planning would successfully deliver capitalist industrialisation and growth. As such, national development, as prioritised and undertaken by the Indian state in the period 1950s-70s will be discussed. The 1980s marked a disjuncture in the Indian development discourse which culminated in the consolidation of social and economic policies associated with neoliberal capitalist globalisation.

Key Learning Objectives

- To discuss the political economy of policy-making affecting the major sectors of the economy
- To discuss and analyse the implications of the economic policies in determining the outcomes

Brief description of key modules:

Module 1: Late colonial policies and the development experience of Indian Industry and agriculture

This module discusses the deindustrialization debate, commercialisation of agriculture and the implications; The emergence of modern industry in India and the making of the Indian working class.

Module 2: Industry as modernity: the policy debate of the early post Independent India- Nehru Mahalanobis model and Indian Industry, Was agriculture neglected? Was trade neglected?

The policy of land reform issue- justification efficiency vs. equity in a backward agrarian set up, implementation?

Module 3: Green revolution and Industrial deceleration of the mid 1960s

Food scarcity leading to technological innovation in agriculture during the late 1960s- some irreversible changes in agrarian economy of India, issues related to distribution; agrarian technology as one more factor to tackle famine? Agricultural price policy since the mid 1960s

MRTP, FERA, industrial licensing and Industrial deceleration of the mid 1960s onwards- different interpretation and the terms of trade argument. Bardhan's argument of clientelist polity in this context

Module 4: a. The liberalization debate and the Indian industry

b. Liberalization as such and its impact on Indian industry and agriculture

This module deals with the details of the liberalization policies and argues that it was actually the services sector growth that facilitated as a result of macro economic liberalization actually focussed on the manufacturing sector. Analysis of the lacklustre performance of the manufacturing sector, the issue of organized manufacturing sector labour market reform and its outcomes. What happened to agriculture during liberalization and beyond? The poor and the safety nets- NREGA.

Module 5: Service Sector, Informalisation and Policy

This module will focus on the growing prominence of service sector in India, discussing the changes in sector's share in GDP and employment. It will also explain the ongoing process of informalisation of work in the service sector, with the help of select case studies. The unique labour relations and labour management strategies in new service economy will be explained, in the context of changing forms of production and work organisation such as: outsourcing, off-shoring and global production systems. A critical analysis of the extant policy framework and desirable interventions in the service sector is also part of the module.

Assessment Details with weights: One short note cum presentation 40 per cent, One written test 40 percent, one preparation of a review paper, on an identified research/case study pertaining to service sector 20 per cent..

Reading List: (See below for indicative readings, a detailed reading list will be provided in class):

Chakravarty, S (1987), '*Development Planning: The Indian Experience*', Clarendon, Oxford University Press, Chapters, 1, 2, 3 and the conclusion.

Balakrishnan, P (2010), '*Economic Growth in India: History and Prospect*', New Delhi, Oxford University Press, Relevant Chapters.

Guha Ramchandra (2008): *India after Gandhi: The History of the World's Largest Democracy*, Picador an imprint of Pan Macmillan: Part Two: Nehru's India

Bardhan, P (1984), 'The Political Economy of Development in India', Oxford University Press.

Patnaik, Prabhat: 'Some Indian Debates on Planning' in Byres, T.J (Ed.) (1998), '*The Indian Economy: Major Debates Since Independence*', Oxford University Press.

Chaudhuri, S: 'Debates on Industrialization' in T. J Byres (ed.): *The Indian Economy Major Debates since Independence*, 1998, New Delhi, Oxford University Press

Chibber, V (2003), '*Locked In Place: State-Building and Late Industrialisation in India*', Princeton University Press, Chapters 1, 2, 4 and 6.

Corbridge, S and J.Harriss (2000), '*Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*', Polity Press, Relevant chapters.

Gerchenkron, A (1962): *Economic Backwardness in Historical Perspective*, Cambridge MA, Harvard University Press

Mukherjee, D (1995) (ed.): *Indian Industry: Policies and Performance*, Delhi, Oxford University Press, 'Introduction'

Nayyar, Deepak. *Industrial growth and stagnation: the debate in India*. Oxford University Press, USA, 1994.

Pack, Howard (1988): 'Industrialization and Trade', in *Handbook of Development Economics*, vol. 1, Hollis Chnery and T.N Srinivasan (ed.), Amsterdam: North Holland.

Panagariya, A (2008), '*India: The Emerging Giant*', Oxford University Press, Chapters 1, 2, 6.

Thorner, D: 'De-industrialization in India 1881-1931' in D. Thorner and Alice Thorner (eds.), *Land and Labour in India*, Bombay, Asia Publishing House.

Bose Sugata and Ayesha Jalal (2011): *Modern South Asia: History, Culture, Political Economy*, Routledge, London, New York: third edition: chapters: 10 to 15.

Bagchi, A. K (1972): *Private Investment in India, 1900-1939*, Cambridge, Cambridge University Press.

Alhuwalia, I (1991), *Productivity and Growth in Indian Manufacturing*, Delhi, Oxford University Press.

Chandrasekhar, C.P (1988), 'Aspects of Growth and Structural Change in Indian Industry', *EPW*, Special Number November. This has been reprinted in Nayyar (1994), see the full reference below.

Kohli, A (2006 a & b), 'Politics of Economic Growth in India, 1980-2005, Part I: The 1980s', *Economic and Political Weekly*, April 1st, p1251-1259.

Kohli, A (2012): *Poverty Amid Plenty in the New India*, Cambridge University Press, New York

Khan M (2012): 'India's Political Settlement and Economic Growth Since the 1980s', SOAS Working Paper.

Rodrik, D and A. Subramanian (2004). 'Why India can grow at 7 per cent a year or more: Projections and Reflections', *Economic and Political Weekly* April 17 2004.

Balakrishnan, P (2010), '*Economic Growth in India: History and Prospect*', New Delhi, Oxford University Press, Chapter 3 and 4.

Chandrasekhar, C.P and J.Ghosh (2002), '*The Market that Failed: Neoliberal Economic Reforms in India*', Leftword, Chapter 2.

Corbridge, S and J.Harriss (2000), '*Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*', Polity Press, Relevant chapters.

DeLong, B, (2003): 'India Since Independence: An Analytic Growth Narrative' in D. Rodrik (ed.), In Search of Prosperity, *Analytic Narratives on Economic Growth*, Princeton, Princeton University Press.

Joshi, V and I.M.D.Little (1994), '*India: Macroeconomics and Political Economy, 1964 – 1991*', Oxford University Press, Chapters 6-7.

Panagariya, A (2008), *India: The Emerging Giant*, Oxford University Press, relevant chapters.

Kotwal, Ashok, Bharat Ramaswami, and Wilima Wadhwa. "Economic liberalization and Indian economic growth: What's the evidence?." *Journal of Economic Literature* 49.4 (2011): 1152- 1199.

Nagaraj, R. "Organised manufacturing employment." *Economic and Political Weekly* (2000): 3445- 3448.

Nagaraj, R. "What has happened since 1991? Assessment of India's Economic Reforms." *Economic and political Weekly* (1997): 2869-2879.

Sundaram, K. (2007), "Employment and poverty in India, 2000-2005", *Economic and Political Weekly* 42: 3121-3131.

Chakravarty, Deepita, and Indranil Bose."Industry, Labour and the State Emerging Relations in the Indian State of West Bengal." *Journal of South Asian Development* 6.2 (2011): 169-194.

Balakrishnan, P (2010), *Economic Growth in India: History and Prospect*, New Delhi, Oxford University Press, Relevant Chapters.
Bhattacharya, B. B., and Arup Mitra. "Excess growth of tertiary sector in Indian economy: Issues and implications." *Economic and Political Weekly* (1990): 2445-2450.

Bolton, Sharon & Houlihan, Maeve (2009): *Work Matters: Critical Reflections on Contemporary Work (Critical Perspectives on Work and Employment, Palgrave, London*

Breverman, Harry (1998) *Labor and Monopoly Capitalism: The Degradation of Work in the Twentieth Century*, New York: Monthly Review Press

Chakravarty, Deepita. "Growing services in India: an inter-sectoral analysis based on state-level data." *Economic and Political Weekly* (2006): 3061-3067.

Ernesto, Noronha and Premilla D'Cruz (Ed.) 2017: : *Critical Perspectives of Work and Employment in India*, Springer, New Delhi.

Hochschild, Arlie Russell (1983): *The Managed Heart: Commercialization of Human Feeling*, The University of California Press, Berkely

Kannan, K. P. (2014): *Interrogating Inclusive Growth: Poverty and Inequality in India*, Routledge, New Delhi

NCEUS (2009) *The Challenge of Employment in India An Informal Economy Perspective, Vol.1 & 2, National Commission for Enterprises in the Unorganised Sector, New Delhi.*

Neetha N. (2009): *Contours of Domestic Service: Characteristics, Work Relations and Regulations, Indian Journal of Labour Economics, Vol.52, No. 3, 2009*

Pais, Jesim (2014): *Growth and Structure of Service Sector in India, Working Paper 160, Institute for Studies in Industrial Development, New Delhi*

Palriwala, R. and Neetha N. (2010) *Care arrangements and bargains: Anganwadi and paid domestic workers in India, International Labour Review, Vol.149, Issue.4*

Papola , T.S. & Sahu, Partha Pratim (2012): *Growth and Structure of Employment in India: Long-Term and Post-Reform Performance and the Emerging Challenge, Research Report, Institute for Studies in Industrial Development, New Delhi*

Remesh, Babu P. (2004): *'Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non-Standard Work', Economic and Political Weekly, Vol.39, No. 5.*

Remesh, Babu P. (2010): *Changing Profiles of Work Organisation, Terms of Work and Labour in India's Service Sector: A Case Study of Domestic Call Centres, Labour and Development, Vol.17.*

Remesh, Babu P. (2017): *'Informalization of Work in the Formal Sector: Conceptualizing the Changing Role of State in India' in Ernesto Noronha and Premilla D'Cruz (Ed.), 'Critical Perspectives of Work and Employment in India', Springer, New Delhi.*

UNDP (2015): *2015 Human Development Report – Rethinking Work for Human Development, United Nations Development Programme, New York.*

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code:

Title:

Gender and Development

Type of Course:

Elective

Programme Title:

MA in Development Studies

No. of Credits:

Four

Semester and Year Offered:

Semester Three; Year Two of MA Degree

Course Coordinator and Team:

Dr. Nandini Nayak

Email of course coordinator:

nandini@aud.ac.in

Pre-requisites:

Completion of Semester 1 and 2 coursework

Aim: This course aims to introduce students to theories, concepts, debates, policy and practice in the field of ‘gender and development’. This course discusses the theoretical underpinnings of ‘institutional analysis’ as a framework to engage with the field of gender and development. The course then moves on to analyse how the gender dynamics of power and inequality play out in the social institutions of households, markets and states and within the arena of ‘civil society’. This is correlated with discussions on the role of feminist research, advocacy and activism in shaping development policy and practice.

Key Learning Outcomes: By the end of the course, students should be able to :

- ... explore the evolution of the concept of gender in development theory
- ... understand the institutional dynamics of power in relation to gender inequality
- ... critically assess development policy and practice
- ... analyze how feminist advocacy and activism seeks to influence and transform development practice

Brief description of key modules:

Module 1: Conceptual issues in Gender and Development: The concept of 'gender' in mainstream development discourse, including debates related to the terms 'Women in Development' and 'Gender and Development'.

Module 2.1: Introduction to an institutional framework for studying 'Gender and Development' : This module introduces a framework of analysis, of looking at 'social institutions' – viz. the household, the market, the state and civil society - from a 'gender lens'.

Module 2.2: The household as a gendered institution

Module 2.3: Gender and labour markets

Module 2.4: Gender, States and Governance

Module 2.5: Gender, Social Movements and Civil Society

Assessment Details with weights: One 'Response Note', written in class – 40% weightage; One presentation and submission – 20% weightage; and one Term Paper, 40% weightage.

Reading List: (See below for indicative readings, in alphabetical order; a detailed reading list will be provided in class):

Agarwal, B., 1997, "Bargaining" and Gender Relations: Within and Beyond the Household, *Feminist Economics*, Vol.3, No.1:51.

Alvarez, S .E., 2009, 'Beyond NGO-ization? Reflections from Latin America', *Development*, Vol. 52: 175-194.

Chen, M., et. al., 2006, Informality, Gender and Poverty: A Global Picture, *Economic and Political Weekly*, 41(21): 2131-2139.

Connell, R.W., 1990, 'The State, Gender and Sexual Politics: Theory and Appraisal', *Theory and Society*, Vol. 19 (5): 507-544.

Kabeer, N., 1994, *Reversed Realities: Gender Hierarchies in Development Thought*, London: Verso.

Kumar, R., 1997, *The History of Doing*. New Delhi: Zubaan.

Molyneux, M., 1998, 'Analysing women's movements' in C Jackson, R Pearson (eds), *Feminist Visions of Development*, London: Routledge.

NCEUS, 2007, *Report on Condition of Work and Promotion of Livelihoods in the Unorganised Sector*, GoI. – Relevant sections, to be indicated in class.

Ray, R. & Korteweg, A. C., 1999, Women's Movements in the Third World: Identity, Mobilisation and Autonomy, *Annual Review of Sociology*, Vol. 25: 47-71.

Sen, Amartya, 1991, 'Gender and Cooperative Conflicts' in I. Tinker (ed) Persistent inequalities. Women and world development Oxford: Oxford University Press.

Sen, I. 1990. *A Space Within The Struggle*. New Delhi: Kali for Women.

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code:

Title: Gender, work and Development

Type of Course: Elective

Programme Title: MA Development Studies

No of Credits: Two

Semester and Year Offered: Winter 2018-19

Course Coordinator and Team: Sumangala Damodaran, Babu P. Remesh, Deepita Chakravarty

Email of course coordinator: sumangala@aud.ac.in

Pre-requisites: None

Aim:

Content

This course explores the field of Gender and Work, relating to sexual division of labour and women's work in the development process. It looks at work from a gender perspective, particularly with a focus on analytical frameworks and contemporary experiences. The course also focuses on issues relating to definitional categories and measurement of women's work and offers a

survey and critique of the policy framework regarding work and gender. The course examines trends and implications of the globalisation process for gender, particularly in the context of the global production structure, service labour and the experiences of the Structural Adjustment Programmes.

Learning Objectives

The course is intended for students who are interested in understanding and reflecting on the role of large business in social development. Upon completion of this course the students should be in a position to make sense of the trajectory of industry's response to the moral pressure on profit and also comprehend the development of social entrepreneurship.

Brief description of modules/ Main modules:

Unit I: Division of labour by gender in the context of social evolution.

- a) The impact of transition from peasant to industrial society on sexual division of labour and women's social status.
- b) The impact of economic development on women's work.

Unit II: Core issues and concepts in women's work

- a) Categories of women's work: "Productive work"; paid and unpaid work; formal and informal work; visibility & invisibility in work.
- b) Gender based discrimination in work: Nature and basis for discrimination in labour markets: Labour force participation rates, gender-based wage differentials and workplace discriminations.

Discrimination within the family and in the sphere of domestic work: Intra-household relations, cooperative conflict and bargaining; Entitlements and women's work; Property rights, land and discrimination.

Gender and work in a larger discrimination framework (intersectionality - race, class, caste).

c) Gender Stereotypes in work and division of labour: Gendered segregation of professions. Deconstructing gender stereotypes at work; The factory as the male workplace; Masculinity of hard labour; Women as part-timers, Women and 'nimble fingers', Women and care work; Perceptions about women's abilities, skill and efficiency.

d) Work, freedom and empowerment

Unit III: Policy framework for women's work:

a) Methods of computing women's work, Classification of women's work in National Income Accounting systems, Gender issues in Labour Statistics.

b) Gender blindness and gender biases in development policy thinking.

WID, WAD, GAD approaches - Critiques of 'add and stir' approach and its policy implications.

Empirical Evidence from India: Women in organised and unorganised sectors, factors affecting women's participation rates – differences across regions, sectors, rural-urban areas.

Unit IV: Gender and work in the context of Globalisation and Structural Adjustment Programmes

a) Contemporary forms of women's work under globalisation: Feminisation and its dimensions – informal, flexible, casual and transitory work; Women's employment and work in the context of global commodity chains; Self employment in the context of micro-credit and home based work; Women as primary breadwinners; Women in Management.

b) Women and Structural Adjustment Programmes: Issues and Analysis.

c) Women, Migration and work. The case of the international Care economy.

Assessment Details with weights: Assessment for this course will consist of two memos (approx 25% weightage each) and a term paper (with 50% weightage).

Reading List:

Abel, E.K. and Nelson M.K. (Ed). (1990). *Circles of Care: Work and Identity in Women's Lives*. New York: State University of New York Press.

Adler, N.J. and Izraeli D.N. (Ed). (1994). *Competitive Frontiers: Women managers in a global economy*. Cambridge, MA: Blackwell.

Agarwal, B. (1994). *A Field of One's Own: Gender and land Rights in South Asia*. Cambridge: The Press Syndicate of the University of Cambridge.

Anker, R. (1998). *Gender and Jobs: Sex segregation of occupations in the world*. ILO, Geneva.

Banerjee, N. (1999). 'Analysing Women's Work under Patriarchy'. In Sangari, K. and Chakravarti, U. (Ed). *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Banerjee, N. (2004). "Globalization and women's work". In Bhattacharya, M (Ed). *Globalization: Perspectives in Women's Studies*. New Delhi: Tulika Books.

Becker, G. (1991). *A Treatise on the Family*. Cambridge, MA: Harvard University Press.

Beneria, L. (1995). "Toward a Greater Integration of Gender in Economics". *World Development*, Vol.23, No.11, pp.1839-1850.

Beneria, L. and Feldman, S. (1992). *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*. Boulder, CO: Westview Press.

Boserup, E. (1970). *Women's Role in Economic Development*. New York: St. Martin's Press.

Buvinic, M. and Gupta, G.R. (1997). 'Female headed households and female-maintained families: are they worth targeting to reduce poverty in developing countries'. *Economic Development and Cultural Change*, Vol. 45 No 2.

Cagatay, N. (1998). Gender and Poverty, Working Paper Series, Social Development and Poverty Elimination Division, UNDP.

Chant, S. (2003). Dangerous Equations? How Female-headed Households Became the Poorest of the Poor: Causes, Consequences and Cautions. Paper prepared for the International Workshop Feminist Fables and Gender Myths: Repositioning Gender in Development Policy and Practice, Institute of Development Studies, Sussex, 2-4 July.

Damodaran, S. and Menon. K. (2007). "Migrant women and wage employment: exploring issues of work and identity among health care professionals". NLI research studies series no. 073/2007, V.V. Giri National Labour Institute, Noida.

Desai, N. (2004). Papers of National Seminar on Globalisation and Women's Work, March 25-26. V.V. Giri National Labour Institute, Vol. I.

Desai, N. and Krishnaraj, M. (2004). "An Overview of the Status of Women in India". In Mohanty, M. (Ed). Class, Caste, Gender. New Delhi: Sage.

Elson, D. (Ed). (1991). *Male Bias in the Development Process*. Manchester University Press.

Folbre, N. (1995). "Holding Hands at Midnight: The Paradox of Caring Labour". *Feminist Economics*, Vol.1 No.1, pp 73-92.

Ghosh, J. (1994). "Gender Concerns in Macro-Economic Policy". *Review of Women Studies. Economic and Political Weekly*, 30 April.

Gothoskar, S. (2000). "Teleworking and Gender: Emerging Issues". *Economic and Political Weekly*, 35(26), pp.2293- 2298.

Jenson, J., Hagen, E. and Reddy, C. (Eds.). (1988). *Feminization of the Labour Force – Paradoxes and Promises*. UK: Polity Press.

Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso.

Kapadia, K. (Ed). (2002). *The Violence of Development*. Kali for Women.

Mitter, S., Fernandez, G. and Varghese, S. (2004). On the Threshold of Informalization: Women Call Centre Workers in India. In Carr, M. (Ed.). *Chains of Fortune: Linking Women Producers and Workers with Global Markets*. London: Commonwealth Secretariat.

Rao, N., Rurup, L., Sudarshan, R. (Ed). (1996). *Sites of Change: The Structural Context of Empowering Women in India*. Tulika.

Towards Equality Report: Report of the Committee on the Status of Women in India, Government of India, 1974

Women Work and Development Series: ILO, Geneva.

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code:

Title: Identity Discrimination and Development

Type of Course: Compulsory

Programme Title: MA in Development Studies

No of Credits: 4

Semester and Year Offered: Monsoon Semester; 2018-19.

Course Coordinator and Team: Dr Nandini Nayak (coordinator); Prof. Sumangala Damodaran; Dr. Moggallan Bharti.

Email of course coordinator: nandini@aud.ac.in

Pre-requisites: None

Learning outcomes for the course:

1. By the end of the course, students should be able to critically engage with the concept of ‘development’.
2. By the end of the course, students should be able to discuss social discrimination, and ‘multi-discrimination’ by looking at literature on ‘identity’ and specifically Caste, Gender and Race as markers of identity, for a critical understanding of development.

Brief description of modules/ Main modules:**Unit 1: Conceptualising Discrimination (Week 1) (Sumangala Damodaran)**

This unit introduces students to basic ideas around social identity and the bases of discrimination. It will serve as the basic framework within which the discussion in the next unit on race and racial discrimination is organized.

Unit 2: Race and Racial Discrimination (Weeks 2 and 3) (Sumangala Damodaran)

The idea of race as a modern concept that underpins fundamental notions of the ‘other’ and hence as going beyond commonly understood notions of race will be introduced. Examples of racial discrimination that encompass various notions of racial identity will be examined as cases to draw out the nuances of an expanded notion of race.

Unit 3: Gender: Reflections on some critical concepts (Weeks 4-6) (Nandini Nayak)

The course will by now have introduced the idea that development is a complex and far from linear and uniformly experienced phenomenon, and moreover that identity can impact one’s experience of ‘development’. In this unit, we move on to discussing some key concepts in relation to ‘gender’. We will look at how ‘gendered identity’ can impact and shape our relationship with development. The key concepts are ‘gender’, ‘masculinity’, ‘patriarchy’ and ‘feminism’.

Unit 4: Caste (Weeks 7-10) (Moggallan Bharti)

Among the various forms of discrimination found across the world, untouchability is a unique and a distinct social institution –this leads to the question of how & why in modern India, caste discrimination and untouchability are still experienced. This module will discuss perspectives, theories and concepts used to construct the idea of caste, learning and knowing about caste, the connection/ difference between caste and race. Terms, definitions and features of the caste system will be covered in addition to a discussion on relevance of concepts of hierarchy and difference in understanding caste.

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|----------------------|---|-----------|
| 1 | Essay – Race | End of Race section | 20 |
| 2 | Book review – Gender | End of Gender section | 20 |

| | | | |
|---|---------------|----------------------|----|
| 3 | Essay – Caste | End of Caste section | 20 |
| 4 | Exam | End of term | 40 |

Reading List:

References:

Conceptualising discrimination –

Jenkin, R. (1996) Social identities: key ideas. London and New York: Routledge.

Ruwanpura, Kanchana N (2005): Exploring the links of multidiscrimination: Considering Britain and India , International Institute of Labor Studies, Discussion paper DP/157/2005

Akerlof, George A. and Rachel E. Kranton (2000) “Economics and Identity.” Quarterly Journal of Economics. CXV(3):715-53.

Race and Racial discrimination -

Winant, H (2000): Race and Race Theory, Annual Review of Sociology, Vol. 26 (2000), pp. 169-185

Fanon, Frantz (1952): Black Skin, White Masks, Pluto Press

Darity, William (1975) “Economic Theory and Racial Inequality.” Review of Black Political Economy. 5(3):225-48. [Re-published in William Darity, Jr (ed.). 1995. Economics and Discrimination: Volume I. Aldershot: U.K. Edward Elgar Publishing Limited].

Arthur, J (2007): Race, Equality and the Burdens of History, Cambridge University Press, Chapters 1 and 2

Deshpande, Ashwini (2000) “Recasting Economic Inequality.” Review of Social Economy. 58(3):381.

Gender –

Connell, R. W. & Messerschmidt, J. W. (2005), Hegemonic Masculinity: Rethinking the Concept, Gender and Society, 19(6), 829-859.

Kandiyoti, Deniz (1988), Bargaining with Patriarchy, Gender and Society.

Donaldson, M., (1993) What Is Hegemonic Masculinity?, *Theory and Society*, Special Issue: Masculinities, October, 22(5), 643-657.

Kumar, Radha (1999), *From Chipko to Sati: The Contemporary Indian Women's Movement* from Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press.

Moore, Henrietta (1994), 'The divisions within: sex, gender and sexual difference' Chapter 1 in *A Passion for Difference*.

Menon, Nivedita (2012) *Seeing Like a Feminist*. Chapter titled 'Body'.

Sen, Amartya, 10 October 2013, *India's Women: The Mixed Truth*, *The New York Review of Books*.

Sen, Iliana (1999) *Feminists, Women's Movement and the Working Class*, from Nivedita Menon (ed.), *Gender and Politics in India*, New Delhi: Oxford University Press.

Documentary film – 'Many People, Many Desires' (2007). Directed by T. Jayashree.

Caste –

Bayly, Susan (1999) *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, *The New Cambridge History of India* series, CUP India, Chapter 3

Guru, Gopal. "Dalits in pursuit of modernity." *India: Another Millennium* (2000): 123-137.

Guru, Gopal. "Humiliation: Claims and context." (2011).

Cox, Oliver (1945) *Race and Caste: A Distinction* in *The American Journal of Sociology*, Vol 50, No 5, pp 360-368

Ambedkar, B.R. and Rege, S., 2013. *Against the Madness of Manu: BR Ambedkar's Writings on Brahmanical Patriarchy* (p. 266). Navayana

Joothan by Omprakash Valmiki (1997) Translated in english by ArunPrabha Mukherjee (2003), Columbia University Press

B. R. Ambedkar (1916) *Castes in India: Their Mechanism, Genesis and Development*, paper presented at an Anthropology Seminar, Columbia University on 9th May 1916; Text first printed in: *Indian Antiquary* Vol. XLI (May 1917)

Gail Omvedt, (2006) *Ambedkar and After: The Dalit Movement in India* in Shah, Ghanshyam et al. *Untouchability in Rural India*, Sage, New Delhi

Kalpna Kannabiran, (2009) *Sociology of Caste and the Crooked Mirror: Recovering B R Ambedkar's Legacy*, *Economic and Political Weekly*, Vol. 44, No. 4, pp. 35-39

Harish S. Wankhede, (2008) *The Political and the Social in the Dalit Movement Today*, *Economic and Political Weekly*, Vol. 43, No. 6, pp. 50-57

Still, Clarinda, ed. *Dalits in Neoliberal India: Mobility Or Marginalisation?*. Routledge, 2015.

Thorat, Sukhadeo, and Katherine S. Neuman. *Blocked by caste: economic discrimination in modern India*. Oxford University Press, 2012.

Thorat, Sukhadeo, and Paul Attewell. "The legacy of social exclusion: A correspondence study of job discrimination in India." *Economic and Political Weekly* (2007): 4141-4145.

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code:

Title:

Institutions and Public Policy Processes

Type of Course:

Elective

Programme Title:

MA in Development Studies

No. of Credits:

Two

Semester and Year Offered:

Semester Four; Year Two of MA Degree

Course Coordinator and Team:

Dr.Nandini Nayak

Email of course coordinator:

nandini@aud.ac.in

Pre-requisites:

Completion of Semester 1, 2, 3.

Aim:

The focus of this course will be to equip students to critically analyse the politics of policy formulation and implementation.

Students of this course will discuss how the structures and dynamics of government work to create and implement policies. Particular attention will be paid to literature on the nature of the state and the market in this context.

How do policies make a difference in the standard of living of the poor? Who are the haves and the 'have nots'? Does politics matter in the process of policy implementation? The answer to these questions will be discussed in this Public Policy course.

Key Learning Outcomes: By the end of this course, students should be able to -

- ... discuss the political economy of policy-making.
- ... discuss the major stages in the policy making process.
- ... analyze the role of actors in the policy process.
- ... evaluate how the ideal policy process differs from reality.

Brief description of key modules:

Module 1: An introduction to institutional analysis: Old institutionalists v. New Institutionalists; Interdisciplinary approaches promoted by institutionalists for the study of policy.

Module 2: Revisiting the 'State v Market' debate for the purpose of policy analysis: How should the 'state' and the 'market' be viewed in the relation to the project of 'development'? What are the implications this has for the analysis of public policy?

Module 3: Models of policy analysis: This module will look at some key concepts and theories related to public policy analysis and the policy making process.

Module 4: Political Actors in the policy process: Role of the 'state', bureaucrats and politicians; the role of civil society in the policy making process; Who is involved in the policy-making process? and what is the nature of policy implementation?

Assessment Details with weights: Two 'Response Notes', written in class – 30% weightage each; and one Term Paper, 40% weightage.

Reading List: (See below for indicative readings, in alphabetical order; a detailed reading list will be provided in class):

Colebatch, K..(2006). What work makes policy?*Policy Sciences*. 39.

Ekelund, R. & Hebert, R. (1997). *A History of Economic Theory and Method*. New York: McGraw-Hill. – Chapter 16 – ‘Thorstein Veblen and American Institutional Economics’

Hall, P. & Taylor, R. (1996), Political Science and the Three Institutionalisms, *Political Studies*, XLIV, 936-957.

Harriss, J. (2000) How Much Difference Does Politics Make? Regime Differences Across Indian States and Rural Poverty Reduction, *LSE Destin Working Paper Series* No. 00–01, London School of Economics.

Kabeer, N. &Subrahmanian, R. (eds.), (1999) *Institutions, Relations and Outcomes: A Framework and Case Studies for Gender Aware Planning*. New Delhi: Kali for Women.

Kohli, A. (1987) *The State and Poverty in India. The Politics of Reform*, Cambridge University Press.

Nayak, P. (1996). The State and the Market. *Economic and Political Weekly*. 31(4).

Sabatier, P. (1991). Toward Better Theories of the Policy Process. *Political Science and Politics*. 24(2).

Sen, A. (2001). Markets, State and Social Opportunity, in *Development as Freedom*, Ch 5.

Wedel, J., Shore, C., Feldman, G. & Lathrop, S. (2005). Toward an Anthropology of Public Policy. *Annals of the American Academy of Political and Social Science*. 600.

School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot- Two hour slots twice a week

Course Code: SDS2DS102

Title: Introduction to Theoretical Perspectives

Type of Course: Core (for MA Development Studies students)

Cohort for which it is compulsory: Second semester students of MA Development Studies

Cohort for which it is elective: Students of other programmes

No of Credits: 4

Semester and Year Offered: Second semester, first year

Course Coordinator and Team: Anirban Sengupta and Ivy Dhar

Email of course coordinator: anirban@aud.ac.in

Pre-requisites: None

Aim: How we comprehend any phenomenon depends upon the perspective from where we seek to understand them. To take the example of development, its meaning changes depending on the perspective from which it is looked at. It is also important to explore how one's view of processes, events, and causes differs depending on the lens through which one approaches them. This course will introduce students to crucial theoretical ideas that will allow them to critically reflect upon social realities which the process of development seeks to transform or upon the development process itself. The course seeks to fulfil this aim by using modernity as its central theme given that social theory, in a large way,

developed around this concept. The course is divided into three units that are organized chronologically around the central theme of modernity. It begins with developments in social theory during the rise of modernity. It proceeds to transformations in social theory in response to contradictions of modernity and finally moves to theorization about the conceptual phase beyond modernity.

The course is meant for beginners in social theory. The primary aim of this course is to enable the students to identify theoretical background of texts they read and also use diverse theoretical perspectives to analyse the social realities they experience in the field during their internship and also during their dissertation.

Upon completion of this course the students are expected to build up an ability to comprehend and apply theoretical perspectives in general and particularly develop a sound knowledge about foundations

of Liberalism, Modernism, Positivism, Marxism, Post-modernism, and Subalternism. They are also expected to develop a clear understanding about political currents like Communism, Maoism and Naxalism and at the same time comprehend the politics around culture and knowledge.

Course Outcomes:

The course is expected to:

1. Build up an ability to comprehend and apply theoretical perspectives
2. Develop a sound knowledge about foundations of Liberalism, Modernism, Positivism, Marxism, Post-modernism, and Subalternism
3. Develop a clear understanding about political currents like Communism, Maoism and Naxalism
4. Comprehend the politics around culture and knowledge

Brief description of modules/ Main modules:

1. Enlightenment and rise of Liberalism
2. Modernity and Modernism
3. Positivism and its development
4. Marxism and the contemporary world

5. Conflicts in the contemporary world
6. Deconstruction
7. Postmodernism and global plural society
8. Subaltern perspectives: Revisiting identities

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|--------------|---|---|
| 1 | Assessment 1 | Fourth week of August | 10 per cent |
| 2 | Assessment 2 | Second week of September | 20 per cent |
| 3 | Assessment 3 | First week of October | 20 per cent |
| 4 | Assessment 4 | Third week of October | 10 per cent |
| 5 | Assessment 5 | Third week of November | Part 1: 20 per cent and Part 2: 10 per cent |

Reading List:

Hamilton, Peter. (1995). The Enlightenment and the birth of social science. In *Formations of Modernity* (pp. 17-70) Edited by Stuart Hall and Bram Gieben. Cambridge: The Open University Press and Polity Press.

Held, David. (1998). *Political theory and the modern state* (Chapter 1: Central perspectives on the modern state, pp. 11-55). New Delhi: Maya and Polity Press.

Vincent, Andrew. (2010). *Modern political ideologies* (Chapter 2: Liberalism, pp. 23-55). Chichester, UK: Wiley-Blackwell.

Sztompka, Piotr. *The Sociology of social change* (Chapter 5: Modernity and Beyond, pp. 69-85). Oxford, UK: Blackwell.

Ritzer, George. 2008. *Sociological Theory* (Chapter 15: Contemporary Theories of Modernity, pp. 547-573). New York: McGraw-Hill.

Wilson, John. 1983. *Social Theory* (Chapter 2: Positivism, pp. 11-18). Englewood Cliffs, USA: Prentice-Hall Inc.

Benton, Ted and Craib, Ian. (2001). *Philosophy of Social Science: The Philosophical foundations of social thought* (Chapter 2: Empiricism and Positivism in Science and Chapter 3: Some problems of Empiricism and Positivism, pp, 13-49). Hampshire, UK: Palgrave.

Wilson, John. 1983. *Social Theory* (Chapter 11: Historical Materialism and Chapter 12: Historical Materialism Considered, pp. 176-213). Englewood Cliffs, USA: Prentice-Hall Inc.

Jayaram, N. (2008). Why read Marx now? (Dr. Debiprasad Chattopadhyaya Memorial Lecture). Bengaluru: Ma-Le Prakashana.

Noble, Trevor. (2000). *Social Theory and Social Change* (Chapter 4: Theories of revolutionary change, pp. 71-100). Hampshire, UK: Macmillan Press Ltd.

Bidyut Chakrabarty and Rajat Kumar Kujur, "Introduction" in *Maoism in India: Reincarnation of Ultra left Wing Extremism in the Twenty-first Century* (London and New York: Routledge, 2010); pp. 1-16.

Bela Bhatia, "The Naxalite Movement in Central Bihar" in *Economic and Political Weekly*, April 9, 2005, pp. 1536-1549.

Arthuro Escobar, "Introduction: Development and the Anthropology of Modernity" in *Encountering Development: The Making and Unmaking of the Third World* (New Jersey: Princeton University Press, 1995); pp. 3-20

Gustavo Estava, "Development" in Wolfgang Sachs ed. *The Development Dictionary: A Guide to Knowledge as Power*, 2nd Edition (London and New York: Zed Books, 1992); pp. 1-23.

Stuart Hall, David Held and Tony McGrew, "Social Pluralism and Post Modernity" in *Modernity and its Futures* (Cambridge: Polity Press, 1992); pp. 117-255

Peter Kivisto, "Postmodernity as an Internal Critique of Modernity" in *Postmodernism in a Global Perspective* (New Delhi: Sage, 2014); pp. 92-115.

Dipesh Chakrabarty, "Minorities History and Subaltern Past" in Saurabh Dube ed, *Postcolonial Passages: Contemporary History-writing on India* (New Delhi: OUP, 2004); pp. 229-242

Kancha Illaih, "Productive Labour, Consciousness and History: The Dalit Bahujan Alternatives" in Shahid Amin and Dipesh Chakrabarty ed, Subaltern Studies: Writings on South Asian History and Society (Oxford: OUP, 1996); pp. 165-200.

ADDITIONAL REFERENCE:

Joseph S. Wu, "Understanding Maoism: A Chinese Philosopher's Critique" in Studies in Soviet Thought, Vol. 15, No. 2, Jun., 1975, pp. 99-118

Aditya Nigam, 'The Rumour of Maoism', Seminar, No.607 (March 2010), www.india-seminar.com, accessed on 20.01.13

Bernard D'Mello, "What Is Maoism?" in Economic and Political Weekly, Vol. 44, No. 47, Nov.21-27, 2009, pp. 39-48.

Majid Rehnema and Victoria Bawtree, ed., The Post Development Reader (New Jersey: Zed Books, 1997).

Wolfgang Sachs, ed. The Development Dictionary: A Guide to Knowledge as Power, 2nd Edition (London and New York: Zed Books, 1992).

David Harvey, "Postmodernism" in The Conditions of Postmodernity: An Enquiry into the Origins of Cultural Change (Oxford: Basil Blackwell, 1990); pp. 39-65

Gustavo Esteva and Madhu Suri Prakash, "From Global to Local" in Grassroots Postmodernism: Remaking the Soils of Culture (New York: St.Martin's, 1998); pp. 19-49

Arif Dirlik, "Formations of Globality and Radical Politics" in Postmodernity's Histories: The Past as Legacy and Project (Oxford: Rowman & Littlefield Publishers, 2000); pp. 99-118.

Ludden, David, "A brief history of Subalterneity" in Reading Subaltern Studies: Critical History, Contested Meaning and Globalisation of South Asia (London: Anthem Press, 2002); pp. 1-39

Sanjay Kumar et.al., "Representation, Resistance and Identity: The Mushahars of Middle Gangetic Plains" in Federique Apffel-Marglin et.al, ed, Interrogating Development: Insights from the Margins (New Delhi: OUP, 2010); pp. 151-171

Shahid Amin, "Representing the Musalman: Then and Now, Now and then" in Shail Mayaram, M.S.S. Pandian and Ajay Skaria ed, Muslims, Dalits and Fabrications of History (Delhi: Permanent Black, 2005); pp. 1-35.

School of Development Studies

Ambedkar University Delhi

Course Outline

Course Code:

Title: Labour Movements, Social Movements and Development

Type of Course: Elective

Programme Title: M.A. Development Studies

No of Credits: 2

Semester and Year Offered: Winter Semester

Course Coordinator and Team: Sumangala Damodaran, Moggallan Bharti

Email of course coordinator: sumangala@aud.ac.in

Pre-requisites: None

Aim: In the last couple of decades, with massive changes in international and national industrial organisation patterns, in the world of work and with rapid spatial reconfigurations in urban and rural areas, there have been vigorous debates on inequalities that have been created and the movements that have attempted to address and confront the sources of such inequalities. The role of labour movements, the rise of other movements and the relationships between them have been a significant aspects of the debates that have happened. This course introduces students to the changes in work and spaces that have occurred as well as the role of, the

transformations in and the relevance of labour movements in the changed context. It will enable them to engage with older as well as contemporary debates on labour, labour processes and their relationship to labour and social movements. It will also address questions of whether the posited separation and, often, opposition between ‘labour movements’ and ‘social movements’.

Course outcomes:

The course is expected to achieve the following objectives:

1. Equip students to understand the rapid changes that have been taking place in the world of work in the last three decades or so.
2. Engage with theoretical debates about labour movements, collective action and social movements in the context of work and employment.
3. Identify specific sectors where both changes as well as mobilizational strategies have taken place.

Brief description of modules/ Main modules:

- Labour and the World of Work
- Recent Changes in the world of Work and Alternative Theoretical Conceptualisations
- Labour Movements and Labour Reforms
- ‘Social Movements’ vs ‘Labour Movements’?

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment | Weightage |
|------|------------|---------------------------------|-----------|
|------|------------|---------------------------------|-----------|

| | | will take place | |
|---|--------------------------------------|------------------------|-------------|
| 1 | Assessment 1 – Memo and Presentation | First week of February | 50 per cent |
| 2 | Assessment 2 – Term paper | First week of March | 50 per cent |

Reading List:

Andrew Herod (2003): Workers, Space, and Labor Geography, *International Labor and Working-Class History*, No. 64, pp. 112-138

Alain Lipietz (1993): The Local and the Global: Regional Individuality or Interregionalism? *Transactions of the Institute of British Geographers, New Series*, Vol. 18, No. 1 pp. 8-18

Manuel Castells (2000): Toward a Sociology of the Network Society, *Contemporary Sociology*, Vol. 29, No. 5 pp. 693-699

Celik, Ercument (2010): Street Traders – A Bridge Between Trade Unions and Social Movements in Contemporary South Africa

Standing, Guy (2009): *Work After Globalization: Building Occupational Citizenship* (Cheltenham, UK, and Northampton, MA, Edward Elgar)

Bhattacharya, S (2007): Vicissitudes of the Relationship between State, Capital and Labour: an Appraisal of Neoliberal Labour reforms in India and Beyond' in *Labour, Capital and Society*, Vol 40, 1 and 2.

Bieler, Andreas and Devan Pillai (2009): *Labour and the Challenges of Globalisation*

**School of Development Studies
Ambedkar University Delhi**

Course Outline - Research Methods II

Time Slot: Lecture - 4 hrs per week

Course Code: SDS2DS105

Title: Research Methods II

Type of Course: Compulsory

Programme Title: MA Development Studies

Cohort for which it is compulsory: Second Semester Students of MA-DS

No of Credits: Four

Semester and Year Offered: Winter, II Semester, 1st Year

Course Coordinator: Babu P. Remesh

Email of course coordinator: babu@aud.ac.in

Pre-requisites: Completion of RM 1 course in the previous semester

Course Objectives/Description:

The main objective of the course is to provide a holistic understanding to the students on appropriate research methods in development studies. RM 2 is planned as a sequel to RM 1 course, which the students learned in the previous semester. The entire RM course of Development studies is broadly divided into two part – RM 1 with more orientation towards qualitative research methods and RM 2 with more contents on qualitative methods. Though this split has been created more for the purposes of pedagogical practicalities, due attention is given to connect the contents of both these courses. The basic idea is that while students can grasp the distinctness of quantitative and qualitative approaches, they can also learn to effectively combine both the approaches.

Course Outcome:

1. At the end of this course, the students are expected to have some basic but clear understandings about what qualifies as social science research and what are the various stages of research processes – right from conception, planning, collecting and making sense of data to preparation of a research report.
2. The course is also expected to equip the students with skills, techniques and methods required to successfully undertake development related research work.
3. The course will also help the students in learning essential skills for working towards their Master's level dissertation.

Brief description of main modules:

- Module 1: Philosophy of social science research- Different trends— Use of theories in qualitative research-Field work tradition
- Module 2: Principles of Statistics in Data Analysis : Measures of Central Tendency, Dispersion, Correlation, Basics of Regression Analysis, Probability and Models of Distributions, Measures of Inequality
- Module 3: Collection of data -Use of techniques- Questionnaire- Interview -Participant and non-participant Observation- Ethnography -Case Studies- Oral history documentation– Text/Content Analysis – Other sources of Qualitative Data
- Module 4: Transcription and/or translation of data- Classification of (indexing) data- Interpretation and analysis of qualitative data- Empirical cases of qualitative studies - Quality of data and ethics in research
- Module 5: Conduct of a Field Study
- Module 6: Combining the qualitative and quantitative methods –Brief introduction to statistical packages used in social science research

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|---|---|-----------|
| 1 | Individual work – Preparation of a note on an identified theme related to research methods and its presentation; Preparation of a note book covering major topics covered in RM2; Participation in overall activities of the course – (40%) | February end/March beginning | 40 % |
| 2 | Test Paper | March end | 30% |
| 3 | Group work (design and conduct of a field Study) | Third/fourth week of April | 40 % |

Reading List:

Bogdan, R.; Ksander, M. (1980). "Policy data as a social process: A qualitative approach to quantitative data". Human Organization. 39 (4): 302–309.

Bryman, A. (2008) Social Research Methods. Third edition. Oxford: OUP.

Chambers, J.M. et.al. (1983): Graphical Methods for Data Analysis, Duxbury, USA

Corbin, J., & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. Qualitative Sociology, 13(1), 3-21.

Creswell, J., (2009) Research Design: Qualitative, Quantitative and Mixed Methods Research, Sage Publications.

Durkheim, Emile (1895) "What is a Social Fact?" in The Rules of Sociological Method, the Free Press

Hall, Peter A (2003) "Aligning Ontology and Methodology in Comparative Research" in James

Hammet, Daniel, Twyman, Chasca and Graham, Mark (2015) : Research and Field Work in Development, Routledge, New York

Hamilton, Lawrence C. (1991): Regression With Graphics: A Second Course in Applied Statistics, Brooks/Cole, California. [Introductory chapters]

Mukherjee, Chandan et.al. (1997): Econometrics and Data Analysis For Developing Countries, Routledge.

Ragin, Charles S. (1994) Constructing Social Research: The Unity and Diversity of Method Thousand Oaks: Pine Forge Press, Chapters 1-3

Robert E. Stake (2005) "Qualitative Case Studies" in Norman K. Denzin and Yvonna S. Lincoln (eds) The Sage Handbook of Qualitative Research, Third Edition, Sage, New Delhi

Rubin, Herbert and Irene Rubin. 2005. *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage Publications (second edition).

Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions" in *Annual Review of Sociology* 29:65-88.

Srivastava, V. K. (ed.), 2004, *Methodology and Field Work*, New Delhi: OUP.

Additional Readings:

Berg, Bruce L. (2001) *Qualitative Research Methods for the Social Sciences*.

Bulmer, Martin and Donald P. Warwick. (1993) *Social Research in Developing Countries: Surveys and Censuses in the Third World*. London: Routledge.

Christians, Clifford. G. (2005) "Ethics and Politics in Qualitative Research" in Norman K. Denzin and Yvonna S. Lincoln (eds.) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi

Jennings, Michael (2006) "Using Archives" in Vandana Desai & Robert Potter (eds.) *Doing Development Research*. London: Sage Publications. Pages 241-250.

John, Gerring (2004) "What is a case study and what is it good for?" in *American Political Science Review*, Vol. 98, No. 2, 341-354

Kothari, Uma (2005) 'From Colonial Administration to Development Studies: a postcolonial critique of the history of development studies', in A. Bebbington and Uma Kothari eds., *A Radical History of Development Studies: Individuals, Institutions and Ideologies*, Zed, London; pp 47-66

King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

Mahoney and Dietrich Rueschemeyer (eds.) *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press

Munck, G., (1998), *Canons of Research Design in Qualitative Analysis*, *Studies in Comparative International Development*, 33(3), p.18-45.

Norman K. Denzin and Yvonna S. Lincoln (eds) (2005) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi.

Silverman, D. (2005) *Doing Qualitative Research*, Sage, London

Silverman, D. (2006) 'Credible qualitative research' Chapter 8 in *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction* London: Sage Publications

Strauss, Anselm. 1987. *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.

School Name

Ambedkar University Delhi

Course Outline

Time Slot: Lecture 4 hrs per week &
monthly 2 hrs tutorial

Course Code: SDS2DS107

Title: Indian Development-Thoughts, Debates and Experiences

Type of Course: Compulsory

Cohort for which it is compulsory: MA Development Studies

Cohort for which it is elective: Other MA Programmes (Since 2018-19)

No of Credits: 4

Semester and Year Offered: Winter, II Semester, 1st year

Course Coordinator and Team: Nandini Nayak and Ivy Dhar (CC)

Email of course coordinator: ivy@aud.ac.in

Pre-requisites: NA

Course Objectives/Description:

The search for a framework of development has been on since the colonial times when the Indian state was still at the nascent stage of formation. Development set off as a chain of thoughts and debates, continuing even today. This course will examine the history of development by looking at experiences of political and policy choices that India has made at different junctures. It shall explore thoughts of visionaries of the colonial and post-colonial era. The Constitution of India states basic needs of the citizens are to be met by the state; receiving continuous and considerable impetus from the rights discourse. This course shall give a glimpse of ideas and perspectives that emerged on rights and on concepts of freedom and opportunities. The emergence of liberalisation led to new avenues of thinking, policy and planning, bringing in issues of governance and access to development. The course shall initiate the discourse on the role of state in delivering development and discuss the purview of plural actors. It focuses on opportunities, access, equity and deprivation with reference to livelihood, education, health, water and sanitation. The tutors may introduce contents through occasional and movie/documentary screening and it has a compulsory field activity.

Course Outcomes:

On successful completion of this course students will be able to:

1. Reflect on the history and processes of development in India.
2. Demonstrate knowledge on the key concerns of development in the country comparing with the larger global debates.
3. Link academic debates with the ground realities of development at the local level.
4. Apply research skills to source out relevant materials and gather inputs from the field based learning
5. Develop oral and written skills for class presentations and assessments

Brief description of modules/ Main modules:

1. **The Making of Modern India:** This module puts together the ideas of visionaries, how they had conceptualised the future path of progress and discussing how their visions were carried forward while planning development.
2. **Perspectives on Rights and Social Justice:** This module introduces to students the background of India's constitutional commitment of realizing economic and social rights with an attempt made to raise debates on the rights-based development.

3. **Health and Equity:** This module shall discuss political economy of public health, growing democratization, internationalization of health care programmes and the provision of mental health. The classroom discussions will focus on regional and social disparities on selected health indicators with reference to vulnerable groups.
4. **Access to Education:** In this module we would largely concentrate on various issues surrounding access to structured formal education in India. While doing so it would be also our endeavour to connect access to various other crucial parameters of right to education and its implication on education spaces in India, for example, rural-urban, private-public etc.
5. **Water Democracy and Sanitation:** This module discusses the complexity of securing water democracy by examining the dimensions of inequality of access to water particularly relating to the impacts on gender. It shall raise debates on water scarcity and its value as an economic and public good. Equally important is the issue of sanitation, it will revisit the relation of sanitation with important parameters of development.
6. **Public works programs in Historical Perspective:** In this module we will discuss the colonial origins of public works programmes; the use of colonial Famine Codes and post-colonial Relief Manuals; State responses to drought in Independent India; Maharashtra Employment Guarantee Act (1977); the narrative of rights-based development in relation to public works; the politics of implementation of the National Rural Employment Guarantee Act.
7. **Disputes over ‘Development’ and the debate on Child Malnutrition:** In this module we will discuss some contemporary debates – and disputes - related to how ‘development’ should be pursued in the Indian context. Particular reference will be made to the debate related to child malnutrition in India.

Assessment Details with weights:

| S.No | Assessment | Period in which Assessment will take place | Weightage |
|------|-------------------|--|-----------|
| 1 | Exam | February | 30% |
| 2. | Literature review | March | 20% |

| | | | |
|---|--|-------|-----|
| 2 | Photo Essay/any other on-field Activity & Class Presentation | April | 20% |
| 3 | Write-up on the Field Activity | April | 30% |

Reading List:

Banerji, Rukhmini (2011): 'Challenging Bihar on Primary Education' in *Economic and Political Weekly*, Vol 46, No.1, pp.33- 39.

Bhagwati, J. & Pangariya, A. (2013): *Why Growth Matters: How Economic Growth in India Reduced Poverty and the Lessons for Other Developing Countries* (New York: Public Affairs Publishers).

Coffey, D. et. al. (2013): 'Stunting Among Children: Facts and Implications' in *Economic and Political Weekly*, August 24.

Corbridge, Stuart, et.al(2013): 'Participation' in *Seeing the State: Governance and Governmentality in India*(Cambridge: Cambridge University Press), pp.121-150.

Corbridge, Stuart, Harris, John and Jeffrey, Craig (2013): 'Is the Indian State Delivering on Promises of Inclusive Growth and Social Justice?' in *India Today: Economy, Politics and Society* (Cambridge: Polity Press), pp. 100-117.

Das Gupta, Monica (2005): 'Public Health in India: Dangerous Neglect' in *Economic and Political Weekly*, Vol 40 No.49, (Dec 3-9), pp. 5159-5165.

Drèze, J. & Sen, A. (2013): *An Uncertain Glory: India and its Contradictions*. London: Penguin and Allen Lane. – Especially Chapter 2, Integrating Growth and Development and Chapter 3, India in Comparative Perspective.

Drèze, J. (1990): 'Famine Prevention in India' in J. Drèze & A. Sen ed., *The Political Economy of Hunger: Famine Prevention*, Vol II (Oxford: Oxford University Press).

Dreze, Jean and Sen, Amartya (2002): 'Introduction and Approach' in *India: Development and Participation* (New Delhi: Oxford University Press), pp. 1-33.

Dubey, Muchkund (2010): 'The Right of Children to Free and Compulsory Education Act, 2009: The Story of a Missed Opportunity' in *Social Change*, Vol 40, No. 1, pp. 1-13.

George, Benny (2009): 'Sanitation Programmes: A Glass Half Full' in *Economic and Political Weekly*, Vol 44, No.8, pp. 65-67.

Habib, Irfan (2006): 'Colonialism and the Indian Economy' in *Indian Economy 1858-1914* (New Delhi: Tulika Books and Aligarh Historians Society), pp. 23-50.

Harrison, Mark and Pati, Biswamoy (2009): *Social History of Health and Medicine: Colonial India* in Mark Harrison and Biswamoy Pati ed. *Social History of Health and Medicine in Colonial India* (London and New York: Routledge), pp.1-14.

Herring, R., & Edwards, R. (1983): 'Guaranteeing Employment to the Rural Poor: Social functions and Class Interests in the Employment Guarantee Scheme in Western India' in *World Development*, Vol 11, No.7, pp.575-592.

Jacob, K.S. (2016): Mental Health Care: New Tactics and Strategic Failure in *Economic and Political Weekly*, Vol 51, No.1, pp. 15-18.

Karmakar, Asim K. (2004): 'Dababhai Naoroji, Drain theory and Poverty' in B.R. Shenoy ed., *Great Indian Economist: Their Creative Visions for Socio-Economic Development* (Mumbai: The Indian Economic Association & Economic Research Centre), pp.295-303.

Khera, R. ed. (2011): *The Battle for Employment Guarantee*. (New Delhi: Oxford University Press).

Krishnaraj, M., Pandey, D., & Kanchi, A. (2004): 'Does EGS Require Restructuring for Poverty Alleviation and Gender Equality? I: Concept, Design and Delivery System' in *Economic and Political Weekly*, Vol 39, No. 16, pp.1597-1604.

Kumar, Arjun (2015): 'Discrepancies in Sanitation Statistics of Rural India' in *Economic and Political Weekly*, Vol 50, No2, pp.13-15.

Mehendale, Archana, Mukhopadhyay, Rahul and Namala, Annie (2010): Right to Education and Inclusion in Private Unaided Schools: An Exploratory Study in Bengaluru and Delhi in *Economic and Political Weekly*, Vol 50, No. 7, pp. 43-51.

Nanda, B.R. (1995): 'Gandhi and Jawaharlal Nehru' in *Jawaharlal Nehru: Rebel and Statesman* (New Delhi: Oxford University Press), pp. 23-55

Panagariya, A. (2013): 'Does India Really Suffer from Worse Child Malnutrition than Sub-Saharan Africa?' in *Economic and Political Weekly*, May 4.

Panda, GyanaRanjan and Agarwala, Trisha (2013): 'Public Provisioning in Water and Sanitation: Study of Urban Slums of Delhi' in *Economic and Political Weekly*, Vol 48, No.5, pp.24-28.

Qadeer, Imrana (2009): 'Political and Economic Determinants of Health: The Case of India' in Harold J. Cook, Sanjoy Bhattacharya and Anne Hardy ed., *History of Social Determinants of Health* (Hyderabad: Orient Blackswan), pp. 228-247.

Sahasrabuddhe, Sunil (2007): 'The Machine' in A. Raghuramaraju ed., *Debating Gandhi: A Reader* (Delhi: Oxford University Press), pp. 175-194.

Sen, Amartya (2005): 'Tagore and his India' in *The Argumentative Indian: Writings on Indian Culture, History and Identity* (New York: Penguin Books), pp.89-120.

Shah, Mihir (2013): 'Water: Towards a Paradigm Shift in the Twelfth Plan' in *Economic and Political Weekly*, Vol 48, No.3, pp.40-52.

Wable, Gargi, (2013), 'Methodologically Deficient, Ignorant of Prior Research' in *Economic and Political Weekly*, August 24.

ADDITIONAL REFERENCE:

Chowdhury, Javid (2015): 'A Narrow Focus Needed: National health Policy 2015' in *Economic and Political Weekly*, Vol 50 No.9, (Feb. 28).

Jani, Neepa (2013): 'Article 21 of Constitution of India and Right to Livelihood' in *Voice of Research*, Vol 2, No.2, pp. 61-66.

Mishra, Srijit (2005): 'Public Health Scenario in India' in Kirit S. Parikh and R. Radhakrishnan ed., *India Development Report 2004-05* (New Delhi: OUP), pp. 62-83.

Parikh, Jyoti, Parikh, Kirit and Laxmi, Vijay (2005): 'Lack of Energy, Water and sanitation and its impact on Rural India' in Kirit S. Parikh and R. Radhakrishnan ed., *India Development Report 2004-05* (New Delhi: OUP), pp. 84-95.

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School Name

Ambedkar University Delhi

Course Outline

Time Slot: Lecture 4 hrs per week

Course Code: SDS2DS204

Title: Peace, Conflict and Development

Type of Course: Elective

Cohort for which it is compulsory: NA

Cohort for which it is elective: MA Development Studies and other MA Programmes

No of Credits: 4

Semester and Year Offered: Monsoon, III Semester, 2nd year

Course Coordinator and Team: Ivy Dhar (CC)

Email of course coordinator: ivy@aud.ac.in

Pre-requisites: NA

Course Objectives/Description:

Development is relevant in the context of both, peace and conflict, because the former draws in and the later draws out resources for development. This course aims at developing an understanding of multifaceted and interrelated themes of peace, conflict and development. These terms in itself has very wide conceptualization and needs assortment of several disciplines. The course shall familiarize students with theories and approaches to peace, dimensions of conflict, structural and cultural violence, human security, conflict resolution, conflict transformation and post-conflict reconstruction. It will cover case-studies of conflict arising out of resource exploitation and control and will equip students to understand and analyse the interplay of macro and micro conflicts. Focusing on gender mainstreaming in peace, it shall discuss women's role in peacebuilding mission. Drawing analogy to the above dimensions, this course shall rely largely on empirical understanding, analysing cases from India and other parts of the world. Certain modules of the course are brought in classroom through an interactive mode of workshop and roleplay.

Course Outcomes:

On successful completion of this course students will be able to:

1. Understand theories, terms, and approaches of peace and conflict studies
2. Draw linkages of conflict with development issues of country-specific at South Asia and global context
3. Apply case study and conflict mapping methods
4. Demonstrate an awareness of critical skills required to observe data, facts and texts
5. Reflect and present observations through presentations and write-up

Brief description of modules/ Main modules:

1. **Peace, Conflict and Development: Interdisciplinary Approaches:** This introductory topic will familiarise students with concepts of peace, conflict and development, understanding of which is very much layered in the current debates. Since globalisation, vast volumes of literature have broadened the canvas of thinking highlighting the often ignored social-political rights and development insecurities that are at the root of conflict.
2. **State and Internal Conflicts:** This module will take students through terrain of understanding the opportunities of rebellion in situation of underdevelopment and will pay attention to sites of power struggle and conditions of civil war drawing in political economy perspective.
3. **Understanding Violence:** Violence as a discourse should propose a critical analysis; looking at definitions and the typology of understanding, this module shall more specifically understand gender violence, both, at structural and cultural levels in the context of South Asian societies. It shall delve and debate on the symbolic meanings associated with masculinities of violence and victimization of women and their binary relationship.
4. **Resistance and Protest:** In this module, we explore meanings and metaphors of resistance and the relationship of resistance and protest. Group activism has by itself seen many shifts in the contemporary times. Discussions will enable to understand episodes of protests dovetailing with forms of resistance.
5. **Resource Conflicts and Development:** This module shall begin with understanding the terminological understanding of concepts used to study politics of natural resources, and then focus from available literature on framework for understanding conflicts over resources. may consider taking certain case studies of water conflict. A section of the module will take up for discussion on how cases of conflicts are directly caused by competition for essential livelihood resources.
6. **Conflict Mapping:** The conflict mapping exercise taken up as module content will allow students to visualise and clarify conflicts; and concentrate on detailing of relationships of issues, goals, parties and consequence of conflicts. This module will be carried out in a practical mode allowing students to take up conflict cases and use techniques of analysis. The prescribed reading in this module will depend on case studies.
7. **Human Security:** Recent academic engagement in understanding human security vis-à-vis conflict has picked a huge momentum. This module shall discuss the human security concerns along with placing focus on importance of such concerns in the global development agendas. It shall talk about linkages between health and security and examine how the concerns can be placed in such area of research.

8. **Peace Building and Conflict Transformation:** This module shall discuss the critiques of peace building strategies operational through the liberal peace framework. It allows opportunity to conduct workshop which can focus on violence and conflict transformations, at both individual and societal level. Such activities can engage students to situate analysis in particular case studies of peace building and conflict transformation in contemporary times.
9. **Gender and Peace Activism:** This module puts together debates on gendered face of protest against violence and demands for peace. It shall study cases where women /women’s groups caught in society torn with conflicts have made contributions towards rebuilding peace. It shall also discuss the thrust of transnational feminist practices of allowing comparative perspectives in sites of conflict across political borders.

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|-------------------------|--------------------------------|---|-----------|
| 1 | Exam | September | 30% |
| 2 | Literature Review | October | 30% |
| 3 | Term Paper | November | 40% |
| Other Activities | | | |
| 4 | Workshop (Not to be evaluated) | November | |

Reading List:

Baviskar, Amita ed.(2008): *Contested Grounds: Essays on Nature, Culture and Power* (New Delhi: Oxford Publications), Selected Chapters.

Bunch, Charllotte (2004) “Peace, Human Rights and Women’s Peace Activism” in Radhika Coomaraswamy and Dilrukshi Foneska ed. *Peace Work: Women, Armed Conflict and Negotiation* (New Delhi: Women Unlimited), pp.28-53.

Chatterjee, Piya, Desai, Manali and Roy, Parama ed., (2009): “Introduction: Enigmas of Violence” and “ A History of Violence: Gender, Power and the Making of 2002 Pogrom in Gujarat” in *States of Trauma : Gender and Violence in South Asia* (New Delhi: Zubaan), pp.1-20 and 293-313.

Frerks, Georg, Dietz, Ton and Zaag, Pieter van der (2014): "Conflict and cooperation on natural resources: Justifying the CoCooN programme" in Maarten Bavinck, Lorenzo Pellegrini and Erik Mostert ed., *Conflicts over Natural Resources in the Global South: Conceptual Approaches* (London: Taylor & Francis Group), pp. 13-21

Galtung, Johan (1990): "Cultural Violence" in *Journal of Peace Research*, August, Vol 27, No.3, pp 291-305.

Guttman, Matthew C. (1993): "Rituals of Resistance: A Critique of the Theory of Everyday Forms of Resistance" in *Latin American Perspectives*, Spring, Vol 77, No.20, pp 74-92.

Hettige, Siri (2005): "Peace, Conflict and Development: A Macro Sociological Perspective" in *Sociological Bulletin*, Special Issue on South Asia, September, Vol 54, No.3, pp 574-584.

Jacoby, Tim (2008): 'Dimensions' in *Understanding Conflict and Violence: Theoretical and Interdisciplinary Approaches* (London and New York: Routledge), pp. 18-33.

Kaldor, Mary (2013): "In Defense of New Wars" in *Stability*, Vol 2, No.1, pp 1-16.

Lautensach, Alexander K. (2015): "Sustainable Health for All? The Tension Between Human Security and the Right to Health Care" in *Journal of Human Security*, Vol 11. No.1. pp. 5-18.

Loughlan, Victoria et.al.(2009): "Afghanistan Conflict Map", Centre for Peace and Conflict Studies, www.st-andrews.ac.uk/intrel/.../Afghanistan%20conflict%20map.pdf, accessed on 23.12.12.

Mac, Ginty (2013): "Indicators+: A Proposal for Everyday Peace Indicators", *Evaluation and Program Planning* 36, pp.56–63.

Muniruzzaman, ANM (2014): "Human Security in South Asia: Vision 2025" in *Peace and Security Review*, First Quarter, Vol 6. No.11. pp. 23-55.

Murshed, S. Mansoob (2002): "Conflict, Civil War and Underdevelopment: An Introduction" in *Journal of Peace Research*, Vol 39, No.4, pp 387-393.

Ohlsson, L. (2000). Livelihood Conflicts - Linking poverty and environment as causes of conflict (Working Paper No. 10525), Sweden: Swedish International Development Cooperation Agency. <https://www.staff.ncl.ac.uk/david.harvey/AEF806/OhlssonLivelihoods.pdf>. accessed on 10.04.15.

Oomen, T.K. (2010): "Student Power: Mobilisation and Protest" in *Social Movements II: Concerns of Equity and Security* (US: OUP).

Paffenholz, Thania (2009). "Understanding Peace Building Theory: Management, Resolution and Transformation" in *New Routes: A Journal of Peace Research and Action*. [Online] Vol 14 (2), http://peacemaker.un.org/sites/peacemaker.un.org/files/ConflictTransformation_NewRoutes2009.pdf, accessed on 20.03.15.

Sen, Amartya (2008): "Violence, Identity and Poverty" in *Journal of Peace Research*, Vol 45, No.5, pp 5-16.

Stewart, Frances (2002): "Root Causes of Violent Conflict in Developing Countries" in *British Medical Journal*, 9 February, Vol 324, No.7333, pp 342-345.

Tiwary, Rakesh (2006): "Conflicts over International Waters" in *Economic and Political Weekly*, Apr. 29 - May 5, 2006, Vol 41, No.17, pp.1684-1692.

Uyangoda, Jayadev (2000): "Nation-State, Security Studies and the Questions of Margins in South Asia" in Dipankar Baneerjee ed. *Security Studies in South Asia: Changes and Challenges* (Delhi: Manohar) pp.15-23.

Wehr Paul, "Conflict Mapping", <http://www.colorado.edu/conflict/peace/treatment/cmap.htm>, accessed on 23.12.12.

Zeilig, Leo (2010): "Students' Protest and Violence in Sub-Sahara Africa" in Debal K. Singha Roy *Dissenting Voices and Transformative Actions: Social Movements in a Globalising World* (New Delhi: Manohar), pp.449- 484.

Zeleza, Paul Tiyambe (2008): "Introduction: The Causes & Costs of War in Africa From Liberation Struggles to the 'War on Terror' in Alfred G. Nhema, Paul Tiyambe Zeleza and Tiyambe Zeleza (ed.) *The Roots of African Conflicts: The Causes & Costs* (Ohio University Press)

ADDITIONAL REFERENCE:

Chojnacki, S. (2006): "Anything New or More of the Same? Wars and Military Intervention in the International System 1946-2003" in *Global Society*, Vol 20, No.1, pp 25-46.

Finlay, Christopher J. (2009): "Hannah Ardent's Critique of Violence" in *Thesis Eleven*, May, Vol 97, No. 1, pp 26-45.

Fisher, Simon, et.al. (2010): "Tools for Conflict analysis" in *Working with Conflict: Skills and Strategies for Action* (London and New York: Zed Books), pp.13-36.

Ghani, Ejaz and Iyer, Lakshmi (2010): "Conflict and Development: Lessons from South Asia" in *Economic Premise*, Vol 31, pp 1-8.

Hewitt, J.J., J. Wilkenfeld, and T.R. Gurr (2010): *Peace and Conflict 2010*, Centre for International Development and Conflict Management, University of Maryland, Chapters 2, 3, 5, 6 and 7.

Jackson, Paul and Beswick, Danielle (2015): "What does Conflict look like in a Developing World" in *Conflict, Security and Development: An Introduction* (Oxon: Routledge), pp. 30-47

Lederach, John Paul (1996): in *Preparing for Peace: Conflict Transformation Across Cultures* (New York: Syracuse University Press).

Scott, J. C. (1992): *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven and London: Yale University Press).

Sweetman, Caroline (2004): *Gender, Peacebuilding and Reconstruction: Oxfam focus on Gender* (Oxford: Oxfam Publishing).

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**School of Development Studies
Ambedkar University Delhi**

Course Outline - Research Methods I

Time Slot: Lecture - 4 hrs per week

Course Code:

Title: Research Methods I

Type of Course: Compulsory

Programme Title: MA Development Studies

Cohort for which it is compulsory: First Semester Students of MA-DS

No of Credits: Four

Semester and Year Offered: Monsoon, I Semester, 1st Year

Course Coordinator: Babu P. Remesh

Email of the Course Coordinator : babu@gmail.com

Pre-requisites: NA

Course Objectives/Description:

This course aims at familiarizing the students with the basic concepts about research in social sciences and development studies. The course will orient the students with different methods followed in development-research, giving due attention on quantitative and qualitative methods and on disciplinary and interdisciplinary approaches. Introduction to some of the major data sources is also planned in this course. Overall, it is expected that this course will provide a basic foundation for students in research methodologies, so as to enable them to undertake more in-depth and detailed training in qualitative and quantitative research methods in Semester II. The course is planned through interactive and activity-based sessions. Though there are no prescribed readings for the course, some reading material will be distributed prior to and during the interactive sessions. The assessment of this course is planned on a continuous basis, the details of which are given subsequently.

Course Outcome:

After learning this course:

1. The students will have a better understanding on the role, purpose and scope of research.

2. The students will be able to formulate a research question/problem and to plan appropriate data sets and methodologies for pursuing the stated objectives as per a research design.

Brief Descriptions of Modules/Main Modules:

- ***Introduction to Research and Research Methods:*** What is research? Underlying principles –Inductive and deductive methods; Rationality, universality, objectivity, reflexivity, reliability, validity; generalizations and its limits; ethical issues in research. Conventional methods, qualitative, quantitative - mixed methods; disciplinary and interdisciplinary approaches.
- ***Data and Methods of Data Collection:*** Concept of Data; Data Sources - Primary, Secondary; Qualitative, Quantitative; Basic introduction to key techniques of data collection: secondary data; archival data; field study questionnaire, interview, case study, focus group discussions, participatory research, ethnography, life history, oral history documentation; Orientation to Some major data sources in development studies – Human Development Indices, Census, NSSO etc. ; Introduction to electronic-based data sources .
- ***Literature Review, Citation and Referencing:*** The utility and scope of survey of literature; Importance of citations and referencing; standard styles and formats of referencing; Importance of acknowledging original works/contributions; issue of plagiarism.
- ***Basics of Formulating a Research Design:*** Statement of research problem; contextualizing the study; stating the objectives, scope and research questions; how to frame research questions? Stating and testing of hypothesis; planning the data sources and methods of data collections; stating the purpose, utility, significance and output of the study; Essentials in formulating a research design.
- ***Introduction to Design of Questionnaires and Sampling Procedures:*** How to frame effective questions and questionnaire(s) for a field study. What are the basic sampling procedures? Understanding Population and Sample; Sample selection procedures; Introducing concepts such as Probability Sampling, Non-probability Sampling, Stratified Sampling, Random Sampling , Purposive sampling and sampling via snow-ball method.

Assessment Details with Weights:

The Assessments of this Course will include:

1. Preparation of a project book/file on assignments given in various classes of this course (20 %)
2. Preparation of a review of a journal article (10 %)
3. Preparation of a book review (20 %)
4. A Class Test on the contents covered (30%)

5. Preparation of a research note on an identified theme related to Development (20 %)

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|---|---|-----------|
| 1 | Preparation of a project book/file on assignments given in various classes of this course | August-November | 20 % |
| 2 | Preparation of a review of a journal article | Mid September | 10 % |
| 3 | Preparation of a book review | Early October | 20% |
| 4 | A Class Test on the contents covered | Early November | 30% |
| 5 | Preparation of a research note on an identified theme related to Development | End November | 20% |

Reading List

Chambers, J.M. et.al. (1983): Graphical Methods for Data Analysis, Duxbury, USA

Christians, Clifford. G. (2005) "Ethics and Politics in Qualitative Research" in Norman K. Denzin and Yvonna S. Lincoln (eds.) The Sage Handbook of Qualitative Research, Third Edition, Sage, New Delhi

Corbin, J., & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. Qualitative Sociology, 13(1), 3-21.

Creswell, J., (2009) Research Design: Qualitative, Quantitative and Mixed Methods Research, Sage Publications.

Durkheim, Emile (1895) "What is a Social Fact?" in The Rules of Sociological Method, the Free Press

Hall, Peter A (2003) "Aligning Ontology and Methodology in Comparative Research" in James Mahoney and Dietrich Rueschemeyer (eds.) Comparative Historical Analysis in the Social Sciences. Cambridge: Cambridge University Press

Hammet, Daniel, Twyman, Chasca and Graham, Mark (2015) : Research and Field Work in Development, Routledge, New York

Jennings, Michael (2006) "Using Archives" in Vandana Desai & Robert Potter (eds.) Doing Development Research. London: Sage Publications. Pages 241-250.

John, Gerring (2004) "What is a case study and what is it good for?" in American Political Science Review, Vol. 98, No. 2, 341-354

- King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
- Munck, G., (1998), *Canons of Research Design in Qualitative Analysis*, *Studies in Comparative International Development*, 33(3), p.18-45.
- Ragin, Charles S. (1994) *Constructing Social Research: The Unity and Diversity of Method* Thousand Oaks: Pine Forge Press, Chapters 1-3
- Robert E. Stake (2005) "Qualitative Case Studies" in Norman K. Denzin and Yvonna S. Lincoln (eds) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi
- Rubin, Herbert and Irene Rubin. 2005. *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage Publications (second edition).
- Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions" in *Annual Review of Sociology* 29:65-88.
- Silverman, D. (2005) *Doing Qualitative Research*, Sage, London
- Silverman, D. (2006) 'Credible qualitative research' Chapter 8 in *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction* London: Sage Publications
- Srinivas, M.N. (1976) : *Remembered Village*, Oxford, New Delhi
- Srivastava, V. K. (ed.), 2004, *Methodology and Field Work*, New Delhi: OUP.
- Strauss, Anselm. 1987. *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.

Additional References

- Bogdan, R.; Ksander, M. (1980). "Policy data as a social process: A qualitative approach to quantitative data". *Human Organization*. 39 (4): 302–309.
- Berg, Bruce L. (2001) *Qualitative Research Methods for the Social Sciences*.
- Bryman, A. (2008) *Social Research Methods*. Third edition. Oxford: OUP.
- Bulmer, Martin and Donald P. Warwick. (1993) *Social Research in Developing Countries: Surveys and Censuses in the Third World*. London: Routledge.
- King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
- Norman K. Denzin and Yvonna S. Lincoln (eds) (2005) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi.

Ambedkar University, Delhi

School of Development Studies

MA Development Studies

Duration: 4 semesters and a summer

Total Credits: 66 + Summer Internship

Programme Structure (6th June 2009)

(Credits in parentheses)

| | Semester 1 | Semester 2 | Summer | Semester 3 | Semester 4 |
|-----------------------------|---|--|--------|---|--|
| Courses Core (Taught) | Sociology of Development (4) States, Markets and Society (4) Development Studies: Historical Contexts and Recent Trends (4) | Perspectives for Agricultural and Industrial Development (4) Issues in Human Development (4) Indian Development: Thoughts, Debates and Experiences (4) | | Institutions and Public Policy Processes (4) Development and Environment (4) | |
| Elective (Taught) | | | | Elective (4) | Elective (4) Elective (4) Elective (4) |
| Research Course Work | Introduction to Research Methodology (2) | Qualitative Research, PRA, Log Frame, etc. (2) | | Quantitative Research (2) | |

| | | | | | |
|-------------------------|---------------------|--|------------------------------------|--|--|
| Seminars / Workshops | Policy Analysis (2) | Basics of Organization and Project Management (2) | | | |
| Research Practicum | | | | Research Project leading to a Dissertation (8) | |
| Field-based | | | Internship (Non- Credit) | | |

Electives:

1. Discrimination and Marginalization
2. Gender and Development
3. Classical to New Public Management
4. Industrial Organization, Labour and Development
5. Trade Union, Peasant Groups, Social Movements and Social Change
6. Society, Culture, Identity and Development
7. Environment: Maximum of 2 from the MA (Environment and Development)
8. Child, State and Society
9. International Governance
10. Decentralization and Local Governments
11. International Political Economy and International Trade
12. Approaches and Trends in Rural Development

13. Contemporary Issues in Urban Development
14. NGO Management, Policy and Administration
15. Select Issues of Policies Related to Science, Technology & Arms
16. Governance, Politics and Development

Note:

Introductory Non Credit Course: **Development Studies - An Introduction** which would happen in the first month of semester 1, would be a bridge or a curtain raiser course. This would be through independent study of a selection of specific readings and seminars.

This two year MA Program in Development Studies will be an inter-disciplinary course that is based on the foundations provided by sociology, political science and economics. This course will introduce students to the rich theoretical foundations of the debates on development, will focus on analytical skills, oral and written communication, as well as provide tools based on research methodology for social sciences and wider development practice. It is expected that graduates from this program will be equipped to work in the government, corporations and financial institutions, non-governmental organizations as well as the academia. The course committee will institutionalize mechanism by which a feedback on the curriculum will be provided by experts in this field as well as employers.

Each 16 week course will be structured around 12 topics that will be taught in a class of about 4 hours (with a coffee break) where the faculty will introduce a topic, select students will make a presentation that will be decided by the teacher, and this will be followed by an open discussion. We expect every student to read about 100 pages for each topic and every fortnight make at least one presentation and be a discussant to one presentation. About 25% of the student's time will be based in the field that includes a compulsory internship program. Students will be evaluated on the basis of attendance, participation and presentation in the class, a short analytical written test (1,000 words) and a term paper (5,000 words). The medium of instruction and evaluation will be based on the English language.

Detailed course schedule that includes reading packages for each of the 12 topics in the courses will be provided by the course team at the beginning of the term. This will include compulsory and additional reading that will be available in the University library.

Core Courses:

1. Growth, Society and Development

Social theories have problems relating to economic theories for universality is favoured in preference to social specificities. This paper underlines the importance of the social and political factors as pre-conditions for development. Rostow's The Stages of Economic Growth would be a good introduction that considers social factors in the analysis of the pre-conditions for take-off. Other literature such as Maddison's modernization theory analysis of India and Pakistan, where the social is seen in terms of barriers to economic rationality and 'progress', will be studied. Sociological writings that emphasize values and cultural change pitting tradition versus modernity have a bearing on how development is perceived in poorer societies. The works of Marx, Durkheim and Weber in understanding society and change will be introduced. This will be followed with literature on the sociology of development in the form of theories of underdevelopment, dependency and imperialism. Indian sociological literature in the

form of the debates on tradition and modernity, caste and development as well as debates on assimilation and integration of tribals will be studied.

2. States, Markets and Society

This course will concern itself with political and institutional dimensions of economic policy and economic management. It will focus on the concept of economic liberalization (in classical economic thought) and critically analyze the political-economic doctrine of neo-liberalism that became influential in the 1980s. An understanding of 'rent-seeking' is an important component of neo-liberal theory of politics and economy, and this will be attempted with reference to the work of Anne Krueger and Robert Bates. Specific country analysis will be taken from the three continents - Asia, Africa and Latin America. A comparative study of State Capitalism in East Asia (Taiwan and South Korea) will provide an understanding of markets and states in newly industrializing countries. The third component of this course will deal with the concept of centrally planned economies, including Soviet Union and China, followed by an understanding of state socialist development in developing countries (the periphery of both capitalist and socialist models). This paper will also critically evaluate the concept of new public management that emphasize the role of professional managers at the expense of democratically controlled accountability structures. This course will conclude with an assessment of recent emphasis on a reassertion of the public that starts from the second Washington consensus followed by the works of scholars such as Antony Giddens, Amartya Sen and Joseph Stiglitz who underline a democratic and participatory character to development (and freedom).

3. Development Studies: Historical Contexts and Recent Trends:

Economic development has been a major concern for social scientists and thinkers for a couple of centuries now, but underdevelopment as a distinct category meriting analysis on its own terms is something that came into existence from the mid-forties or so. The course 'Development Studies – Historical Contexts and Recent Trends' will take students through varied historical contexts that generated different paradigms of development thinking as well as different conditions for initiating development processes, focusing on the post-Second War period. An analysis of the Bretton Woods system, its weaknesses (and incompleteness), and how the rise of oil process terminated the 25 'Golden Years'. An analysis of how growth in developing countries was artificially maintained through debts and trade imbalances. It will also expose them to concrete experiences with attempting to overcome development, such as the Latin American, South Asian, East Asian and African cases and show how the system broke down with the recession in 1979-80 which eventually displaced development with structural adjustment.

4. Perspectives for Agriculture and Industrial Development

This course will deal with the diverse approaches that will help in the understanding of agricultural and industrial development. Students will be introduced to the classical literature of Ricardo, Lewis, Malthus and Boserup that sets the basis of any understanding of agriculture and industrial development. A study of the Soviet industrialization debate and the contrasting Chinese strategy of agrarian development will be discussed. Theoretical arguments made in favour of land reforms will be evaluated. The classical literature on the peasantry and the mode of production debate, especially in the context of India will be studied. An examination of the state as an implementing agent in agriculture and rural development will be explored, especially in the context of the debate on the green revolution in India as well as the Ujjama experiment in Tanzania (and a similar experiment in Ethiopia). In the Indian context the debate on the terms of trade in agriculture and the political conflicts over Bharat versus India will be discussed with reference to the works of Krishna Bhardwaj and Ashutosh Varshney. Contemporary approaches to rural development and the recent thrust towards decentralization will be studied. The discussion on industrialization will include debates on appropriate strategies and experiences of industrialization in a broad sense as well as deal with forms of industrial organization and labour processes such as Fordism-Taylorism, Flexible Specialization and Post-Fordist production and labour process organization.

5. Indian Development: Thoughts, Debates and Experiences:

India has been considered as a specific case in literature on development from the time it embarked upon its post-Independence development strategy in the 1950s and in recent years has also been considered a case of a high growth economy in the era of globalization. The course 'India Development – Thoughts, Debates and Experiences' will examine the more than sixty-year Indian development experience as a specific case of post-colonial development strategy and aim to place this experience in the context of development thinking. It will also expose students to thinking that emerged quite distinctly from the Indian context from economists and thinkers like Gandhi, Ambedkar, Mahalanobis, Amartya Sen and others. These debates will lend themselves to specific political and policy choices that the nation made at strategic junctures of its development.

6. Issues in Human Development:

The issues of Human Development challenged and at the same time enriched notions of development and underdevelopment and have come to occupy a central place in policy frameworks from the early 1990s. This course will expose students to theoretical approaches to the role of 'social' factors such as education, health and access to water and sanitation in defining and appraising development strategies and outcomes, including the very influential 'capabilities and entitlements' approach pioneered by

Amartya Sen. It will also take them through diverse experiences with the provision of such 'social goods' and examine specific policy debates (such as a comparative understanding of liberalization) on health, education and water in developing countries and elsewhere. The paper will attempt to critique market interventions in sectors that can be called 'public goods' that have a bearing on people's livelihoods.

7. Institutions and Public Policy Processes

This course will introduce the students to the debates from Classical Political Economy to New Institutions. It will help in the understanding of institutions and power. It will provide an overview of macro and micro level institutions. It will deal with issues around collective action, rents and regulation bringing together, politics, economics and sociology. As the aim is to gain a fundamental knowledge of institutions and processes involved in public policy and administration, the course will deal with an analysis of policy changes that have been introduced in the recent past in India and understand the characteristics of these policies that make them politically contentious. This course will give the students a contemporary approach of dealing with issues of development, helping them transcend from analysts to institutional architects.

8. Environment and Development

Rapid environmental destruction presents challenges to policy-makers in developed as well as developing countries. The environment presents limits to growth, questions limitless consumption, and brings to the fore issues of egalitarian distribution of resources into developmental thinking. This paper will draw upon the courses from the MA Program in Environment and Development and give the students an understanding of the ecological critique to development. The debate on the limits to growth, anthropocentric versus bio-centric development, and the socialist strands in environmental thought will be discussed. Some understanding of history and colonization for markets that will be provided as well as an introduction to the different philosophical and social approaches to nature will be provided. The paper will discuss select environmental challenges and will try to bring to the fore different disciplinary methodologies (specifically history, politics, sociology, economics and geography) towards understanding the dialectics of environment and development. The focus will be to present a developing country perspective that critiques limitless growth and focuses on sustainable livelihoods for the poor.

9. Research Methodology

Students will be exposed to a range of thinking on research methodology ranging from philosophy of social sciences, tools for research design, qualitative and quantitative methods, logical framework as well as participatory methods for research, project design and evaluation. Specific topics will include Understanding and Interpretation; Truth and Validation; Objectivity in Social Sciences; Fact and Value; Nature of Social Theory; Research Design - central question, hypothesis and thesis; Techniques of data collection and analysis; Qualitative Data Analysis - case studies, ethnographic studies; Field research and challenges; Research Tools - Sampling and Survey, Data Analysis - descriptive, inferential and co-relational; Factor Analysis, Regression Models; Logical Framework; Participatory Methods - PRA, Planning, Social Audit, Monitoring & Evaluation, and Report Cards.

Electives (Students will choose 4 out of the electives on offer in any year)

1. Discrimination, Marginalization and Development – Race, Caste & Gender (Compulsory Elective)

From the late 1970s onwards, a vast volume of literature discussed the role of discriminatory practices based on race and gender on outcomes of development processes on different groups of people. The development processes of countries like the US and South Africa, where race has functioned as a distinct discriminatory category, or the case of India, where caste has played such a role, or the impact of gender discrimination as resulting in differential impacts on men and women globally, gave rise to approaches that allowed an analytical understanding of issues of discrimination. These approaches, which brought out the limitations of overarching approaches to development, enriched the development discourse and their concerns were incorporated into policy frameworks across the world. The course will take students through the theoretical approaches to diverse forms of discrimination as well as the contours of these experiences and their impact on different groups of people. It will also aim to expose students to the impact of such an understanding on policy frameworks in different countries and at different points in time.

2. Gender and Development
3. Classical to New Public Management
4. Industrial Organization, Labour and Development
5. Trade Union, Peasant Groups, Social Movements and Social Change
6. Society, Culture, Identity and Development
7. Environment: Maximum of 2 from the MA (Environment and Development)
8. Child, State and Society
9. International Governance
10. Decentralization and Local Governments
11. International Political Economy and International Trade
12. Approaches and Trends in Rural Development

13. Contemporary Issues in Urban Development
14. NGO Management, Policy and Administration
15. Select Issues of Policies Related to Science, Technology & Arms
16. Governance, Politics and Development

Seminars/Workshops:

Seminars and Workshops will be run throughout the program and will include credited workshops that provide an understanding of policy, basics of organization and project management.

Ambedkar University Delhi

Course Outline

Winter Semester (January-May 2020)

School: School of Development Studies

Programme with title: MA Development Studies

Semester to which offered: Semester Four; Year Two of MA Degree

Course Title: Reading & Understanding Ambedkar

Credits: 2 Credits

Course Code (new):

Course Code (old): NA

Type of Course: Elective Cohort - 40-50 students

Course Coordinator and Team: Dr. Moggallan Bharti

Email of course coordinator: moggallan@gmail.com

Pre-requisites: A prior knowledge and understanding of politics of social justice and social movements in general. Students are expected to complete first three semester of their MA program.

Aim:

The aim of this proposed course is to impart a holistic understanding of Ambedkar as philosopher and an intellectual through his texts which are otherwise not given due consideration in the academia. The course is broadly conceived to introduce Ambedkar's ideas and their relevance in contemporary India, by reading and understanding some of his key texts. The central thrust of the course is to understand Ambedkar beyond caste and the impact of his ideas on the larger questions of constitutional democracy in general and nationalism in particular. In this proposed course Ambedkar's concept of nation, state, democracy, law and constitutionalism are to be pedagogically read and interpreted. This will enable students to critically engage with

the existing social concerns and its political implication. This will also facilitate them to strengthen their creative thinking with a collective approach to understand ongoing sociocultural and political functioning of the society.

The proposed course gel well within the four walls of Development Studies and its stated learning outcomes, and is committed to instill and create knowledge with an interdisciplinary approach.

Key Learning Objectives

1. To enable Students becoming more informed about the debates around the idea of nation and nationalism.
2. To make the learning ability of students more tolerant and sensitive to the otherwise marginalized discourse around Ambedkar thoughts and philosophy.
3. Students will be able to understand the idea of nation, other than its abstraction, as constituted through people who attributes a worthy meaning to nationalism, and it is not the latter that defines the former.

Brief Descriptions of Main Modules:

I. Introducing Ambedkar

Approach to Study Polity, History, Economy, Religion and Society

II. Nationalism & Democracy

Democracy and Citizenship

III. Constitutionalism

Constitution as an Instrument of Social Transformation

I. Introducing Ambedkar

In the popular imagination, Ambedkar is broadly confined to his ideas on the Hindu caste system and the role he played in drafting the Constitution of India. These ideas, besides its

obvious significance, tend to overshadow other important thoughts of Ambedkar containing his rich social and political philosophy, vital to understand society of equals as he conceived. It is these thoughts and ideas that need more concerted attention and discussion among the scholars and the module will initiate the discussion structured with this very perspective of reading Ambedkar in order to understand his wider philosophy.

Readings:

Valerian Rodrigues, (2002) 'Introduction', *The Essential Writings of B.R. Ambedkar*, OUP. pp. 1-43.

B. Ambedkar, (1993) 'Waiting For a Visa', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol.12*, Education Deptt, Government of Maharashtra, Mumbai, pp. 661-691

B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Laying A Foundation of Indian Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.

II. Nationalism & Democracy

The discourse around nationalism is the most contested one in India, and that continues to keep the social and political division very sharp, if not messy. Opposed to a linguistic, ethnic and religion driven nation, Ambedkar's view and the ideological adhesive required to keep the 'nation' together is far removed from the hegemonic discourse on nationalism commonly accepted in India. Ambedkar's idea of constructing a nation is then understood as nation evolving through democracy. This module will discuss the idea of nation, nationhood and nationalism through the idea of fraternity emphasized by Ambedkar. His philosophy to create such a fraternal society invariably will begin with his understanding and meaning of a democratic self

and society, to be looked through his ideas on Buddhism and the Bahujan politics he envisaged.

Readings:

B. R. Ambedkar, (1990), 'Pakistan Or The Partition Of India', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol-8*, Education Deptt., Government of Maharashtra, Mumbai, pp-345-403.

B. Ambedkar, (2003) 'Conditions Precedent for the successful working of Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486.

B. Ambedkar, (2003) 'Buddhism paved way for Democracy and Socialistic Pattern of Society', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 406-409.

B. Ambedkar, (2003) 'Failure of Parliamentary Democracy will Result in Rebellion, Anarchy and Communism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 423-437.

B. Ambedkar, (2003) 'Prospects of Democracy in India', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 519-523.

B. R. Ambedkar, (2003), 'I have no Homeland', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17*, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.

III. Constitutionalism

Building on the previous two modules, this module will initiate the discussion on the meanings and dimension of a constitutional democracy in the Habermasian sense of communicative action of individuals seeped in to constitutional ethos. The module will discuss on key writings of Ambedkar in order to make sense of his idea on democratic world which becomes possible in his schema through a constitution which mirrors peoples' lives and thus work towards strengthening through the discourse rights and duties invoked through constitution.

Readings:

B. Ambedkar, (2003) 'People cemented by feeling of one country, One Constitution and One Destiny, Take the Risk of Being Independent', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 13-59.

Ambedkar, Evidence before South Borough committee on Franchise, Available at <http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%20Committee.htm>, Accessed: 19.04.2013.

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII*, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.

B. Ambedkar, (2013), *States and Minorities*, Delhi: Critical Quest.

Further Readings:

C. Jangam, (2017). *Dalits and the Making of Modern India*. Oxford University Press.

G. Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Available at <http://www.ambedkar.org/research/LibertyEquality.htm>, Accessed: 19.04.2013.

G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.

G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.

E. Zelliott, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.

M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122 ; 196-225.

Suraj Yengde, Anand Teltumbde (2018), *The Radical in Ambedkar – Critical Reflections*. Penguin.

Rohit De (2018), *A People's Constitution – The Everyday Life of Law in the Indian Republic*.

Methodology of Teaching and Learning:

Teaching and learning activities of this course will include: lectures; thematic discussions; film screenings/discussions; preparation of article/book reviews; and presentations.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|-------------|--|--|------------------|
| 1 | Class participation | Continuous assessment through class discussion | 30 % |
| 2 | Preparation of a term paper | First week of February | 30% |
| 3 | Preparation and presentation of the term under second assessment | Last Week February | 40 % |

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2019)

| | |
|---|--|
| School: | School of Development Studies |
| Programme with title: | MA SDS |
| Semester to which offered: (I/ III/) | Monsoon Semester |
| Course Title: | Prejudice & Politics: Perception & Manifestation |
| Credits: | 4Credits |
| Course Code (new): | |
| Course Code (old): | |
| Type of Course: | Elective |

Course Coordinator and Team: Moggallan Bharti

Email of course coordinator: moggallan@aud.ac.in

Pre-requisites: A basic understanding in Social Sciences.

Aim:

In the contemporary world where Islamophobia, xenophobia, racial hatred, ethnic violence, misogyny, caste violence and discrimination are not only rampant but get further entrenched through political endorsement. Hence in such a situation, studying the linkages between the formation of social prejudices and its relationship with politics is increasingly necessary. Much of the focus on this aspect of political and social discrimination has been at the heart of the work done by political psychologist and has broadly centred on racism and the racial discrimination.

The basic aim and the purpose of this course are to look in to the social and psychological foundations of prejudices and its impact on the evolving politics. The course will make an attempt to locate the stereotypes and prejudices using the available theories on the nature of human prejudice and would juxtapose it with classic texts from the field of political theory that deals with the human agency in the formation of political society. Emphasis will be given on the process of racial othering, entrenched patriarchy, the concept of graded inequality embedded in the Hindu caste system, along with the systemic post-colonial structures in the world and the issues arising from the coming together of multi ethnic and multicultural communities today. The course shall make an attempt in underlining the processes behind the racial prejudice and that of caste prejudice, along with that of gender, which have all but a common thread running and that is they all dehumanizes a community and gender.

Key Learning Objectives

1. To enable the students to understand the multidisciplinary scholarly literature on prejudice, particularly regarding the origins and forms of prejudicial behavior.
2. Students shall be able to exhibit firm understanding of the contemporary knowledge about studies that focuses on the formation of various types of prejudice, the results of which they will be able to critically discuss.
3. Students shall reflect an understanding on the role of the public institutions in transmitting the norms related to social prejudice and how it all in the end feeds in to our political system.
4. Finally, making the participants familiar with the most effective methods of prejudice reduction and imparting an understanding on the ethical and normative debates from the studies on social prejudices.

Main modules:

In this course an attempt will be made to have a theoretical understanding of prejudices that informs and consolidate its political manifestations and most importantly how the objective of politics could then be refashioned as primarily dispelling socially formed prejudices. Keeping in mind this core perspective the course will discuss four related modules in the course of semester. The modules are as following:

- (I) Conceptualising and understanding prejudice
- (II) Prejudices, stereotypes and the formation of identity (political)
- (III) Perspective of the target (of prejudice) groups
- (IV) Politics as reducing prejudice

Brief description of the modules:

(I) Conceptualising and understanding prejudice:

Understanding the nature and the making of prejudice is very vital to our perception of the world we live in and the knowledge we develop and share. Under this module an attempt will be made to understand the nature and origin of prejudicial behaviour among individuals using the classic work of Allport, Adorno and other contemporary readings of historical significance.

Readings

Essential:

Gordon Allport, (1979), Chapter 1,2,3, 4, & 13 The Nature of Prejudice. Basic Books.

Gyanendra Pandey, (2013), Introduction, A History of prejudice: Race, Caste and Difference in India and the United States.

J.H. Duckit, (1992), Psychology and prejudice: A historical analysis and integrative framework. American Psychologist, 47(10), 1182-1193.

Further:

Debiprasad Chattopadhyaya (1992) - Lokayata_ A Study in Ancient Indian Materialism. People's Publishing House.

Theodor W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, R. Nevitt Sanford, (1950), The Authoritarian Personality. Harper and Brothers.

(II) Prejudices, stereotypes and the formation of identity (political):

Studies done in the field of political psychology have explained in great detail on how the prejudicial behaviour shapes one's political choices and ideology. Prejudicial thinking, as scholars believe, is seen as a trenchant thought grounded in the backdrop of one's social

behaviour which goes in to making sense of the world around him. Seen in this light, a prejudice is generally considered as corrosive on humans' actual understanding of issues and hence influences their capacity to think rationally. In this module an attempt will be made to discuss and understand the process of making of an identity that invariably has political design to it.

Readings

Essential:

Brod, H., & Kaufman, M. (Eds.). (1994). *Theorizing masculinities* (Vol. 5). Sage.

Nagel, J. (1998). Masculinity and nationalism: Gender and sexuality in the making of nations. *Ethnic and racial studies*, 21(2), 242-269.

Theodor Adorno, (1950), *The Authoritarian Personality*, Chaps. 7 and 18 (PR)

Hannah Arendt and J. Kohn (2005), *The Promise of Politics*. Schocken Books, New York.

Further:

Anderson, K. J. (2010). *Benign bigotry: The psychology of subtle prejudice*. Cambridge University Press.

Bourdieu, P. (2001). *Masculine domination*. Stanford University Press.

Gopal Guru, (2011), *Introduction, Humiliation: Claims and context*. OUP

(III) Perspective of the target (of prejudice) groups:

Politics fanning social prejudices are found to be of very serious in nature leading to pervasive social and political exclusion of the affected group. It is due to the inordinate influence of prejudice on our cognitive abilities, that the former must be grasped as political in nature and obviously then has an impact on the organization and evolution of politics. An attempt will be made to understand the lived reality of a stigmatised identity and how stereotypes affect a group. In this module an attempt will be made to understand perspective of various target groups, mainly Dalits and Women.

Readings

Essential:

B. R. Ambedkar and S. Rege (2013), *Against the Madness of Manu: BR Ambedkar's Writings on Brahmanical Patriarchy*. Navyana.

Will Kymlicka (1995), *Multicultural citizenship: A liberal theory of minority rights*. Clarendon Press.

J.K. Swim and C. Stangor, eds., (1998), *Prejudice: The target's perspective*. Academic Press.

Further:

Kristin J. Anderson (2010), *Benign bigotry: The psychology of subtle prejudice*. Cambridge University Press.

E. Zelliott, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.

(IV) Politics as reducing prejudice:

It is not very uncommon to see people holding fast to their views, even when they may not have experienced their own reasons which went in to the making of their prejudicial viewpoint in the first place. This very sense of an un-experiential belief system that fuels prejudice against a community is increasingly seen as legitimizing their respective political ideologies. Stereotypes against women, Muslims and ethnic minorities are some of the hard cases where people keep close to their prejudices despite it not informed through any real experience and which have more commonly came from their peers. In this module an attempt will be made to understand the possible model of politics against the politics of social prejudices.

Readings:

Essential:

Ian Mackenzie, (2009), *Politics: Key Concepts in Philosophy*, Chap 1. Continuum.

R. M. Baird and S.E. Rosenbaum, eds., (1999), *Hatred, bigotry, and prejudice: Definitions, causes, and solutions*. Prometheus Books.

S.E. Bronner, (2014). *The Bigot: Why Prejudice Persists*. Yale University Press.

Kristen Renwick Monroe, and Maria Luisa Martinez-Martí.(2008). Empathy, prejudice, and fostering tolerance. PS: Political Science & Politics 41.4, p.857-863.

Billig, M. (2012). The notion of “prejudice”: Some rhetorical and ideological aspects. *Beyond prejudice: Extending the social psychology of conflict, inequality, and social change*, 139-57.

Further:

Korstanje Maximiliano, E. (2010). Ideology & Prejudices: Exploring the roots of religion. *Antrocom*, 6(1), 101-113.

Gordon Allport, (1979), *The Nature of Prejudice*. Basic Books.

Jon. Nixon, (2015), *Hannah Arendt and the politics of friendship*. Bloomsbury Publishing.

Further Readings

Arendt, Hannah. *Eichmann in jerusalem*. Penguin, 1963.

Borooah, V.K., Sabharwal, N.S., Diwakar, D.G., Mishra, V.K. and Naik, A.K., 2015. *Caste, Discrimination, and Exclusion in Modern India*. SAGE Publications India.

Pateman, C., 1989. *The disorder of women: Democracy, feminism, and political theory*. Stanford University Press.

Saunders, T.J, ed., Sinclair, T.A. trans., 1992. *The Politics*, by Aristotle. Penguin Classic (Revised Edition).

Velásquez, Eduardo A.,ed., 2003. *Love and friendship: Rethinking politics and affection in modern times*. Lexington Books.

Zinn, H., 1990. *The politics of history: with a new introduction*. University of Illinois Press.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|---|---|-----------|
| 1 | Take home assignment | | 30% |
| 2 | Presentation of a theme form the course | | 30% |
| 3 | Research Paper | | 40% |

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| Course | : Environment, Natural resources and Development..... | 26 |
| Course | : Research Methods II (Qualitative and Quantitative Methods)..... | 35 |
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MA in Development Studies

Course : Introduction to Theoretical Perspectives

| | |
|---------------------------|---------------------------------|
| Type | : Compulsory |
| Credits | : 4 |
| Semester | : 1 |
| Course Coordinator | : Anirban Sengupta |
| Course Staff | : Ivy Dhar and Anirban Sengupta |

Content

How we comprehend any phenomenon depends upon the perspective from where we seek to understand them. To take the example of development, its meaning changes depending on the perspective from which it is looked at. It is also important to explore how one's view of processes, events, and causes differs depending on the lens through which one approaches them. This course will introduce students to crucial theoretical ideas that will allow them to critically reflect upon social realities which the process of development seeks to transform or upon the development process itself. The course seeks to fulfil this aim by using modernity as its central theme given that social theory, in a large way, developed around this concept. The course is divided into three units that are organized chronologically around the central theme of modernity. It begins with developments in social theory during the rise of modernity. It proceeds to transformations in social theory in response to contradictions of modernity and finally moves to theorization about the conceptual phase beyond modernity.

Learning Objectives

The course is meant for beginners in social theory. The primary aim of this course is to enable the students to identify theoretical background of texts they read and also use diverse theoretical perspectives to analyse the social realities they experience in the field during their internship and also during their dissertation.

Upon completion of this course the students are expected to build up an ability to comprehend and apply theoretical perspectives in general and particularly develop a sound knowledge about foundations of Liberalism, Modernism, Positivism, Marxism, Post-modernism, and Subalternism. They are also expected to develop a clear understanding about political currents like Communism, Maoism and Naxalism, Nationalism and Fascism, anticolonialism, and Populism and at the same time comprehend the politics around culture and knowledge.

Pedagogy

The course is going to involve both lecture-based and hands on learning. The idea is to organize multiple workshops as a part of each unit where students get to apply the theoretical knowledge that they learn in course of lecture and while reading the recommended texts.

Description/Topics

UNIT I

Title: Rise of Modernity and Developments in Social Thoughts

Tutor: Anirban Sengupta

Teaching Hours: 16

Philosophising about social reality began quite early. However, it is enlightenment which transformed such theorizing to a form which still has relevance in understanding contemporary social reality. Therefore, rise of modernity can be treated as a watershed in the development of social thoughts. Three broad conceptually separate but tremendously interrelated ideas developed along the rise of modernity: liberalism, modernism, and positivism. The aim of this unit is to orient the students with the foundations of these theoretical perspectives.

Module One: Enlightenment and Rise of Liberalism

Liberalism is a broad umbrella under which a wide variety of thoughts have clustered. The word liberal has been interpreted differently by using diverse parameters like freedom, liberty, and justice, none of which have any unanimously accepted meaning. As a result it is pointless to make an attempt to identify anything as the core of liberalism. However, it is quite important to understand the various facets of liberalism as it still continues to be at the centre of discussion with the rise of neo-liberalism as a political and economic agenda. The aim of this module therefore is to understand various key ideas of liberalism and explore their application in diverse fields.

Required Readings

- Cooley, Aaron. 2009. Liberalism: Notes on a Concept for Educators and Educational Researchers. *Educational Research Quarterly*, 32 (4): 3-16.
- Waldron, Jeremy. 1987. Theoretical Foundations of Liberalism. *The Philosophical Quarterly*, 37(147), 127-150.

Supplementary Readings

- Gamble, Andrew. 2001. Neo-liberalism. *Capital & Class*, 25(75): 127-134.
- Neal, Patrick. 2000. Three Readings of Political Liberalism: Rawls, Maritain and Crick. *Journal of Political Ideologies*, 5(2), 225-246.
- Held, David. 1998. Political Theory and the Modern State: Essays on State, Power, and Democracy (Chapter: Central Perspectives on the Modern State, pp. 11-55). New Delhi: Maya Polity.

Module Two: Modernity and Modernism

Development, still today, is often popularly understood as pursuit of modernity. Such an understanding, though highly debated and questioned academically, continues to dominate the

‘mainstream’. In order to address this debate it is crucial to comprehend the meaning of modernity and also understand what pursuit of modernity would imply. It is in that context we need to understand modernism as a theoretical perspective. Given that multiple interpretations of modernity exist it is significantly difficult to identify key components of modernism. What this module would aim to understand is to trace the diverse facets of modernity and modernism.

Required Readings

- Calinescu, Matei. 1993. Modernity, Modernism, Modernization: Variations on Modern Themes. *Symplokē*, 1(1): 1-20.
- Porter, Jene M. 2000. The Birth of Modernity. *The Review of Politics*, 62(4), 795-808.
- Yi, Junqing and Lingmei Fan. 2006. Dimensions of Modernity and Their Contemporary Fate. *Frontiers of Philosophy in China*, 1(1): 6-21.
- Pathak, A. 2006. Modernity, Globalization, and Identity: Towards a Reflexive Quest (Chapter 1: Feasibility of Another Modernity, pp. 11-66.

Supplementary Readings

- Taylor, Charles. 1995. Two Theories of Modernity. *The Hastings Center Report*, 25(2): 24-33.

Module Three: Positivism and its Development

Advancements in natural science in the eighteenth century had an overarching influence on a wide variety of fields including social science particularly in terms of methodology. Positivism as a theoretical framework largely developed out of this influence. Despite its early origin Positivism continues to contribute towards methodology of studying social reality even today. This module would be an attempt to understand the historical contexts that gave rise to Positivism and to identify the foundation of this theoretical framework.

Required Readings

- Benton, T. and Craib, I. (2001). Empiricism and Positivism in science (Chapter Two) and Some problems of Empiricism and Positivism (Chapter Three) in *Philosophy of social science: The philosophical foundations of social thought* (pp. 12-27 and 28-49). Palgrave: New York.
- Wilson, J. (1983). Positivism (Part One, Chapter Two) in *Social Theory* (pp. 11-18). Prentice-Hall: New Jersey.

UNIT II

Title: Contradictions of Modernity and Theorization over Conflict

Tutor: Anirban Sengupta and Ivy Dhar

Teaching Hours: 16

This unit builds on the foundation laid by Unit I to first, discuss a theoretical framework—historical materialism or Marxism — which has had a considerable influence in the modern world, and second, analyse the political currents that have emerged and shaped societies in this

period. The objective of the unit is to provide students the basic coordinates of social theory and politics that they can draw upon to accurately situate debates and perspectives on development. Historical materialism provides a distinct view of capitalism and development that must be clearly understood, while categories like Maoism and Naxalism are of tremendous contemporary significance, given the popular meanings of and movements around development today.

Module One: Marxism and the Contemporary World

The goal of the module is to introduce the basic tenets of historical materialism (aka Marxism). Some of the concepts to be covered include: materialism/idealism, mode of production, primitive accumulation, class, value, exploitation, alienation, and crisis. This discussion will set the terms of reference for the subsequent material, because much of the work on poststructuralism itself emerged as a response to Marxism. In addition, an understanding of historical materialism as research methodology will be developed. The second part of the module will bring this worldview to bear on the contemporary world: how can we understand globalization, new forms of labour, and financial crisis—for instance—through Marxism?

Readings

- Collins, R. and Makowsky, M. 1993. Sociology in the underground: Karl Marx (Chapter Two). In *The discovery of society* (pp. 30-52). New York: McGraw-Hill, Inc.
- Wilson, J. 1983. Historical materialism (Chapter 11) and Historical materialism considered (Chapter 12). In *Social Theory* (pp. 176-213).
- Jayaram, N. 2008. Why read Marx now? Bengaluru: Ma-Le Prakashana.

Module Two: Conflicts in the Contemporary World

This module will tend a closer look at the ideological strands that apropos the revolutionary content of Marxism. Maoism emerged as a major ideological force to carry forward the fight for a world free of exploitation, oppression and imperialism. There is a built-in understanding and content of Maoism, but its engagement with the experiences of people-led struggle have propelled its earlier contribution to reach deeper significance. The module will set out discussions on “what is Maoism?”, and parenthetically raise debates on post colonial third world fight against internal colonisation, poverty and underdevelopment. It shall discuss the perspectives and counter perspectives of the Maoist movement of our times (or Naxalism) and the bearing of agency in the peasants struggle. The objective of this module is to enable students to critically analyze conflicts that are experienced in the world around us.

Essential Readings:

- Bernard D'Mello, “What Is Maoism?” in *Economic and Political Weekly*, Vol. 44, No. 47, Nov.21-27, 2009, pp. 39-48
- Bela Bhatia, “The Naxalite Movement in Central Bihar” in *Economic and Political Weekly*, April 9, 2005, pp. 1536-1549

Suggested Readings:

Joseph S. Wu, "Understanding Maoism: A Chinese Philosopher's Critique" in *Studies in Soviet Thought*, Vol. 15, No. 2, Jun., 1975, pp. 99-118

Aditya Nigam, 'The Rumour of Maoism', *Seminar*, No.607 (March 2010), www.india-seminar.com, accessed on 20.01.13

Arundhati Roy, 'Walking with the Comrades',
<http://www.outlookindia.com/article.aspx?264738>, accessed on 20.01.13

UNIT III

Title: Postmodernism and Subaltern Perspectives

Tutor: Ivy Dhar

Teaching Hours: 16

This unit makes a critical reflection on modernity in the postmodernism discourse. Modernity, still remains as the sovereign theoretical subject of development, but the lens of looking at it has changed from the narratives of universality towards pluralism. The intellectual movement of postmodernism has ramification in different fields of enquiry. While making an intervention in the debate on power discourses of the West, it brings forth discussions on other voices and narratives. Theorising on the complexity of globalization, postmodernism draws attention to social and political pluralism and it reconstructs culture by deconstructing dominance and resistance. The modules in the unit introduces to students, text that critically examines ideas and debates of Foucault, Derrida, Harvey and Amin; and text written taking postmodernism and subaltern perspectives. The implications of such understanding are also focused on the third world development.

Module One: Deconstruction: Culture, Knowledge and Power

The ideas of inferior cultures are constructed through the lens of dominant knowledge and institutionalized through power relations. This module discusses the relation between culture, knowledge and power. It introduces to the students perspectives on the critique of binary opposition between the 'West' and the 'Rest', trajectories of culture and the systematization of knowledge and power centre. The module shall examine texts on challenged approaches to the conventional binaries and differences.

Readings

Samuel P.Huntington, "The Clash of Civilisations?" Reprint in Lane Crothers and Charles Lockhart ed. *Culture and Politics: A Reader* (New York: St.Martin's, 2000); pp. 99-118
Stuart Hall, "The West and the Rest: Discourse and Power" in Sussane Schech and Jane Haggis ed. *Development: A Cultural Studies Reader* (Oxford: Blackwell Publishing, 2002); pp. 56-64

Suggested Readings

Uma Naayan, "Contesting Cultures: Westernisation, Respect for Cultures and Third World Feminist" in Sussane Schech and Jane Haggis ed. *Development: A Cultural Studies Reader* (Oxford: Blackwell Publishing, 2002); pp. 225-239

Helene Bowen Raddekar, "Negotiating Difference" in *Sceptical History: Feminist and Postmodern Approaches in Practice* (Oxon: Routledge, 2007); pp. 99-151

Module Two: Postmodernism and Global- Plural Society

Post-modernism, while transcending liberalism and dissolving universality, homogenization, integration and the archetypical institutions of modernity, have contributed towards reconstituting social and political spaces. As part of the exploration of the contours of postmodernity, is the theorization of the complex global and plural society. This module introduces the transition and dichotomies between modernity and postmodernity, examines the dimensions of pluralism from the postmodernist perspective, the emerging debate on the formation of a global society and the dynamics of the global and the local.

Readings

Stuart Hall, David Held and Tony McGrew, "Social Pluralism and Post Modernity" in *Modernity and its Futures* (Cambridge: Polity Press, 1992); pp. 117-255

Kate Nash, "Politics in a Small World: Globalisation and the Displacement of the Sovereign Nation-State" in *Contemporary Political Sociology: Globalisation, Politics and Power* (Oxford: Blackwell Publishers, 2000); pp. 47-99

Suggested readings

David Harvey, "Postmodernism" in *The Conditions of Postmodernity: An Enquiry into the Origins of Cultural Change* (Oxford: Basil Blackwell, 1990); pp. 39-65

Gustavo Esteva and Madhu Suri Prakash, "From Global to Local" in *Grassroots Postmodernism: Remaking the Soils of Culture* (New York: St.Martin's, 1998); pp. 19-49

Arif Dirlik, "Formations of Globality and Radical Politics" in *Postmodernity's Histories: The Past as Legacy and Project* (Oxford: Rowman & Littlefield Publishers, 2000); pp. 99-118

Module Three: Subaltern Perspectives: Revisiting Identities

The influence of deconstructionist and postmodern thought is reflected in Subaltern perspectives as it refigures the terrains of resistance. It explores the struggle for inclusion and representation of identities in the grand narratives of the nation by unfolding the historical pasts. The module focuses on the understanding of subaltern pasts, examines marginality and minorities identity by drawing on texts that deconstruct the stereotypical images of difference. It details out ideas of resistance to stigmatized representation and the consciousness of marginalisation.

Readings

Dipesh Chakrabarty, "Minorities History and Subaltern Past" in Saurabh Dube ed, *Postcolonial Passages: Contemporary History-writing on India* (New Delhi: OUP, 2004); pp. 229-242
Kancha Illaiah, "Productive Labour, Consciousness and History: The Dalit Bahujan Alternatives" in Shahid Amin and Dipesh Chakrabarty ed, *Subaltern Studies: Writings on South Asian History and Society* (Oxford: OUP, 1996); pp. 165-200

Suggested Readings

Sanjay Kumar et.al., "Representation, Resistance and Identity: The Mushahars of Middle Gangetic Plains" in Federique Apffel-Marglin et.al, ed, *Interrogating Development: Insights from the Margins* (New Delhi: OUP, 2010); pp. 151-171
Shahid Amin, "Representing the Musalman: Then and Now, Now and then" in Shail Mayaram, M.S.S. Pandian and Ajay Skaria ed, *Muslims, Dalits and Fabrications of History* (Delhi: Permanent Black, 2005); pp. 1-35

Assessment

This course would involve continuous assessment involving analysis of wide forms of literary and visual texts using various theoretical perspectives taught as a part of the course.

MA (Development Studies)

Course : Development Contexts, Debates and Experiences

Type : Compulsory

Credits : 4

Semester : I

Course Coordinator : Sumangala Damodaran

Course Staff : Sumangala Damodaran, Aruna Kumar Monditoka

Content and Learning Objectives Economic development has been a major concern for social scientists and thinkers for a few centuries now, but underdevelopment as a distinct category meriting analysis on its own terms is something that came into existence in the mid-1940s or so. Beginning with conceptual categories, this course will take students through varied historical contexts that generated different paradigms of development thinking as well as different conditions for initiating development processes, focusing on the post-Second World War period. In doing this, it will engage with different debates and experiences around states and markets and experiences of the developmental state. Beginning from the post-Second World War period, it will introduce students to the Bretton Woods system, the International Debt Crisis, and the initiation of Washington Consensus induced reforms from the 1980s. It will also analyze the genesis of the present world financial crisis and examine the post-Washington Consensus developments. It will also expose students to concrete experiences of attempts at overcoming underdevelopment, such as the Latin American, South Asian, East Asian, and African cases.

The following broad topics will be covered:

1. Development and Underdevelopment: Conceptual Measures and a Post-World War II Historical Survey (2 weeks)
2. States, Markets and Governance: (a): Governance, Government and Governmentality
(b): Types of State (c): State-Market Debates (3 weeks)
3. From Bretton Woods to the Debt Crisis (1 ½ weeks)
4. The Washington Consensus, Stabilisation and Structural Adjustment (1 ½ weeks)
5. The Post-Washington Consensus and Beyond (2 weeks)
6. Alternative Development Experiences: East Asia, South Asia, Latin America and Africa (2 weeks)

Topic Descriptions

1. Development and underdevelopment: Conceptual Measures and a Post-World War II Historical Survey

This introductory topic will familiarise students with basic concepts of development and underdevelopment as they emerged from the 1940s onwards. It will survey the changes that have occurred in the measurement of development over more than seven decades and also the changes in the relative positions of different parts of the world. A panoramic view of the major issues that have animated the development field, focusing on relative sectoral emphases, the role of states and markets, resources and factors of production will be presented from a historical perspective for the entire post-1940 period.

Paul Streeten, *The Meaning and Measurement of Development*, in A.K.Dutt and Jaime Ros (eds) *International Handbook of Development Economics*, Vol I

Amartya Sen, *The Concept of Development*.

Nicholas Stern , *The Economics of Development: A Survey* , *The Economic Journal*, Vol. 99, No. 397 (Sep., 1989), pp. 597-685

John Toye in Ha-Joon Chang (ed) *Rethinking Development Economics*

Colin Leys, *The Rise and Fall of Development Theory*

2. States, Markets and Governance: (a): Governance, Government and Governmentality

(b): Types of State (c): State-Market Debates

Over three weeks, students will be introduced to elementary concepts and distinctions around the ideas of the State and Governments and taken through the complex debates on the role of States and Markets in development, especially in the context of the transition from underdevelopment to development. This will set the ground for a detailed exploration of the welfare state, the developmental state and the neoliberal state subsequently.

Heilbroner, R.L (1986). *The role of the state*. In *The nature and logic of capitalism*. Norton

Putterman, L. (2008). *The role of state and markets in development*. In A.K Dutt & Jaime Ros (Ed.) *International handbook of development economics*, 2. U.K: Edward Elgar, pp: 281-292

Leighton, D.P. (2008). *Welfare State: Overview*. In Bonnie Smith (Ed.) *Oxford Encyclopedia of Women in World History*, New York: Oxford University Press

Onis, Z. (1991, October). *The Logic of the Development State*. *Comparative Politics*, 24 (1). 109-126, Retrieved from <http://www.jstor.org/stable/422204>

Evans, P. (2008, December). In search of the 21st century developmental state. Working paper 4, The Centre for Global Political Economy, University of Sussex. Retrieved from <http://www.sussex.ac.uk/cgpe/1-3-6-3.html>

Kohli, A. (2004). Introduction. In *State- directed development: Political power and industrialization in the global periphery*. New York: CUP, pp: 1-24

Plant, R. (2010). Government and markets. In *The Neoliberal State*. New York: OUP, pp: 155-172

Harvey, D. (2005). The neoliberal state. In *A brief history of neo-liberalism*. New York: OUP, pp: 64-86

Onis, Z. (1995, March). The limits of neoliberalism: Towards a reformulation of development theory. *Journal of Economic Issues*, 29 (1), Retrieved from <http://www.jstor.org/stable/4226919>

Nayyar, D. (2008). Economic Development and Political Democracy: Interaction of economics and politics in independent India. In *Liberalization and Development*. New Delhi, OUP, pp: 344-372

3. From Bretton Woods to the Debt Crisis

This topic will cover the period from the setting up of the Bretton Woods institutions in the 1940s until the debt crisis of the 1980s. It will take students through the logic of import-substituting industrialisation in developing countries, the oil crises of the 1970s, the growth of finance, the swelling of third world debt and the debt crisis.

Foreign Debt and Development Alternatives in Latin America
Author(s): Ricardo Ffrench-Davis
Source: *International Journal of Political Economy*, Vol. 17, No. 1, The Debt Crisis in Latin America (Spring, 1987), pp. 64-87

Bretton Woods Reappraised
Charles P. Kindleberger
Source: *International Organization*, Vol. 5, No. 1 (Feb., 1951), pp. 32-47

Manuel Pastor, Jr, 1989: Latin America, the Debt Crisis, and the International Monetary Fund, *Latin American Perspectives*, Vol. 16, No. 1, Latin America's Debt and the World Economic System, pp. 79-110

Pantin, D: *Origins of the Foreign Debt Crisis of the Southern Economic Periphery of the World*

4. The Washington Consensus, Stabilisation and Structural Adjustment

This topic will introduce the students to the ideological and theoretical underpinnings of Stabilisation and Structural adjustment packages that were designed for developing

countries from the early 1980s onwards and also to the idea of market-oriented policies as they evolved in the form of a 'consensus'.

Ravi Kanbur, The Co-Evolution of the Washington Consensus and the Economic Development Discourse , www.people.cornell.edu/pages/sk145

Nayyar , Deepak and Amit Bhaduri, 'Liberalization: A Crisis-driven Response, An Intelligent Person Guide to Liberalization, Chapter 2, Penguin 1996.

Parkins, A Post-Washington Consensus?

DANI RODRIK, 2006: Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform, *Journal of Economic Literature*, Vol. XLIV (December), pp. 973–987

5. The Post-Washington Consensus and Beyond

The problems encountered as the Washington consensus packages unfolded in developing countries, the emergence of rethinking in neoclassical economics as well as the theoretical and policy oriented heterodox alternatives will be explored here. This and the previous module will also provide the basis to discuss the debates on trade and finance that have been key in the discourses on liberalisation and also in the context of the recent crisis.

Fine, Ben and Lapavitsas, Costas and Pincus , Jonathan, eds. (2001) *Development policy in the 21st century: beyond the post-Washington consensus*. London: Routledge.

Fine, Ben (2010) '[Global Economic Crisis: Some Questions and Alternative.](#)' *South African Labour Bulletin*, 34 (1). pp. 41-43.

Jan Kregel The Natural Instability of Financial Markets, IDEAs working paper series, Paper no. 04/2009

COSTAS LAPAVITSAS, FINANCIALISATION EMBROILS DEVELOPING COUNTRIES

Fine, Ben (2010) 'Neo-Liberalism as Financialisation.' In: Saad-Filho , Alfredo and Yalman, Galip, (eds.), *Transitions to Neoliberalism in Middle-Income Countries: Policy Dilemmas, Economic Crises, Mass Resistance*. London: Routledge.

Fine, Ben and Jomo, KS, eds. (2006) *The New Development Economics: After the Washington Consensus*. Delhi: Tulika; London: Zed Press.

6. Alternative Development Experiences: East Asia, South Asia, Latin America and Africa

Two weeks will be spent taking the students through comparisons in development experiences in different regions of the world.

Gary Gereffi and Stephanie Fonda, Regional Paths of Development , Annual Review of Sociology, Vol. 18 (1992), pp. 419-448

South-East Asian Economics: Miracle of Meltdown? (Jayati Ghosh, Abhijit Sen and CP Chandrasekhar)

Diffusion of Development: The late-industrializing Model and Greater East Asia (Alice H. Amsden)

The East Asian Development Experience the Miracle, the crisis and the Future (ha-joon chang)

East Asian Economics: Miracle of Meltdown? (Jayati Ghosh, Abhijit Sen and CP Chandrasekhar)

Diffusion of Development: The late-industrializing Model and Greater East Asia (Alice H. Amsden)

The East Asian Development Experience the Miracle, the crisis and the Future (ha-joon chang)

Fine, Ben (2010) ['From the Political Economy of Development to Development Economics: Implications for Africa.'](#) In: Padayachee, Vishnu, (ed.), *The Political Economy of Africa*. London: Routledge, pp. 60-82.

Fine, Ben (2010) ['Can South Africa Be a Developmental State.'](#) In: Edigheji, Omano, (ed.), *Constructing a Democratic Developmental State in South Africa Potentials and Challenges*. Cape Town: Human Sciences Research Council Press, pp. 169-182.

Assessment

Assessment for this course will consist of one examination (either mid-term or end-term) and term papers and class presentations.

MA (Development Studies)

Course : Identity, Discrimination and Development

Type : Compulsory

Credits : 4

Semester : I

Course Coordinator : Sumangala Damodaran

Course Staff : Sumangala Damodaran, Aruna Kumar, Preeti Mann

Content and Learning Objectives

This course is intended to introduce students to issues of identity in social location and to begin a discussion of how identity plays itself out in social life. From the late 1970s onwards, a vast volume of literature has also discussed the role of discriminatory practices based on race, caste, gender and religion on outcomes of development processes on different groups of people. The development processes of countries like the USA and South Africa, where race has functioned as a distinct discriminatory category, or the case of India, where caste and religion have played such a role, or the impact of gender discrimination as resulting in differential impacts on men and women globally, gave rise to approaches that allowed an analytical understanding of issues of discrimination. Approaches that address identity as a category in itself as well as those that link it with discrimination brought out the limitations of the overarching approaches to development, enriched the development discourse. The course will take students through the theoretical approaches to diverse forms of discrimination as well as the contours of these experiences and their impact on diverse sets of people. It will also aim to expose students to the impact of such an understanding on policy frameworks in different countries and at different points of time.

The topics that are covered are broadly as follows:

1. 'Identity' – Concept, Meanings and Categories
2. Race and Racism: Concepts, Theories and Movements
3. Gender: Concepts, Theories and Movements
4. Caste: Concepts, Theories and Movements
5. Discrimination, Multidiscrimination and Intersectionality

Suggested Readings

Parkin, R. 2000. Proving "indigenity," exploiting modernity: modalities of identity construction in middle India', in *Anthropos*. Vol. 95.

Jenkin, R. 1996. *Social identities: key ideas*. London and New York: Routledge.

Ruwanpura, Kanchana N (2005): Exploring the links of multidiscrimination: Considering Britain and India , International Institute of Labor Studies, Discussion paper DP/157/2005

Darity, William (1975) "Economic Theory and Racial Inequality." *Review of Black Political Economy*. 5(3):225-48. [Re-published in William Darity, Jr (ed.). 1995. *Economics and Discrimination: Volume I*. Aldershot: U.K. Edward Elgar Publishing Limited].

Deshpande, Ashwini (2000) "Recasting Economic Inequality." *Review of Social Economy*. 58(3):381.

-. (2002). "Asset Versus Autonomy? The Changing Face of the Gender-Caste Overlap in India." *Feminist Economics* 8(2):19-35.

Akerlof, George A. and Rachel E. Kranton (2000) "Economics and Identity." *Quarterly Journal of Economics*. CXV(3):715-53.

Geetha, V. (2002) *Gender*, Kolkata: Stree, pp. 1-23

Tharu, S. and T. Niranjana (1999) 'Problems for a Contemporary Theory of Gender', in N. Menon (ed.) *Gender and Politics in India*, pp. 494-505 and 511-524

Kumar, R. (1999) 'From Chipko to Sati: Contemporary Indian Women's Movement', in N. Menon (ed.) *Gender and Politics in India*, pp. 342-369

Sangtin Writers and Richa Nagar (2006) *Playing with Fire: Feminist Thought and Activism Through Seven Lives in India*, New Delhi: Zubaan, pp. 103-116 and 125

Bayly ,Susan- *Caste, Society and Politics in India*, Cambridge University Press, 1999.

Cristopher Jaffrelot (2005) *Dr. Ambedkar and Untouchability: Analyzing and fighting*
Fuller, C.J.- *Caste Today* -Delhi: OUP, 1996

Ghanshyam Shah (Ed), *Caste and Democratic Politics in India*, Permanent Black, 2002, (Chapter on Features of Caste System by G.S. Ghurye)

Illiaah.Kancha (2005) *why I am not a Hindu*, Calcutta, Samya, Chapter-3 and 7.

Shah, Ghanshyam (Ed)- *Untouchability in Rural India* Delhi, Sage publication , 2009

Srinivas, M. N.- Caste Its Twentieth Century Avatar -New Delhi: Viking Penguin Books, 1996

Valerian Rodrigues, (Ed)The essential writings of B.R. Ambedkar , OUP, (Chapter on caste in India by Ambedkar), 2004

Assessment Design

In this course students attend two **weekly lectures** (each lecture is a two hour session taken by the course faculty). Lecture periods will be interactive, and will allow for some questions and discussion following the lecture. Lectures will be supplemented by regular tutorials. There will be 3 or 4 assessments during the course, which will mostly be in the nature of term papers. Students are also required, to make a presentations of there papers and lead a discussion based on a topic of their choice.

MA Development Studies

Course : Research Methods I (Basic Research Skills and Training)

Type : Compulsory

Credits : 4

Semester : I

Course Coordinator : Preeti Mann

Course Staff : (Preeti Mann and Kasturi Datta/ Amit Singh)

Content and Learning Objectives

This course aims to train students to acquire basic academic and research skills through activity-based, hands-on training sessions that are usually held in the computer lab. Worksheets and some reading materials are distributed either beforehand or during the classroom interaction. There are no prescribed readings for the course. This course has continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups. At regular intervals, the tutors conduct taking-stock sessions, where feedback is given to students on their performance and for clarifying doubts or addressing queries. The repertoire of skills included is expected to hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake in Semester II. A preliminary introduction to the research process is also taken-up at the end of this course, so that in the next Semester students are allowed more time to focus on other aspects of conducting research, including learning various research methods, tools and techniques.

By training young scholars in basic academic and research skills, which at times one takes for granted, the course aims to create a culture of academic thoroughness and rigour at SDS. By lending them some conceptual clarity, this course could be seen as a backbone that helps students perform better across all other courses by reading effectively and writing better.

Description/Topics

I. Making the library your best friend!

1. How to access, borrow and return library resources with the help of the librarian?
2. How to identify and differentiate books/ book chapters/ journal publications/ newspaper articles relevant to the topic of study?
3. What purpose do reference books serve?
4. How can wandering in the library become purposeful?
5. How to choose the best search words and read call numbers?
6. How to use Delnet to order books from other libraries?

II. WebQuests

1. How to use Google for identifying references and reading material online on the topic of study?
2. How to use JSTOR for identifying, reading and downloading journal publications?
3. How to use free online libraries and reference sites?
4. How to access, read and download from regional, national and international newspapers, news services and magazines online?
5. How to use the Internet to access dictionaries and encyclopedias?
6. How to use OPAC for searching the library catalogues.
7. What are the various types of information one can get using an OPAC search?

III. Bibliographia or the science of listing books (Part I & Part II)

1. How to write references/ citations in short and in full?
2. How to prepare a bibliography using citation and style guides (APA, MLA, Chicago Manual of Style)?

IV. Making the reading experience worthwhile

1. How to do readings quickly but efficiently?
2. How to classify readings and know in which order to read?
3. Why should one read the introduction/ conclusion? What does one get to know from it?
4. How to identify important points from the reading?
6. What to do with difficult terms and/or concepts?
7. How to relate one reading with other readings or with the real world context?
8. How to retain the important points from a reading? (keywords, notes, timelines, flowcharts, concept/mind maps)
9. How to prepare book/ article summaries?
10. How to draw on the readings in class interactions?

V. Into the breach: avoiding plagiarism

1. What is plagiarism?
2. How not to 'cut and paste'? How to paraphrase and/ or summarize effectively?
3. How to quote verbatim text from another author?
4. How to cite ethically?
5. How to avoid self-plagiarism?

VI. Writing to communicate

1. Discussing basic rules for good writing
2. How to organize one's thoughts before writing?
3. How to prepare a skeletal outline?
4. What all must be included in the introduction, body paragraphs and conclusion of a piece of writing?
5. How to write an answer in an exam?
6. How to write a book review?
7. How to write a literature review?
8. How to write a term paper?

VII. Presenting to convince

1. How are oral presentations different from written assignments?
2. How to prepare 5-10 minute oral presentations on a specific topic/ theme?
3. How to use slides and power point for making presentations

VIII. Initiating a Research Project

1. How to identify a topic/theme – some helpful ways to think through
2. How to narrow down from broad areas of interest to researchable questions
3. Discuss characteristics of a good research question
4. Issues of research practicality and feasibility
5. Role of literature review and background study

Assessment

The course has a series of on-going classroom group/ pair/ individual assessments. There is also a final end of term examination.

MA Development Studies

Course :Indian Development: Thoughts, Debates And Experiences

Course : MA

Type : Compulsory

Credits : Four

Semester : II (Winter)

Course Coordinator: Ivy Dhar

Course Staff : Anirban Sengupta. Subrata Mandal and Ivy Dhar

Course Content

The search for a framework of development has been on since the colonial times when Indian state was still at the nascent stage of formation. Development set off as a chain of thoughts on various matters related to it and the debate is still on. This course will examine the history of development by looking at more than sixty years of experience of political and policy choices that India has made at different junctures. It shall explore thoughts of visionaries and economists of the colonial and post-colonial era like Naoroji, Gandhi, Nehru, Ambedkar and Amartya Sen. It shall discuss Indian planning process, strategies and its thrust areas of development. It shall give a glimpse of ideas and perspectives that emerged on social development and on concepts of freedom and opportunities.

With the emergence of liberalization; thinking, policy and planning took new turns making a strong impact on various sectors, bringing in issues of governance and access to development. There is a growing reliance and acceptance in the post-liberalisation phases that mechanism and processes through which development is managed is equally important as the actors in development. As the role of development expanded so has the actors become more plural bringing synergy in delivering development. The course shall initiate the discourse on the role of state and discuss the purview of actors beyond the state; it focuses on opportunities, access, equity and deprivation with reference to education, health, and food security; and thereby examines the vulnerable sections, sectors and regions of development.

The course is spread across three units; with the first unit focusing on the theoretical and conceptual foundation for understanding development in India. The second unit discusses public goods and services at the same time concentrating deeper focus on their significant parameters and issues of access. The third unit looks at economic planning in the liberalization era and sustainable development.

Learning Objectives

The primary aim of the course is to enable students to understand the political-economic climate of development largely in post independent phase, while also drawing linkages from the Colonial era. Students will be able to link the mechanism of development planning with social needs of

India. A large portion of the course aims to bring clarity on the conceptual debates on equity and social opportunities by threading the arguments with the reality of development scenario.

Pedagogy and Assessment: A major portion of the course will be lecture based while discussing contents from the recommending readings supplemented with various illustrations and examples in the class. The tutors may also introduce contents through occasional movie/documentary screening. A field-visit may be organised where students shall participate, conduct survey's and write report. The aim of the field-visit will be threading the conceptual understandings with the ground realities and it will be one of the components of assessment. The course will have other forms of assessments like tutorials, essay submission, article reviews, etc.

Unit 1: Debating the History and Growth of Indian Development

Tutor: Ivy Dhar

Teaching Hours: 12 hrs

Module 1: Evolving Modern India and Planning Development

Debates on the making of modern India started when India was still under the colonial regime. The pillars of development were seen in the progress of industry, agriculture, social justice and democracy. The module puts together the ideas of nationalist, how they conceptualised the future path of progress and growth. It shall focus on visions of Naoroji, Ranade, Gandhi, Tagore and Nehru; discuss how their visions were carried forward while planning Indian development.

Indian development has also been a history of Indian planning; the module discusses the initiation and background of planning, the thrust areas of five year plans and eventually moves on to discuss perspectives on planning as a political instrument. It also focuses on the subsequent changes in planning strategies with the progress of plans, shift from the Nehru-Mahalanobis model to the current stage of inclusive growth model.

Readings:

Habib, Irfan (2006): "Colonialism and the Indian Economy" in *Indian Economy 1858-1914* (New Delhi: Tulika Books and Aligarh Historians Society) 23-50

Jha, Shiva Nand (1955): "Gandhi on Productive System" in *A Critical Study of Gandhian Economic Thought* (Agra: Lakshmi Narain Agarwal Educational Publishers) 107-172

Karmakar, Asim K. (2004): "Dababhai Naoroji, Drain theory and Poverty" in B.R. Shenoy ed., *Great Indian Economist: Their Creative Visions for Socio-Economic Development* (Mumbai: The Indian Economic Association & Economic Research Centre) 295-303

Nanda, B.R. (1995): "Gandhi and Jawaharlal Nehru" in *Jawaharlal Nehru: Rebel and Statesman* (New Delhi: Oxford University Press) 23-55

Chatterjee, Partha (1997): “Development Planning and the Indian State” in Partha Chatterjee ed., *State and Politics in India* (New Delhi, New York: Oxford University Press) 271-297

Module 2: Perspectives on Social Development

The Indian state has pledged to protect and promote justice, welfare and equity, enshrined in the Constitution. The module introduces to students the idea of social justice through Ambedkar. It looks at how the concept of Indian development progressed to encompass the perspectives of Capabilities, Freedom and Opportunities by discussing ideas of Sen. Certain key concerns and emerging issues in social development with focus on the marginalised will be discussed.

Readings:

Sen, Amartya(1996): “Radical Needs and Moderate Reforms” in Jean Dreze and Amartya Sen ed., *Indian Development: Selected Regional Perspectives* (New Delhi: Oxford University Press) 1-30

Dreze, Jean and Sen, Amartya (2002): “Introduction and Approach” in *India: Development and Participation* (New Delhi: Oxford University Press) 1-33

Mohanty, Manoranjan (2011): “Social Development and the Story of the Marginalised: An Introduction” in *India: Social Development Report, 2010* (New Delhi: Oxford University Press and Council for Social Development) 3-18

UNIT II: Access to Public Goods and Services

Teaching Hours: 18 hrs

Tutor : Ivy Dhar and Anirban Sengupta

Module 3: Health and Equity

Health is a critical concern of public good and performance in development is very closely connected with the well-being and health status of the population. There have been modest gains in life-expectancy yet taking stock of India’s achievements in health one of the persistent problems that remains is marked disparities between socio-economic groups. Poverty, affluence and new environmental and behavioural threats are creating polarization of health between different groups. This module shall discuss political economy of public health, growing democratization and internationalization of health care programmes and aid in health. The classroom discussions will focus on regional and social disparities on selected health indicators with reference to vulnerable groups.

Readings:

Banerji, Debaber (1996): “Political Economy of Public Health in India” in Monica Das Gupta et.al. ed. *Health, Poverty and Development in India* (New Delhi: OUP) 295-314.

Marmot, Michael (2004): “ Social Causes of Social Inequalities in Health” in Sudhir Anand, Fabienne Peter and Amartya Sen ed. *Public Health, Ethics and Equity* (Oxford: OUP) 37-61.

Qadeer, Imrana (2009): “ Political and Economic Determinants of Health: The Case of India” in Harold J. Cook, Sanjoy Bhattacharya and Anne Hardy ed. *History of Social Determinants of Health* (Hyderabad: Orient Blackswan) 228-247.

Visaria, Pravin and Gumber, Anil (1996): “Socio-Economic Differentials in Patterns of Health Care Access and Utilisation” in Monica Das Gupta et.al. ed. *Health, Poverty and Development in India* (New Delhi: OUP) 50-84.

Module 4: Access to Education

In this module we would largely concentrate on various issues surrounding access to structured formal education in India. It is important to understand that such issues vary depending on levels of education. For example, issues concerning access are not the same across primary education (upto std 4/5), elementary education (from std 5/6 to std 8) and secondary education (std 9 and 10), higher secondary education (std 11 and 12), and undergraduation (3/4/5 years after higher secondary education)/ post-graduation (mostly 2 year after undergraduation). The aim of this module is to focus on the issues concerning access to education and also understand transformation in those issues as students move from one level to the next. While doing so it would also be our endeavour to connect access to various other crucial parameters for understanding development in educational scenario in India, for example, infrastructure, pedagogy, curriculum, teacher training, etc.

Readings:

Béteille, A. (2008): Access to Education. *Economic and Political Weekly*, 43(20): 40-48.

Ghosh, J. Case for Caste-based Quotas in Higher Education. *Economic and Political Weekly*, 41(24): 2428-2432.

Kaul, R. (2001): Accessing Primary Education: Going Beyond the Classroom. *Economic and Political Weekly*, 36(2): 155-162.

Ramchandran, V. (1999): Adult Education: A tale of Empowerment Denied. *Economic and Political Weekly*, 34(15), 877-880.

Module 5: PDS and Food Security

Food security has been a matter of concern since the early days of independence in India. The state has responded to this challenge through various measures including provision of subsidized food grains through public distribution system (PDS). However, it has always been a struggle for the state to ensure that the food grains distributed through PDS reaches the target below poverty line population. As a result, PDS has been a ground for continuous experimentation of strategies.

This module is an attempt to capture the current developments in public distribution system in India and its role in ensuring food security.

Readings:

Kotwal, A., Murugkar, M., and Ramaswami, B. (2011): PDS Forever. *Economic and Political Weekly*, XLVI (21), 72-76.

Khera, R. (2011): Revival of public distribution system: Evidence and explanations. *Economic and Political Weekly*, XLVI (44-45), 36-50.

Jha, S. and Srinivasan, P.V. (2001): Taking the PDS to the poor: Directions for further reform. *Economic and Political Weekly*, XXXVI (39), 3779-3786.

Khera, R. (2011): The UID project and welfare schemes. *Economic and Political Weekly*, XLVI (9), 38-43.

UNIT III: Indian Economy and Political Economy of Development

Teaching Hours: 12/14

Tutor: Subrata Mandal

Module 6: Planning and Liberalization in the Indian Economy

The aim of this module would be to highlight economic planning – its rationale, features and objectives. It would discuss the strategy of planning, resource allocation and assessment of Indian planning. It would discuss the relevance and context of planning in a liberalized economy. The module would critically assess achievements and accomplishments of Indian Planning. The module would further look into economic reforms and liberalization, macroeconomic stabilization and structural changes in the economy post 1991. The Module would analyze the relation between class formation and appropriation of the surplus in India in the post independence period. The module would seek to define classes in India based on internal heterogeneity and hierarchy of economic power. The module would look into the contribution of Indian bourgeoisie towards capitalist development and the informalization of the proletariat in the Indian economy.

Readings:

Government of India, Planning Commission: Plan Documents and Mid Term Appraisals.

Chakravarty, Sukhamoy (1987): *Development Planning – Indian Experience*, Oxford University Press, New Delhi

Bardhan, P (1998): *The Political Economy of Development in India* (expanded edition with an epilogue on the Political Economy of Reforms in India). Oxford University Press: Delhi.

Basole, A. and D. Basu. (2009): "Relations of Production and Modes of Surplus Extraction in India: An Aggregate Study." Working Paper, Department of Economics, University of Massachusetts, Amherst., <http://www.umass.edu/economics/publications/2009-12.pdf>, accessed on 20.01.13.

Module 7: Decentralization and Sustainable Development

The Module addresses the assignment system of environmental functions and its overlapping at different levels of government in India. The Module also analyses the implementation aspects of environmental policy, particularly the effectiveness of policies and institutions relating to environmental governance and sustainable development. The module will also focus on failure of the bureaucracy and policy makers and influence of polluters on them.

Readings:

Arrow Kenneth J., et.al. (1995): "Economic Growth, Carrying-capacity, and the Environment", *Science*, Vol. 268, No. 5210, 520-1.

Mandal Subrata and M. Govinda Rao (2007): Overlapping Fiscal Domains and Effectiveness of Environmental Policy in India, in Albert Breton, Giorgio Brosio, Silvana Dalmazzone and Giovanna Garrone ed., *Environmental Governance and Decentralization* , pp. 223-263, Edward Elgar, UK, USA

Sankar, U (1999): "Laws and Institutions Relating to Environmental Protection in India", Occasional Paper No. 2, Madras School of Economics, Chennai.

M A (Development Studies)

Course : Environment, Natural resources and Development

Type : Compulsory

Credits : Four

Semester : II

Course Coordinator: Aruna Kumar Monditoka

Course Staff : Aruna Kumar Monditoka, Ivy Dhar, Rohit Negi

Course Objective

The course seeks to familiarise students with the concepts and practices of the Environment and governance of natural resources. Students are exposed to theoretical and conceptual issues in analyses of environment as concept and natural resource management and as well as changing paradigms in Natural resource management and movements. Through case study- based learning and interactions, they are exposed to practical issues and problems in natural resource and livelihood.

This course is divided in to 5 units.

Unit 1: Environment History and Sustainable Development (2 week)

Unit 2: Environmental Governance and Natural resource management (6 weeks)

Topics (Each Topic requires one week)

1. Common property resources : Governance of Commons
2. Forest Governance and Management
3. Water Governance and Management
4. Land Management
5. Mines, Minerals and People
6. Fisheries

Unit 3: Political Ecology (2 weeks)

1. Disasters- Risk, Vulnerability and resilience, Global Sustainable governance
2. Access to and control over resources

Unit 4: Environment Movements and Gender (2 weeks)

1. Gender and Natural Resources (one week)
2. Environmental Movements (one week)

Unit 5: Case Studies (1 week)

Topic Description

Unit 1: Environment History and Sustainable Development

The mainstream development, despite global public concerns on resource depletion still remains immune to the environmental crisis, human exploitation and issues of sustainability putting pressures of neo-liberal agenda of economic growth and market competition. The module shall discuss the sustainable development issue under neo-liberal regimes of developing countries. It shall discuss the conflicts of stakeholders, regulation and de-regulation of the state and shall initiate debates on alternatives to environmental bureaucracy.

1. Guha, Ramachandra. 2000. *Environmentalism: A Global History*, Chapters 5 and 6, pp. 69---124 New York: Longman.
2. Dubash, Navroz K. 2001. "Overheard at a bar at the Earth Summit ..." In *Academic Communities/Disciplinary Conventions*, edited by B. Beedles and M. Petracca. New Jersey: Prentice Hall.
3. Guha, Ramachandra, and Juan Martinez---Alier. 1997. *Varieties of Environmentalism: Essays North and South*: Earthscan.
4. Gupta, Akhil. 1998. Chapter 5: Peasants and Global Environmentalism: A New Form of Governmentality? In *Postcolonial Developments*, Durham, NC: Duke University Press.
5. Sustainable Development. In *Green Planet Blues*, edited by K. Conca and G. D. Dabelko. Boulder, CO: Westview Press, pp. 229-239.
6. Strange, Tracy and Anne Bayley. 2008. *Sustainable Development: Linking Economy, Society, Environment*. OECD.

Unit 2: Natural Resources Management

Much academic work and field experience shows the imbrications of the lack of access to resources and rural poverty. It is therefore crucial to understand resource governance in order to plan for and advocate more equitable and just outcomes. This unit will introduce students to rural individuals and collectives' multifaceted interactions with natural resources and to the institutions and mechanisms that mediate these relations. This unit will comprise of 'guided readings' that build on Institutions and Resources to problematize and critically analyse power and politics in rural contexts, particularly around differential access to resources. Possible themes include the conflicts around new and old bureaucracies, differential access within rural communities, issues related to the role of civil society, the often contradictory legal frameworks that govern resource access. To this end, the unit will examine the use and conservation by rural communities and other agents of resources such as land, water, forests and minerals.

1. Agrawal, Arun and Clark C. Gibson, (1999), 'Enchantment and disenchantment: The Role of Community in Natural Resource Conservation', *World Development*, Vol. 27(6), pp 629-649.
2. Brass, T. (ed.) (1994) 'Special Issue on New Farmers Movements in India', *Journal of Peasant Studies* (21) 3-4.
3. Farrington, J., Turton, C. and James, A. J. (Eds), (1999a) *Participatory Watershed Development: Challenges for the 21st Century*. Delhi: OUP.
4. Jain, L. C. (1985) *Grass without Roots: Rural Development under Government Auspices*. New Delhi: Sage Publications.
5. Mosse, D. (1997) 'The Symbolic Making of a Common Property Resource: History, Ecology and Locality in a Tank-irrigated Landscape in South India' *Development and Change* Vol.28, pp 467- 504.
6. Shiva, V. (1991) *Ecology and the Politics of Survival*. New Delhi: Sage Publications.
7. Turton, C. (2000) Sustainable Livelihoods and Project Design in India *ODI Working Paper* 127. London: ODI.
8. Uphoff, Norman T. and Esman, Milton J. 1974. Local Organisations for rural Wade, R. (1988) *Village Republics: Economic conditions for collective action in South India*. Cambridge: Cambridge University Press.

Unit 3: Political Ecology:

Failures of the state management to orient viable policies for sustainable use of resources have projected as an alternative actor, in governing common pool resources. The module discusses theories, models and studies of the scholars of the commons that have focused primarily on community management of resources. It also draws a comparative analysis and reviews variables and conditions for successful management and sustainability of the institutions of the commons. The intra-group politics and issues of power and resistance pertinent to governing are discussed in case studies.

1. Bryant, Raymond L., and Sinead Bailey. 1997. *Third World Political Ecology*, Chapter 2. London: Routledge.
2. Richard Peet and Michael Watts (eds.) 2004. *Liberation Ecologies: Environment, Development, Social Movements*. London: Routledge, Ch 1, pp. 3---29.
3. Haripriya Rangan, "From Chipko to Uttaranchal," in Richard Peet and Michael Watts (eds.) 2004. *Liberation Ecologies: Environment, Development, Social Movements*. London: Routledge. pp. 371---393.
4. Paul Robbins, *Political Ecology: A Critical Introduction*, Blackwell, Ch 1.

UNIT 4: Environment Movements and Gender

Environment endures a complex interaction of natural resources and human-social lives. With human progress and development these interactions became more intense posing critical threat to the environment and bringing politics to the fore of its management. This unit shall discuss the

relation between gender and natural resources, conflict and politics of environmental movements.

Themes that will be covered are:

1. **Gender and Natural Resources:** Women through their traditional roles as gatherers, collectors and users of natural resources have been playing an important role in resource management, including knowledge and sustainability of resources. Development has proved detrimental to both gender and resources and the concerns connect because depletion and threat to sustainability of resources has severe implications on the poor's survival needs and more severely on poor women. This module introduces debates on gendered perspective of development and discusses ideological and material linkages of women's relationship to nature. Examples of ecological crisis and declining commons with focus on forest and land-use bearing disadvantages to women are matters taken up in discussions and a section of the lecture also throws light on the women as initiators of movements and voices against the resource crisis.

2. **Environment Movements:** Conflicts arising out of threat to the sustainable use of natural resources and protest for environmental restoration are up and wide in scale. The question that engulfs the movements is not just of the issue that is being voiced but who and for whom the mobilization and concerns is projected. Studies have reflected on whether the environmental movement is an "umbrella term" that covers variety of local issues and struggles where the poor struggles against the rich protesting against the threat to their livelihood and survival needs corresponding threat to the natural resources. This module briefly discusses the ideological strands of environmental movement and then moves on at length to unravel the debates on the use of the phrase 'environmentalism for the poor'. It brings to the table discussions that draw a parallel between 'red' class struggles and 'green' ecological concerns. Various case studies of environment movement will be taken up for discussion.

1. Keck, Margaret, and Kathryn Sikkink (1998). *Activists beyond Borders*. Ithaca, NY: Cornell University Press. Ch 1, 4, 6.
2. Jordan, Lisa, and Peter van Tuijl. 2000. 'Political Responsibility in Transnational NGO advocacy', *World Development* , 28 (12):2051---2065.

Assessment pattern

Overall grade will be based on three assignments- Weightage 30%,30% and 40% respectively. The first two assignments will be based on Class room presentation and Viva Exam. The Third one will be based on field trip.

MA Development Studies

Course: Economic Policies and Sectoral Development

Type: Compulsory

Credits: 4

Semester: 2

Course Coordinator: Subrata Mandal

Course Description

The course deals with economic policies and sectoral development in India. It outlines the basic structure of Indian economy and the impact of different policies on the development of various sectors in India. These sectors include the mining and natural resources, agriculture, industry, services and the external sector. The detailed description and the learning objectives are described below in six modules.

Module 1: Framework of Indian Economic Policies

Description/Topics

Economic Policy: An Introduction, Poverty and Inequality: Policy Implications, Development Policies in India, Planning in India: Policy Issues and Evaluation, Role of Bureaucracy and Delivery Mechanism in Implementation of Economic Policies, Role of Panchayat and Pressure Groups in Implementation of Economic Policies.

Module 2: Natural resources and Development

Learning Objectives:

The students would learn the meaning and significance of natural resources in the process of economic development in India; comment on the state of natural resources in India as it has emerged out of the growth process during the last sixty years; analyze the government policy in regard to the use of natural resources; and explain the concept of sustainable development and the set of policies required to achieve this goal.

Description/Topics

Knowledge of Natural Resources, Land Utilization in India, Trends in Land Utilisation Soils, Water Issues, National Water Policy, Forest Resources, Benefits of Forests, National Forest Policy, National Forestry Action Plan (NFAP), Mineral Resources, Types and Output of Minerals, National Mineral Policy, 1993, New Mineral Policy, 2008, Biodiversity in India, Biological Diversity Act, 2002, Environment and Economic Development, Protection of Environment and Sustainable Development, Policies for Environment, Environmental Protection in India, National Environment Policy, 2006 (NEP)

Module 3: Agriculture and Development

Learning Objectives:

Students will learn to point out the need for an agricultural policy; explain the various factors responsible for slow growth rate of Indian agriculture; highlight the appropriate policy interventions by the Government; appreciate issues concerning the small size of Indian farms

and associated affordability problems; examine the reasons for increasing cost of farming and low productivity; describe objectives of agricultural policy; and understand various policy actions being taken by the Government to improve the condition of agriculture.

Description/Topics

Agricultural Growth, Productivity Trends and Crop Patterns, Land Holding Patterns, Diversification Trends, Modernization, Farming Becoming an Unviable Occupation, Slow and Lower Growth Rate of Agriculture, The Paradox of Shortage of Labor, Increasing Mechanization, Farm Size and Affordability, Increasing Cost of Farming and Low Productivity, Objectives of Agricultural Policy, Integrated Reform Measures, Meeting Demand and Supply Mismatches, Towards a Self-regulating System, Overcoming Limits to Growth, Public Investment in Agriculture, Pricing Policy, Promotion of Human Development, Agro-Climatic Regional Planning (ACRP), Agriculture Policy Strategy, Agricultural Credit, Agricultural Insurance, Globalization, Watershed Development, Research and Development, Development of Non-Farm Sector, Need for Understanding Regional Disparity, Options for Continuous Technical Change, Contribution of Livestock, Ensuring Food Security and Task Ahead

Module 4: Industry and Development

Learning Objectives:

Students will understand India's Industrial sector, get an overview of India's Industrial growth experience, analyse the various dimensions of the structure of Indian industry, discover and explain structural changes in the industrial sector, and understand the ownership pattern of the industrial sector, state the concept of industrial policy; appreciate the significance of industrial policy for economic growth in general and industrial growth in particular; identify features of the industrial policy that ushered in a controlled economy; explain why it became important to change the structure of the industrial policy from controls to liberalization, privatization and globalization; and know how and why it became imperative for the Indian economy to develop an environment in which the new industries could develop

Description/Topics

Industrial Growth Experience: An Overview, Structural Changes in the Indian Industry, Ownership Pattern of the Industrial Sector, Industrial Sickness in India, Structure of SSI and Data Sources, Industrial Policy for Small Scale Industry, Institutional Infrastructure for SSI, Policies and Programs for SSI, Growth of Small Scale Industry in India, Structure and Growth of Public Sector, Working of Public Sector, Performance of Public Sector, IPR 1956, New Industrial Policy, Systems and Objectives of Licensing, Legislative Framework, Review of Industrial Licensing in India, Phase of Liberalization, New Industrial Policy, 1991 and Public

Sector, Policy Towards Small-scale Industries, Industrial Policy and Balanced Regional Development, Impact, Positive Effects, Negative Effects, Weaknesses of Industrial Policy

Module 5: Service Sector and Development

Learning Objectives:

Students will be able to state the meaning of service sector; make distinction between service sector and other sectors; discuss the composition of service sector; explain the performance of service sector; describe the key service industries; identify the export prospects of the service sector; appreciate the prospects of growth of the service sector; identify the problems being faced by the sector; and comment on the future prospects of the sector.

Description/Topics

Composition of Service Sector in India, Performance of Service Sector in India, Employment Contribution of the Service Sector, Productivity Growth in Service Sector, Key Service Industries: Information Technology and Business Process Outsourcing (IT-BPO) Services, Telecommunication Services, Internet Services, Energy Services, Air Transport Services, Education Services, Financial Services; Exports of Services, World Trade in Services, Determinants of Exports of Services, Need and Prospects to Push Exports of Services, Causes of Rapid Increase in Tertiary Sector, Need for an Integrated Policy

Module 6: Trade and Development

Learning Objectives:

Students will be able to state the role of foreign trade in economic development of a country; evaluate the changes in the structure of India's Foreign Trade; assess India's position of balance of payment; outline the policy framework for restoring equilibrium in balance of payments, state the role of foreign capital in the growth process of a developing economy; differentiate between different types and sources of foreign capital; describe the government of India's policy towards foreign capital; state the current nature of foreign investment in India; explain the foreign investments by Indian companies; identify the weaknesses in the government policy and make relevant suggestions in this regard.

Description/Topics

Trade and Economic Development, Volume of Trade, Composition of Trade, Direction of Trade, Trend in India's Balance of Payments, Openness of the Indian Economy, External Debt, External

Shocks, Importance of Foreign Capital, Savings Gap, Foreign Exchange Gap, Technology Gap, Types of Foreign Capital, Foreign Investment in India

Sectoral Distribution of FDI, Countries of Origin of FDI in India, New Tendencies in Foreign Investments, Government of India's Policy towards Foreign Capital, Critical Evaluation of the Policy relating to Foreign Capital

Reading List

Chopra Kanchan and Swaminathan M.S. (eds.) (2008): Growth Equity, Environment and Policy, Sage, New Delhi.

Krishna K.L. and Kapila Uma (eds.) (2009): Readings in Indian Agriculture and Industry, Academic, New Delhi.

Dutt Lahiri and Wasson Robert J.(2009): Water First—Issues and Challenges for Nations and Communities in South Asia, New Delhi, Sage.

Government of India: state of Environment Report.

Guha,G.S. (1977) : Agro-climatic Regional Planning Project – A Profile, Agro-Climatic Documentation and Dissemination Center, Planning Commission, Agro-Climatic Regional Planning Unit, Ahmedabad.

Desai, Bhupat M & Others, (2011): Agricultural Policy Strategy, Instruments and

Implementation: A Review and the Road Ahead, Economic & Political Weekly, Vol. xlvi No.53, December 21.

Joshi, P.C. (1986): Agriculture, Reprinted from: India's Economic Development Strategies 1951-2000 A.D., edited by J.N. Mongia.

Rao, V.M. & P.D. Jeromi (2000) : Modernizing Indian Agriculture: Priority tasks and critical policies, Study No. 21, Development Research Group, Department of Economic Analysis and Policy, Reserve Bank of India, Mumbai.

Report of the National Commission on Agriculture (1976): Policy & Strategy, (Vol. II), Ministry of Agriculture, Government of India.

Vaidyanathan, A (2010): Agricultural Growth in India: The Role of Technology, Incentives and Institutions, OUP, New Delhi.

Akelrof George and Robert Schiller (2009): Animal Spirits: How Human

Psychology Drives the Economy and Why It Matters For Global Capitalism, Princeton University Press.

- Basu, Kaushik and Ravi Kanbur (eds.), (2009): Arguments for a Better World, Oxford University Press, New Delhi.
- Bhaduri, Amit, (2009): The Face You were Afraid to See: Essays on the Indian Economy, Penguin.
- Gregory, Neil, (2009): New Industries From New Places, Stanford University Press.
- Gokarn, Subir et. al. (eds.), (2004): The Structure of Indian Industry, Oxford University Press, New Delhi.
- Planning Commission: Approach to the Twelfth Five Year Plan 2012-17.
- H.A.C. Prasad and R. Sathish, (2010): Policy For India's Service Sector, Working Paper NC. 1/2010—DEA, Ministry of Finance, Government of India.
- Seema Joshi, (2006): Growth and Structure of Tertiary Sector in Developing Economies, Academic Foundation, New Delhi.
- Basu, Kaushik and Annemie Maertens, (ed.), (2011): The New Oxford Companion to Economics in India, Oxford University Press, New Delhi
- Bhagwati, Jagdish, (2004): In Defence of Globalisation, Oxford University Press, New Delhi
- RBI, Annual Reports.
- Reddy, Y.V.: India and the Global Financial Crisis: Managing Money and Finance, Orient Blackswan, Hyderabad.

MA Development Studies

Course : Research Methods II (Qualitative and Quantitative Methods)

Type : Compulsory

Credits : 4

Semester : II

Course Coordinators: Preeti Mann and Chandan Mukherjee

Course Staff : Preeti Mann,

Content and Learning Objectives

The course is equally divided up into two parts – qualitative and quantitative research methods. This split has been created more for the purposes of pedagogical practicalities, and the idea is that while students grasp the distinctness of these two approaches, they can hopefully learn how to complement them. The course equips students with skills, techniques and methods required to successfully undertake development related research work. More immediately the course will help students in working towards their Master's level thesis.

At the end of Part I of this course the student is expected to have a clear understanding of what qualifies as social science research and the stages of the research process – right from conception, planning, collecting and making sense of data to writing up. The student will be trained in processes of designing and carrying out independent research through exercises such as identifying areas of interest, narrowing the research area, formulating the research questions, identifying kinds of data/ information needed and appropriateness of technique and method, etc. The students will be instructed on components of a good proposal, how to craft one and other research related terminology such as research design, research strategy, conceptual framework, etc. Further to this sampling and data collection methods, tools and techniques will be taken up. Amongst others, these will include observation, interview, questionnaire, RRA/PRA/PLA, etc. The course will also focus on issues involved in doing qualitative research. Questions about ethics, reflexivity, objectivity and representation will also be covered here. In brief, at the end of the course the student is expected to demonstrate a good understanding of social science research methods, their applicability and suitability to various research situations.

The aim of the Part II of the course on quantitative methods is twofold. On one hand, the course introduces the basic concepts, and methods in statistics. On the other hand, it illustrates the power of visual techniques in data analysis. While the former draws upon the classical theories in statistics, the latter draws upon the modern techniques of 'exploratory data analysis (EDA)'.

EDA largely consists of visual techniques, which seek to enhance the process of generating new ideas through empirical discovery. At the same time, techniques of EDA can help to check the validity of the assumptions upon which modelling and hypothesis testing are based. In this course, we develop an approach to data analysis by drawing upon the literature on both the classical and modern methods with an emphasis on exploring patterns in the data, overshadowed by theory.

Basic knowledge of mathematics (algebra and calculus) is necessary for the course. However, the course is not mathematically oriented. The aim is to provide a hands-on training in thinking with data with the help of statistical ideas and reasoning.

Part I - Qualitative Methods

Description/Topics

Teaching will be carried out through class room instruction, activity exercises, and seminars.

1. The Research Process and the Research Proposal
2. Operationalizing research
3. Question-Method Logic,
4. Seeking respondents and Sampling
5. Fieldwork and related skills/ sensitivities/ sensibilities
6. Data Collection: Surveys, Interviews, Questionnaires
7. Data Collection: Observation, Secondary source data and its management
8. Tools: PRA/PLA, etc.
9. Positionality, interpretation, and representation
10. Ethics of Research/ Trials and tribulations of doing research
11. Managing data and writing up

Required Readings

Srivastava, V.K. (2004). *Methodology and Fieldwork* (ed.) OUP: India

Fife, W. (2005). *Doing Fieldwork: Ethnographic Methods for Research in Developing Countries and Beyond*. Palgrave Macmillan.

Maxwell, J.A. (1996). *Qualitative Research Design: An interactive approach*. Thousand Oaks, CA: Sage

Assessment

The students will be assessed through ongoing class exercises (to be done individually, in pairs and in groups) assignments and tutorials.

Part 11 – Quantitative Methods

Description/Topics

The course will be conducted in a mix of classroom-based lectures/discussions and computer-based workshops.

Variability and Statistical Distribution

(4 sessions)

Data analysis involves classification and comparison. Variability in the data gives rise to the notion of a distribution. Features of a distribution (centre, spread, shape and tails) are the basis for comparison. Graphical presentations, and numerical summaries are the basic tools in data analysis.

Frequency Table, Histogram, Mean-based and Order-based summaries, Box & Whisker Plot, Power Transformation, Quantiles, Lorenz Ratio

Probability and Theoretical Distributions

(1 session)

Concept and algebra of probability. Modelling variability, or a distribution, with probability. Discrete and continuous distributions. Normal distribution as the model of a symmetric distribution, also as a distribution central to classical theory. Lognormal distribution often satisfactorily describes many skew distributions encountered in socio-economic data.

Binomial, Geometric distributions as examples. Normal distribution and its properties. Lognormal distribution as an example skew distribution.

Sampling Distribution and Principles of Estimation

(1 session)

Sampling distribution forms the basis for assessing an estimator, also for designing tests. Bias and precision in estimation are the criteria to choose an appropriate estimator.

Level of significance and power of a test.

Assesing Uncertainty: Tests and Confidence Intervals

(3 sessions)

Comparing Groups: Heterogeneity in Variability. Normal Distribution based inference including Analysis of Variance.

Non-parametric procedures.

Exploring Relationship

(2 sessions)

Covariance, Correlation and Simple Regression

Assessment

There will be two assignments of 50% weightage each. The assignment will be announced a week beforehand. The students are supposed to write the assignments in the computer-lab (under vigilance) and submit online.

Readings

Griffiths, David et.al. (1998), *Understanding Data: Principles of & Practice of Statistics*, Wiley.

Hamilton, Lawrence C. (1992), *Modern Data Analysis: A First Course in Applied Statistics*, Cengage Learning,.

Mukherjee, Chandan (2010), *Exploratory Data Analysis* (memeo.)

ELECTIVES

MA IN DEVELOPMENT STUDIES

Course : Business and Social Development

| | |
|---------------------------|--------------------|
| Type | : Elective |
| Credits | : Two |
| Semester | : Four |
| Course Coordinator | : Anirban Sengupta |
| Course Staff | : Anirban Sengupta |

Content

Traditionally, profit emerging out of business was always looked at with certain suspicion. Neo-liberal economic framework has developed a strong alternative to that in recent years. However, even such a framework highlights the need for business to invest considerable part of its profit for social development. While earlier initiatives towards social development were mostly restricted to financial donations, today one can identify advocacy of a much more proactive role of business enterprises. As a result, there's a gradual movement from philanthropy to corporate social responsibility. At the same time, social entrepreneurship is more and more becoming a popular concept. Other than providing occasional financial donations, conscientious large business in earlier days primarily considered their developmental responsibility to be restricted to the labourers who worked for them. However, today the perspective for understanding the relationship between business and social development has changed considerably. The aim of this course is to unfold before students the gradual transformation in this relationship and understand in details the current nature of such relationship.

Learning Objectives

The course is intended for students who are interested in understanding the role of large business in social development. Upon completion of this course the students should be in a position to understand the trajectory of industry's response to the moral pressure on profit and also comprehend the development of social entrepreneurship.

Module One: Business and Philanthropy

Module Staff: Anirban Sengupta

Weightage: 4 Hours

Description

Business philanthropy has a long history to fall upon if one considers the involvement of business communities with religious institutions across the world. Still today it is possible to establish a strong connection between philanthropy and issues of religious morality. However, philanthropy has taken different shapes in today's context. In corporate sector, philanthropy has often been notionally replaced by a newer concept called corporate social responsibility. Elsewhere philanthropy does not only involve religious institutions alone. Often engagement of philanthropy is visible in sectors of social development like education, health and livelihood. In this module an attempt would be made to understand the concept of philanthropy as a tool emerging out of business to develop a connection between profit and social development.

Module Two: Industry and Labour Welfare

Module Staff: Anirban Sengupta

Weightage: 6 Hours

Description

If one takes a look at the miserable life of a nineteenth century 'free' labourer working against a bare minimum wage for extremely long hours with no social security, it should come as no surprise that for Karl Marx employers were exploiters. This is not to say that the situation has drastically changed all over the world today. In fact, a large majority of world's labour force are still underpaid and without social security. However, the difference between nineteenth century and today is that as per labour laws, in many countries a limit has been set to the number of hours a labourer can be made to work without payment of overtime. Besides, minimum wage to be paid to a labourer has also been determined by the state. Of course, violation of such laws is widespread, particularly in the informal sector. However, what is interesting to note is that many large industries have played a significant role in development of these laws. Some of them in the formal sector have even gone ahead to develop social security programmes for their employees much before the state asked the industry to do so. Therefore, while this module aspires to highlight violation of labour laws by various industries, it also aims to reflect on the role played by business enterprises (primarily large business) in contributing to labour welfare.

Module Three: Business, Ethics and Society

Module Staff: Anirban Sengupta

Weightage: 4 Hours

Description

Ethics has always been a concern behind development of business. Therefore, it should be of no surprise that today ethics has become a crucial tool that neo-liberalism is using to develop the credibility for business. With reference to social development, ethics has emerged as important in cases where business of an industry leads to disruption of natural environment and social setting, for example, mining industry. The aim of this module would be to look into the relationship between business and ethics and the process of development of its relationship.

Module Four: Corporate Social Responsibility**Module Staff:** Anirban Sengupta**Weightage:** 6 Hours**Description**

Although profit-motive has always been understood to be an integral part of any business enterprise finding ethical justification for profit-making has not been easy, particularly with the dominating presence of socialistic ideals across the world. Over the years numerous attempts have been made to neutralize the tension between profit-earning and exploitation. As a result, phrases like ‘giving back to society’ have emerged as popular strategies in facilitating such neutralization. ‘Corporate Social Responsibility’ (CSR), as a popular solution, has attained recognition in this context. However, still now significant debates exist about the popular interpretation of complicated concepts like ‘social’ or ‘responsibility’. The aim of this module is to understand the concept of CSR, explore its diverse manifestations, and reflect on the debates that revolve around the validity of the concept.

Module Five: Social Entrepreneurship**Module Staff:** Anirban Sengupta**Weightage:** 4 Hours**Description**

As a concept ‘social entrepreneurship’ has a history of barely two decades. Emergence of this concept interestingly coincides with the gradual development of ethical acceptance towards business entrepreneurship throughout the neo-liberal world starting from the USA. As a concept it largely developed out of the attempt to understand whether initiatives towards social development have anything to learn from principles and practises of entrepreneurship. Whereas, in a limiting interpretation it only refers to the innovative not for profit initiatives for bringing social development, in a broader conceptualization it also incorporates novel for-profit initiatives which also brings in social development. This module would attempt to understand the concept of social entrepreneurship, explore its varied expressions, and discuss the debates which revolve around it.

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Suggestive Readings

- Acs, Z.J. and Braunerhjelm, P. 2005. The entrepreneurship-philanthropy nexus: Implication for internationalization. *Management International Review*, 45(3), 111-144.
- Acs, Z.J. and Phillips, R.J. 2002. Entrepreneurship and philanthropy in American capitalism. *Small Business Economics*, 19(3), 189-204.
- Bernhardt, A. and Bailey, T. 1998. Improving worker welfare in the age of flexibility. *Challenge*, 41(5), 16-44.

- Bielefeld, W. (2009). Issues in Social Enterprise and Social Entrepreneurship. *Journal of Public Affairs Education*, 15(1), 69-86.
- Carroll, A.B. (1999). Corporate social responsibility: Evolution of a definitional construct. *Business & Society*, 38(3): 268-295.
- De Neve, G. (2009). Power, inequality and corporate social responsibility: The politics of ethical compliance in the South Indian garment industry, *Economic & Political Weekly*, xlv(22), 63-71.
- Evans, R. 1991. Business ethics and changes in society. *Journal of Business Ethics*, 10(11), 871-876.
- Fowler, A. (2000). NGDOs as a moment in history: Beyond aid to social entrepreneurship or civic innovation? *Third World Quarterly*, 21(4), 637-654.
- Garriga, E. and Melé, D. (2004). Corporate social responsibility theories: Mapping the territory, *Journal of Business Ethics*, 53(1/2), 51-71.
- Minkes, A.L. 1995. Business policy, ethics and society. *Journal of Business Ethics*, 14(8), 593-601.
- Peredo, A. M., and McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), 56-65.
- Singh, J.B. and Carasco, E.F. 1996. Business ethics, economic development and protection of the environment in the new world order. *Journal of Business Ethics*. 15 (3), 297-307.
- Sivakumar, N. 2008. The business ethics of Jamsetji Nusserwanji Tata: A forerunner in promoting stakeholder welfare. *Journal of Business Ethics*, 83(2), 353-361.
- Steidlmeier, P. 1993. The business community and the poor: Rethinking business strategies and social policies. *American Journal of Economics and Sociology*, 52(2), 209-221.

Assessment

Assessment for this course is going to be spread over the semester. There would be approximately two to three assessment situations. Tentatively the assessments may include open book exams, take home assignments, analysis of industry data, etc.

MA IN DEVELOPMENT STUDIES

Course : Entrepreneurship and its Development

| | |
|---------------------------|--------------------|
| Type | : Elective |
| Credits | : Four |
| Semester | : Three |
| Course Coordinator | : Anirban Sengupta |
| Course Staff | : Anirban Sengupta |

Content

Entrepreneurship has not developed uniformly across the regions and among diverse social groupings. While individual abilities and community's cultural and social capital play an important role in development of entrepreneurship one cannot ignore the various macro contextual factors that play a significant role in this process. In a liberalized economic environment states have given considerable importance to the development of entrepreneurship within their territory. India's Statement of Industrial Policy (1991) is a clear testimony to it. With the importance given to entrepreneurship it has become pertinent to understand it as a phenomenon and also make sense of the process of its development. Keeping this purpose in mind the current course would concentrate on the concept of entrepreneurship, regional variation in entrepreneurship and role played by various contextual factors in development of entrepreneurship. It would also reflect on various artificial attempts to develop entrepreneurship.

Learning Objectives

The course is meant for beginners in the field of entrepreneurship. The primary aim of this course therefore is to enable students to understand the relationship between entrepreneurship and contextual factors. Upon completion of this course the students should be in a position to make sense of the pattern of entrepreneurship in a region and identify the catalysts behind development of entrepreneurship.

Module One: Understanding Entrepreneurship

Module Staff: Anirban Sengupta

Weightage: 8 Hours

Description

Entrepreneurship, as a concept, has been understood in different ways by different groups of thinkers. The wide variety of characteristics which have been used to understand entrepreneurship includes risk bearing, innovation, rationality, authority, need for power, need

for achievement, and many more. The possibility of appearing at a general agreement over any of these characteristics appears difficult given that different thinkers have based their arguments on diverse paradigms. At the same time, debates continue to exist as to whether small business owners are entrepreneurs or whether family business should be considered as entrepreneurial venture. This module seeks to develop familiarity about different definitional debates that surrounds the concept of entrepreneurship.

Module Two: Community, Family and Business

Module Staff: Anirban Sengupta

Weightage: 6 Hours

Description

Historically across diverse cultures business has often revolved around specific communities. Although the scenario has changed to certain extent in last two/three decades with the development of new technology-based industries, the widespread domination of business communities continue even today. However, at the same time it is also true that in the contemporary world significant transformations are taking place in the nature of business practised by the communities. As a result it is important to rethink the significance of community in this context of business. Family often become a significant unit for understanding business both among business communities and outside. As a result family business takes a very unique shape. This module would attempt to understand relationship of entrepreneurship with community and family.

Module Three: State Policy and Enterprise

Module Staff: Anirban Sengupta

Weightage: 8 Hours

Description

State policies create the environment in which enterprises develop. Therefore, nature of entrepreneurship changes with transformation of state policies. For example, business scenario in India transformed drastically as the state went for economic liberalization. The aim of this module is to highlight impact of factors that affect business like export-import policy, taxation policy, foreign investment policy, state control policy, etc. In the process of reflecting on the effect of state policy this module plans not only to look at established businesses, but also to comment on the process of new venture creation.

Module Four: Political Conflict and Business

Module Staff: Anirban Sengupta

Weightage: 6 Hours

Description

Political environment of a region plays a critical role in development of business. As a result, formation of business gets affected in a conflict-prone region. In India this is clearly visible in

Jammu and Kashmir and in entire North-Eastern states. This in turn affects the development of those regions. The aim of this module is to understand the various ways in which an ambience of conflict influences entrepreneurship development both at the level of new enterprise creation and at the level of operation of established businesses.

Module Five: Incubation and Business

Module Staff: Anirban Sengupta

Weightage: 8 Hours

Description

Having emphasized the need for development of non-state initiative it has become imperative for the state to facilitate the development of entrepreneurship by creating infrastructure on a promotional basis, providing services on a subsidized rate, organizing events for budding enterprises to showcase their products and services, creating platforms where enterprises can network with each other and by mentoring new enterprises. All these activities take place under the broad umbrella of incubation. One can think about Software Technology Parks of India as an entity that has incubated many entrepreneurs in the information and communication technology industry. As the private capital grew they also played an active role by participating in many of these activities. The aim of this module is to understand the significance of incubation in the development of entrepreneurship.

Module Six: Educational Institutions and Entrepreneurship

Module Staff: Anirban Sengupta

Weightage: 6 Hours

Description

Significance of educational institutions has enhanced in entrepreneurship over the years as the need for specialized knowledge has increased in business and as educational institutions have started offering more and more professional and technical education. This connection has become more vivid with the development of new technology-based industries whose necessary knowledge is not embedded in any community. However, today significance of educational institutions is not restricted only to the knowledge that they impart. Degrees/Diplomas/Certificates conferred by the educational institutions have attained a symbolic value which can be traded in the market. Besides, alma mater has become a significant platform for development of network among 'educated' entrepreneurs. Many technical institutions have started playing an important role in development of entrepreneurship by promotion of entrepreneurship cells. Finally, in certain cases industry/budding entrepreneurs have developed a collaborative relationship with institutions and its faculty members engaged in research. This module seeks to introduce the students to this newly emerging field.

Module Seven: Entrepreneurship Education**Module Staff:** Anirban Sengupta**Weightage:** 6 Hours**Description**

Debates are still on between positions like “an individual can be trained to become an entrepreneur” as opposed to “an individual can be an entrepreneur only by birth”. Arguments in support of the first position are gradually getting strong. Different models of nurturing entrepreneurship including a variety of structure, curriculum, and pedagogy are being experimented. Around the world there are not only diverse educational programmes on entrepreneurship development, but dedicated educational institutions for promotion of entrepreneurship. The aim of this module is to highlight the gradual development of entrepreneurship education, its structure, and its role in promotion of entrepreneurship

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Suggestive Readings

- Aruna, C. and Chia-An, C. 2011. Growth and evolution of high technology business incubation in China. *Human Systems Management*, 30(1/2), 55-69.
- Ben-Porat, G. 2005. Between power and hegemony: Business communities in peace process. *Review of International Studies*, 31(2), 325-348.
- Bygrave, W.D. and Hofer, C.W. 1991. Theorizing about entrepreneurship. *Entrepreneurship Theory and Practice*, 16(2), 13-22.
- Cunningham, J.B. and Lischeron, J. 1991. Defining entrepreneurship. *Journal of Small Business Management*, 29(1), 45-61.
- Damodaran, H. (2008). In India's new capitalists: Caste, business, and industry in a modern nation (Chapter 2: The old merchant communities, pp. 8-47). Ranikhet: Permanent Black.
- Fayolle, A. 2008. Entrepreneurship education at a crossroads: Towards a more mature teaching field. *Journal of Enterprising Culture*, 16(4), 325-337.
- Ford, C.M., O'Neal, T. and Sullivan, D.M. 2010. Promoting Regional Entrepreneurship through University, Government, and Industry Alliances: Initiatives from Florida's High Tech Corridor. *Journal of Small Business and Entrepreneurship*, 23, 691-708.
- Hacıoğlu, Ü. 2012. Economic approach to conflict issue: Investment in post-conflict situation for international business. *International Journal of Business Administration*, 3(5), 1-8.
- Honig, B. 2004. Entrepreneurship education: Toward a model of contingency-based business planning. *Academy of Management Learning and Education*, 3(3), 258-273.
- Huffman, D. And Quigley, J.M. 2002. The role of the university in attracting high tech entrepreneurship: A Silicon Valley tale. *Annals of Regional Science*, 36 (3), 403-419.
- Lalkaka, R. and Abetti, P.A. 1999. Business incubation and enterprise support systems in restructuring countries. *Creativity and Innovation Management*, 8(3), 197-209.
- Nayar, B.R. 1998. Business and India's economic policy reforms. *Economic and Political Weekly*, 33(38), 2453-2468.

- Panjwani, A., Aggarwal, V., and Dhameja, N. 2008. Family business: Yesterday, today, and tomorrow. *Indian Journal of Industrial Relations*, 44(2), 272-291.
- Raposo, M. and Paço, A.D. 2011. Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3), 453-45.
- Rettberg, A., Leiteritz, R.J., and Nasi, C. 2011. Entrepreneurial activity in the context of violent conflict: Business and organized violence in Colombia. *Journal of Small Business and Entrepreneurship*, 24(2), 179-196.
- Rudy, A. 2004. Incubators: Tool for entrepreneurship? *Small Business Economics*, 23(2), 127-135.
- Rugman, A.M. 1998. Multinational enterprises and public policy. *Journal of International Business Studies*, 29(1), 115-136.
- Sheth, N.R. (1984). Theoretical framework for the study of Indian business communities. In *Business communities in India: A historical perspective* (pp. 9-25) Edited by D. Tripathi. New Delhi: Manohar Publications.
- Sklair, L. 2002. The transnational capitalist class and global politics: Deconstructing the corporate-state connection. *International Political Science Review*, 23(2), 159-174.
- Thornton, P.H. 1999. The sociology of entrepreneurship. *Annual Review of Sociology*, 25, 19-46.

Assessment

Assessment for this course is going to be spread over the semester. There would be approximately three to five assessment situations. Tentatively the assessments may include open book exams, book reviews, take home assignments, analysis of industry data, etc.

MA in Development Studies

Course : Electoral Politics and Voting Behaviour

Type: Optional

Credits: 2

Semester: 4

Course Coordinator: Aruna Kumar Monditoka

Course Staff : Aruna Kumar Monditoka

Course rationale and objective:

Rationale: Political parties are the principal agencies of democracy. How parties are organized and function is crucial for an understanding politics in general. Since the crucial role of parties in democracy is widely acknowledged, it is imperative for students of Development studies to study in depth the evolution of party system in a country, their ideology, policies and support bases and how they win and lose elections.

Objective: The course enables the students to understand the crucial role played by parties in making Indian democracy work. It deals with the external environment in which they operate, how parties and party politics changed over the years as well as the way in which they function. It also deals with the ideology and programme of parties, their electoral performance, and support bases.

This course also aims to familiarize the students at the Masters level with the different theories and models of voting and controversies that surround them. Discussions on the theme will be based on the reports of empirical research over the past few decades. The course seeks to answer questions like: Why do citizens vote or not to vote? Why do they vote as they do? What are the long-term and short-term factors that influence voting decisions? How do parties and candidates seeking elected public offices attempt to mobilize support?

Thus, the course seeks to focus on the factors that explain voting decisions (such as social and economic background of the voter, perceptions of the political phenomena, individual's social and political values, issue orientation, levels of political awareness, motivation and participation, opinions and attitudes about public institutions, public policy, government performance and political leadership) and their interrelationship.

Modules

1. The context and Changing Party System

- Chandra, Kanchan (2004). *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India*. Cambridge: Cambridge University Press.
- DeSouza, Peter Ronald (2000). "Elections, Parties and Democracy in India", in Peter Ronald DeSouza (ed.), *Contemporary India: Transitions*. New Delhi: Sage, 203-19.
- Hansen, Thomas Blom (1999). *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Delhi: Oxford University Press.
- Jaffrelot, Christophe (2003). *India's Silent Revolution: The Rise of Low Castes in North Indian Politics*. Delhi: Permanent Black.
- Kaviraj, Sudipta (1997). "Sociology of Political Parties" in Sudipta Kaviraj, (ed.) *Politics in India*. Delhi: Oxford University Press.
- Kumar, N.K. (1990). *Political Parties in India: Their Ideology and Organization*. New Delhi: Mittal Publications.
- Malik, Yogendra and V.B. Singh (1995). *Hindu Nationalism in India: The Rise of the Bharatiya Janata Party*. Delhi: Sage Publication.
- Manor, James (1981). "Party Decay and Political Crisis in India", *Washington Quarterly*, 4 (3), Summer, 25-40.
- Palshikar, Suhas (2004). "Revisiting State Level Parties", *Economic and Political Weekly*, 39 (14&15), April, 1497-1508.
- Verney, Douglas V. (2002). "How Has the Proliferation of Parties Affected the Indian Federation? A Comparative Approach", in Zoya Hasan, E. Sridharan, and R. Sudarshan (ed.), *India's Living Constitution: Ideas, Practices and Controversies*. Delhi: Permanent Black, 134-58.
- Yadav, Yogendra (1996). "Reconfiguration in Indian Politics: State Assembly Elections 1993-1995", *Economic and Political Weekly*, 31(2&3), 13 January, 95-104.

2. Evolution of studies on elections and voting

- Evans, Joselyn A. (2004) *Voters & Voting: An Introduction*, London: Sage publications, Chapters 1 and 2.
- Eijk, Cees van der and Mark N. Franklin (2009), *Elections and Voters*, London: Palgrave Macmillan, Chapters 1 and 2.
- Eldersveld, Samuel J. (1951) "Theory and Method in Voting Behavior Research", *The Journal of Politics*, 13 (1), 70-87.
- Niemi et al, Chapter 1: "Introduction", Niemi, Richard G., Weisberg Herbert F. and Kimball David C. (Eds.) (2011), *Controversies in Voting Behavior*, Washington: CQ Press.
- Tawa Lama-Rewal, Stéphanie (2009) "Studying Elections in India: Scientific and Political Debates", *Samaj*, Issue 3.

3. Social structural theories: Social and political cleavages such as class, caste and religion

Party identification

- Evans, Geoffrey (2000) "The Continued Significance of Class Voting", *Annual Review in Political Science*, 3(1): 401-17.

- Knutsen, Oddbjørn (2004) “Religious Denomination and Party Choice in Western Europe: A comparative longitudinal study from eight countries, 1970-97”, *International Political Science Review*, 25 (1): 97-128.
- Ahmed, Bashiruddin (1970) “Caste and Electoral Politics”, *Asian Survey*, 10(11), 979-92.
- Meyer, Ralph C. (1989) “How Do Indians Vote?”, *Asian Survey*, 29 (12): 1111-1122.
- Pai, Sudha and Jagpal Singh, 1997, “Politicisation of Dalits and Most Backward Castes, Study of Social Conflict and Political Preferences in Four Villages of Meerut District”, *Economic and Political Weekly*, XXXII (23), June 7, 1356-1361
- Heath, Anthony and Yadav, Yogendra (1999), “United Colours of Congress, Social Profile of Congress Voters, 1996 and 1998”, *Economic and Political Weekly*, XXXIV (34 & 35), August 21-28, 2518-28.
- Shah, Ghanshyam, 2010, “Beyond Caste Voting: Modasa, Gujarat Revisited”, *Economic and Political Weekly*, XLV (4), January 23, 54-61

4. Rational choice theories: Paradoxes of voting and non-voting

- Downs, Anthony (1957) “An Economic Theory of Political Action in a Democracy”, *The Journal of Political Economy*, 65 (2), pp. 135-150.
- Aldrich, John H. (1993) “Rational choice and turnout”, *American Journal of Political Science*, 37 (1): 246-78.
- Feddersen, Timothy J. (2004) “Rational Choice Theory and the Paradox of Not Voting”, *Journal of Economic Perspectives*, 18 (1): 99–112.
- Whitley, P. (1995) “Rational Choice and Political Participation – Evaluating the Debate”, *Political Research Quarterly*, 48(1): 211-33.
- Diwakar, Rekha (2008) “Voter Turnout in the Indian States: An Empirical Analysis”, *Journal of Elections, Public Opinion & Parties*, 18:1, 75-100
- Sarangi, Prakash C. (2007) “Voters, Institutions and Governance: A Theory and Evidence from the Indian Elections in 2004”, Working Paper No. 30, South Asia Institute, Department of Political Science, University of Heidelberg.
- Palshikar, Suhas and Sanjay Kumar, 2004, “Participatory Norm: How Broad Based Is It?”, *Economic and Political Weekly*, XXXIX (51), December 18, 5412-5417
- Kumar, Sanjay, 2009, “Patterns of Political Participation: Trends and Perspectives”, *Economic and Political Weekly*, XLIV (39), September 26, 47-51

5. Proximity and directional theories: Issues and space

- Stokes, Donald E. (1963) “Spatial Models of Party Competition”, *American Political Science Review*, 57 (2): 368-377.
- Rabinowitz, George and MacDonald, Stuart Elaine (1989) “A Directional Theory of Issue Voting”, *American Political Science Review*, 83 (1): 93-121.
- Evans, Geoffrey and Andersen, Robert (2004) “Do issues decide? Partisan conditioning and perceptions of party issue positions across the electoral cycle”, *British Elections & Parties Review*, 14: 18–39.

6. Some other aspects of voting behaviour

(i) Strategic / Tactical voting

- Blais, A. and Nadeau, R. (1996) “Measuring Strategic Voting: A Two-Step Procedure”, *Electoral Studies*, 15 (1): 39-52.
- Heath, A. and Evans, G. (1994) “Tactical Voting: Concepts, Measurement and Findings”, *British Journal of Political Science*, 24(4): 557-61.
- Choi, Jungug (2009) “Strategic Voting in India: Its extent and determinants in the 2004 General Election”, *Asian Survey*, 49 (4), 609-24.

(ii) Candidate impact

- Shepard, M. and Jones, R. (2008) “Candidate Image and Electoral Preference in Britain”, *British Politics*, 3(3): 324-49.
- Marsh, M. (2007) “Candidates or Parties? Objects of Electoral Choice in Ireland”, *Party Politics*, 13 (4): 501-28.
- Blais, A., Gidengil, E., Dobrzynska, A., Nevitte N. and Nadeau, R. (2003) “Does the Local Candidate Matter? Candidate Effects in the Canadian Election of 2000”, *Canadian Journal of Political Science*, 36(3): 657-64.

(iii) Media effect

- Banducci, S.A. and Karp, J.A. (2003) “How Elections Change the Way Citizens View the Political System: Campaigns, Media Effects and Electoral Outcomes in Comparative Perspective”, *British Journal of Political Science*, 33(3): 443-7.
- Norris, P. and Sanders, D. (2003) “Message or Medium? Campaign Learning During the 2001 British General Election”, *Political Communication*, 20 (3): 233-62.
- Harrop and Miller, Chapter 8 (Harrop, Martin and Miller, William L. (1987) *Elections and Voters: A Comparative Introduction*, New York: New Amsterdam Books)

(v) Clientilism and money

- Kitschelt, Herbert and Wilkinson, Steven I. (2007), “Citizen-politician linkages: an introduction”, in Kitschelt, Herbert and Wilkinson, Steven I. (eds.) *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*, Cambridge University Press: Cambridge, 1-49.
- Chandra, Kanchan, (2007) “Counting heads: a theory of voter and elite behavior in patronage democracies”, in Kitschelt, Herbert and Wilkinson, Steven I. (eds.) *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*, Cambridge University Press: Cambridge, 84-140.

Assessment pattern

Overall grade will be based on two assignments- Weightage 60% and 40% respectively. The two assignments will be based on Classroom presentation and Viva Exam.

MA in Development Studies

Course: India in World Affairs

Type: Elective

Credits: 2

Semester: 3/4

Course Coordinator: Aruna Kumar Monditoka

Course Staff: Aruna Kumar Monditoka

Course Objective

The foreign policy of any nation is the reflection of its tradition, cultural heritage and socio-political and economic conditions. India's foreign policy is no exception. It draws inspiration from the age-old tradition of land, its rich cultural heritage as well as from the comparatively recent socio-political and economic experiences. The course will be centered on India's own description of its foreign policy as operating in centric circle. In 2002, It was the BJP administration talking of how, " Just as Kautilya talked the circle of states, a useful conceptual framework for the consideration of India's foreign policy would be view it as consisting of three centric circles around a central axis. – The first of our immediate regions, the second of the large world and the third of over arching global issues. In 2007 it was a congress party administration talking of how 'from the broader perspective, we regard our society as lying in a neighborhood of widening circles'. This 'centric circle' concept gives the course a clear overreaching five -fold divisions. This course would concentrate on five sections. The first one deals with India, the second section deals with India's 'immediate neighbors' third section deals with India's 'Extended neighbors', the forth section deals with India's relation with other great powers and fifth section deals with India's stance on key international 'global issues'.

The course will focus on India's challenges and response and perceptions on its foreign policy. With regard to challenges and responses, this involves the challenges and response by India to other countries and to international issues as well as the response by others to the challenges posed by India. With regard to 'perceptions' this is about how India sees its own position in the world- in other words its hopes and fears, its aspiration- as well as how other actors perceive and thus respond to India.

The following major topics would be covered as modules in the course.

Modules

1. India's Foreign Policy: Origins and Determinants.
2. Nonalignment: Definition; India's role in Nonaligned Movement (NAM)
3. India and her neighbors – Pakistan, China, Sri Lanka, Nepal and Bangladesh.
4. India and the 'Superpowers' – The USA and the USSR.
5. India and the Indian Ocean
6. India's Nuclear Policy
7. India and Regionalism in South Asia.
8. The end of the Cold War, Globalization and India's Foreign Policy.

Bibliography:

1. Ahuja, Kanta, Huup Coppens and Herman van der Wusten (eds.) *Regime Transformation and World Realignment*, New Delhi, SAGE, 1993.
2. Bajpai, Kanti and Shukul Hariss (eds.) *Interpreting World Politics*, New Delhi, SAGE, 1995.
3. Bruce L. Sanders and Durban Alanc, *Contemporary International Politics: Introductory Readings*, New York, John Wiley, 1971.
4. Bull, Hedley and Adam Watson, *The Expansion of the Internal Society*, Oxford, Clarendon Press, 1984.
5. Buzan, Barry, *People, States and Fear*, Sussex, Wheat Sheaf Books, 1983.
6. Calvocoressi, *World Politics*, New York, Longman, 1982.
7. Carr, E.H., *The Twenty Years Crises 1919-1939*, London, Macmillan, 1981.
8. Giddens, Anthony, *The Third Way*, Cambridge, Polity Press, 1998.
9. Halliday, Fred, *Making of the Second Cold War*, London, Verso, 1989.
10. Halliday, Fred, *Rethinking International Relations*, London, Macmillan, 1994
11. Harshe, Rajen, *Twentieth Century Imperialism*, New Delhi, SAGE, 1997.
12. Malhotra V. Kuman, *International Relations*, New Delhi, Anmol, 1993.
13. Mishra, K.P., (ed.) *Non-alignment – Frontiers and Dynamics*, New Delhi, Vikas, 1982.
14. Rahman, M.M., *The Politics of Non-alignment*, New Delhi, Associated Publishing House, 1969.
15. Rajan M.S., *Non-alignment: India and the Future*, Mysore, University of Mysore, 1970.
16. Rajan, M.S., and Shivaj Ganguli, (eds.) *India and the International System*, New Delhi, Vikas, 1981.
17. Rana, A.P. *Imperatives of Non-alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period*, Delhi, Macmillan, 1994.
18. Rosecrance Richard, *Action and Reaction in World Politics*, Boston, Little Brown, 1963.
19. Smith, Anthony, *State and Nation in the Third World*, Sussex, Wheat Sheaf Books, 1983.

Assessment pattern

Overall grade will be based on two assignments- Weightage 60% and 40% respectively. The two assignments will be based on Classroom presentation and Viva Exam.

MA in Development Studies

Course : Institutions and Public Policy Processes

Type : Elective

Credits : Two

Semester : III

Course Coordinator: Aruna Kumar Monditoka

Course Staff : Aruna Kumar Monitoka

Content

This course focuses on *public policy* process in India. How potential ideas for government actions are translated into reality. We will examine the policy process both at the national level and by the State Government and its subsidiary units.

Students, in this course, will be exposed to how the structures and dynamics of government work at the central, state, and local levels to create and implement policies that serve the public. Attention will be given to the mutual obligations between individuals and their government as well as to the critical social and political contexts in which policy choices are made.

Are policies making a difference in the standard of living of the poor? Who are the haves and the have not's? Does politics matter? The answer to these questions can be found in the Public Policy course.

Public Policy begins with us and challenges us to engage in contemporary issues through institutional and public venues that enhance civil society (i.e., citizens, government, institutions). This course examines major policy issues confronting contemporary society, and the basic concepts and strategies that are used to address the problems of India.

Learning Objectives

- To examine the structure of Indian political system.
- To discuss the major stages in the policy process.
- To analyze the role of actors in the policy process.
- To examine the specific policy problems relevant to contemporary Indian society
- To discuss how policy-making differs at the national, state and local levels.
- To evaluate the successes and failures of government policies.
- To evaluate how the ideal policy process differs from reality.

Module 1: Introduction to Public Policy

Module Staff: Aruna Kumar Monditoka

Description/Topics:

The purpose of this module is to introduce students to the basic principles and concepts of public policy and policy analysis.

Required Readings

- Mathur, Kuldeep (ed.) (1996) *Development Policy and Administration*, Sage Publications, New Delhi

Supplementary Readings

- Locks O Mitchell : *The logic of policy as Argument* , Management Science, Vol 31 No 1 (Jan 1985) PP 109-114 INFORMS
- Wedel R Janine, Cris Shore, Gregory Feldman, Stacy Lathrop: *Toward an Anthropology of public policy*, Annals of the American Academy of Political and Social Science, Vol 600, Jul 2005, Published by Sage Publications
- Prewitt Kenneth : *Political ideas and a Political Science for Policy* Annals of the American Academy of Political and Social Science, Vol 600, The use and usefulness of the social sciences: Achievements, Disappointments, and promises (Jul 2005) pp 14-29 Sage publications

Module 2: Theories of Policy Process

Module Staff: Aruna Kumar Monditoka

The objective of this module is to teach or review the leading theories of policy analysis and the policy making process. Secondly, to teach an approach to public policy research that connects policy analysis with political analysis. In the policy literature, these subjects are usually separate. But in my conception, one should first develop a position about how best to solve some major public problem and then goes on to analyze why actual policy falls short of that ideal.

Required Readings:

- Colebatch K Hal: *What work makes policy?* Policy sciences, vol 39, No 4 (Dec 2006) pp 309-321 Published by Springer
- Wlaker, E Warren : *Models in the policy process: Past, present and Future* Interfaces, Vol 12, No 5 (Oct 19982) PP 91-100 Published by INFORMS

Supplementary Readings:

- Easton David: *An Approach to the Analysis of political Systems*, world politics, Vol 9, No 3 (April 1957) PP 383-400 Cambridge University Press
- Gordon Ian, Janet Lewis and Ken Young : *Perspectives on Policy Analysis* ,Public administration Bulletin, 25,1977 pp 26-40
- Harris Robert: *Policy Analysis and Policy Development*, The Social Service review, Vol 47 No 3 (Sep 1973) PP 360-372, the university of Chicago Press
- Smith B Kevin , Christopher W. Larimer “ *The Public Policy Theory Primer* “ West view Press ,1993
- Walters, C Lawrence, James Aydelotte, Jessica Miller: *Putting more public in Policy Analysis* Public Administration Review, Vol 60, No 4 (Jul –Aug 2000) PP 349-359 Blackwell Publishing

Module 3: Political Actors

Module Staff: Aruna Kumar Monditoka

Role of politicians: How the policy making has been changing over a period of time viz., from single party domination to coalition government. How regional parties are claiming their stakes in favor of their 'Interest'. (Who is involved in the policy-making process?)

Required Readings

- Mathur Kuldeep, and James Warner Bjorkman : *Policy making in India: Who Speaks and Who listens* , Har- Anand Publications Pvt Ltd,2009, New Delhi
- Kohli, Atul (1987) *The State and Poverty in India. The Politics of Reform*, Cambridge University Press, Cambridge, etc.
-

Supplementary Readings

- Currie, Bob (2000): *The Politics of Hunger in India. A Study of Democracy, Governance and Kalahandi's Poverty*, MacMillan, Basingstoke
- Dhar PN, *The prime minister's office. Indira Gandhi, emergency and Indian Democracy*, delhi : Oxford University Press Pages 116-145
- Jayal, Gopal Niraja and Sudha Pai (eds) (2001):*Democratic Governance in India: Challenges of Poverty, Development and Identity*, Sage Publications, New Delhi
- Manor, James (1993): *Power, Poverty and Poison. Disaster and Response in an Indian City*, Sage Publications, New Delhi, etc.
- Rudolph, LI and SH Rudolph: *The pursuit of lakshmi: The political economy of the Indian State*. Chicago and London : the university of Chicago press. 1987
- Harriss, John (2000) How Much Difference Does Politics Make? Regime Differences Across Indian States and Rural Poverty Reduction, *LSE Destin Working Paper Series* No. 00–01, London School of Economics

Module 4: Bureaucratic Actors, Technocrats and Policy Change

Module Staff: Aruna Kumar Monditoka

This module will explore different bureaucratic theories and also, how bureaucrats acquire and maintain power over policy choices. Are Bureaucrats policy framers or policy implementers in India? What are the challenges faced by the bureaucrats in policy making process? At the end of 4 hours lecture on this module, students will acquire knowledge of role of bureaucrats in contemporary India.

Required Readings

- Lwar, H Brinton and Hal G. Rainey “*Don’t blame the bureaucracy*” Journal of Public Policy Vol 3 No 2 (May 1983) pp 149-168 , Cambridge University press
- Meier, J Kenneth: *Bureaucracy and democracy: The case for more Bureaucracy and less Democracy*, Public administration review, Vol 57, No 3 (May- Jun 1997) PP- 193-107, Blackwell publishing

Supplementary Readings

- Constat Helen : *Max Weber’s Two Conceptions of Bureaucracy*, The American Journal of Sociology, Vol 63 No 4 (Jan 1958) PP 400-409 The University of Chicago Press
- Fesler W James: “*Politics, Policy and Bureaucracy at the top*” Annals of the American Academy of political and Social Science, Vol 466, (Mar 1983) PP 23-41, Sage publication
- Hearn , Francis : *Rationality and Bureaucracy : Maoist contributions to Marxist theory of Bureaucracy* , The Sociological quarterly, Vol 19, No 1 (Winter, 1978) PP 37-54 published by Blackwell publishing

Module 5: The Interaction between Policy and Politics (Who decides?)

Module Staff: Aruna Kumar Monditoka

This module will describe about the Lowi’s types of policy and other approaches to understand the politics around policy making. Also, how easily interests can influence the policies. The main aim of this module is to explain an important question- Does politics matter policy or does policy matters the politics?

Required Reading

- Considine Mark, Jenny M. Lewis and Damon Alexander : *Networks, Innovation and Public Policy- Politicians, Bureaucrats and the pathways to change inside Government*. Palgrave macmillan, New York. 2009

Supplementary Readings

- Mitra, Subrata (1992): *Power, Protest and Participation: Local Elites and the Politics of Development in India*, Routledge, London
- Pavarala, V. (1996): *Interpreting Corruption: Elite Perspectives in India*, Sage Publications, New Delhi
- Colebatch K Hal: *What work makes policy ?* Policy sciences, vol 39, No 4 (Dec 2006) pp 309-321 Published by Springer

Module 6: Government Institutions and Policy Actors

Module Staff: Aruna Kumar Monditoka

This module will explain how different actors are playing a role as policy initiators and policy implementers in India. Policy actors include legislature, executive, judiciary and also the Civil Society organizations and their impact on policy making process in India. I will be discussing various NGO initiatives and their impact on different policies from 1950s to present *Lokpal* bill.

Required Reading

- Varshney, Ashutosh (1989): *'Ideas, Interest and Institutions in Policy Change: Transformation of India's Agricultural Strategy in the mid-1960s'*, Policy Sciences, Vol. 22, No. 3-4, pp. 289-323
- Joseph Sarah: *Society Vs State? Civil Society, Political Society and Non party Political Process in India*, EPW, Vol 37, No 4 (Jan 26-Feb 1 2002) PP 299-205

Supplementary Reading

- Prasad, Nageswarar : *Grassroots party activists in India: recruitment and participation* International political science review Vol 4, No 2 (1983) pp 108-114 Sage publication ltd

- Ganapathy, R.S. & others: *Public Policy and Policy Analysis in India*, Sage Publications, New Delhi, 1985.

Module 7: Public Policy Making Process

Module Staff: Aruna Kumar Monditoka

This module will describe ‘who speaks’ and ‘who listens in the policy making. Are government decisions (policies) based on Public Choice or not. This module will explain about the role of voters in policy making, how different policies have resulted in mid-term elections in India.

Required Reading

- Paul, Samuel (2002) *Holding the State to Account. Citizen Monitoring in Action*, Books for Change, Bangalore
- Mitra, Subrata (1992) *Power, Protest and Participation: Local Elites and the Politics of Development in India*, Routledge, London

Supplementary Readings

- Harriss, John (2000): *How Much Difference Does Politics Make? Regime Differences Across Indian States and Rural Poverty Reduction*, LSE Destin Working Paper Series No. 00–01, London School of Economics
- Varshney, Ashutosh (1999): ‘*Mass Politics or Elite Politics. India’s Economic Reforms in Comparative Perspective*’, in Jeffrey D. Sachs, Ashutosh Varschney and NirupamPajpai (eds) *India in the Era of Economic Reforms*, Oxford University Press, New Delhi etc. pp. 222–60
- Chhibber, Pradeep (1995): ‘*Political Parties, Electoral Competition, Government Expenditures and Economic Reforms in India*’, *Journal of Development Studies*, Vol. 32, No. 1, pp. 74–96

Assessment:

Overall grade will be based on Two assignments- Weightage 60% and 40% respectively. The two assignments will be based on Class room presentation and Viva Exam.

Course Title : Development and Security

Credits : 2
Type : Elective
Semester : 4
Coordinator : Ivy Dhar

Course Description:

This course looks at the intersections and multiple areas of convergence of development and security, the two of which were earlier considered as distinct discourses. It aims to discuss how the theoretical framework of each of the concepts has evolved, from politically constructed themes to bring in it more socio-cultural and human purpose roles and thereby transcending disciplinary borders. More recently, vast volumes of literature, policies and development practitioners have applied the so-called development—security nexus and their mutual reinforcements in understanding and enabling the overcoming of vulnerabilities and difficulties of human population. With globalization, the human relation to boundaries are considered varied in the form of state, race, gender, religion, culture, environment etc, the course shall cover concerns from state to human security. It will bring within its ambit of discussion the human rights framework, peace support and aids, gender context, and forced migration. There are global structures and governance having overbearing on the initiatives of health, food, and other forms of security; there is a need to critically look at those perspectives and study policies of different countries. Conflict torn states have grave security issues; this course will specifically look at how various research enquiries have studied the consequences of conflict on deprivations, inequalities and insecurities. While analyzing the underlying imperatives of security, this course shall look at experiences of developing countries of Asia and Africa.

Learning Objectives:

This course will enable students to understand approaches and changes to the discourses of development and security. It will familiarize students with the varied dimension of security and also aim to help them understand its impact on policy frameworks. It shall use studies to expose students to the inter-linkages of concepts and their implications in different political and socio-cultural settings/locations. Students studying the course shall get learning exposures to identify and critically deal with security issues from international and country-specific perspective.

Topics:

The topics that are covered are broadly as follows:

1. 'Security' as a Concept
2. Development and Security: Shifting Paradigms
3. Security Governance and Social Policy
4. Human Rights Intervention
5. Gender, Conflict and Security
6. Migration and Protection

Readings:

Abass, Ademola ed., (2010): *Protecting Human Security in Africa* [Selected Chapters] (New York: OUP).

Alice Edwards (2009): "Human Security and the Rights of Refugees: Transcending Territorial and Disciplinary Borders" *Michigan Journal of International Law*, 30(3), 763-807

Banerjee, Maj Gen. Dipankar ed. (2005): *Rethinking Security, UN and the new Threats* (New Delhi: India Research Press).

Betts, A, Loescher, G and Milner, J. ed. (2011) *UNHCR: The Politics and Practice of Refugee Protection*, Second Edition, (New Delhi: Routledge).

Bhargava, P and Balanas, M. (2007): "Realizing the Right to Food in South Asia" in Basudev Guha-Khasnabis et.al, ed., *Food insecurity, vulnerability and Human Rights Failure* (Hampshire: Palgrave Macmillian).

Chari, P.R. (2001): *Security and Governance in South Asia* (New Delhi: Manohar Publishers).

Daase, Christopher and Friesendorf, Cornelius (2010): *Rethinking Security Governance: The Problem of Unintended Consequences* (New York: Routledge).

Duffied, Mark (2005): "Human Security: Linking Development and Security in an age of Terror" in Conference on *New Interfaces between Security and Development*, http://eadi.org/gc2005/confweb/papersps/Mark_Duffield.pdf.

Elbe, Stephan(2010): "Health Security: The Medicalization of Security in the 21st Century" in *Security and Global Health* (Cambridge: Polity Press)

Goold, Benjamin J and Liora Lazarus (2007): *Security and Human Rights* (Portland: Hart Publishing)

Guha-Khasnabis, Basudev , Acharya, S.S.and Davis, Benjamin ed. (2007): *Food insecurity, vulnerability and Human Rights Failure* (Hampshire: Palgrave Macmillian).

King, Gary and Murray, Christopher (2003): "Rethinking Human Security" in *Political Science Quarterly*, 116, 585-610.

Lammers, Ellen (1999) : *Refugees, Gender and Human Security: A Theoretical Introduction and Annotated Bibliography* (Dublin: International Books).

MacLean, Sandra Jean, Black, David Ross and Shaw, Timothy M. (2006): *A Decade of Human Security: Global Governance and New Multilateralism* (Hampshire: Ashgate).

Newman, Edward and Selm, Joanne van, ed. (2003): *Refugees and Forced Displacement: International Security, Human Vulnerability, and the State* (Tokyo: United Nations University)

Press).

Olonisakin, Funmi, and Picciotto, Robert, and Clarke, Michael ed. (2007): *Global Development and Human Security* (New Jersey: Transaction Publishers).

Schroeder, Ursula C. (2010): "Measuring Security Sector Governance –A Guide to Relevant Indicators" in *Occasional Paper*, No.20 Geneva Centre for the Democratic Control of Armed Forces (DCAF), www.dcaf.ch/content/download/.../OP_20_SCHROEDER_FORM.pdf, accessed on 25.01.13.

Tadjbakhsh, Shahrbanou and Chenoy, Anuradha M. (2007): *Human Security: Concepts and Implications* (New York: Routledge).

Taylor, Janet (2004): "Refugees and social exclusion: What the literature says?" *Migration Action*, 26(2), 16-31.

Assessment:

In this course, the assessment pattern will involve analysis, review and writing term papers by encouraging students to take up research issues from the thematic areas identified in the course.

Course Title : Peace, Conflict and Development

Credits : 4
Type : Elective
Semester : III
Coordinator : Ivy Dhar

Course Description

Development is relevant in the context of both, peace and conflict, because the former draws in and the later draws out resources for development. The presence of peace-building efforts has historic and contemporary significance and with commitments in the New Millennium to uphold human rights, dignity, equality, equity and security, special emphasis is laid to establish peace for development. The course aims at developing an understanding of multifaceted and interrelated themes of peace, conflict and development. These terms in itself has very wide conceptualization and needs assortment of several disciplines. The course shall familiarize students with different approaches to peace, dimensions of conflict, structural and cultural violence, conflict resolution and post-conflict reconstruction. Developing societies structured by inequalities, social exclusion and power structure is vulnerable towards conflict of resources and thus the course will cover case-studies of conflict arising out of resource exploitation and control. Focusing on gender mainstreaming in peace, it shall discuss women's role in peacebuilding mission. Drawing analogy to the above dimensions, this course shall rely largely on empirical understanding, analysing cases from India and other parts of the world.

Learning Objectives

The course will enable students to understand framework and inter-linkages between concepts of peace, conflict and development. It will aim to elucidate meanings, approaches and mechanism of peace-building and conflict resolution and connect it with policy approaches on development. This course will be helpful for students to understand the interplay of macro and micro conflicts and get familiarised with concepts of human rights and security. Films, documentaries, media footages may be used to bring forward a vibrant discussion among students.

Topic Description:

The Topics that are covered are broadly as follows:

1. Introduction to Peace, Conflict and Development:

This introductory topic will familiarise students with concepts of peace, conflict and development, understanding of which is very much layered in the current debates. It shall discuss the limitations of traditional concerns and focus on how the past interventions have changed. Peace is relooked through angles of development and resolution of conflicts is attempted at structural and cultural levels. Since globalisation, vast volumes of literature have broadened the canvas of thinking highlighting that often ignored social-political rights and development insecurities are at the root of conflict.

Readings:

Samaddar, Ranabir ed. (2004): *Peace Studies: An Introduction to Concepts, Scopes and Themes* [selected chapters] (New Delhi: Sage Publications).

Jeong, Ho Won (2000): *Peace and Conflict Studies: An Introduction* (Surrey: Ashgate).

2. Theories of Conflict and Violence:

The module shall introduce to students framework of understanding conflicts and discuss on certain central theories associated with conflicts. Conflict and Violence are often seen as overlapping discourse so a part of discussion will delve on perspectives that synthesise and propose critical analysis and shall look at definitions and typology of understanding violence. It shall make comparative examination of different approaches applied in the context of conflict such as constructivism, human needs theory, relative deprivation theory, social identity theory and radical feminism. It shall devote a section of discussion on the framework of non-violence.

Readings:

Simmons, Solon J. (2009): “Generativity-based Conflict: Maturing Microfoundations for Conflict Theory” in Dennis J.D. Sandole et.al. (ed.), *Handbook of Conflict Analysis and Resolution* (New York and Oxon : Routledge) pp. 116-117.

Bartos, Otomar J. and Wehr, Paul (2002): “Understanding Conflict” in *Using Conflict Theory* (Cambridge: Cambridge University Press) pp. 12-26.

Collins, Randall (2009): *Violence:A Micro-sociological Theory* (New Jersey: Princeton University Press).

3. State and Internal Conflict:

The post colonial states which struggles to mediate various contradictory interests through the instrument of development are often driven into further volatile situation resulting in instances of intra-state conflicts. The range of such conflict may vary from ethnic tensions, terrorism, extremism, separatism and tensions among the marginalized and privileged. Structures of domination and inequality and multiplicity of identities have widened disparities among population groups and this brought to question whether conflicts emanate due to lack of development? This module will take students through terrain of understanding the opportunities of rebellion in situation of underdevelopment and will pay attention to sites of power struggle between dominant and marginal identities. It will draw in contours of experiences from the Indian state.

Readings:

Bardhan, Pranab (2004): *Scarcity, Conflicts and Cooperation: Essays in the Political and Institutional Economics of Development* [selected chapters] (Cambridge: MIT Press).

Jackson, Richard (2001): “The State and Internal Conflict” in *Australian Journal of International Affairs*, Vol 55. No.1. pp 65-81.

Stavenhagen, Rodolfo (1996): *Ethnic Conflicts and the Nation State* (Palgrave Macmillan).

4. Resource Conflicts:

The reasons for scarcity and competition over resources are numerous, including elite control over natural resources, growing demand and changing composition of development needs. There are various examples of conflicts between uses and users of natural resources at various levels. The module shall begin with understanding the terminological understanding of concepts used to study politics of natural resources, and then focus from available literature on framework for understanding conflicts over resources. It may draw broad canvas of issues but for deeper understanding may consider taking certain case studies of water conflict. A section of the module will take up for discussion on how certain conflicts are directly caused by competition for essential livelihood resources.

Readings:

Baviskar, Amita ed.(2008): *Contested Grounds: Essays on Nature, Culture and Power* [selected chapters] (New Delhi: Oxford Publications).

Joy, J.J. and Paranjape, Suhas ed. (2007): *Water Conflicts in India* [selected chapters] (New Delhi: Routledge).

Tiwary, Rakesh (2008): “States Conflicting over Transboundary Waters” in N.C.Narayanan ed. *States, Natural Resource Conflicts and Challenges to Governance* (New Delhi: Academic Foundation); pp.117-141.

5. Conflict Mapping:

Conflicts generally involve multi-dimensional and complicated issues with multiple parties and organisations claiming on its benefits. There are different approaches to lens conflict and it is difficult to put all conflicts under a single umbrella. Every conflict, however, has certain basic elements which enables students of conflict studies to produce a roadmap. The conflict mapping exercise taken up as module content will allow students to visualise and clarify conflicts from their own perspective and concentrate on detailing of relationships of issues, goals, parties and consequence of conflicts. This module will be carried out in a practical mode allowing students to take up conflict cases and use techniques of analysis.

Readings:

Loughlan, Victoria et.al.(2009): “Afghanistan Conflict Map”, Centre for Peace and Conflict Studies, www.st-andrews.ac.uk/intrel/.../Afghanistan%20conflict%20map.pdf, accessed on 23.12.12.

Wehr Paul, “ Conflict Mapping”, <http://www.colorado.edu/conflict/peace/treatment/cmap.htm>, accessed on 23.12.12.

6. New Security Concerns:

The threat agenda that is faced today is not just limited to international terrorism and to the proliferation of weapons of mass destruction but a much wider one, including a whole range of issues of poverty, environmental degradation, and pandemic diseases that have not traditionally been considered as part of the peace and security nexus. The need for providing effective protection as well as empowering people to take charge of their own lives in critical situations is matters of concern. Recent academic engagement in understanding development and human security vis-à-vis conflict has picked a huge momentum. The module shall discuss the human security concerns along with placing focus on importance of such concerns in the global development agendas. It shall talk about linkages between human rights and security and its differentiated impacts brought in by gender identities. It shall take case study of North-east India and examine how the new security concerns can be placed in such area of research.

Readings:

Pronk, Jan (2007): “Globalisation, Poverty and Security” in Felix Dodds and Tim Pippard, *Human & Environmental Security: An Agenda for Change* (UK: First South Asian Edition) pp.71-91.

Chari, P R and Gupta, Sonika (2003): *Human Security in South Asia* [selected chapters] (New Delhi: Social Science Press).

Dodds, Felix and Pippard, Tim (2007): *Human & Environmental Security : An Agenda for Change*. (UK: First South Asian Edition).

Uyangoda, Jayadev (2000):“Nation-State, Security Studies and the Questions of Margins in South Asia” in Dipankar Baneerjee ed. *Security Studies in South Asia: Changes and Challenges* (Delhi: Manohar) pp.15-23.

7. Conflict Resolutions and Peace Building:

The module shall discuss the peace building strategies operational at the global level. It shall also discuss debates that put across dilemma of developing countries on coming to the terms of peace reforms and the institutional role. It shall look at various approaches applied in studying the concept of peace and may also look at the influence of other concepts on this subject like the relation between diplomacy and peace. This module shall discuss the political economy of peace building, peace aids, actors involved in post-conflict reconstruction and critical spaces of contest towards peace building measures in third world countries. For engaging students towards deeper understanding may situate such analysis in particular case studies of peace building in contemporary times.

Readings:

Gorman, Eleanor O' (2011): "Fragile States and the Limits of Peacebuilding and Statebuilding" in *Conflict and Development* (London: Zed Books).

Goodhand, Jonathan ed. (2006): *Aiding Peace: The Role of NGOs in Armed Conflict* [selected chapters] (Warwickshire: Intermediate Centre for Technology and Development).

Chetail, Vincent ed. (2009): *Post-Conflict Peacebuilding* [selected chapters] (New Delhi: OUP).

8. Gender Perspectives of Peace:

The module puts together gendered face of protest against violence, conflict and demands for peace. To begin with, it shall look at understanding of relations between gender and conflicts, both at structural and cultural levels; and discuss the symbolic meanings associated with masculinities of violence and femininity of peace and their binary relationship. Entwining the intensity and practice of militarism and patriarchy, the module shall study cases where women /women's groups caught in society torn with conflicts have made contributions towards rebuilding peace. It shall also discuss the thrust of transnational feminist practices of allowing comparative perspectives in sites of conflict across political borders.

Readings:

Kirleis, Edda (2008) "Rethinking Gender, Violent Conflict and Development from Local Perspectives" in Dubravka Zarkov ed., *Gender, Violent Conflict and Development* (New Delhi: Zubaan) pp.45-59.

Bunch, Charllotte (2004) "Peace, Human Rights and Women's Peace Activism" in Radhika Coomaraswamy and Dilrukshi Foneska ed. *Peace Work: Women, Armed Conflict and Negotiation* (New Delhi: Women Unlimited) pp.28-53.

Butalia, Urvashi ed.(2002) *Speaking Peace: Women's Voices from Kashmir* [selected chapters] (New Delhi: Kali for Women).

Gopinath, Meenakshi and Dasgupta, Sumona (2003): "Gender and Conflict resolution in South Asia" in Moonis Ahmar ed. *Paradigms of Conflict Resolution in South Asia* (Dhaka: The University Press Limited).

9. Politics and Peace Process in the Regional Context:

The module shall specifically focus on third world regions particularly South Asia and Africa that have been very volatile as there are several issues of inter-state conflict with internal strife adding further impetus. The first part of the module will be lecture based looking at the historical terrain of conflicts, linkages between regional conflicts with the complexity of global interest, peace agenda of the region and diplomacy. The second part will be in Seminar mode enabling opportunities of learning from discussions around the topic.

Readings:

Weslekar, Sundeep (2003): “Track II Diplomacy and the Process of Conflict Resolution in South Asia: An Institutional Survey” in Moonis Ahmar ed. *Paradigms of Conflict Resolution in South Asia* (Dhaka: The University Press Limited); pp. 93-106.

Francis, David J. (2008): *Peace and Conflict in Africa* (Cambridge: Zed Books).

Assessment Design

There will be three assessment situations during the course, which will be most likely in the form of literature review, conflict mapping, or writing term paper. Students will be asked to choose topics of research from the course content and will also have scope for discussions and presentation.

MA Development Studies

Course : Social Exclusion and Citizenship

Type : Elective
Credits : 4
Semester : 3/4
Course Coordinator : Preeti Mann
Course Staff : Preeti Mann

Content and Learning Objectives

This course aims at understanding the concept of social exclusion and the multi-dimensionality of this phenomenon - ranging from economic, political, social and cultural. An examination of the processes that lead to social exclusion, the various levels at which it can be found – individual, household, community, etc. – its impacts are all themes that will be dealt with under this course. By drawing up linkages with the discourse on citizenship the course aims at creating a broad and holistic approach to understanding inequality and discrimination. The course will sensitize students and help them develop alternative sensibilities and skills that will allow them to pick out instances of exclusion, its micro/macro level reasons and the hidden ways in which it affects the lives of real people by putting. An examination of existing policy frameworks and probable actions will also be looked at to address issues of exclusion. This course will be transacted through weekly classroom teaching, seminars and visits to live laboratories.

Description/Topics

Introducing Social exclusion
Connecting the dots – exclusion and citizenship
Recognizing Exclusion – Structures and Processes
Impacts of Exclusion
Studying exclusion (an examination of selected spheres)

- Gender and social exclusion
- Urbanization and Migration
- Poverty and Exclusion
- Globalization, Development and Exclusion

Addressing Exclusion – Policy and Action

Required Readings

Silver, H., 1994. Social Exclusion and Social Solidarity: Three Paradigms, *International Labour Review*, Volume 133, Numbers 5-6, pp531-578
Saith, R., 2007. Social Exclusion: The Concept and Application to Developing Countries in Stewart, F., Saith, R. and Harriss-White, B., (eds.), *Defining Poverty in the Developing World*, Palgrave, pp. 75-90

Eyben R., 2004. Inequality as Process and Experience in Eyben R., and Lovett J., *Political and Social Inequality: A Review*, IDS Development Bibliography 20, Institute of Development Studies, Brighton

Assessment

Class tests, Projects and Presentations.

MA Development Studies

Course : Anthropology and Development

Type : Elective

Credits : 2

Semester : 3/4

Course Coordinator : Preeti Mann

Course Staff : Preeti Mann

Content and Learning Objectives

The objective of these lectures is to introduce students to an anthropological/ sociological perspective in development studies. It aims to provide the foundations for a critical inquiry to students by taking up issues related to development theory, policy and practice and the ways in which these have been handled by anthropologists. By focusing on a selection of issues, the lectures will introduce students to analytical skills and knowledge required to evaluate other areas in development practice in a similar manner. These foundational lectures do not aim to be a comprehensive review of all development related issues. They are foundational for the reason that they seek to provide students with requisite skills and training required to adequately approach other related issues as development researchers and/or practitioners. Given below are some indicative topics ranging from anthropological studies of: 1) development and culture, 2) development organizations/ institutions (both by anthropologists in development and otherwise) 3) Issues in development. The course will be transacted through weekly class room lectures.

Indicative Topics

Culture and Development

The Developers: Through the Anthropological Lens

Human Rights, Relativism and Globalization

Expert versus Local Knowledge

Poverty and Progress

Development and the Information Revolution

Required Readings (Detailed reading lists will provided at the beginning of each topic/ module).

Grillo, R. D. and Stirrat, R. L. 1997. *Discourses of Development: anthropological perspectives*. Berg, Oxford

Mosse D. 2004 *Cultivating Development: an ethnography of aid policy and practice*. London, Pluto Press

Schech, S. and Haggis, J., 2000. *Culture and Development: A Critical Introduction*. Blackwell Publishing, Oxford.

Assessment

Class tests

MA Development Studies

COURSE TITLE: GENDER, WORK AND DEVELOPMENT

Credits: 2

Type: Elective

Semester: 4

Coordinator: Dr. Saumyajeet Bhattacharya

This course explores the field of Gender and Work, relating to sexual division of labour and women's work in the development process. It looks at work from a gender perspective, particularly with a focus on analytical frameworks and contemporary experiences. The course also focuses on issues relating to definitional categories and measurement of women's work and offers a survey and critique of the policy framework regarding work and gender. The course examines trends and implications of the globalisation process for gender, particularly in the context of the global production structure, service labour and the experiences of the Structural Adjustment Programmes.

Unit I: Division of labour by gender in the context of social evolution.

- a) The impact of transition from peasant to industrial society on sexual division of labour and women's social status.
- b) The impact of economic development on women's work.

Unit II: Core issues and concepts in women's work

a) Categories of women's work: "Productive work"; paid and unpaid work; formal and informal work; visibility & invisibility in work.

b) Gender based discrimination in work: Nature and basis for discrimination in labour markets: Labour force participation rates, gender-based wage differentials and workplace discriminations.

Discrimination within the family and in the sphere of domestic work: Intra-household relations, cooperative conflict and bargaining; Entitlements and women's work; Property rights, land and discrimination.

Gender and work in a larger discrimination framework (intersectionality - race, class, caste).

c) Gender Stereotypes in work and division of labour: Gendered segregation of professions. Deconstructing gender stereotypes at work; The factory as the male workplace; Masculinity of hard labour; Women as part-timers, Women and 'nimble fingers', Women and care work; Perceptions about women's abilities, skill and efficiency.

d) Work, freedom and empowerment

Unit III: Policy framework for women's work:

a) Methods of computing women's work, Classification of women's work in National Income Accounting systems, Gender issues in Labour Statistics.

b) Gender blindness and gender biases in development policy thinking.

WID, WAD, GAD approaches - Critiques of 'add and stir' approach and its policy implications.

Empirical Evidence from India: Women in organised and unorganised sectors, factors affecting women's participation rates – differences across regions, sectors, rural-urban areas.

Unit IV: Gender and work in the context of Globalisation and Structural Adjustment Programmes

a) Contemporary forms of women's work under globalisation: Feminisation and its dimensions – informal, flexible, casual and transitory work; Women's employment and work in the context of global commodity chains; Self employment in the context of micro-credit and home based work; Women as primary breadwinners; Women in Management.

b) Women and Structural Adjustment Programmes: Issues and Analysis.

c) Women, Migration and work. The case of the international Care economy.

Readings:

- Abel, E.K. and Nelson M.K. (Ed). (1990). *Circles of Care: Work and Identity in Women's Lives*. New York: State University of New York Press.
- Adler, N.J. and Izraeli D.N. (Ed). (1994). *Competitive Frontiers: Women managers in a global economy*. Cambridge, MA: Blackwell.
- Adriana, M.G. Incorporating Gender issues in Labour Statistics, Working Paper, ILO Bureau of Statistics, Geneva.
- Agarwal, B. (1994). *A Field of One's Own: Gender and land Rights in South Asia*. Cambridge: The Press Syndicate of the University of Cambridge.
- Anker, R. (1998). *Gender and Jobs: Sex segregation of occupations in the world*. ILO, Geneva.
- Arya, S. (2008). "Gender and Public Policy in India: Invisibilising Socially Reproductive Labour". *The Indian Historical Review*, Vol. XXV. No. 2.
- Banerjee, N. (1999). 'Analysing Women's Work under Patriarchy'. In Sangari, K. and Chakravarti, U. (Ed). *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
- Banerjee, N. (2004). "Globalization and women's work". In Bhattacharya, M (Ed). *Globalization: Perspectives in Women's Studies*. New Delhi: Tulika Books.
- Becker, G. (1991). *A Treatise on the Family*. Cambridge, MA: Harvard University Press.
- Beneria, L. (1992). "Accounting for Women's Work: The Progress of Two Decades". *World Development*, Vol.20, No.11, pp.1547-1560.
- Beneria, L. (1995). "Toward a Greater Integration of Gender in Economics". *World Development*, Vol.23, No.11, pp.1839-1850.
- Beneria, L. and Feldman, S. (1992). *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*. Boulder, CO: Westview Press.
- Boserup, E. (1970). *Women's Role in Economic Development*. New York: St. Martin's Press.
- Buvinic, M. and Gupta, G.R. (1997). 'Female headed households and female-maintained families: are they worth targeting to reduce poverty in developing countries'. *Economic Development and Cultural Change*, Vol. 45 No 2.
- Cagatay, N. (1998). Gender and Poverty, Working Paper Series, Social Development and Poverty Elimination Division, UNDP.
- Chant, S. (2003). Dangerous Equations? How Female-headed Households Became the Poorest of the Poor: Causes, Consequences and Cautions. Paper prepared for the International Workshop Feminist Fables and Gender Myths: Repositioning Gender in Development Policy and Practice, Institute of Development Studies, Sussex, 2-4 July.

Damodaran, S. and Menon, K. (2007). "Migrant women and wage employment: exploring issues of work and identity among health care professionals". NLI research studies series no. 073/2007, V.V. Giri National Labour Institute, Noida.

Desai, N. (2004). Papers of National Seminar on Globalisation and Women's Work, March 25-26. V.V. Giri National Labour Institute, Vol. I.

Desai, N. and Krishnaraj, M. (2004). "An Overview of the Status of Women in India". In Mohanty, M. (Ed). *Class, Caste, Gender*. New Delhi: Sage.

Elson, D. (Ed). (1991). *Male Bias in the Development Process*. Manchester University Press.

Floro, M. S. (1995). Women's Well-Being, Poverty and Work Intensity.

Feminist Economics, Vol. 1, No. 3, pp- 1-25.

Floro, M.S. (1995). "Economic Restructuring, Gender and the Allocation of Time". *World Development*, Vol.23, No.11, pp.1913-1929.

Folbre, N. (1995). "Holding Hands at Midnight: The Paradox of Caring Labour". *Feminist Economics*, Vol.1 No.1, pp 73-92.

Ghosh, J. (1994). "Gender Concerns in Macro-Economic Policy". *Review of Women Studies. Economic and Political Weekly*, 30 April.

Gothoskar, S. (2000). "Teleworking and Gender: Emerging Issues". *Economic and Political Weekly*, 35(26), pp.2293- 2298.

Himmelwit, S. (1995). "The Discovery of Unpaid Work: The Social Consequences of Expansion of Work". *Feminist Economics*. Vol.1, No.2, pp 1-19.

Jackson, C. (Ed.). *Men at Work: labour, masculinities and development*. London: Frank Cass.

Jenson, J., Hagen, E. and Reddy, C. (Eds.). (1988). *Feminization of the Labour Force – Paradoxes and Promises*. UK: Polity Press.

Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso.

Kapadia, K. (Ed). (2002). *The Violence of Development*. Kali for Women.

Loutfi, M.F. (Ed.). (2002). *Women, Gender and Work – What is equality and how do we get there?*. ILO, Geneva. New Delhi: Rawat Publications.

Mazumdar, V. and Sharma, K. (1990). "Sexual Division of labour and the Subordination of Women: A Reappraisal from India". In Irene Tinker (Ed). *Persistent Inequalities: Women and World Development*. Oxford University Press.

Mitter, S., Fernandez, G. and Varghese, S. (2004). On the Threshold of Informalization: Women Call Centre Workers in India. In Carr, M. (Ed.). *Chains of Fortune: Linking Women Producers and Workers with Global Markets*. London: Commonwealth Secretariat.

Moghadam, V. (1997). *The Feminisation of Poverty: Notes on a Concept and Trend*. Illinois State University, Women's Studies Occasional Paper No.2.

NCEUS (2007): Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector, National Commission for Enterprises in the Unorganised Sector, Government of India, New Delhi.

Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. New York: Cambridge University Press.

Papanek, H. (1990). To each less than she needs, from each more than she can do: allocations, entitlements and value. In Tinker, I. (Ed.). *Persistent Inequalities: Women and World Development*. New York: Oxford University Press.

Papola, T.S. and Sharma, A. (Ed). (1999). *Gender and Employment in India*. Vikas Publishing House.

Patnaik, U. (2004). The new colonialism: impact of economic reforms on employment and food security in India. In Bhattacharya, M. (Ed.). *Globalization : Perspectives in Women's Studies*. New Delhi: Tulika Books.

Pineda, J. (2001). Partners in Women-headed Households: Emerging Masculinities?. In Redclift, N. and Sinclair, M.T. (Eds.). (1991). *Working Women – International perspectives on labour and gender ideology*. London: Routledge.

Rao, N., Rurup, L., Sudarshan, R. (Ed). (1996). *Sites of Change: The Structural Context of Empowering Women in India*. Tulika.

Report of the National Commission on Self employed Women and Women in the Informal Sector (Shram Shakti Report), 1988

Smith, J.P. and Ward, M.P. (1989). Women in the Labour Market and in the Family. *Journal of Economic Perspectives*, Vol.3 No.1 pp 9-23.

Swaminathan, P. (2005). Proceedings of the Seminar on Globalisation and the Women's Movement in India. CWDS.

Towards Equality Report: Report of the Committee on the Status of Women in India, Government of India, 1974

Unni, J. (2001). Gender and Informality in Labour Market in South Asia, *Economic and Political Weekly*, June 30.

Vishwanathan, N. et.al. (Ed). (1997). *The Women, Gender and Development Reader*. Zubaan.

Women Work and Development Series: ILO, Geneva.

Course Title : Labour Movements, Social Movements and Development

Credits : 2
Type : Elective
Coordinator : Sumangala Damodaran

Course Description and Learning Objectives

In the last couple of decades, with massive changes in international and national industrial organisation patterns, in the world of work and with rapid spatial reconfigurations in urban and rural areas, there have been vigorous debates on inequalities that have been created and the movements that have attempted to address and confront the sources of such inequalities. The role of labour movements, the rise of other movements and the relationships between them have been a significant aspects of the debates that have happened. This course introduces students to the changes in work and spaces that have occurred as well as the role of, the transformations in and the relevance of labour movements in the changed context. It will enable them to engage with older as well as contemporary debates on labour, labour processes and their relationship to labour and social movements. It will also address questions of whether the posited separation and, often, opposition between ‘labour movements’ and ‘social movements’

Broad Topics:

Topics that will be covered in the course are the following:

- Labour and the World of Work
- Recent Changes in the world of Work and Alternative Theoretical Conceptualisations
- Labour Movements and Labour Reforms
- ‘Social Movements’ vs ‘Labour Movements’?

Selected Reading List:

Andrew Herod (2003): Workers, Space, and Labor Geography, *International Labor and Working-Class History*, No. 64, pp. 112-138

Alain Lipietz (1993): The Local and the Global: Regional Individuality or Interregionalism? *Transactions of the Institute of British Geographers, New Series*, Vol. 18, No. 1 pp. 8-18

Manuel Castells (2000): Toward a Sociology of the Network Society, *Contemporary Sociology*, Vol. 29, No. 5 pp. 693-699

Celik, Ercument (2010): Street Traders – A Bridge Between Trade Unions and Social Movements in Contemporary South Africa

Standing, Guy (2009): *Work After Globalization: Building Occupational Citizenship* (Cheltenham, UK, and Northampton, MA, Edward Elgar)

Bhattacharya, S (2007): Vicissitudes of the Relationship between State, Capital and Labour: an Appraisal of Neoliberal Labour reforms in India and Beyond' in *Labour, Capital and Society*, Vol 40, 1 and 2.

Bieler, Andreas and Devan Pillai (2009): *Labour and the Challenges of Globalisation*

Moody, K (1997): *Workers in a Lean World*, London, Verso

Assessment Design

The assessment will be done at two points in time and will consist of one long term paper and a presentation that will focus on empirical experiences that the students will be expected to research and prepare themselves. The assessment weightage will be distributed between the written content and student's class presentations/discussions.

MA Development Studies

Course: Development Economics

Type: Elective

Credits: 4

Semester: 4

Course Coordinator: Subrata Mandal

Course Staff: Subrata Mandal

Course description:

The course aims to promote understanding of the concept of development, the various explanations of the causes of different levels of development and the potential contribution of development economics to the furtherance of economic development and poverty reduction and improvement in quality of life in a national and global context. The course will explore growth, trade, fiscal and financial issues for developing countries. The course will explore development economics at the village level and the tools for formulating economic policies for a village economy, which would be useful for development practitioners. The course will discuss frontier issues of development economics to develop a future perspective in students to understand development as freedom, well being and happiness.

Learning Objectives

The students will learn economic aspects of the development process in low-income countries. Its focus is not only on methods of promoting economic growth and structural change but also on improving the potential for the mass of the population, for example, through health and education and workplace conditions, whether through public or private channels.

Students will learn theories and methods that aid in the determination of policies and practices and can be implemented at either the domestic or international level. This includes methods for restructuring market incentives, using mathematical methods for project analysis, or it may involve a mixture of quantitative and qualitative methods.

Students will be familiarized with approaches in development economics that may incorporate social and political factors to devise particular plans. Different approaches may consider the factors that contribute to economic convergence or non-convergence across households, regions, and countries. The students will learn concepts and tools that are required for development practitioners with focus in rural economics.

Module 1: Theories in Development Economics

Topics/ Description

The topics would include - evolution of Development Economics; the concept of development;

development indicators, classical theories of development, theories of under-development, and structural change in the economy with economic development. The course will go into issues of technology, endogenous growth, income distribution, poverty and wealth of nations. It will discuss food security, energy security, right to livelihood, development and justice, and elite capture. It will discuss food and entitlement, human development, decentralisation and local governance. The students will be familiarised with the concept of development as freedom, well being and happiness.

Module 2: Policies of Economic Development

Topics/ Description

The course will explore growth, trade and macroeconomic issues for developing countries. Topics include: fiscal and financial policy options; foreign exchange controls; dual labour markets; structural adjustment; stabilisation and external debt; and the growth and equity impact of macroeconomic adjustment programmes and trade policy options, influence of trade and capital flows on development, and global political economy.

Module 3: Techniques in Development Economics

Topics/ Description

The course will try to create capacity to understand village economies and build up development plans at village levels through activity mapping and coining indicators for monitoring and evaluation of development projects. The students will be equipped with computing techniques using input output model, social accounting matrix, linear programming, computable general equilibrium models and carry out social and economic cost benefit analysis of development projects.

Reading List

Adelman, I., J.E. Taylor and S. Vogel (1989) "Life in a Mexican Village: A SAM Perspective" *The Journal of Development studies*

Alain de Janvry & Frederico Finan & Elisabeth Sadoulet, 2010. "[Local Electoral Incentives and Decentralized Program Performance](#)," [NBER Working Papers](#) 16635, National Bureau of Economic Research, Inc. *Development Studies*, pp. 5-24.

Chakarvarti, S (1981): *Development Planning: the Indian Experience*. Oxford University Press, New Delhi.

Chakarvarti, S. (1982): *Alternative Approaches to a Theory of Economic Growth*, Oxford University Press, New Delhi.

Chenery, H. Et-Ai(1987): *Handbook of Development Economic V 01.1 and II*. North-Holland.

Gerald M. Meier and James E. Rauch (eds.), *Leading Issues in Economic Development*, 8th ed., Oxford Univ. Press, 2005.

Haq, M.: *Reflection on Human Development*, Oxford University Press. New Delhi.

- Harris. John: (1982), *Rural Development - Theories of Peasant Economy and Agrarian Change*
- Hayami Y. and Godo Y. (2005) *Development Economics: From the Poverty to the Wealth of Nations*, (3rd edition) Oxford University Press: Oxford
- Ingham, B, (1995) *Economics and Development*; McGraw-Hill, New York
- Joseph Stiglitz, *Globalisation and Its Discontents*, Penguin, 2002
- Meier, G.M. (1971): *Leading Issues in Economic Development* Oxford University Press, New Delhi.
- Meier G. and Stiglitz J. (eds) (2001) *Frontiers of Development Economics: The Future in Perspective*, Oxford University Press. New York.
- Myrdal. G (1968): *Asian-Drama: an Enquiry Into The Poverty of Nations*, Pelican, London.
- Krugman, Paul (1995) “Dutch Tulips and Emerging Markets”
- Lewis, B. D. and E. Thorbecke (1992), *District-Level Economic Linkages in Kenya: Evidence Based on a Small Regional Social Accounting Matrix*, *World Development*, vol. 20, no. 6, pp. 881-97.
- Perkins, D, Radelet, S, Snodgrass, D, Gillis, M and Roemer, M, (2001) *Economics of Development* (5th ed); Norton, New York,
- Subramanian, S. and E. Sadoulet, (1990), 'The Transmission of Production Fluctuations and Technical Change in a Village Economy: A Social Accounting Approach', *Economic Development and Cultural Change*, vol. 39, no. 1, pp. 131-73.
- Ravenhill J. (ed) (2005) *Global Political Economy*; Oxford University Press: Oxford.
- Sen A (1999) *Development as Freedom* Oxford University Press, New York
- Sen, A.K. (1981): *Poverty and Famines*, Allied Publishers, New Delhi.
- Sen, A.K. (1984): *Resources, Values & Development*, Basil Blackwell. London.
- Thirawall, A. (1978): *Growth and Development*, Macmillan, London.
- Todaro, M. and Smith S. (2009); *Economic Development* (10th ed) Addison-Wesley: London

Assessment design:

The students will be assessed through term papers, presentations, tests and exams.

MA Development Studies

Title of the Course: Energy, Resources and Development

Type: Elective

Credits: 2

Semester: 4

Course Coordinator: Subrata Mandal

Course Staff: Subrata Mandal

Course description:

The course adopts an interdisciplinary approach using social, physical and biological sciences to develop a conceptual framework for energy and resource use with development. The course will discuss the political and economic significance of energy resources, both exhaustible and renewable, with the development trajectory of a nation. It will develop an analytical foundation of energy input for food and commodity production and its implication for global sustainability and equity within and among nations.

Learning Objectives

Students will learn the laws of energy and its relation with the economic, social and natural systems. They will learn the laws and theorems of exhaustible energy resources (like coal, oil, gas and nuclear), renewable (e.g biomass) and non conventional (e.g. solar and wind) resources with respect to conservation and depletion, and optimal path of extraction to maximise welfare of present and future generations. Students will be made familiar with issues like political implications of mining for energy resources, resource curse, energy poverty, energy security and energy accessibility among different strata of the population as well as at the national and global levels. They would learn pricing strategies and policies and debates around taxes and subsidies related to energy equity, and energy conservation and use. Students will study the future prospect of non conventional energy, and policies that would encourage such sources to be a viable option. They will develop a perspective on future global energy demand and development of nations, imperfections in energy markets, and conflicts over control of energy resources. Students will be taught the impact of energy use and technology on global sustainability, particularly with respect to emissions, clean energy and climate change.

Module: 1

Energy and its relation with the economic, social and natural systems.

Module 2

Theories of optimal use of exhaustible and renewable energy resources

Module 3

Energy policy and development : coal, oil, gas, nuclear, and non conventional sources

Module 4

Conflicts and control over energy resources

Module 5

Energy, sustainability and climate change

Module 6

Future global energy demand and development of alternate sources

Reading List

Clark, Colin W. (1990). *Mathematical Bioeconomics: The Optimal Management of Renewable Resources*. (2 ed.). New York: Wiley Inter-Interscience, John Wiley and Sons, Inc.

Georgescu-Roegen, N. 1971. *The entropy law and the economic process*. Cambridge, MA: Harvard University Press.

Dasgupta, P.S. and G.M. Heal. *Economic Theory and Exhaustible Resources* Cambridge, Cambridge University Press. 1979.

Ciriacy-Wantrup, S.V. (1952). *Resource Conservation: Economics and Policies*. Berkeley: University of California Press.

Daly, Herman E. (1973). *Toward a Steady State Economy*. San Francisco: W.H. Freeman.

Dasgupta, Partha. (1982). *The Control of Resources*. Cambridge, MA: Harvard University Press.

Kneese, A.V. and J.L. Sweeney (Eds.). *Handbook of Natural Resource and Energy Economics*. Amsterdam, Elsevier.

Odum, H. T. 1971. *Environment, power and society*. New York: John Wiley.

Freeman, III, A.M. (1993): *The Measurement of Environmental and Resource Values: Theory and Methods*, Washington D. C: Resources for the Future.

Haab, Timothy C, and Kenneth E. McConnell (2002): Valuing Environmental and Natural Resources: The Econometrics of Non-Market Valuation, Edward Elgar, Cheltenham, UK.

V. K. Smith (Ed.) (1979), Scarcity and Growth Reconsidered . Baltimore: Johns Hopkins University Press.

Assessment design:

Students will be assessed through mid semester and end semester exams.

MA Development Studies

Course: International Trade and Political Economy of Development

Type: Elective

Credits: 4

Semester: 3

Course Coordinator: Subrata Mandal

Course Staff: Subrata Mandal

Content:

It will deal with the historical evolution of trade and finance patterns, the important international institutions and major processes in the current international economy and the issues of policy concern for developing countries such as India.

Trade theories would include notion and sources of comparative advantage with respect to technology, resource endowments etc, and analysis of gains from free trade. Trade theories would include neoclassical theories like Heckscher-Ohlin, Stolper-Samuelson, Rybczynski and Factor Price Equalization Theorems; and the Leontief Paradox. Trade theories would also include intra-industry trade, Linder's Hypothesis; Product-Cycle and Technology-Gap Models; and The Diamond Model of Michael Porter. Issues related to free trade and protection would be addressed. Tariff and non-tariff instruments of trade policy, the optimum tariff, Metzler's Paradox, trade distorting effects of tariffs, and trade promotion strategies would be discussed.

Balance of payment and trade policies, foreign exchange policies, international money and capital markets, strategic foreign trade management and international financial management, world trade and international finance and international financial institutions would be discussed.

Political economy of international trade and financial flows, global economics, global financial flows and global power shifts, and research methodology in social sciences on global trade and finance flows will be discussed.

Learning Objectives:

The aim of this course is to give students the conceptual basis and the necessary tools for understanding trade theories, balance of payments adjustment and capital flows at the post graduate level.

The emphasis is on understanding concepts and principles underlying the theory, and applying them to interpret trade patterns and capital flows in open economies. The course would familiarize students with trade policy options and managing balance of payments. It would also discuss political economy of capital flows and the role of international financial institutions.

Module: Classical and Neo-Classical Trade Theories

Description/Topics

Classical Model (Smith, Ricardo, and Haberler): Assumptions, Implications and Limitations; Extension of Ricardian Model: The Specific Factor Model.- Standard Model: Analysis of Gains from Free Trade. - Neo-Classical Model: Assumptions and Their Implications, Factor Substitution, One-to-One Relationship between Factor-Prices, Commodity-Prices and Factor-

Intensities; Heckscher-Ohlin, Stolper-Samuelson, Rybczynski and Factor Price Equalization Theorems; Empirical Evidence - the Leontief Paradox.

Required Readings

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7th and 8th Editions (2001 and 2004) John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

Supplementary Readings

- Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd
- Samuelson, P .A. (1948), "International Trade and the Equalization of Factor Prices, "Economic Journal, Pp 165-184.
- Johnson H.G. (1985), "The Gains from Free Trade With Europe: An Estimate". Manchester School of Economics and Social Studies. Pp. 247-255.

Assessment

Assignments, Mid Semester Exam and End semester Exam

Module: Modern Trade Theories

Description/Topics

Intra-Industry Trade - Trade Under The Assumptions of Imperfect Competition and Economies of Scale, Linder's Hypothesis; Dynamic Explanations (Change of Technologies) - Product-Cycle and Technology-Gap Models; Strategic Trade Policy (Management) - The Diamond Model (Michael Porter).

Required Readings

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7th and 8th Editions (2001 and 2004) John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

Supplementary Readings

- Posner, M. V. (1961) "International Trade and Technical Change: Oxford Economic Paper PP. 323-341.
- Vernon. R. (1966) "International Investment and International Trade in the Product Cycle'. Quarterly Journal of Economics. Pp. 197-207.

- Lancaster, K (1980) "Intra-Industry Trade Under Perfect Monopolistic Competition, Journal of International Economics PP. 151-175.
- Krugman P .R. (1980), "Scale Economics, Product Differentiation and Pattern of Trade." American Economic Review. PP 950-175.

Assessment

Assignments, Mid Semester Exam and End semester Exam

Module: Trade Policy

Description/Topics

Free Trade Versus Protection - Need for Protection, Tariff and Non-Tariff instruments of Trade Policy, Comparison of Tariff and Quota, Learner's Symmetry, Aggregate Measures of Protection, Nominal and Effective Rate of Protection. - Effects of Tariff for Small and Large Countries (Partial Equilibrium Analysis), Effects of Tariff on Distribution of Gains from Trade (General Equilibrium Analysis), the Optimum Tariff, Metzler's Paradox, Domestic Distortions, Trade Distorting Tariffs.

Required Readings

- Salvatore, Dominick, International Economics, 6th Edition (1998) Prentice Hall, 7th and 8th Editions (2001 and 2004) John Wiley & Sons.
- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.
- Krugman P.R. and Obstfeld D. (1994), International Economics: Theory and Policy. Third Edition. Harper Collins. New York

Supplementary Readings

- Baldwin, R.E. (1960), "The Effects of Tariffs on International and Domestic Prices", Quarterly Journal of Economics, 74(1) 65-70.
- Metzler L.A. (1949)'Tariff: the Terms of Trade and the Distribution of National Income', Journal of Political Economy, Pp. 1-29.
- De Graft V.J. (1949) ".On Optimum Tariff Structure: Review of Economic Studies No. I Pp. 47 -59
- Baldwin, R. (1952), "The New Welfare Economics and Gains in International Trade", Quarterly Journal of Economics, 91-101.
- Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd.

Assessment

Assignments, Mid Semester Exam and End semester Exam

Module: Open Economy Macroeconomics**Description/Topics**

The focus is on the theoretical and empirical modeling of the open macro-economy. Modeling strategies are examined in relation to topics of policy interest, including exchange-rate dynamics, macroeconomic adjustments, financial stability, and regional monetary integration. Technical issues associated with empirical implementation of theoretical models are investigated.

Required Readings

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

Supplementary Readings

- Suranovic Steven M. (2005), International Trade Theory & Policy Analysis, [Http://internationalecon.Com](http://internationalecon.com)
- Bowen Harry P., Hollander A., Viaene J. (1998), Applied International Trade Analysis, The University of Michigan Press, and Macmillan Press Ltd.

Assessment

Assignments, Mid Semester Exam and End semester Exam

Module: International Finance and Economic Development**Description/Topics**

Balance of payments theory and policy, exchange rates, fixed and floating exchange rates, exchange rate system and policy coordination, financial globalization, private capital flows, foreign aid, alternative ways of financing economic development, and external debt.

Required Readings

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Sawyer, W.C. and Sprinkle R.L. (2003), International Economics, Prentice-Hall of India, New Delhi.

- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

Supplementary Readings

- Bhagwati, J. (2002), Free Trade Today, Oxford University Press
- Bhagwati, J. (1958), "Immiserizing Growth: A Geometric Note", Review of Economic Studies, 25, 201-205.

Assessment

Assignments, Mid Semester Exam and End semester Exam

Module: Political Economy of Capital Flows

Description/Topics

Political economy aspects of international monetary relations, international capital flows, behavioral finance, currency and financial crises, and applications of optimal currency area analysis to exchange rate issues, global power shifts

Required Readings

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.

Assessment

Assignments, Mid Semester Exam and End semester Exam

Module: Development Policies of International Financial Institutions

Description/Topics

The Bretton Woods system, The International Monetary Fund - WTO: Uruguay Round, Highlights of Ministerial Meetings: Singapore to Hong Kong, Concerns of Advanced Countries and Developing Countries, the Doha Development Agenda (DDA).

Required Readings

- Sodersten, Bo and Reed, G. (1994), International Economics, Macmillan Press Ltd., London
- Caves, Jones and Frankel (1999), World Trade and Payments, 8th Edition, Addison-Wesley.
- Hoekman, Mattoo and English (Ed.) (2002), Development, Trade and the WTO – a Handbook, The World Bank, Washington, D.C.

Assessment

Assignments, Mid Semester Exam and End semester Exam

MA Development Studies

Course : Industrialisation, Urbanisation and Development

Type : Compulsory (1st Semester 2011-13)

Credits : Elective/4

Semester : Monsoon 2011

Course Coordinator : Sumangala Damodaran

Course Description and Learning Objectives: This course will introduce students to debates around industrialization and urbanization in the developing country context. The discussion on industrialization will include debates on appropriate strategies and experiences of industrialization in a broad sense and also deal with forms of industrial organization and labour processes such as Fordism-Taylorism, Flexible Specialization, and Post-Fordist production and labour process organization. It will also cover the ground on the relationship between enterprise and society in a developing country context. The discussions on industrialization will also bring in contemporary debates around urbanization processes, growth of informal settlements, and migration issues.

Apart from reading the conceptual literature in the area and reviewing experiences that will be primarily from the Third World, the course will attempt to equip students with methods for understanding actual processes as they occur in reality, through field visits.

The topics that will be covered are as follows:

1. Industrial Development : Alternative Trajectories - (a) The older debates (b) New Perspectives; New International Division of Labour and New Industrial Paradigms - Industrial Clusters and Industrial Districts
2. Industrialisation and Labour : Taylorist and Post-Fordist Labour Management Systems ;Industrialisation, Migration and Gender Issues
3. Perspectives on Third World Urbanisation
4. The Informal Sector – Industrialization, Livelihoods
5. Industrialisation, Urbanisation and Production-Space Dynamics

Readings

- i. John Humphrey: Introduction, World Development, Vol. 23, No. 1, 1995

- ii. Gabriel Palma: Four sources of ‘de-industrialisation and a new concept of the ‘Dutch Disease’, presented at hSRC EGDI Roundtable The Changing Character of Industrial Development: What Implications for Growth, Employment and Income Distribution?
- iii. John Humphrey: Industrial Reorganization in Developing Countries: From Models to Trajectories, *World Development*, Vol. 23, No. 1, 1995
- iv. John Weiss: Industrialisation and Globalisation– Theory and Evidence from Developing Countries, Verso, 2002, Chs 1 and 5
- v. Alice Sindzingre: The Relevance of the Concepts of Formality and Informality: A Theoretical Appraisal, EGDI and UNU-WIDER Conference *Unlocking Human Potential: Linking the Informal and Formal Sectors* 17-18 September 2004, Helsinki, Finland
- vi. A.T.M. Nurul Amin: The Informal Sector in Asia from the Decent Work Perspective, Employment Sector International Labour Office Geneva
- vii. David Harvey (1990): Flexible Accumulation through Urbanization Reflections on "Post-Modernism" in the American City, *Perspecta*, Vol. 26, Theater, Theatricality, and Architecture, pp. 251-272
- viii. Breman, J. (1976), ‘A dualistic labour system; critique of the informal sector concept’, reprinted in: *Wage hunters and gatherers; search for work in the urban and rural economy of south Gujarat*. Oxford University Press 1994.
- ix. Breman, J. (1995) ‘Labour get lost: a late-capitalist manifesto’, reprinted in: *The labouring poor in India*. Oxford University Press, New Delhi 2003.
- x. Breman, J. (1996) *Footloose labour; working in India’s informal economy*. Cambridge University Press. Cambridge.

Assessment: Two types of assessment will be conducted for this course over three or four assessment points. One type will be writing papers from the taught component, where they will be expected to go beyond the literature used in the class. The second type will consist of group assessments on the basis of fieldtrips organized primarily in the National Capital Region.

M A in Development Studies

Course Title : Statistics and Data Exploration

Credits : 4
Type : Elective
Semester : 4
Coordinator : Chandan Mukherjee

Course Description

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. It serves as a complement to the course on Basic Statistics which is forms the second part of the course Research Methodology II.

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.

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 a 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.

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. 9661at 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).

Assignments

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.

School of Education Studies

Continuing Professional Development Courses: AES Format

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**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203101

Title: Teachers as Researchers

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Winter Semester, 2019

Course Coordinator and Team: Dr Gunjan Sharma (C), Professor Amol Padwad, and Professor Bharati Baveja

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience as schoolteachers

Aims/Outline:

The notion of teachers as researchers has been in educational discourse at least since early 1980s. It is founded on the view that professionalism of the teacher is based on expertise in seeking to understand the world, including one's own practice, not only on given knowledge (Stenhouse, 1983). That is, adopting a "research stance" to practice is the essence of teacher professional development and a core value underlying the concept of an autonomous teacher. This research stance becomes much more important in the context of the intensifying culture of performativity in education, as it offers teachers an opportunity to step back and reflect on action. This course adopts this understanding to facilitate teachers for inquiry in their own practice. Towards this end, the course involves engaging the participants in collectively reflecting upon the beliefs and values underlying school practice, identifying and examining issues, and designing systematic approaches of investigating and addressing these issues. In this process, the participants will think through a range of ethical considerations, perspectives and relevant theoretical frames to inform the design and implementation of short research projects. Trying out the projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment.

Expected learning outcomes:

By the end of the course participants will be able to:

1. Identify inquiry questions for research in practice settings;
2. Design research project to address questions from practice;
3. Implement, critically evaluate and report on the research project

Brief description of modules:

Module 1: School Experiences and Practice

This module will focus on collective reflections on school experiences of teachers especially focussing on the issues and challenges that they encounter in their schools or classroom contexts, and/or on ideas that they want to implement in practice. This will provide a context for a discussion on the approaches that individual teachers adopt or suggest adopting to overcome/understand these issues or to implement ideas in practice. The module will culminate in each group member identifying a focus area for research.

Module 2: Introduction to Research

Building on the previous module, this module focuses on introducing the participants to the concept and process of research as they begin to translate the focus area identified by them into research questions and projects. While focussing on action research, they will critically read selected researches on schools and classrooms conducted by teachers/educators, will be introduced to the relevant methods of data-collection, analysis and concepts such as praxis, reflectivity, reflexivity, validity, reliability and triangulation. By the end of this module along with formulating questions for research, the teachers would identify ways of collecting and analysing data for their research focus.

Module 3: Designing Research Study

This module will facilitate teachers to design a research study. They will work closely with their colleagues and faculty mentor(s) to refine research questions, data-collection and analysis strategies. The specific focus here would be to discuss the various ethical and methodological considerations along with the beliefs and values about education underlying the proposed projects.

Module 4: Doing Research and Sharing Findings

The participants will implement their research projects in their own schools and record the findings and their experience (especially the research challenges encountered in the implementation). These findings and experiences will be shared in a closed seminar with the group for feedback. This module will culminate in drawing inferences for practice from this process and reflections on the linkages between practice and research. The participants will identify some actionable points for implementation in their contexts.

Assessments

1. Participation (in-class): 15%
2. Project Proposal: 30%
3. Report: 30%
4. Seminar Presentation: 25%

Essential Readings

- Farooqi, F. (2014). Ek school manager ki diary ke kuch panne – XI: Bachhon se mulakat. *Shiksha Vimarsha*, March-April, 25-37.

- A Post Graduate Teacher (Anonymised). (2014). Some personal reflections about teaching in government schools. In Varma, V. S., and Sharma, G. (Ed.), *Teachers in conversations: Schoolteachers' narratives, discussions and dialogues*, pp. 37-48. New Delhi: Ambedkar University Delhi and Ahvaan Trust.
- Bhatt, H. (2008). *Ek school teacher ki diary ke kuchh panne* (pp. 16-17). Bangalore: Azim Premji University.
- Midha, G. (2018). Tools to guide our action. *Teacher Plus*: <http://www.teacherplus.org/tools-to-guide-our-actions/>
- Creswell, J. W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) (pp. 2-42). London: Pearson.
- Nadig, D., and Gupta, V. (2018). From research in action to action research. *Teacher Plus*: <http://www.teacherplus.org/from-research-in-action-to-action-research/>
- Zeni, J. (2009). Ethics and the 'personal' in action research. In S. E. Noffke & B. Somekh, *The SAGE handbook of educational action research* (pp. 254-266). London: SAGE Publications Ltd
- Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council. (Any 2 Selections)
- Thapa, R. K. L. (2016). An action research on classroom teaching in English medium. *Asian Journal of Humanities and Social Sciences*, 4(1), 97-106 (<https://ajhss.org/pdfs/Vol4Issue1/5.pdf>).
- Gomathi, R. *Action research on multiplication algorithm in grade 5* (pp. 111-115): <http://www.azimpremjifoundationpuducherry.org/teacher-reference/action-research-multiplication-algorithm-grade-5>
- Raghavan, N. (2015). *Reflective teacher: Case studies of action research*. Chennai: Orient Blackswan Private Limited. (Any 2 selections)
- Open University. Action Research: TESS-India (Teacher Education through School-based Support): http://www.open.edu/openlearncreate/pluginfile.php/159527/mod_resource/content/3/TEGN_AR.pdf
- Nofke, S. (2009). Revisiting the personal, professional and political dimensions of action research. In Susan E. Noffke & Bridget Somekh (Ed.), *The SAGE handbook of educational action research*, pp. 6 – 24.
- Rust, F. O. (2009). Teacher research and the problem of practice. *Teachers College Record*, 111(8), 1882–1893.
- Lather, P. (1986). Research as praxis. *Harvard Educational Review*, 56(3), 257-278.

Suggested Readings

- Cain, T., and Harris, T. (2013). Teachers' action research in a culture of performativity. *Educational Action Research*, 21(3), 343-358.
- Connelly, F. M., and Clandinin, J. D. (Eds). (1999). *Shaping a professional identity: Stories of educational practice*. London: Althouse Press. (Any 1 Chapter from part 2)
- Lovenburg, N. (2018). Journey within Afghanistan: Inside Creative's digital book tracking system. *Childhood Education*, 94(5), 52–57.
- doi:10.1080/00094056.2018.1516473

- Hoyle, E. (1970). Educational innovation and the role of the teacher. *Forum*, 14(1), 42-44.
- Hargreaves, D. H. (1996). Teaching as a research-based profession: Possibilities and prospects. Annual lecture, The Teacher Training Agency, United Kingdom. (12 pages)
- Carr, W., and Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research* (pp. 7-45). New York: Routledge.
- Hammersley, M. (1993). On the teacher as researcher. *Educational Action Research*, 1(3), 425-445.
- Xerri, D. (2018). Two methodological challenges for teacher-researchers: Reflexivity and trustworthiness. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(1), 37-41. DOI: 10.1080/00098655.2017.1371549.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research methods in education* (6 th ed.) (pp. 5 – 47). London: Routledge.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action* (pp. 27-42). New York: Basic Books.
- Whitehead, J. (2009). Generating living theory and understanding in action research studies. *Action Research*, 7(1), 85-99.
- Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council.
- Altrichter, H., Posch, P., and Somekh, B. (2000). *Teachers investigate their work* (pp. 44 – 117). Oxon: Routledge.
- Hopkins, D. (2008). *A teacher's guide to classroom research*. Berkshire: Open University Press.
- Creswell, J. W. (2012). *Educational research* (4th ed.). New Delhi: Pearson.
- Noffke, S. E., and Somekh, B. (Ed.). (2009). *The SAGE handbook of educational action research*. London: Sage.
- McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge.
- Elliott, J. (1991). *Action research for educational change*. Milton Keynes: Open University Press.
- Lindblom, C. & Cohen, D. (1979). *Usable knowledge*. New Haven: Yale University Press.
- Lortle, D. (1975). *Schoolteacher*. Chicago: University of Chicago Press.
- Stenhouse, L. (1983). *Authority, education and emancipation*. London: Heinemann.
- Cochran-Smith, M., & Lytle, S. L. (1999). The Teacher Research Movement: A decade loater. *Educational Researcher*, 28(7), 15–25.
- Cochran-Smith, M., and Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.
- Cohn, M. M., and Kirkpatrick, S. (2001). Negotiating two worlds: Conducting action research within a school-university partnership. In J. Zeni (Ed.), *Ethical issues in practitioner research*. New York: Teachers College Press. pp. 136–48.
- Pritchard, I. (2002). Travelers and trolls: Practitioner research and institutional review boards. *Educational Researcher*, 31(3), 3–13.

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203104

Title: Leading change in Educational Institution

Type of Course: CPD Certificate course

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Winter Semester, 2019

Course Coordinator and Team: Professor Krishna K Dixit (C), and Dr Prabhat Rai

Email of course coordinator: krishnakdixit@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience in educational institutions

Aims/Outline:

Teacher as an agent of change is one of the prominent strands in educational discourse in general. Teachers are the key decision makers in education and the success or failure of educational innovations largely depend on teachers' decisions. At the same time, change offers teachers both – choices and challenges in the contexts of change. Therefore, it becomes essential to strive for 'change literacy' among teachers especially in the face of wide array of change initiatives being introduced at the institutional levels. This course is designed for aspiring and practicing teachers for facilitating greater understanding educational change and provides conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change. The course starts from teachers' notions of change in education. The teachers will work through issues such as identify change areas, design change plan, and implement change at the class and/or institution level.

Expected Learning Outcomes

By the end of the course participants will be able to:

1. Identify strengths and weaknesses at both levels – institution and individual – in the face of change

2. Create frameworks / rubrics for implementing change
3. Implement change practices and evaluate the impact of change

Brief Description of Modules

Module 1: Teachers and Educational Change

This module will focus on enabling teachers to explore and understand their role in institution. This will provide a vantage take-off point for establishing centrality of teachers in making education change a reality. The key issues in this module are:

- a. Educational eco-system in India
- b. Educational change and innovation: Need and relevance
- c. Teacher strategies to deal with change
- d. Factors influencing implementation of change

Module 2: Understanding Change

The focus of this module is to build on teachers' meaning of change (as explored in the previous module) in terms of who-what-why of change in education. The key activities of this module include exploring curricular shifts, change in functioning and environment of institution and identifying major points of change, change areas (curriculum, assessment, duration etc.), impact of change to mention a few.

Module 3: Practicing Change

Building on the understanding of change, this module focuses on enabling teachers to plan and implement change either at their classroom or institution levels. The key topics explored in this module include teacher as a leader, leadership features such as envisioning, planning, enacting, and evaluating, relevant variables at the institutional level, and problems and challenges in implementing change.

Module 4: Interpreting and Evaluating Change

The focus of this module is on enabling teachers in interpreting and evaluating the practiced change. Teachers will attempt at making sense of the change-implementation-experience and identify a set of working principles for implementing and sustaining change in Indian educational contexts.

Assessments

1. Participation (in-class): 20%
2. Presentations (on educational change): 30%
3. Study report: 20%
4. Portfolio: 30%

Essential Readings

- गौरव शर्मा (२०१५) *विद्यालयी शिक्षा में सूचना एवम् संचार प्रौद्योगिकी नीति, 2012 का समीक्षात्मक विश्लेषण. अन्वेषिका, १०/३, ९-१४.*
- Fullan, M. (1993) Why teachers must become change agents. *Educational Leadership*, 50/6, 12-17.
- मीणा और पी. कल्पना (२०१५) सूचना व संचार प्रौद्योगिकी से शिक्षा का बदलता स्वरूप, *अन्वेषिका, १०/१, ३९-४७.*

- योगेन्द्रजीत, बी. (२०१७) *शिक्षा में नवाचार*. दिल्ली: अग्रवाल पब्लिशिंग.
- अध्याय १: नवाचार
- अध्याय २: (नवाचार के मार्ग में आने वाली बाधाएं)
- बधेखा, गि. (२०१५) *दिवास्वप्न*. नई दिल्ली: नेशनल बुक ट्रस्ट.
- स्पेंसर, ज्यां. (२००२) *मेरा चीज़ किसने हटाया*. दिल्ली: मंजुल प्रकाशन.
- Gorden, J. W. (1946) *My Country School Diary*. New York: Harper.
- Whitaker, P. (1993) *Managing Change in Schools*. Maidenhead: Open University Press.
- (Chapters 2, 3 and 4)
- HSTP (Eklavya) Documentaries
- DPEP Documentaries
- Fullan, M. (2007) *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
- Harris, A., M. Jones and J. B. Huffman (2017) (Eds.) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. London: Routledge.
- Kegan, R. and L. L. Lahey (2007) *Immunity to Change: How to overcome It and Unlock the Potential in Yourself and Your Organisation*. Boston: Harvard Business School. (Chapter 1)
- Newton, C. and T. Tarrant (2016) *Managing Change in Schools: A Practical Handbook*. London: Routledge. (Chapter 1 and a summary/key points of all the rest of book prepared by the instructor)
- Stoll, L., C. Taylor, K. Spence-Thomas and C. Brown (2018) *Catalyst: An Evidence-Informed, Collaborative Professional Learning Resource for Teacher Leaders and Other Leaders Working Within and Across Schools*. London: Institute of Education.

Suggested Readings

- Apple, M. and J. Beane (2007) *Democratic Schools: Lessons in Powerful Education*. London: Heinemann.
- Fullan, M. (2007) *The New Meaning of Educational Change*. London: Cassell. (Chapters 2, 3, 4, 6, 7, and 9). 4 th Edn.
- Hargreaves, A. (1998) *Changing Teachers Changing Times*. London: Cassell. (Chapter 1 and 2)
- Wedell, M. (2009) *Planning for Educational Change: Putting People and Their Contexts First*. London: Continuum. (Chapters 1 and 2)
- Mortimore, P., S. Gopinathan, E. Leo, K. Myers, L. Sharpe, L. Stoll and J. Mortimore (2000) *The Culture of Change: Case Studies of Improving Schools in Singapore and London*. London: Institute of Education.
- Senge, P. (2006) *The Fifth Discipline*. London: Random House. (Part I and III)
- Stoll, L. (1997) *No Quick Fixes: Perspectives on Schools in Difficulty*. London: Routledge.
- Hargreaves, D. H. (2011). *Leading a self-improving school system*. Cambridge: National College for School Leadership.
- Claxton, G. (1998) *Wise Up*. London: Bloomsbury.
- Gawande, A. (2014) *The Checklist Manifesto: How to get things right*. London: Penguin. (Chapters 1 and 2)

- Fullan, M. (1983) Change process and strategies at the local level. Unpublished Paper prepared for the National Institute of Education Conference On State and Local Policy Implications of Effective School Research. Available online at <https://files.eric.ed.gov/fulltext/ED245358.pdf> accessed on 13.10.18.
- Fullan, M. (2011) *Change Leader*. San Francisco, CA: Jossey-Bass. (Chapter 1 and 6).
- Fullan, M., Hill, P., & Rincón-Gallardo, S. (2017). Deep Learning: Shaking the Foundation. Ontario, Canada: Fullan, M., Quinn, J., & McEachen, J. Retrieved from http://npdl.global/wp-content/uploads/2017/03/npdlcase_study_3.pdf.
- Woof, P., A. Hill and F. Evers (2006) Handbook for Curriculum Assessment. Available online at <https://ctl.ubc.ca/files/2010/08/HbonCurriculumAssmt.pdf>.

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203102

Title: English for Teachers

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Professor Amol Padwad, and Dr Krishna Dixit

Email of course coordinator: amol@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience as schoolteachers

Aims/Outline:

Teachers' language proficiency is one of the key determining factors of learning outcomes in language pedagogy. Teachers' language proficiency (ILP) involves three aspects: user, analyst and teacher. Successful language teaching amounts to enabling students in being effective users of the language. Given this, it becomes an imperative that, in order to facilitate student learning, teachers must be good users and analysts of language themselves. This course is targeted at helping teachers in becoming better users and analysts of language. This course is designed for school teachers who wish to transact curriculum through English language and also train language teachers in using and analysing language effectively. The aim is to facilitate effective use of English language in class. This is best done by engaging with the existing knowledge and skills and building on the strengths of the course participants. The participants will be led through the analysis and the appropriate usage of language aspects such as grammar, vocabulary, spoken English and English for teaching in classrooms.

Course Outcomes:

By the end of the course the participants will be able to:

1. Understand and analyse various features and aspects the English language and use this understanding to enhance their own proficiency
2. Use English effectively in their regular practice, especially classroom transactions

3. Write and speak English in level-appropriate and context-relevant ways in their roles as teachers
4. Understand and address basic issues and concerns related to the language systems in their learners' use of English
5. Integrate range of activities, tasks and interventions with their regular work in order to enhance English proficiency of their learners

Brief description of modules/ Main modules:

Module 1: Strengths and Strategies of Language Learners (6 hours): This module will focus on exploring the experience of language learning and gauging the knowledge and skills of English. The focus will be on facilitating participants to notice their own strengths in learning and/or using language and effective strategies used. Drawing on their own experiences of learning, as well as literature on language learning, participants will be led in a metacognitive way to infer common strategies and techniques of language learning, preferred learning styles, good practices to build language competence and their own status in terms of all these.

Module 2: Grammar and vocabulary (20 hours): Building on the previous module, this unit intends to lead teachers towards the role of grammar in effective language use. Teachers will work with different language samples and analyse how grammar operates at different levels of discourse. The module will be structured around the following broad thematic areas: Features of English syntax; Grammatical categories in English; Strategies of teaching and learning grammar; and Grammar for teachers.

Module 3: Reading (6 hours): The aim of this module will be to consolidate reading skills and subskills in English and enhance the participants' capacity to use reading as an important means of language enrichment as well as professional development. The module will be planned around the following thematic areas: Reading and reading comprehension; Skills, techniques and processes for effective reading; Critical reading and assessment of texts; and Reading for professional development.

Module 4: Spoken English and English in Classroom (16 hours): The focus of this module is on enabling teachers in managing effective oral communication and also effectively using the language in organising learning in classrooms. Participants will work on developing their understanding of spoken English, their own oral skills and also ways of using spoken English as a means of classroom interaction and management and as a means of developing learners' oral competence. The broad thematic areas to be covered in the module include: English speech system; Spoken English; Strategies and techniques of developing oral skills; and Spoken English for teachers.

Assessment Details with weights:

1. Participation (in-class): 10%
2. Reflection Exercises (in-class): 20%
3. Projects: 40%
4. Seminar Presentation: 30%

Reading List:

- Stevick, E. W. (1989) Success with Foreign Languages. Hertfordshire: Prentice Hall International.

- Benson, P. and D. Nunan (2005) *Learner Stories: Difference and Diversity in Language Learning*. Cambridge: Cambridge University Press.
- Rutherford, W. E. (1987) *Second Language Grammar: Learning and Teaching*. London: Routledge.
- Rinvoluceri, M. (1985) *Grammar Games*. Cambridge: Cambridge University Press.
- Thornbury, S. (1995) *Uncovering Grammar*. London: Macmillan.
- Yule, G. (1998) *Explaining English Grammar: A guide to explaining grammar for teachers as second or foreign language*. Oxford: Oxford University Press.
- Plag, I. (2005) *Word Formation in English*. Cambridge: Cambridge University Press.
- Bauer, L. (1983) *English Word Formation*. Cambridge: Cambridge University Press.
- Schmitt, N. and McCarthy, M. (eds) (1997) *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Grellet, Francois (2010) *Developing Reading Skills*. CUP.
- Adler, M. J. and C. V. Doren (1972) *How To Read a Book*. London: Simon and Schuster.
- Aebersold, J. A. and M. L. Field (1997) *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: Cambridge University Press.
- Gaiman, N. (2017) Why our future depends on libraries, reading and daydreaming. Available online at <https://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming>.
- Heibert, E. H. (2009) *Reading More Reading Better*. London: Guildford.
- Holt, J. (1995) *How Children Fail*. London: Penguin.
- Holt, J. (2017) *How Children Learn*. London: Penguin.
- Karland, Dan. <http://www.criticalreading.com/>
- Kress, J. E. and E.B. Fry (2015) *The Reading Teacher's Book of Lists*. San Francisco, CA: Jossey-Bass.
- Thornbury, S. (2005) *Beyond Sentence*. London: Pearson.
- Thornbury, S. (2006) *Conversation: From Description to Pedagogy*. Cambridge: CUP.
- Thornbury, S. (1998) *About Language: Tasks for the teachers of English*. Cambridge: CUP.

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203103

Title: Language and Literacy Instructions

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Dr Sunita Singh (course coordinator), and Monal M. Dewle

Email of course coordinator: sunitasingh@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience as schoolteachers

Aims/Outline:

In the recent decade, the status of reading levels of young children in the country has gained widespread attention. The outcry of “low learning levels” in the country and especially the low scores in reading assessment in large-scale surveys has brought to the forefront the shifting rhetoric towards outcome based performance. However, the strategies used to teach literacy in classrooms predominantly remain focused on round robin reading, rote memorisation and copywriting. In order to address this challenge, different schemes are introduced by different agencies that create provisions for additional time for reading instruction, availability of materials and some strategies for identifying children. There is little focus on the strategies actually used by the teachers in the classrooms in addressing issues of students who struggle with reading. Engaging with this context, this course begins with providing an overview of the language and literacy instruction in the Indian context—exploring the complexities of social, curricular and linguistic contexts. It will provide an overview of the dominant approaches to language and literacy instruction and familiarise students with the aims and principles of the same. Finally, it will provide specific strategies for teaching literacy in inclusive classrooms.

Course Outcomes:

By the end of this course the participants will be able to:

1. Acquire a variety of teaching strategies and techniques integrating reading, writing, listening, speaking, and viewing activities
2. Plan and implement a variety of literacy strategies for all students
3. Plan a literacy learning center

Brief description of modules/ Main modules:

Module 1: Contexts of language and literacy instruction (6 hours):

This module will provide an overview of the curricular, teacher education and developmental contexts of teaching language and literacy in India. The diversities of languages and script and ways of teaching literacy have contributed to the practices in the classrooms. This module will focus on examining the current contexts of classrooms to understand how diverse languages spoken by the children and their cultures and identities play a role in instruction.

Module 2: Principles and Approaches to Language and Literacy (6 hours):

This module will introduce students to some approaches to language and literacy instruction that have been prevalent in the field. It will focus on: Phonics, whole language and balanced/comprehensive literacy; aims of language and literacy; and principles and approaches of language and literacy instruction

Module 3: Literacy Strategies for Classrooms (12 hours):

This module will focus on the modes and functions of literacy across the curriculum and the various skills that children need in order to be able to interpret texts and also compose independently. For teachers, this implies that the children need to become familiar with diverse ways of understanding literacy and literacy across disciplines. The module will focus on the strategies and skills children need to know in order to read a text.

Module 4: Literature and Content Area texts (12 hours):

The module will focus on understanding how literacy could be used across the content areas. It will highlight the use of children's literature and content area texts. It will also include engaging with the use of textbooks with children and ways of assessment.

Module 5: Writing in classrooms (12 hours):

This module will focus on the process of writing for children for both, narrative and expository texts. The composing process is a powerful source to enable children to learn. While the processes of reading and writing are integrally connected, classrooms practices indicate that little attention is paid to writing in the classrooms. However, this is not to assume that the relationship between reading and writing is simple and linear. It is critical that writing be organised in the classroom to support reading processes.

Assessment Details with weights:

1. Attendance and participation: (10%)
2. Strategies for a text for a diverse group of students: (25%)
3. Literacy center: (25%)
4. Case study of a child's literacy development: (40%)

Reading List:

- Early Language & Literacy Position Paper (2016).
<https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>.
CECED and CARE India Section 3. Contexts which frame children's language and literacy; pages 16-24.
- Singh, P. K. (2014). Nurturing Linguistic Diversity in Jharkhand. *Economic & Political Weekly*, 49(51), 17-19
- Early Language & Literacy Position Paper (2016).
<https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>.
CECED and CARE India
Section 4: Aims of language and literacy education; pages 25-26
Section 6. Approaches to language and literacy; pages 32-38.
- Baumann, J. F., Hoffman, J. V., Moon, J., & Duffy-Hester, A. M. (1998). Where are teachers' voices in the phonics/whole language debate? Results from a survey of US elementary classroom teachers. *The Reading Teacher*, 51(8), 636-650.
- Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press. Chapter 2: Phonological and phonemic instruction: A key to early reading and literacy (pp. 33-61) Chapter 3: Phonics and Word Attack Strategies (pp. 63-112).
- Early Language & Literacy Position Paper (2016).
<https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>.
CECED and CARE India
Section 5: Essential aspects of early language and literacy development; pages 27-32.
- Jayaram, K (2008). Early Literacy Project – explorations and reflections part 1: Theoretical perspectives, *Contemporary Education Dialogue*, (5) 2, pp133-174.
- Bean, T. W., Reardon, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company
Chapter 7. Literature (pp. 143-176)
- Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press.
Chapter 6: Reading comprehension in the content areas (pp. 197-228).
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Chapter 10: Using writing to improve higher-level literacy skills.
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Additional Reference:

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- Gunning, T. G. (2008). *Developing higher-level literacy in all students: Building reading, reasoning, and responding*. Pearson/Allyn and Bacon. Chapter 1. Higher level literacy skills needed in today's world and the world of the future
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Chapter 4: Strategies for building vocabulary and reading fluency (pp. 113-154).
Chapter 5: Gaining meaning from reading (pp. 155-196)
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Chapter 12. Studying and preparing for examinations, pp. 305-336
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**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203105

Title: ICT in Education (Level 1)

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 2 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Professor Sitansu S Jena, and Dr Ramesh C Sharma

Email of course coordinator: rcsharma@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience in education

Aims/Outline:

This course is designed for school teachers and educators who wish to learn the use of ICT tools in their contexts. It aims at generating their interest in implementing appropriate technology for teaching learning. This course seeks to develop digital skills which are essential in the contemporary times for the teachers. Towards this end, the course involves engaging teachers in collectively reflecting upon the need and utility of ICT tools and approaches; identifying synchronous and asynchronous tools for teaching and learning; adopting relevant modes of teaching like face-to-face, blended, online, flipped or mobile learning; understanding creative commons licences; creating open educational resources; understand technology based evaluation etc. In this process, they will have hands-on training on a range of technology tools. This training will enable teachers to understand the ethical implications of technology, practices and relevant theoretical frameworks towards curriculum design, delivery and implementation of their individual teaching subjects. Trying out the technology based projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the teachers with the relevant and adequate digital skills for critical and more nuanced understanding of the role of ICT in teaching and learning.

Course Outcomes:

By the end of the course participants will be able to:

1. Identify and use synchronous and asynchronous ICT tools for teaching and learning
2. Integrate relevant technology tools to various teaching modes
3. Use the technology as a platform for inclusive teaching and learning
4. Create and use Open Educational Resources
5. Understand and adopt Creative Commons Licences

Brief description of modules/ Main modules:

Module 1: Educational Technology Tools (6 hours):

This module will focus on the pedagogy of educational technology and use of technology in pedagogical principles of teaching and learning. It will introduce different kinds of educational technology tools which the teachers can use in classroom settings.

Module 2: Technological Models of Teaching Learning (10 hours):

Building on the previous module, this module focuses on introducing the participants to the concept and process of different types of technological models for imparting instructions, for example, face-to-face, blended, fully online, flipped classroom and mobile learning.

Module 3: Open Educational Resources (10 hours):

This module will facilitate the participants in understanding open educational resources. They will work closely with their colleagues and faculty mentor(s) to revise, remix, reuse the existing open resources that suit their teaching subjects.

Assessment Details with weights:

1. Participation (in-class): 15%
2. Technology Project: 25%
3. OER Project: 25%
4. Report & Presentation: 35%

Reading List:

- Wadi D. Haddad and Alexandra Draxler (2002) *Technologies for Education: Potential, Parameters and Prospects*. http://www.ictinedtoolkit.org/user/library/tech_for_ed_book.pdf
- *A Brief History of Educational Technology* <http://www.dontwasteyourtime.co.uk/technology/video-a-brief-history-of-tech-in-education-edtech/>
- Sharma, R., & Mishra, S. (2007). Cases on Global E-Learning Practices: Successes and Pitfalls (pp. 1-372). Hershey, PA: IGI Global. doi:10.4018/978-1-59904-340-1
- <https://www.teachthought.com/learning/12-types-of-blended-learning/>
- <https://www.heacademy.ac.uk/knowledge-hub/blended-learning>
- <https://edtechnology.co.uk/Article/the-impact-of-blended-learning>
- <https://itali.uq.edu.au/about/projects/flipped-classroom-olt>
- <https://www.educationnext.org/the-flipped-classroom/>
- <http://www.edudemic.com/whats-a-flipped-classroom/>
- <https://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller>
- Mobile Learning: Transforming the Delivery of Education and Training (Free pdf) <http://www.aupress.ca/index.php/books/120155>

- The Theory and Practice of Online Learning, second edition:
<http://www.aupress.ca/index.php/books/120146>
- Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry.
<http://www.aupress.ca/index.php/books/120229>
- Open Educational Resources <https://fredonia.libguides.com/oer/textbooks>
- <https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-oer>
- <http://guides.kirkwood.edu/opentextbooks>
- <https://www.oercommons.org/>
- OER Handbook: http://wikieducator.org/OER_Handbook/educator_version_one
- <https://libguides.lub.lu.se/c.php?g=296954&p=1983019>
- https://www.slideshare.net/rc_sharma/bridging-the-gap-oer-for-increasing-access-openness-and-performance
- https://www.slideshare.net/rc_sharma/2014-oct8-cemcahydsession5exercisecopyright-and-open-licences
- https://www.slideshare.net/rc_sharma/2014-oct7-cemcahydsession3oerprojects
- https://www.slideshare.net/rc_sharma/2014-oct9-cemcahydsession8the-oers-creation

Additional Reference:

- Sharma, R. C. (2009). *Tools of ICT*. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. & Bhanot, S. (Eds), *Educational Development through Information and Communications Technology*, 201-213. London: Kogan Page.
- Barker P (1997). Tools to support electronic lectures, *Educational Technology Review* 8: 16-20
- Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. *Australian Journal of Educational Technology*, 16(1), 26-44. Retrieved from <http://www.ascilite.org.au/ajet/ajet16/ellis.html>
- Gibbons, H. S. & Wentworth, G. P. (2001). *Andrological and pedagogical training differences for online instructors*. *Online Journal of Distance Learning Administration*, 4(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall43/gibbons_wentworth43.html
- Sharma, R. C. (2009). *Tools of ICT*. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
- Tinio, V.L. (2003). *ICT in Education*. New York: UNDP. Retrieved from <http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf>
- WikiBooks:
https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
- https://teacher.network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Textbook
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*, available at <https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf>

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203106

Title: ICT in Education (Level 2)

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 2 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Professor Sitansu S Jena, and Dr Ramesh C Sharma

Email of course coordinator: rcsharma@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience in education

Course Objectives/Description:

This course builds on the ICT in Education Level 1 course. The organisation of the modules in these courses is in a manner that takes the participants to understand and develop relevant competencies in using ICT beginning from simple to advanced concepts and frameworks. This Level 2 course is organised in two modules. First module introduces digital skills in which participants will learn using search engines, social media, learning management systems, and creating multimedia content for teaching-learning and their own professional development. Second module deals with ICT based assessment where the participants will learn about various technology tools, types of online activities like quizzes, polls and open badges.

Course Outcomes:

By the end of the course participants will be able to:

1. Identify the potential of technology for inclusive teaching learning
2. Use search engines for searching relevant content for their courses and professional development
3. Create multimedia content
4. Use ICT for student assessment
5. Use Learning Management System

Brief description of modules/ Main modules:**Module 1: Digital skills for Teaching-Learning and Professional Development (25 hours including project):**

The participants will work collaboratively on using search engines to locate relevant resources for their subjects, converting documents and multimedia content from one format to another, using social media for teaching learning, creating video materials and using Learning Management System (Moodle, as open source platform).

Module 2: Technology Based Evaluation (6 hours):

This module will enable the participants to use tools for assessing the learning of learners. They will be able to create online tools like quizzes or polls. They will also be able to use LMS for online assessment using various activities inbuilt into the LMS. The participants will also learn about ePortfolio as an assessment of students' learning.

Assessment Details with weights:

1. Participation (in-class): 15%
2. Project: 50%
3. Presentation: 35%

Reading List:

- Digital Skills Toolkit <https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>
- <https://www.futurelearn.com/career-advice/grow-your-digital-skills>
- <https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/>
- <http://reports.weforum.org/digital-transformation/>
- <http://closingtheskillsgap.org/>
- <https://www.crissh2020.eu/future-jobs-2020-digital-skills-gap-challenges/>
- UNESCO - Digital skills for life and work
<http://unesdoc.unesco.org/images/0025/002590/259013e.pdf>
- A framework for technology based evaluation:
<https://ieeexplore.ieee.org/document/5550111>
- Using Technology for Evaluation and Assessment:
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx>
- How can technology be used with assessment, evaluation, and curriculum redesign? :
https://www.thirteen.org/edonline/concept2class/assessment/explor_sub4.html
- https://docs.moodle.org/35/en/Quiz_activity
- Open badges: <https://openbadges.org/>

ADDITIONAL REFERENCE:

1. Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. & Bahnot, S. (Eds), Educational Development through Information and Communications Technology, 201-213. London: Kogan Page.
2. Barker P (1997). Tools to support electronic lectures, Educational Technology Review 8: 16-20

3. Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. Australian Journal of Educational Technology, 16(1), 26-44. Retrieved from <http://www.ascilite.org.au/ajet/ajet16/ellis.html>
4. Gibbons, H. S. & Wentworth, G. P. (2001). Andrological and pedagogical training differences for online instructors. Online Journal of Distance Learning Administration, 4(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall43/gibbons_wentworth43.html
5. Sharma, R. C. (2009). Tools of ICT. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
6. Tinio, V.L. (2003). ICT in Education. New York: UNDP. Retrieved from <http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf>
7. WikiBooks:
https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
8. https://teacher-network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Textbook
9. Moursund, D. (2005). Introduction to Information and Communication Technology in Education, available at <https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf>

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203102

Title: English for Teachers

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Professor Amol Padwad, and Dr Krishna Dixit

Email of course coordinator: amol@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience as schoolteachers

Aims/Outline:

Teachers' language proficiency is one of the key determining factors of learning outcomes in language pedagogy. Teachers' language proficiency (ILP) involves three aspects: user, analyst and teacher. Successful language teaching amounts to enabling students in being effective users of the language. Given this, it becomes an imperative that, in order to facilitate student learning, teachers must be good users and analysts of language themselves. This course is targeted at helping teachers in becoming better users and analysts of language. This course is designed for school teachers who wish to transact curriculum through English language and also train language teachers in using and analysing language effectively. The aim is to facilitate effective use of English language in class. This is best done by engaging with the existing knowledge and skills and building on the strengths of the course participants. The participants will be led through the analysis and the appropriate usage of language aspects such as grammar, vocabulary, spoken English and English for teaching in classrooms.

Course Outcomes:

By the end of the course the participants will be able to:

1. Understand and analyse various features and aspects the English language and use this understanding to enhance their own proficiency
2. Use English effectively in their regular practice, especially classroom transactions

3. Write and speak English in level-appropriate and context-relevant ways in their roles as teachers
4. Understand and address basic issues and concerns related to the language systems in their learners' use of English
5. Integrate range of activities, tasks and interventions with their regular work in order to enhance English proficiency of their learners

Brief description of modules/ Main modules:

Module 1: Strengths and Strategies of Language Learners (6 hours): This module will focus on exploring the experience of language learning and gauging the knowledge and skills of English. The focus will be on facilitating participants to notice their own strengths in learning and/or using language and effective strategies used. Drawing on their own experiences of learning, as well as literature on language learning, participants will be led in a metacognitive way to infer common strategies and techniques of language learning, preferred learning styles, good practices to build language competence and their own status in terms of all these.

Module 2: Grammar and vocabulary (20 hours): Building on the previous module, this unit intends to lead teachers towards the role of grammar in effective language use. Teachers will work with different language samples and analyse how grammar operates at different levels of discourse. The module will be structured around the following broad thematic areas: Features of English syntax; Grammatical categories in English; Strategies of teaching and learning grammar; and Grammar for teachers.

Module 3: Reading (6 hours): The aim of this module will be to consolidate reading skills and subskills in English and enhance the participants' capacity to use reading as an important means of language enrichment as well as professional development. The module will be planned around the following thematic areas: Reading and reading comprehension; Skills, techniques and processes for effective reading; Critical reading and assessment of texts; and Reading for professional development.

Module 4: Spoken English and English in Classroom (16 hours): The focus of this module is on enabling teachers in managing effective oral communication and also effectively using the language in organising learning in classrooms. Participants will work on developing their understanding of spoken English, their own oral skills and also ways of using spoken English as a means of classroom interaction and management and as a means of developing learners' oral competence. The broad thematic areas to be covered in the module include: English speech system; Spoken English; Strategies and techniques of developing oral skills; and Spoken English for teachers.

Assessment Details with weights:

5. Participation (in-class): 10%
6. Reflection Exercises (in-class): 20%
7. Projects: 40%
8. Seminar Presentation: 30%

Reading List:

- Stevick, E. W. (1989) Success with Foreign Languages. Hertfordshire: Prentice Hall International.

- Benson, P. and D. Nunan (2005) *Learner Stories: Difference and Diversity in Language Learning*. Cambridge: Cambridge University Press.
- Rutherford, W. E. (1987) *Second Language Grammar: Learning and Teaching*. London: Routledge.
- Rinvolduceri, M. (1985) *Grammar Games*. Cambridge: Cambridge University Press.
- Thornbury, S. (1995) *Uncovering Grammar*. London: Macmillan.
- Yule, G. (1998) *Explaining English Grammar: A guide to explaining grammar for teachers as second or foreign language*. Oxford: Oxford University Press.
- Plag, I. (2005) *Word Formation in English*. Cambridge: Cambridge University Press.
- Bauer, L. (1983) *English Word Formation*. Cambridge: Cambridge University Press.
- Schmitt, N. and McCarthy, M. (eds) (1997) *Vocabulary: Description, Acquisition and Pedagogy*, Cambridge: Cambridge University Press.
- Grellet, Francois (2010) *Developing Reading Skills*. CUP.
- Adler, M. J. and C. V. Doren (1972) *How To Read a Book*. London: Simon and Schuster.
- Aebersold, J. A. and M. L. Field (1997) *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: Cambridge University Press.
- Gaiman, N. (2017) Why our future depends on libraries, reading and daydreaming. Available online at <https://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming>.
- Heibert, E. H. (2009) *Reading More Reading Better*. London: Guildford.
- Holt, J. (1995) *How Children Fail*. London: Penguin.
- Holt, J. (2017) *How Children Learn*. London: Penguin.
- Karland, Dan. <http://www.criticalreading.com/>
- Kress, J. E. and E.B. Fry (2015) *The Reading Teacher's Book of Lists*. San Francisco, CA: Jossey-Bass.
- Thornbury, S. (2005) *Beyond Sentence*. London: Pearson.
- Thornbury, S. (2006) *Conversation: From Description to Pedagogy*. Cambridge: CUP.
- Thornbury, S. (1998) *About Language: Tasks for the teachers of English*. Cambridge: CUP.

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203105

Title: ICT in Education (Level 1)

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 2 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Professor Sitansu S Jena, and Dr Ramesh C Sharma

Email of course coordinator: rcsharma@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience in education

Aims/Outline:

This course is designed for school teachers and educators who wish to learn the use of ICT tools in their contexts. It aims at generating their interest in implementing appropriate technology for teaching learning. This course seeks to develop digital skills which are essential in the contemporary times for the teachers. Towards this end, the course involves engaging teachers in collectively reflecting upon the need and utility of ICT tools and approaches; identifying synchronous and asynchronous tools for teaching and learning; adopting relevant modes of teaching like face-to-face, blended, online, flipped or mobile learning; understanding creative commons licences; creating open educational resources; understand technology based evaluation etc. In this process, they will have hands-on training on a range of technology tools. This training will enable teachers to understand the ethical implications of technology, practices and relevant theoretical frameworks towards curriculum design, delivery and implementation of their individual teaching subjects. Trying out the technology based projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the teachers with the relevant and adequate digital skills for critical and more nuanced understanding of the role of ICT in teaching and learning.

Course Outcomes:

By the end of the course participants will be able to:

6. Identify and use synchronous and asynchronous ICT tools for teaching and learning
7. Integrate relevant technology tools to various teaching modes
8. Use the technology as a platform for inclusive teaching and learning
9. Create and use Open Educational Resources
10. Understand and adopt Creative Commons Licences

Brief description of modules/ Main modules:

Module 1: Educational Technology Tools (6 hours):

This module will focus on the pedagogy of educational technology and use of technology in pedagogical principles of teaching and learning. It will introduce different kinds of educational technology tools which the teachers can use in classroom settings.

Module 2: Technological Models of Teaching Learning (10 hours):

Building on the previous module, this module focuses on introducing the participants to the concept and process of different types of technological models for imparting instructions, for example, face-to-face, blended, fully online, flipped classroom and mobile learning.

Module 3: Open Educational Resources (10 hours):

This module will facilitate the participants in understanding open educational resources. They will work closely with their colleagues and faculty mentor(s) to revise, remix, reuse the existing open resources that suit their teaching subjects.

Assessment Details with weights:

5. Participation (in-class): 15%
6. Technology Project: 25%
7. OER Project: 25%
8. Report & Presentation: 35%

Reading List:

- Wadi D. Haddad and Alexandra Draxler (2002) *Technologies for Education: Potential, Parameters and Prospects*. http://www.ictinedtoolkit.org/user/library/tech_for_ed_book.pdf
- *A Brief History of Educational Technology* <http://www.dontwasteyourtime.co.uk/technology/video-a-brief-history-of-tech-in-education-edtech/>
- Sharma, R., & Mishra, S. (2007). Cases on Global E-Learning Practices: Successes and Pitfalls (pp. 1-372). Hershey, PA: IGI Global. doi:10.4018/978-1-59904-340-1
- <https://www.teachthought.com/learning/12-types-of-blended-learning/>
- <https://www.heacademy.ac.uk/knowledge-hub/blended-learning>
- <https://edtechnology.co.uk/Article/the-impact-of-blended-learning>
- <https://itali.uq.edu.au/about/projects/flipped-classroom-olt>
- <https://www.educationnext.org/the-flipped-classroom/>
- <http://www.edudemic.com/whats-a-flipped-classroom/>
- <https://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller>
- Mobile Learning: Transforming the Delivery of Education and Training (Free pdf) <http://www.aupress.ca/index.php/books/120155>

- The Theory and Practice of Online Learning, second edition:
<http://www.aupress.ca/index.php/books/120146>
- Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry.
<http://www.aupress.ca/index.php/books/120229>
- Open Educational Resources <https://fredonia.libguides.com/oer/textbooks>
- <https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-oer>
- <http://guides.kirkwood.edu/opentextbooks>
- <https://www.oercommons.org/>
- OER Handbook: http://wikieducator.org/OER_Handbook/educator_version_one
- <https://libguides.lub.lu.se/c.php?g=296954&p=1983019>
- https://www.slideshare.net/rc_sharma/bridging-the-gap-oer-for-increasing-access-openness-and-performance
- https://www.slideshare.net/rc_sharma/2014-oct8-cemcahydssession5exercisecopyright-and-open-licences
- https://www.slideshare.net/rc_sharma/2014-oct7-cemcahydssession3oerprojects
- https://www.slideshare.net/rc_sharma/2014-oct9-cemcahydssession8the-oers-creation

Additional Reference:

- Sharma, R. C. (2009). *Tools of ICT*. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. & Bhanot, S. (Eds), *Educational Development through Information and Communications Technology*, 201-213. London: Kogan Page.
- Barker P (1997). Tools to support electronic lectures, *Educational Technology Review* 8: 16-20
- Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. *Australian Journal of Educational Technology*, 16(1), 26-44. Retrieved from <http://www.ascilite.org.au/ajet/ajet16/ellis.html>
- Gibbons, H. S. & Wentworth, G. P. (2001). *Andrological and pedagogical training differences for online instructors*. Online Journal of Distance Learning Administration, 4(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall43/gibbons_wentworth43.html
- Sharma, R. C. (2009). *Tools of ICT*. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
- Tinio, V.L. (2003). *ICT in Education*. New York: UNDP. Retrieved from <http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf>
- WikiBooks:
https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
- https://teacher.network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Textbook
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*, available at <https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf>

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203106

Title: ICT in Education (Level 2)

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 2 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Professor Sitansu S Jena, and Dr Ramesh C Sharma

Email of course coordinator: rcsharma@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience in education

Course Objectives/Description:

This course builds on the ICT in Education Level 1 course. The organisation of the modules in these courses is in a manner that takes the participants to understand and develop relevant competencies in using ICT beginning from simple to advanced concepts and frameworks. This Level 2 course is organised in two modules. First module introduces digital skills in which participants will learn using search engines, social media, learning management systems, and creating multimedia content for teaching-learning and their own professional development. Second module deals with ICT based assessment where the participants will learn about various technology tools, types of online activities like quizzes, polls and open badges.

Course Outcomes:

By the end of the course participants will be able to:

6. Identify the potential of technology for inclusive teaching learning
7. Use search engines for searching relevant content for their courses and professional development
8. Create multimedia content
9. Use ICT for student assessment
10. Use Learning Management System

Brief description of modules/ Main modules:**Module 1: Digital skills for Teaching-Learning and Professional Development (25 hours including project):**

The participants will work collaboratively on using search engines to locate relevant resources for their subjects, converting documents and multimedia content from one format to another, using social media for teaching learning, creating video materials and using Learning Management System (Moodle, as open source platform).

Module 2: Technology Based Evaluation (6 hours):

This module will enable the participants to use tools for assessing the learning of learners. They will be able to create online tools like quizzes or polls. They will also be able to use LMS for online assessment using various activities inbuilt into the LMS. The participants will also learn about ePortfolio as an assessment of students' learning.

Assessment Details with weights:

4. Participation (in-class): 15%
5. Project: 50%
6. Presentation: 35%

Reading List:

- Digital Skills Toolkit <https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>
- <https://www.futurelearn.com/career-advice/grow-your-digital-skills>
- <https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/>
- <http://reports.weforum.org/digital-transformation/>
- <http://closingtheskillsgap.org/>
- <https://www.crissh2020.eu/future-jobs-2020-digital-skills-gap-challenges/>
- UNESCO - Digital skills for life and work
<http://unesdoc.unesco.org/images/0025/002590/259013e.pdf>
- A framework for technology based evaluation:
<https://ieeexplore.ieee.org/document/5550111>
- Using Technology for Evaluation and Assessment:
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx>
- How can technology be used with assessment, evaluation, and curriculum redesign? :
https://www.thirteen.org/edonline/concept2class/assessment/explor_sub4.html
- https://docs.moodle.org/35/en/Quiz_activity
- Open badges: <https://openbadges.org/>

ADDITIONAL REFERENCE:

10. Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. & Bahnot, S. (Eds), Educational Development through Information and Communications Technology, 201-213. London: Kogan Page.
11. Barker P (1997). Tools to support electronic lectures, Educational Technology Review 8: 16-20

12. Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. *Australian Journal of Educational Technology*, 16(1), 26-44. Retrieved from <http://www.ascilite.org.au/ajet/ajet16/ellis.html>
13. Gibbons, H. S. & Wentworth, G. P. (2001). Andrological and pedagogical training differences for online instructors. *Online Journal of Distance Learning Administration*, 4(3). Retrieved from http://www.westga.edu/~distance/ojdl/fall43/gibbons_wentworth43.html
14. Sharma, R. C. (2009). Tools of ICT. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
15. Tinio, V.L. (2003). *ICT in Education*. New York: UNDP. Retrieved from <http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf>
16. WikiBooks:
https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
17. https://teacher-network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Textbook
18. Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*, available at <https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf>

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203103

Title: Language and Literacy Instructions

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Monsoon Semester, 2019

Course Coordinator and Team: Dr Sunita Singh (course coordinator), and Monal M. Dewle

Email of course coordinator: sunitasingh@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience as schoolteachers

Aims/Outline:

In the recent decade, the status of reading levels of young children in the country has gained widespread attention. The outcry of “low learning levels” in the country and especially the low scores in reading assessment in large-scale surveys has brought to the forefront the shifting rhetoric towards outcome based performance. However, the strategies used to teach literacy in classrooms predominantly remain focused on round robin reading, rote memorisation and copywriting. In order to address this challenge, different schemes are introduced by different agencies that create provisions for additional time for reading instruction, availability of materials and some strategies for identifying children. There is little focus on the strategies actually used by the teachers in the classrooms in addressing issues of students who struggle with reading. Engaging with this context, this course begins with providing an overview of the language and literacy instruction in the Indian context—exploring the complexities of social, curricular and linguistic contexts. It will provide an overview of the dominant approaches to language and literacy instruction and familiarise students with the aims and principles of the same. Finally, it will provide specific strategies for teaching literacy in inclusive classrooms.

Course Outcomes:

By the end of this course the participants will be able to:

4. Acquire a variety of teaching strategies and techniques integrating reading, writing, listening, speaking, and viewing activities
5. Plan and implement a variety of literacy strategies for all students
6. Plan a literacy learning center

Brief description of modules/ Main modules:

Module 1: Contexts of language and literacy instruction (6 hours):

This module will provide an overview of the curricular, teacher education and developmental contexts of teaching language and literacy in India. The diversities of languages and script and ways of teaching literacy have contributed to the practices in the classrooms. This module will focus on examining the current contexts of classrooms to understand how diverse languages spoken by the children and their cultures and identities play a role in instruction.

Module 2: Principles and Approaches to Language and Literacy (6 hours):

This module will introduce students to some approaches to language and literacy instruction that have been prevalent in the field. It will focus on: Phonics, whole language and balanced/comprehensive literacy; aims of language and literacy; and principles and approaches of language and literacy instruction

Module 3: Literacy Strategies for Classrooms (12 hours):

This module will focus on the modes and functions of literacy across the curriculum and the various skills that children need in order to be able to interpret texts and also compose independently. For teachers, this implies that the children need to become familiar with diverse ways of understanding literacy and literacy across disciplines. The module will focus on the strategies and skills children need to know in order to read a text.

Module 4: Literature and Content Area texts (12 hours):

The module will focus on understanding how literacy could be used across the content areas. It will highlight the use of children's literature and content area texts. It will also include engaging with the use of textbooks with children and ways of assessment.

Module 5: Writing in classrooms (12 hours):

This module will focus on the process of writing for children for both, narrative and expository texts. The composing process is a powerful source to enable children to learn. While the processes of reading and writing are integrally connected, classrooms practices indicate that little attention is paid to writing in the classrooms. However, this is not to assume that the relationship between reading and writing is simple and linear. It is critical that writing be organised in the classroom to support reading processes.

Assessment Details with weights:

5. Attendance and participation: (10%)
6. Strategies for a text for a diverse group of students: (25%)
7. Literacy center: (25%)
8. Case study of a child's literacy development: (40%)

Reading List:

- Early Language & Literacy Position Paper (2016). <https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>. CECED and CARE India Section 3. Contexts which frame children's language and literacy; pages 16-24.
- Singh, P. K. (2014). Nurturing Linguistic Diversity in Jharkhand. *Economic & Political Weekly*, 49(51), 17-19
- Early Language & Literacy Position Paper (2016). <https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>. CECED and CARE India
Section 4: Aims of language and literacy education; pages 25-26
Section 6. Approaches to language and literacy; pages 32-38.
- Baumann, J. F., Hoffman, J. V., Moon, J., & Duffy-Hester, A. M. (1998). Where are teachers' voices in the phonics/whole language debate? Results from a survey of US elementary classroom teachers. *The Reading Teacher*, 51(8), 636-650.
- Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press. Chapter 2: Phonological and phonemic instruction: A key to early reading and literacy (pp. 33-61) Chapter 3: Phonics and Word Attack Strategies (pp. 63-112).
- Early Language & Literacy Position Paper (2016). <https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>. CECED and CARE India
Section 5: Essential aspects of early language and literacy development; pages 27-32.
- Jayaram, K (2008). Early Literacy Project – explorations and reflections part 1: Theoretical perspectives, *Contemporary Education Dialogue*, (5) 2, pp133-174.
- Bean, T. W., Reardon, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company
Chapter 7. Literature (pp. 143-176)
- Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press.
Chapter 6: Reading comprehension in the content areas (pp. 197-228).
- Brozo, W. G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent & Adult Literacy*, 56(5), 353-357.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46-55.
- Gunning, T. G. (2008). Developing higher-level literacy in all students: Building reading, reasoning, and responding. Pearson/Allyn and Bacon.
Chapter 10: Using writing to improve higher-level literacy skills.
- Tompkins, G. E., & Jones, P. D. (2008). *Teaching writing: Balancing process and product*. Pearson/Merrill Prentice Hall.

Additional Reference:

- Bhattacharya, R. (2017). 'Speaking of food: Apple..ice-cream...posto...pesta..roti...?' In R. K. Agnihotri, A.S. Gupta & A. L. Khanna (Eds.), *Trends in Language Teaching*, pp. 82-97. Orient BlackSwan: Hyderabad.

- Jayaram, K. (2017). Linguistic and cultural diversity and language teaching—with a specific focus on the teaching of reading and writing to young learners. In R. K. Agnihotri, A.S. Gupta & A. L. Khanna (Eds.), *Trends in Language Teaching*, pp. 57-70. Orient BlackSwan: Hyderabad.
- National Council of Educational Research and Training. (2005). *National Focus Group on Teaching of English*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf
- National Council of Educational Research and Training. (2005). *National Focus Group on Teaching of Indian Languages*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf
- Mohanty, K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue? In O. Garcia, T. Skutnabb-Kangas, & M. E. Torres-Guzman. *Imagining multilingual schools*. pp. 262-279. Clevedon: Multilingual Matters.
- Bean, T. W., Readence, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company (pp. 2-10). Chapter 1: Content area literacy: Developing 21st century learners (pp.5-16).
- Gunning, T. G. (2008). *Developing higher-level literacy in all students: Building reading, reasoning, and responding*. Pearson/Allyn and Bacon. Chapter 1. Higher level literacy skills needed in today's world and the world of the future
- Harrison, C. (1999). When scientists don't agree: the case for balanced phonics. *Reading*, 33(2), 59-63.
- Wells, G. (1999). *Dialogic inquiry: Towards a socio-cultural practice and theory of education*. Cambridge University Press.
- Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press.
Chapter 4: Strategies for building vocabulary and reading fluency (pp. 113-154).
Chapter 5: Gaining meaning from reading (pp. 155-196)
- Ministry of Human Resource Development. (2014). *Padhe Bharat Bhade Bharat: Early reading and writing with comprehension & early mathematics programme*.
Retrieved from: <http://ssa.nic.in/pabminutes-documents/Padhe%20Bharat%20Badhe%20Bharat.pdf>
- National Council for Educational Research and Training & SarvSikshaAbhiyan: *Learning outcomes at elementary stage*. Retrieved from: http://mhrd.gov.in/sites/upload_files/mhrd/files/Learning_outcomes.pdf
- National Council for Educational Research and Training (2013). *Mathura Pilot Project Report*. Retrieved from <http://www.ncert.nic.in/departments/nie/dee/publication/pdf/FINALETS10.12.13.pdf>
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1(1), 22-26.
- Strickland, D. S., & Morrow, L. M. (Eds.). (2000). *Beginning reading and writing* (Vol. 50). Teachers College Press.
- Kumar, K. (2004). *What is worth teaching?*. Orient Blackswan. "Textbooks and educational culture".
- Kumar, K. shiksha aur baal sahitya. *Sandarbh*, 80, 35-48.

http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_80/35-48_Education_And_Children_Literature.pdf

- Rosenblatt, L. M. (1982). "The literary transaction: Evocation and response." *Theory into Practice*, 21(4), 268-277.
- Rosenblatt, L. M. (1991). Literature—SOS!. *Language Arts*, 68(6), 444-448.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Volin, E. V. A. (2011). Good comics for kids collecting graphic novels for young readers. *Children & Libraries: The Journal of the Association for Library Service to Children*, 9(1), 3-10.
- Bean, T. W., Readence, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company.
Chapter 11. Writing, pp. 269-304.
Chapter 12. Studying and preparing for examinations, pp. 305-336
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop*. Portsmouth, NH: Heinemann.

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203104

Title: Leading change in Educational Institution

Type of Course: CPD Certificate course

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Winter Semester, 2019

Course Coordinator and Team: Professor Krishna K Dixit (C), and Dr Prabhat Rai

Email of course coordinator: krishnakdixit@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience in educational institutions

Aims/Outline:

Teacher as an agent of change is one of the prominent strands in educational discourse in general. Teachers are the key decision makers in education and the success or failure of educational innovations largely depend on teachers' decisions. At the same time, change offers teachers both – choices and challenges in the contexts of change. Therefore, it becomes essential to strive for 'change literacy' among teachers especially in the face of wide array of change initiatives being introduced at the institutional levels. This course is designed for aspiring and practicing teachers for facilitating greater understanding educational change and provides conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change. The course starts from teachers' notions of change in education. The teachers will work through issues such as identify change areas, design change plan, and implement change at the class and/or institution level.

Expected Learning Outcomes

By the end of the course participants will be able to:

1. Identify strengths and weaknesses at both levels – institution and individual – in the face of change

2. Create frameworks / rubrics for implementing change
3. Implement change practices and evaluate the impact of change

Brief Description of Modules

Module 1: Teachers and Educational Change

This module will focus on enabling teachers to explore and understand their role in institution. This will provide a vantage take-off point for establishing centrality of teachers in making education change a reality. The key issues in this module are:

- a. Educational eco-system in India
- b. Educational change and innovation: Need and relevance
- c. Teacher strategies to deal with change
- d. Factors influencing implementation of change

Module 2: Understanding Change

The focus of this module is to build on teachers' meaning of change (as explored in the previous module) in terms of who-what-why of change in education. The key activities of this module include exploring curricular shifts, change in functioning and environment of institution and identifying major points of change, change areas (curriculum, assessment, duration etc.), impact of change to mention a few.

Module 3: Practicing Change

Building on the understanding of change, this module focuses on enabling teachers to plan and implement change either at their classroom or institution levels. The key topics explored in this module include teacher as a leader, leadership features such as envisioning, planning, enacting, and evaluating, relevant variables at the institutional level, and problems and challenges in implementing change.

Module 4: Interpreting and Evaluating Change

The focus of this module is on enabling teachers in interpreting and evaluating the practiced change. Teachers will attempt at making sense of the change-implementation-experience and identify a set of working principles for implementing and sustaining change in Indian educational contexts.

Assessments

5. Participation (in-class): 20%
6. Presentations (on educational change): 30%
7. Study report: 20%
8. Portfolio: 30%

Essential Readings

- गौरव शर्मा (२०१५) *विद्यालयी शिक्षा में सूचना एवम् संचार प्रौद्योगिकी नीति, 2012 का समीक्षात्मक विश्लेषण. अन्वेषिका, १०/३, ९-१४.*
- Fullan, M. (1993) Why teachers must become change agents. *Educational Leadership*, 50/6, 12-17.
- मीणा और पी. कल्पना (२०१५) सूचना व संचार प्रौद्योगिकी से शिक्षा का बदलता स्वरूप, *अन्वेषिका, १०/१, ३९-४७.*

- योगेन्द्रजीत, बी. (२०१७) *शिक्षा में नवाचार*. दिल्ली: अग्रवाल पब्लिशिंग.
- अध्याय १: नवाचार
- अध्याय २: (नवाचार के मार्ग में आने वाली बाधाएं)
- बधेखा, गि. (२०१५) *दिवास्वप्न*. नई दिल्ली: नेशनल बुक ट्रस्ट.
- स्पेंसर, ज्यां. (२००२) *मेरा चीज़ किसने हटाया*. दिल्ली: मंजुल प्रकाशन.
- Gorden, J. W. (1946) *My Country School Diary*. New York: Harper.
- Whitaker, P. (1993) *Managing Change in Schools*. Maidenhead: Open University Press.
- (Chapters 2, 3 and 4)
- HSTP (Eklavya) Documentaries
- DPEP Documentaries
- Fullan, M. (2007) *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
- Harris, A., M. Jones and J. B. Huffman (2017) (Eds.) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. London: Routledge.
- Kegan, R. and L. L. Lahey (2007) *Immunity to Change: How to overcome It and Unlock the Potential in Yourself and Your Organisation*. Boston: Harvard Business School. (Chapter 1)
- Newton, C. and T. Tarrant (2016) *Managing Change in Schools: A Practical Handbook*. London: Routledge. (Chapter 1 and a summary/key points of all the rest of book prepared by the instructor)
- Stoll, L., C. Taylor, K. Spence-Thomas and C. Brown (2018) *Catalyst: An Evidence-Informed, Collaborative Professional Learning Resource for Teacher Leaders and Other Leaders Working Within and Across Schools*. London: Institute of Education.

Suggested Readings

- Apple, M. and J. Beane (2007) *Democratic Schools: Lessons in Powerful Education*. London: Heinemann.
- Fullan, M. (2007) *The New Meaning of Educational Change*. London: Cassell. (Chapters 2, 3, 4, 6, 7, and 9). 4 th Edn.
- Hargreaves, A. (1998) *Changing Teachers Changing Times*. London: Cassell. (Chapter 1 and 2)
- Wedell, M. (2009) *Planning for Educational Change: Putting People and Their Contexts First*. London: Continuum. (Chapters 1 and 2)
- Mortimore, P., S. Gopinathan, E. Leo, K. Myers, L. Sharpe, L. Stoll and J. Mortimore (2000) *The Culture of Change: Case Studies of Improving Schools in Singapore and London*. London: Institute of Education.
- Senge, P. (2006) *The Fifth Discipline*. London: Random House. (Part I and III)
- Stoll, L. (1997) *No Quick Fixes: Perspectives on Schools in Difficulty*. London: Routledge.
- Hargreaves, D. H. (2011). *Leading a self-improving school system*. Cambridge: National College for School Leadership.
- Claxton, G. (1998) *Wise Up*. London: Bloomsbury.
- Gawande, A. (2014) *The Checklist Manifesto: How to get things right*. London: Penguin. (Chapters 1 and 2)

- Fullan, M. (1983) Change process and strategies at the local level. Unpublished Paper prepared for the National Institute of Education Conference On State and Local Policy Implications of Effective School Research. Available online at <https://files.eric.ed.gov/fulltext/ED245358.pdf> accessed on 13.10.18.
- Fullan, M. (2011) *Change Leader*. San Francisco, CA: Jossey-Bass. (Chapter 1 and 6).
- Fullan, M., Hill, P., & Rincón-Gallardo, S. (2017). Deep Learning: Shaking the Foundation. Ontario, Canada: Fullan, M., Quinn, J., & McEachen, J. Retrieved from http://npdl.global/wp-content/uploads/2017/03/npdlcase_study_3.pdf.
- Woof, P., A. Hill and F. Evers (2006) Handbook for Curriculum Assessment. Available online at <https://ctl.ubc.ca/files/2010/08/HbonCurriculumAssmt.pdf>.

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Evening, Weekends

Course Code: SES203101

Title: Teachers as Researchers

Type of Course: CPD Certificate course (standalone)

Cohort for which it is compulsory: Standalone course for practicing educators

Cohort for which it is elective: Standalone course for practicing educators

No of credits: 4 Credits

Semester and Year Offered: Winter Semester, 2019

Course Coordinator and Team: Dr Gunjan Sharma (C), Professor Amol Padwad, and Professor Bharati Baveja

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: It is desirable that the participants have work experience as schoolteachers

Aims/Outline:

The notion of teachers as researchers has been in educational discourse at least since early 1980s. It is founded on the view that professionalism of the teacher is based on expertise in seeking to understand the world, including one's own practice, not only on given knowledge (Stenhouse, 1983). That is, adopting a "research stance" to practice is the essence of teacher professional development and a core value underlying the concept of an autonomous teacher. This research stance becomes much more important in the context of the intensifying culture of performativity in education, as it offers teachers an opportunity to step back and reflect on action. This course adopts this understanding to facilitate teachers for inquiry in their own practice. Towards this end, the course involves engaging the participants in collectively reflecting upon the beliefs and values underlying school practice, identifying and examining issues, and designing systematic approaches of investigating and addressing these issues. In this process, the participants will think through a range of ethical considerations, perspectives and relevant theoretical frames to inform the design and implementation of short research projects. Trying out the projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment.

Expected learning outcomes:

By the end of the course participants will be able to:

1. Identify inquiry questions for research in practice settings;
2. Design research project to address questions from practice;
3. Implement, critically evaluate and report on the research project

Brief description of modules:

Module 1: School Experiences and Practice

This module will focus on collective reflections on school experiences of teachers especially focussing on the issues and challenges that they encounter in their schools or classroom contexts, and/or on ideas that they want to implement in practice. This will provide a context for a discussion on the approaches that individual teachers adopt or suggest adopting to overcome/understand these issues or to implement ideas in practice. The module will culminate in each group member identifying a focus area for research.

Module 2: Introduction to Research

Building on the previous module, this module focuses on introducing the participants to the concept and process of research as they begin to translate the focus area identified by them into research questions and projects. While focussing on action research, they will critically read selected researches on schools and classrooms conducted by teachers/educators, will be introduced to the relevant methods of data-collection, analysis and concepts such as praxis, reflectivity, reflexivity, validity, reliability and triangulation. By the end of this module along with formulating questions for research, the teachers would identify ways of collecting and analysing data for their research focus.

Module 3: Designing Research Study

This module will facilitate teachers to design a research study. They will work closely with their colleagues and faculty mentor(s) to refine research questions, data-collection and analysis strategies. The specific focus here would be to discuss the various ethical and methodological considerations along with the beliefs and values about education underlying the proposed projects.

Module 4: Doing Research and Sharing Findings

The participants will implement their research projects in their own schools and record the findings and their experience (especially the research challenges encountered in the implementation). These findings and experiences will be shared in a closed seminar with the group for feedback. This module will culminate in drawing inferences for practice from this process and reflections on the linkages between practice and research. The participants will identify some actionable points for implementation in their contexts.

Assessments

5. Participation (in-class): 15%
6. Project Proposal: 30%
7. Report: 30%
8. Seminar Presentation: 25%

Essential Readings

- Farooqi, F. (2014). Ek school manager ki diary ke kuch panne – XI: Bachhon se mulakat. *Shiksha Vimarsha*, March-April, 25-37.

- A Post Graduate Teacher (Anonymised). (2014). Some personal reflections about teaching in government schools. In Varma, V. S., and Sharma, G. (Ed.), *Teachers in conversations: Schoolteachers' narratives, discussions and dialogues*, pp. 37-48. New Delhi: Ambedkar University Delhi and Ahvaan Trust.
- Bhatt, H. (2008). *Ek school teacher ki diary ke kuchh panne* (pp. 16-17). Bangalore: Azim Premji University.
- Midha, G. (2018). Tools to guide our action. *Teacher Plus*: <http://www.teacherplus.org/tools-to-guide-our-actions/>
- Creswell, J. W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) (pp. 2-42). London: Pearson.
- Nadig, D., and Gupta, V. (2018). From research in action to action research. *Teacher Plus*: <http://www.teacherplus.org/from-research-in-action-to-action-research/>
- Zeni, J. (2009). Ethics and the 'personal' in action research. In S. E. Noffke & B. Somekh, *The SAGE handbook of educational action research* (pp. 254-266). London: SAGE Publications Ltd
- Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council. (Any 2 Selections)
- Thapa, R. K. L. (2016). An action research on classroom teaching in English medium. *Asian Journal of Humanities and Social Sciences*, 4(1), 97-106 (<https://ajhss.org/pdfs/Vol4Issue1/5.pdf>).
- Gomathi, R. *Action research on multiplication algorithm in grade 5* (pp. 111-115): <http://www.azimpremjifoundationpuducherry.org/teacher-reference/action-research-multiplication-algorithm-grade-5>
- Raghavan, N. (2015). *Reflective teacher: Case studies of action research*. Chennai: Orient Blackswan Private Limited. (Any 2 selections)
- Open University. Action Research: TESS-India (Teacher Education through School-based Support): http://www.open.edu/openlearncreate/pluginfile.php/159527/mod_resource/content/3/TEGN_AR.pdf
- Nofke, S. (2009). Revisiting the personal, professional and political dimensions of action research. In Susan E. Noffke & Bridget Somekh (Ed.), *The SAGE handbook of educational action research*, pp. 6 – 24.
- Rust, F. O. (2009). Teacher research and the problem of practice. *Teachers College Record*, 111(8), 1882–1893.
- Lather, P. (1986). Research as praxis. *Harvard Educational Review*, 56(3), 257-278.

Suggested Readings

- Cain, T., and Harris, T. (2013). Teachers' action research in a culture of performativity. *Educational Action Research*, 21(3), 343-358.
- Connelly, F. M., and Clandinin, J. D. (Eds). (1999). *Shaping a professional identity: Stories of educational practice*. London: Althouse Press. (Any 1 Chapter from part 2)
- Lovenburg, N. (2018). Journey within Afghanistan: Inside Creative's digital book tracking system. *Childhood Education*, 94(5), 52–57.
- doi:10.1080/00094056.2018.1516473

- Hoyle, E. (1970). Educational innovation and the role of the teacher. *Forum*, 14(1), 42-44.
- Hargreaves, D. H. (1996). Teaching as a research-based profession: Possibilities and prospects. Annual lecture, The Teacher Training Agency, United Kingdom. (12 pages)
- Carr, W., and Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research* (pp. 7-45). New York: Routledge.
- Hammersley, M. (1993). On the teacher as researcher. *Educational Action Research*, 1(3), 425-445.
- Xerri, D. (2018). Two methodological challenges for teacher-researchers: Reflexivity and trustworthiness. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(1), 37-41. DOI: 10.1080/00098655.2017.1371549.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research methods in education* (6 th ed.) (pp. 5 – 47). London: Routledge.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action* (pp. 27-42). New York: Basic Books.
- Whitehead, J. (2009). Generating living theory and understanding in action research studies. *Action Research*, 7(1), 85-99.
- Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council.
- Altrichter, H., Posch, P., and Somekh, B. (2000). *Teachers investigate their work* (pp. 44 – 117). Oxon: Routledge.
- Hopkins, D. (2008). *A teacher's guide to classroom research*. Berkshire: Open University Press.
- Creswell, J. W. (2012). *Educational research* (4th ed.). New Delhi: Pearson.
- Noffke, S. E., and Somekh, B. (Ed.). (2009). *The SAGE handbook of educational action research*. London: Sage.
- McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge.
- Elliott, J. (1991). *Action research for educational change*. Milton Keynes: Open University Press.
- Lindblom, C. & Cohen, D. (1979). *Usable knowledge*. New Haven: Yale University Press.
- Lortle, D. (1975). *Schoolteacher*. Chicago: University of Chicago Press.
- Stenhouse, L. (1983). *Authority, education and emancipation*. London: Heinemann.
- Cochran-Smith, M., & Lytle, S. L. (1999). The Teacher Research Movement: A decade loater. *Educational Researcher*, 28(7), 15–25.
- Cochran-Smith, M., and Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.
- Cohn, M. M., and Kirkpatrick, S. (2001). Negotiating two worlds: Conducting action research within a school-university partnership. In J. Zeni (Ed.), *Ethical issues in practitioner research*. New York: Teachers College Press. pp. 136–48.
- Pritchard, I. (2002). Travelers and trolls: Practitioner research and institutional review boards. *Educational Researcher*, 31(3), 3–13.

Ambedkar University Delhi

School of Education Studies

Course Outline

| | |
|--|--|
| Course Code: | SES 202106 |
| Course Title: | Developing Early Childhood Curriculum |
| Type of Course: | Compulsory |
| Cohort for which it is compulsory | MA Education (Early Childhood Care and Education) |
| Cohort for which it is compulsory | MA Education |
| No of Credits: | 4 Credits |
| Semester and Year offered | II semester, Winter (every year) |
| Course Coordinator and Team | Sunita Singh |
| Email of Course Coordinator | sunitasingh@aud.ac.in |
| Pre-requisites: | None |

Course Objectives/Description

This course will focus on diverse approaches to early childhood curriculum and evaluate their relevance to current early childhood settings and early primary grades. Children's growth in various developmental areas is not uniform and hence, in a day care centre or preschool program, one can have developmental range of several years in social, emotional, language, physical and cognitive domains. This leads to challenges in determining the developmental abilities of the child and creating developmentally appropriate activities especially for ages 3-8. The purpose of this course is to examine developmentally appropriate curricula, current issues and practices at the preschool and early primary grades. It will also address inquiry based curriculum planning for all domains of child development.

Course Outcomes

On successful completion of the course students will be able to:

1. Demonstrate an understanding of the theoretical and historical perspectives of early childhood education and curriculum and evaluate their relevance to current early childhood settings.

2. Recognize and model developmentally appropriate curriculum approaches for children with varied developmental profiles and needs.
3. Examine current policies and practices that influence curriculum development in young children.
4. Apply knowledge of principles of curriculum development and use those in creating and evaluating an existing curriculum and curriculum materials.
5. Utilize principles of curriculum development in creating a caring, safe and healthy environment for all children for their learning and development.
6. Explain and demonstrate typical educational techniques and terms (i.e., programme plan, planning process, goals of activities, etc.).
7. Identify, plan and utilize culturally and individually appropriate educational practices for diverse classroom settings.

Brief description of modules/ Main modules:

1. Unit 1: Approaches to Curriculum Development

This unit will provide the theoretical foundations of inquiry learning and integration of curriculum. It will examine current views regarding curriculum development and the historical basis for the same. The Indian approach to “play-way” method, with its roots in the ideas of Tarabai Modak, Gandhi, Tagore and Gijubhai Badheka will be discussed. Some of the other prominent approaches that will be examined include Montessori, Reggio Emilia, Waldorf, The Project Method, etc. Further, it will explore the physical and social-emotional aspects of the classroom with implications for providing developmentally appropriate teaching materials, methods and classroom management—with a purpose of creating a child-centred learning environment. The role of teacher in developing a curriculum for the early childhood years will also be examined.

2. Unit 2: Early Childhood Curriculum in India

This unit will examine the current trends and policy documents regarding early childhood curriculum in India and the policy practice divide. The National ECCE Curriculum Framework lays out some curricular issues for the Indian context. These concerns include addressing, ‘multilingualism’, ‘inclusion’, ‘multi-age grouping’, ‘gender equality’, ‘harms of early formal education’, ‘preparing ECCE teachers/caregivers’ and ‘school readiness’ in the curriculum. It is critical to examine how these issues can be integrated into the curriculum. This unit will also enable students to prepare a guideline that could be used to evaluate a curriculum in place, such as their field placement site.

3. Unit 3: Developmentally Appropriate Assessment

Assessment in early childhood should be used to plan for meeting the individual needs of the children and to determine appropriate learning activities. This unit will highlight some issues related to early childhood education and developmentally appropriate

assessment for children's development and learning. It will also focus on curriculum assessment, especially, the goals and objectives of a curriculum, preparations and procedures, activities and procedures for providing closure and feedback. This unit will allow students to examine the existing curriculum at their field placement site and evaluate the same.

4. Unit 4: Developing a Programme Plan

This unit will focus on how the goals of quality early childhood education apply to preschool programmes and early primary grades. This unit will focus on developmental-thematic curriculum. The focus will be on maintaining the integrity of the content areas also. The content areas that this unit will focus on include Language and literacy, Mathematics, Science, Social Studies, Music, Dramatic Play and Drama, Movement and Physical Education. Each content area will address diversity in development, age-appropriateness of activities and materials, using play-based methods, connections across domains, and assessment.

References:

Unit 1: Approaches to Curriculum Development

Prochner, L. (2002). Preschool and playway in India. *Childhood*, 9(4), 435-453.

Gupta, A. (2008). Tracing Global-Local Transitions within Early Childhood Curriculum and Practice in India. *Research in Comparative and International Education*, 3(3), 266-280.

Wortham, S. C. (2009). *Early childhood curriculum: Developmental bases for learning and teaching*. Pearson.

Chapter 1: The changing role of the teacher in developing curriculum for diverse learners.

Chapter 2: Historical and theoretical bases for appropriate programs in early childhood settings.

Edwards, S. (2003). New directions: Charting the paths for the role of sociocultural theory in early childhood education and curriculum. *Contemporary Issues in Early Childhood*, 4(3), 251-266.

Venugopal, K. (2014). Blooming Flowers: A case for developmentally appropriate practice. *Journal of Early Childhood Research*, 1-11. doi. 10.1177/1476718X14538597.

Chapter 3: The need for quality programs in early childhood settings.

Chapter 4: Developmental characteristics of young children from birth to 8 years:
Implications for learning.

Rosen, R. (2010). 'We got our heads together and came up with a plan: Young children's perceptions of curriculum development in one Canadian preschool. *Journal of Early Childhood Research*, 8(1), 89-108.

Barnes, E. (1908). Fundamental factors in the making of a kindergarten curriculum. *The Elementary School Teacher*, 57-64.

McNeil, J. (1988). Curriculum, politics: Local, state and federal. *NASSP Bulletin*. 60-69.

Wortham, S. C. (2009). *Early childhood curriculum: Developmental bases for learning and teaching*. Pearson.

Unit 2: Early Childhood Curriculum in India

Ministry of Women and Child Development. (2013). *National Early Childhood Care and Education (ECCE) Curriculum Framework*.

National Council of Educational Research and Training. (2005). National Curriculum Framework. Available at:
<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf> (focus on sections relevant for early childhood years)

National Council of Educational Research and Training. (2014). *Syllabus for classes at the elementary level*. Available at <http://www.ncert.nic.in/rightside/links/syllabus.html> (classes 1 and 2)

National Council of Educational Research and Training. (2014). *Learning indicators*. (classes 1 & 2).

Curriculum developed by Indian States (based upon availability)

Unit 3: Developmentally Appropriate Assessment

National Association for the Education of Young Children. (2003). *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an effective, accountable system*. Position Paper. Available at: <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

National Association for the Education of Young Children. *NAEYC for families: The 10 NAEYC Programme Standards*. Available at <http://families.naeyc.org/accredited-article/10-naeyc-program-standards>

Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009). *Curriculum leadership: Strategies for development and implementation*. Sage. Chapter 9: Curriculum Evaluation. Available at: http://www.sagepub.in/upm-data/44333_12.pdf

Eliason, C. & Jenkins, L. (2012). *A practical guide to early childhood curriculum*. (9th Ed.). Upper Saddle River, NJ: Pearson. Chapter 3: Assessment

Unit 4: Developing a Programme Plan

Wortham, S. C. (2009). *Early childhood curriculum: Developmental bases for learning and teaching*. Pearson.

Chapter 7: A developmental model for preschool programs.

Chapter 8: Preschool curriculum: Ages 3 to 5 (Language and cognitive development)

Comber, B., & Nichols, S. (2004). Getting the big picture: Regulating knowledge in the early childhood literacy curriculum. *Journal of Early Childhood Literacy*, 4(1), 43-63. DOI: 10.1177/1468798404041455

Chapter 9: Preschool curriculum: Ages 3 to 5 (Social and physical development)

Chapter 10: A model for programs for children 5-8

Chapter 11: A transitional curriculum: Ages 5 to 8: Language Arts

Chapter 12: A transitional curriculum: Ages 5 to 8: Mathematics and science

Yoon, J & Onchwari, J. A. (2005). Teaching young children science: Three key points. *Early Childhood Education Journal*, 33(6), 419-423. DOI:10.1007/s10643-006-0064-4

Chapter 13: A transitional curriculum: Ages 5 to 8: Social studies and physical education

Cooper, P. M. (2005). Literacy learning and pedagogical purpose in Vivian Paley’s ‘storytelling curriculum’. *Journal of Early Childhood Literacy*, 5(3), 229-251. DOI: 10.1177/1468798405058686

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|------------------------------|---|-----------|
| 1 | Book discussion/presentation | Early February | 20% |
| 2 | Curriculum evaluation | March | 25% |

| | | | |
|---|--------------------------|------------------------------|-----|
| 3 | Programme planning | April | 20% |
| 4 | Attendance/Participation | Throughout the semester | 10% |
| 5 | Final paper | As per AUD Academic Calendar | 25% |

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES202102

Title: Early Childhood Care and Education in India

Type of Course: Core

Cohort for which it is compulsory: M.A. (Early Childhood Care and Education)

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: 1st Semester (Monsoon Semester)

Course Coordinator and Team: Dr Rajshree Chanchal

Email of course coordinator: rajshree@aud.ac.in

Pre-requisites: NA

Course Objectives/Description:

The course is conceptualized to familiarize students with the interdisciplinary and theoretical underpinnings of this stage of care and education within a holistic and integrative frame. It will expose them to the meaning and crucial significance of this stage in the life of an individual, in the context of recent research in neuroscience, economics and child development. In addition, it will also help students traverse the history of the development of ECCE globally and in the Indian context, and in the process understand the shifts in plans, policies and legislative provisions and related implications. The students will alongside gain an understanding of the journey from welfare to development to a rights' perspective and its significance, given the diverse social, cultural, economic and linguistic contexts of childhood in India. The students will be made aware of the changing socio-political realities and the emergence of a vibrant but unregulated private sector, the role of state and its ramifications for children's learning and development. In this context it will also familiarize the students with the range of services available to children in their early childhood years

Objectives:

1. Introduce students to the interdisciplinary and integrative concept and significance of ECCE as the first and foundation stage of education and its location within a holistic child development and sociological framework.
2. Provide an introductory framework for the other courses in the programme by helping them make conceptual connections.
3. Familiarize students with the socio-historical and political contexts for development of some key policies and programmes related to early childhood care and education globally and in India.
4. Engage students in discussions on issues of universality versus contextuality, particularly from a child rights' perspective in India, given its diversity, and socio-cultural challenges.
5. Help students examine current issues and debates in the field of ECCE.

Course Outcomes:

On successful completion of this course students will be able to:

1. Demonstrate knowledge of the concepts and significance of early childhood care education.
2. Identify and present key arguments of policies and programmes related to issues of childhood and children's rights.
3. Understand and problematize the socio-historic and political constructs around childhood nationally as well as globally.
4. Make linkages between local and lived experiences of children living under different socio-economic conditions across the globe.
5. Recognize why state provision of childcare services is essential for the deprived sections of the society and how the health of the child is related with the mother. Why there is need for provision of integrated child development services.
6. Demonstrate presentation skills and knowledge of issues affecting children's rights and child care and education services in today's globalising world.

Brief description of modules/ Main modules:

The course is divided into three units:

1. **Understanding Early Childhood Care and Education** (16 hours)

The course will help students develop an understanding of child and childhood from a multidisciplinary and life cycle perspective including developmental, philosophical, and socio-cultural viewpoints and within it the concept and significance of early childhood care and education. Examine the terms 'early', 'childhood', 'care', 'education' and raise questions in relation to work, play, leisure, learning, protection, nutrition, identity, child development, control, institutions, marginalization, culture, caste, gender, and so on. Acronyms – ECCE, ECD, ECED – and their conceptual, political and historical underpinnings. Integrative nature of ECCE. Significance of ECCE as demonstrated by research from different disciplines including economics (returns to investment in ECCE),

child development, education and neuroscience. Raise questions on quality in ECCE: Perspectives and challenges; concepts of school readiness, play way method, age appropriateness and development appropriateness and implications in planning ECCE.

2. Contextualising Early Childhood Care and Education (16 hours)

In Unit 2 the students will traverse the history of the development of ECCE, both globally and in the Indian context, and in the process understand the shifts in plans, policies and legislative provisions up to the recent National Policy on ECCE 2013. Situate ECCE in global context through international policies related to ECCE. Understand historical perspective of ECCE in India from a welfare approach to rights' based perspective, the thrusts in the Twelfth Five year Plan and current debate on concept of Early Childhood Care and Education versus Early Childhood Development. Critically understand policy and provisioning frameworks for ECCE in India and role of international agencies in formulation and implementation of plans, policies and schemes.

3. Issues and Debates in Early Childhood Care and Education in India (16 hours)

In this unit, students will engage with the questions of marginalization, access, equity and quality in the field of ECCE in contemporary India. They will discuss these issues in the context of the Sustainable Development Goals (2015) and socio-cultural diversities Debates on quality with access and equity. Universal vs. contextual in ECCE from a rights' perspective and changing contours within the field of ECCE. Changing socio-political realities and theoretical perspectives on curriculum and expansion of private provision and public private partnerships. Emerging Challenges with regard to the role of states within a federal structure and response to the National Curriculum Framework in ECCE (2013)

Assessment Details with weights:

1. Documentary review 20%
2. Review of ECCE Policy Documents 30%
3. Individual term paper 20%
4. End term examination 30%

Reading List:

- Anandalakshmy, S. & Bajaj, M. (1982). Childhood in the weaver's community in Varanasi: Socialisation for adult roles. In Sinha, D. (Ed.) *Socialization of the Indian child* (pp. 31-38). New Delhi: Concept Publishing Company.
- Balagopalan, S. (2008). Memories of tomorrow: children, labor, and the panacea of formal schooling. *The Journal of the History of Childhood and Youth*, 1(2). 267-285.
- Balagopalan, S. (2011). Introduction: Children's lives and the Indian context. *Childhood*, 18(3), 291-297.
- Baxter, J. E. (2008). The archaeology of childhood. *Annual Review of Anthropology*. 37,

- Burman, E. (2012). Deconstructing neoliberal childhood: Towards a feminist antipsychological approach. *Childhood*, 19(4), 423-438.
- Dreze, J. (2006). Universalisation with quality: ICDS in a rights perspective. *Economic and political weekly*, 41(34). 3706-3715.
- Gupta, A. (2006). Infant and young child feeding: An 'optimal' approach. *Economic and Political Weekly*, 3666-3671.
- Gupta, L. (2008). Growing up Hindu and Muslim: How early does it happen? *Economic and Political Weekly*, 43(6), 35-41.
- Haq: Centre for Child Rights. (2015). *Politics, paisa or priorities: Where do children fit into the 2015-16 union budget?* New Delhi: Haq. Retrieved from http://www.researchgate.net/publication/273443960_POLITICS_PAISA_OR_PRIORITIES_WHERE_DO_CHILDREN_FIT_INTO_THE_2015-16_UNION_BUDGET
- Kaul, V. & Sankar, D. (2009). *Early childhood care and education in India: Mid-decade assessment* (pp.1-7). New Delhi: NUEPA.
- Kaul, V. (2012). Can early childhood care and education help overcome family and social disadvantage – evidence from India. In Kapur. M, Koot. H. M, Lamb.M.E (Eds.) *Developmental psychology and education: Bridging the gap* (pp. 114-133). New Delhi: Manak.
- Kaul, V. and Bhargarh, A. (2013). *Quality and diversity in Early Childhood Education: A view from three states* (Executive Summary). New Delhi: Centre for Early Childhood Education and Development.
- Kaul, V. et al. (2004). *Reaching out to the Child: An integrated approach to child development* (pp.15-28). New Delhi: Oxford University Press.
- Kaur, B. (2004). Keeping the infants of coolies out of harm's way: Raj, church and infant education in India, 1830-51. *Contemporary issues in early childhood*, 5(2), 221-232.
- Kaur, B. (2006). Nineteenth century missionary infant schools in three colonial settings: The experience in India, New Zealand, and Canada. Conference paper. *Reconceptualizing early childhood education: research, theory and practice*, Rotorua, New Zealand. Retrieved from: https://education.waikato.ac.nz/research/files/default/9G_Baljit_Kaur.pdf
- Mustard, J. F. (2002). Early childhood development and the brain - the base for health, learning and behavior throughout life. *From early child development to human development* (pp. 23-53). Sao Paulo: Foundation Maria Cecilia Souto Vidigal.
- Ramachandran, V. (2004). *Snakes and ladders: factors influencing successful primary school completion for children in poverty contexts* (pp. 35-75). New Delhi: World Bank.
- Right to Education Act. (2009). Retrieved from <http://mhrd.gov.in/rte>
- Sadgopal, A. (2010). Right to education vs. right to education act. *Social Scientist*. 38(9/12), 17-50.
- Sinha, S. (2006). Infant survival: a political challenge. *Economic and Political Weekly*.
- Sinha. D. (2006). Rethinking ICDS: a rights based perspective. *Economic and political weekly*. 3689-3694.
- Tobin, J. (2005). Quality in early childhood education: an anthropologist's perspective. *Early Education and Development*, 16(4), 421-434.
- Vasanta, D. (2004). Childhood, work and schooling: some reflections. *Contemporary Education Dialogue*, 2(1), 5-28.
- Wyness, M. (2011). The social meaning of childhood. *Childhood and Theory* (pp. 9-29). Basingtoke: Palgrave McMillan.

Young, M. E. (2002). *From early child development to human development: Introduction and overview* (pp.1-18). Sao Paulo: Foundation Maria Cecilia Souto Vidigal
Videos from Centre for Developing Child

In Brief: The Science of Neglect

http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/

What is resilience?

http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/resilience/what_is_resilience/

how is resilience built?

http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/resilience/how_resilience_is_built/

Film: Turtles can't fly, Bread Winner, Where Knowledge is Free

Policy Documents –

- Position paper on Early Childhood Education 2005;
- National Policy on Early Childhood Care and Education 2013;
- National Policy on Education 1986;
- UN Convention on Rights of Children
- Government of India. (2013). ICDS mission: the broad framework for implementation. Available at: http://wcd.nic.in/icdsimg/icds_english_03-12-2013.pdf

ADDITIONAL REFERENCE:

- Centre for Early Childhood Education and Development. *Unpacking care: Protecting early childhood*. New Delhi, D: CARE India.
- Chatterjee, M. (2006). Decentralised childcare services: the SEWA experience. *Economic and Political weekly*, 3660-3664.
- Esso World Theater (Producer), & Ray, S. (Director). (1964). Two [Film]. India: Esso World Theater. Retrieved from <https://www.youtube.com/watch?v=0Urn4Nrh1BU>
- Gandhi, M. K. (2011). *An autobiography or the story of my experiments with truth* (pp. 3-29) New Delhi, ND: Rupa
- Gopaldas, T. (2006). The problem and possible intervention. *Economic and Political Weekly*, 3671-3674.
- Kumar, K. (2006). Childhood in a globalising world. *Economic and Political weekly*. 4030-4034.
- Ministry of Human Resource Development. (1992). *National Policy on Education 1986 Programme of Action 1992* (pp. 6-12). New Delhi, ND: Government of India.
- Ministry of Statistics & Programme Implementation. (2012). *Children in India 2012: A statistical appraisal* (17-24). New Delhi, ND: Government of India.

- Natarajan, S., Anand, S. (2010). *Bhimayana: Experiences of untouchability* (pp. 26-45). New Delhi, ND: Navayana.
- Nieuwenhuys, O. (1998). Global childhood and the politics of contempt. *Alternatives: Global, local, political*. 23(3), 267-289. post_114221372643514437.html
- Premchand, M. *Gilli danda*. Retrieved from <http://premchand.kahaani.org/2006/03/blog->
- Rani, N. I. (2006). Child care by poor single mothers: study of mother-headed families in India. *Journal of Comparative Family Studies*, 37(1), 75-91.
- Sinha, S. (2009). Deficit childhoods. *India international centre quarterly*, 36(2), 48-57.
- Swaminathan, M. (1998). *The First Five Years: A Critical Perspective on ECCE in India* (pp. 1-30). New Delhi: Sage.
- Tagore, R. (2007). *Boyhood Days*.
- Vagh A. (1979). How to run a balwadi: sample of a do-it-yourself guidebook. New Delhi: UNESCO. pp. 1-22
- Weiner, M. (1991). Historical comparisons: advanced industrial countries. *The child and the state in India* (pp. 109-153). Oxford: Princeton University Press.

School of Education Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SES202103

Title: Engaging with Families and Communities

Type of Course: Education

Cohort for which it is compulsory: MA Education ECCE

Cohort for which it is elective: MA Education

No of Credits: 4

Semester and Year Offered: Semester II Year 1

Course Coordinator and Team: Monimalika Day

Email of course coordinator: monimalika@aud.ac.in

Pre-requisites: None

Aim:

This course will enable students to deepen their understanding of children and their families, in the context of their socio-cultural environment, their communities. These contexts are dynamic systems influenced by social, cultural and political forces. The concept of ecology is traditionally applied to the study of plants and environments but is equally important to consider, as we try to understand the complex processes of development and learning. This involves examining the psychological, biological, social and cultural context in which a child lives and grows. Context maybe studied through a different number of lenses. In this course, students will become aware of socio-cultural perspective, the ecological systems theory and the family systems theory. Moreover, students will learn how to develop a posture of reciprocity and engage with families and community members to develop culturally responsive programs for children. Begins to explore how ecology and socialization influence development and learning of young children.

Course Outcomes:

1. Understands the complexity of engaging with families from various socio cultural background.
2. Knows the basic theories and research that support family centered approach in early childhood programs.
3. Knows how to obtain information from families and synthesize information received from various sources.
4. Reflects on one's own ability to engage with families from diverse backgrounds
5. Engages with families and communities through respectful and reciprocal relationship.
6. Examines ethical issues related to engaging with families of young children.

Brief description of modules/ Main modules:

Module 1: The changing nature of families and communities: ecological systems perspective (4 Weeks)

This unit focuses on how the family works from a systems perspective. The relationships between family members are such that whatever happens to one member of a family influences all others. The goal is to engage students in reflective practice and provide different conceptual frameworks that will help them to understand and empathize with families.

- The importance of working with families
- Theories on children and families: the ecological theory
- Examining socialization in the context of families, education programs, and communities
- Ecology of socialization
- Family systems perspective
- Family life cycle
- *Historical and current roles of families*

Unit 2: Approaches to working with families and communities (4 weeks)

Professionals and researchers need to be familiar with existing approaches to work effectively with families and form collaborative relationships and acquire the necessary skills.

- Appropriate methods of obtaining information from families
- Principles of family centred practices

- The process of cultural reciprocity
- The concept of third space
- Mapping resources and developing responsive programs

Assessment Details with weights:

| S. No. | Task | Expectation | Individual or group | Mode and Percentage |
|--------|-----------------------|--|---------------------|---------------------|
| 1. | Class Participation | Attending classes in a regular and timely manner. Participation in class discussion and in class assignments based on reading the literature from the required texts. | Individual | 10% |
| 2. | Family Systems Theory | Interview a family member and write a paper reflecting on the Family Systems Theory proposed by Turnbull et al. (2006). Briefly describe the theory and attempt to apply the framework to understand your family's composition and interactions. Critique the theory based on your experience of connecting it to your own family situation. | Individual | 40% |

| | | | | |
|----|----------------------|--|--|-----|
| 3. | Community Assignment | <p>This assignment gives you an opportunity to visit a community that is unfamiliar to you and engage in dialogues with community members to learn about the history, demographics, current activities and major concerns of this group.</p> <p>Furthermore, you need to learn about the lives of young children in these communities through observing them in their natural settings, interviews with families, and informal conversations with children. You will work in small groups to gather information, analyze information to understand existing power hierarchies, and conduct a group presentation in class.</p> <p>Group: Interview and observe your peers interviewing families and provide critical feedback. Together create a poster following the community walk and share your what you learned in a group presentation.</p> <p>Individual: Each student will interview two families and write a report on their findings. The information must be analyzed based on class readings. Specifically, explore and try to identify examples of parental ethnotheories. In addition all students are required to write a short reflective paper.</p> <p><i>Please see detailed guidelines for assignment.</i></p> <p>Group Presentation: 20 points</p> <p>Final Report: 30 points</p> | | 50% |
|----|----------------------|--|--|-----|

Reading List:

Module I

Harkness,S., Super, C. M., Bermudez, M.R., Moscardino, U., Rha, J., Mavridis,C.J., Bonichini,S., Huitron,B., Welles-Nystrom,B., Palacios,J., Hyun, O., Soriano,G., Zylicz,P.O. Parental ethoththeories of children’s learning. In The anthropology of learning in childhood, edited by D.F Lancy., J. Bock., S. Gaskins. U.K: AltaMira Press. Retrieved from http://www.celf.ucla.edu/2010_conference_articles/Harkness_et_al_2009.pdf

Kagitcibasi, C. (2007). Family , self and human development across cultures: Theory and applications. New Jersey,NJ: Lawrence Erlbaum Associates.

Chapter 1: Introduction (1-23 pgs.)

Chapter 2: Development in context (27-56 pgs)

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L., Shogren, K.A.(2010) Families, professionals, and exceptionality: Positive outcomes through partnership and trust. Columbus, OH: Prentice Hall. **ISBN-13: 9780137070480**

Chapter 2: Family Interaction (27-30 pgs)

Chapter 3: Family functions (49-69 pgs)

Winnicott, D.W. (1964) The child, the family and the outside world. England: Penguin Books.

A man looks at motherhood (15-18 pgs)

What about father (113-118pgs)

Needs of Under-Fives (179-188 pgs)

Module II

Anandalakshmy, N. Chaudhary and N. Sharma. (1999). *Researching families and children: Culturally appropriate methods.* (pp. 233 - 241). New Delhi: Sage.

Barrera. I & Corso, Kramer, L., Macpherson, D., Paris, C (2003). Skilled Dialogue: Strategies for responding to cultural diversity in early childhood (second edition). Paul.H. Brookes: Baltimore. ISBN: **978-159857164**

Chapter 4: Skilled dialogue: foundational concepts (41-51pgs.)

Chapter 5: Anchored understanding of diversity (53-74pgs.)

Chapter 6: 3rd Space (75-88pgs.)

Day, M., Demulder, E.K., & Stribling S. M. (2010). Using the process of cultural reciprocity to create multicultural, democratic classrooms. In Salili, F., & R. Hoosain (Eds.), *Democracy and Multicultural Education.* Information Age Publishing.

ADDITIONAL REFERENCE:

Module I

Berns, M. (2012). *Child, family, school and community: Socialization and support*. Wadsworth: Cengage Learning

Chaudhary, N. (2013). *Parent beliefs, socialisation practices and children's development in Indian families. Unpublished report of a major research project funded by the University Grants Commission, New Delhi.*

Gottlieb, A. (2009). Who Minds the Baby? Beng Perspectives on Mothers, Neighbors, and Strangers as Caretakers. In, G. Bentley and R. Mace (Eds.), *Substitute Parents: Alloparenting in Human Societies*. (Pp 115 – 138). Oxford: Bergahn (Biosocial Society Symposium Series).

Gulzar, M. (2007). *The 'reel' Indian family: Reflections from celluloid*. In, M. Lal & S. Kakar, S., & Kakar, K. (2007). *The Indians: Portrait of a people*. New Delhi: Penguin.

Jain, A., & Belsky, J. (1997). Fathering and acculturation: Immigrant Indian families with young children. *Journal of Marriage and Family*, 59, 873 – 883.

Kapadia, S. (2008). Cultural perspectives on parenting in the context of globalization and acculturation: Viewpoints from India and Canada. *The International Journal of Interdisciplinary Social Sciences*, 3(10), 171-178.

Mullatti, L. (1995). *Families in India: Beliefs and realities*. *Journal of Comparative Family Studies*, 26(1), 11 – 25.

Module II

Chatterji, S. A. (2007). The family in flux: The decimated family in Rituparna Ghosh's films. In, M. Lal & S. Dasgupta (eds.), *The Indian family in transition: Reading literary and cultural texts*. (pp. 243 – 279). New Delhi: Sage.

Chaudhary, N. (2007). The family: Negotiating cultural values. In J. Valsiner and A. Rosa. *Cambridge handbook of social psychology*. (pp. 524 – 539). Cambridge, MA: Cambridge University Press.

Chaudhary, N. (2009). Families and children in poverty: Objective definitions, subjective lives. In A. C. Bastos & E. P. Rabinovich (Ed.), *Living in poverty: Developmental poetics of cultural lives*. Charlotte, NC: Information Age.

Chaudhary, N. (2012). Father's role in the Indian family: A story that must be told. In D. Shwalb, B. Shwalb, & M. Lamb (Eds.), The father's role: Cultural perspectives. New York: Routledge.

Chaudhary, N. & Bhargava, P. (2006). Mamta: The transformation of meaning in everyday usage. Contributions to Indian Sociology, 40(3), 343 – 375.

Nair, S., Niranjana, S. & Roy, T. K. (2005). A socio-demographic analysis of size and structure of the family in India. Journal of Comparative Family Studies, 36(4), 623 – 651.

Gonzalez-Mena, J.(2009). Child, family, and community: Family-Centered early care and education. Pearson

Uberoi, P. (2003). The family in India: Beyond the nuclear and joint debate. In V. Das, (Ed.) *The Oxford India companion to Sociology and Social Anthropology*. Pp.1061 – 1103. New Delhi Oxford University Press.

School of Education Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SES202107

Title: Inclusion of Young Children with Disabilities

Type of Course: Education

Cohort for which it is compulsory: MA Education Early Childhood Care and Education

Cohort for which it is elective: MA Education

No of Credits: 4

Semester and Year Offered: Semester III Year 2

Course Coordinator and Team: Monimalika Day

Email of course coordinator: monimalika@aud.ac.in

Pre-requisites: None

Aim:

Children with disabilities have been marginalized in most societies for several centuries. Traditionally, they have been segregated from the society at an early age and have been denied the educational and social opportunities granted to their peers. Current legislation, strongly promotes inclusive education for children with special needs in India. This is an important step, however, educational reform is a complex process, and the onus is now primarily on the educators to identify different ways to create inclusive learning environments. There is sufficient evidence to suggest that inclusive education in the early years benefits both children with disabilities and their peers. This course encourages students to grapple with disability as a social construction and provides various opportunities to learn about the experiences of young children who have high incidence disabilities and their parents. They will be introduced to the literature and research on existing theoretical frameworks and intervention strategies to promote inclusion of young children who have disabilities.

Objectives

- Critically examine how disability is defined in different communities and how social, cultural, financial, and historical factors influence the process.
- Develop an interest to know and understand the young learners who have disabilities, and their families.

- Understand the intent of various laws written to ensure equity in access, participation and educational opportunities for children with disabilities.
- Begin to acquire the knowledge, skills and attitudes needed to create inclusive learning environments for children with different types of abilities.
- Begin to understand evidence based instruction and critically examine existing research on young children with disabilities.

Course Outcomes

- Demonstrate an understanding of disability in different communities and the social, cultural, financial, and historical factors that influence the process.
- Analyse evidence based instruction and critically examine existing research on young children with disabilities.
- Demonstrate the knowledge, skills and attitudes needed to create inclusive learning environments for children with different types of abilities.
- Analyse the intent of various laws written to ensure equity in access, participation and educational opportunities for children with disabilities.

Unit 1: Understanding Children with special needs

This unit introduces different approaches to defining disability and encourages students to consider how these approaches limit or facilitate participation of young children with disabilities in education programs. It introduces students to the International Classification of Functioning, Disability, and Health for Children and Youth developed by WHO. Students will have the opportunity to learn how some of the high incidence disabilities affect young children's ability to learn and socialize in various settings. They will apply the concept of micro identity to examine the nature of disadvantages experienced by young children in India.

1. Deconstructing disability: Approaches to defining disability
2. Prejudice, discrimination and marginalization
3. Nature of disabilities (high incidence disabilities)
4. Early identification and early intervention

Unit 2: Rights of children with special needs

This unit extends the discussion and encourages students to examine the states approach to defining and responding to the needs of young children with special needs by reviewing some of the existing legislations and policies. In small groups students will review one of the legislations. Persons with disabilities, parents of children with special needs, and professionals working with children will be invited to class to discuss and critique the implementation of the laws.

1. The Mental Health Act, 1987
2. The Rehabilitation Council of India Act, 1992
3. The Persons with Disabilities Act 1995
4. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, & Multiple Disabilities Act, 1999
5. The Right to Information Act, 2005
6. The Right of Children to Free and Compulsory Education Act, 2009
7. The Rights of Persons with Disabilities Bill, 2014

Unit 3: Developing inclusive programmes

Developing inclusive programs requires individuals to be creative and scientific in their approach. This unit introduces students to the various efforts to include young children with special needs, and the research studies conducted to document the effects of these initiatives. The unit is designed to engage students in evidence based practice.

1. Inclusion of young children: Access, participation and support
2. Identifying goals for children with special needs
3. Curriculum planning and modifications
4. Supporting children in their natural environments
5. Designing the learning environments
6. Embedded learning opportunities
7. Assistive technology
8. Individualized supports

Assessment Details with weights:

- | | |
|--|-----|
| 1. Class Participation | 15% |
| 2. Paper on specific disability | 30% |
| 3. Review and critique of legislation | 25% |
| 4. Profile of a child with special needs | 30% |

Readings list:

Batshaw, M., Roizen, N., Lotrecchiano, G (2013). *Children with disabilities*. Baltimore: Paul. H Brookes
Chapter 14: Patterns in development and disability by Louis Pellegrino (pg.231-243)

Kalyanpur, M & Harry, B. (2012). *Cultural reciprocity in special education: Building family –professional relationship*. Baltimore: Paul. H Brooks
Chapter 2: Legal and epistemological underpinnings of the construction of disability (pg. 15-32)

National Council for Educational Research and Teaching (NCERT). (2006). Position Paper National Focus Group on Education of Children with Special Needs.

Meyer, L.H., Park, H-S, Grenot- Scheyer, M., Scwartz, I.S., Harry, B. (1998). *Making friends: The influences of culture and development*. Baltimore: Paul. H. Brooks
Chapter 6: Promoting inclusive behaviour in inclusive classrooms (pgs 105-132)

Plous, S.(2002). *Understanding prejudice and discrimination*. McGraw Hill
The Psychology of prejudice, stereotyping and discrimination: An overview (p.1-27)

National Early Childhood Technical Assistance Center NECTAC (2011). The importance of early intervention for infants and toddlers. Retrieved from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf> on 3/8/2015 (2 pages)

Simpson, S., Spencer, V., Warner, L. (2010). *Successful inclusion strategies*. Texas: Prefrock Press Inc.
Chapter 3: "Sam: A child with autism spectrum disorder" (p.35-60)
Chapter 8: "Emily: A child with visual impairment" (p.129-142)
Chapter 9: "Jose: A child with orthopedic impairment" (p. 113-128)

Stepanek, M. (2002). *Heartsongs*. New York: Hachette Books
(A few poems from this book written by a child with special needs).

Stepanek, J. (2010). *Messenger: The legacy of Mattie J.T Stepanek and Heartsongs*. NAL Trade.
(Excerpts from a book written by mother of Mattie Stepanek, a child with special needs)

WHO. (2007). International Classification of functioning, disability and health: Children and youth version. Retrieved from http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf.

WHO. (2011). World report on disability. Retrieved from http://www.who.int/disabilities/world_report/2011/report.pdf (pg.1-19)

Supplementary Readings:

Batshaw, M., Roizen, N., Lotrecchiano, G (2013). *Children with disabilities*. Baltimore: Paul. H Brooks

Simpson,S., Spencer,V., Warner,L. (2010). *Successful inclusion strategies*. Texas: Prefrock Press Inc.

Harry, B. (2010). *Melanie bird with broken wings: A mother's story*. Baltimore: Paul. H Brookes.

Haddon, M. (2003). *Curious incident of the dog in the nighttime*. Great Britain: David Fickling Books

Alkazi, R. M. & Agarwal, S. (2014-2015). Fourth Annual Report: The Status of Inclusive Education of Children with Disabilities Under the Right to Education Act 2009

Hegarty,S., & Alur, M. (2002)Education and children with special needs. Sage: New Delhi
Chapter 2:Special Needs Policy in India by M. Alur (pgs. 51-66)

Bhattacharya, T. (2010). Re-examining issue of inclusion in education. *Economic and Political Weekly*, XIV(16), 17-25.

Mehrotra, N. (2011). Disability Rights Movements in India : Politics and Practice, *Economic and Political Weekly*, XLVI No.6: 65:72, 2011.

Sharma, N. (2008). Research as intervention. In S. Anandalakshmy, N. Chaudhary, & N. Sharma, (Eds.). (2008). *Researching families and children: Culturally appropriate methods*. SAGE Publications India.

The Mental Health Act. (1987). Retrieved from <https://sadm.maharashtra.gov.in/sadm/GRs/Mental%20health%20act.pdf>

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. (1995). Retrieved from <http://socialjustice.nic.in/pwdact1995.php>.

The Rehabilitation Council of India Act. (1992). Retrieved from http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf.

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, & Multiple Disabilities Act. (1999). Retrieved from <http://socialjustice.nic.in/pdf/ntact1999.pdf>

The Right to Information Act, 2005. Retrieved from <http://www.righttoinformation.gov.in/>

The Right of Children to Free and Compulsory Education Act (2009). Retrieved from <http://mhrd.gov.in/rte>.

UNESCO (1994). The Salamanca statement and framework for action on special needs education. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.PDF on 31/7/2015

Supplementary Readings:

Sarva Siksha Abhyan (2006). Discovering New Paths in Inclusion: A documentation of home based education for CWSN in SSA . Retrieved from

<http://vikaspedia.in/education/policies-and-schemes/inclusion-discovering-new-paths>.

Hegarty, S., & Alur, M. (2002) Education and children with special needs. Sage: New Delhi

DEC and NAEYC. (2009). A joint position statement of Division for Early Childhood (DEC)

and the National Association for Education of Young Children (NAEYC). Retrieved

from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

(5 pages)

Sen, R., & Goldbart, J. (2005). Partnerships in action: introducing family based intervention for children with disability in urban slums of Kolkata, India. *International Journal of Disability, Development, and Education*, 52(4), 275-311.

Bartan, E.E., & Smith, B.J. (2014). Brief Summary: Fact Sheet on research on preschool inclusion. Retrieved from <http://ectacenter.org/topics/inclusion/default.asp>. (5 pages)

Dunst, C. J., Bruder, M. B., Trivette, C.M., Hamley, D., McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities, *Topics in Early childhood special Education*, 21(68), 68-92. Retrieved from <http://www.uconnuidd.org/pdfs/CharacConsequen-2001.pdf>.

National Council for Educational Research and Teaching (NCERT). (2014). Including Children with Special Needs. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/specialneeds.pdf (Excerpts from the document)

Strain, P. (2014). *Inclusion of children with disabilities: What we know and what we should be doing*. Retrieved from <http://ectacenter.org/topics/inclusion/default.asp> (2 pages)

Grisham-Brown, J., Hemmeter, M. L., Pretti-Frontczak. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore: Paul. H Brooks
Chapter 6: Curriculum planning (pp. 157-185)
Chapter 8: Individualizing instruction to support children's learning (pp. 215-242)

Noonan, M., & McCormick, L. (2014). *Teaching young children with disabilities in their natural environments*. Baltimore: Paul. H Brookes
Chapter 13: Environmental arrangements, adaptations, assistive technologies (pp. 149-176)

WHO. (2011). World report on disability. Increasing the use and affordability of technology. (pg. 117-118)

Supplementary Readings

Bricker, D., Clifford, J., Yovanoff, P., Pretti-Frontczak, K., Waddell, M., Allen, D., & Hoselton, R. (2008). Eligibility determination using a curriculum-based assessment: A further examination. *Journal of Early Intervention*, 31(1), 3-21. DOI: 10.1177/1053815108324422

Cook, R. E. (2011). *Adapting early childhood curricula for children with special needs*. NJ: Pearson

Noonan, M., & McCormick, L. (2014). *Teaching young children with disabilities in their natural environments*. Baltimore: Paul. H Brookes

Moore, L. O. (2009). *Inclusion strategies for young children: a resource guide for teachers, childcare providers, and parents* (Second Edition). CA: Corwin

School of Education Studies
Ambedkar University Delhi
Course Outline

Course Code: SES201212

Title: Language Development and Early Literacy

Type of Course: Required

Cohort for which it is compulsory: MA Education (Early Childhood Care and Education)

Cohort for which it is elective: MA Education

No of Credits: 4

Semester and Year Offered: 1st and 3rd (Monsoon Semester 2019)

Course Coordinator and Team: Dr. Sunita Singh

Email of course coordinator: sunitasingh@aud.ac.in

Pre-requisites: None

Aim: This course examines language and literacy development in young children, especially with respect to biological, cognitive, social and emotional development. It will focus on the fundamental aspects in acquisition and development of language skills. The theories, principles, goals, and methods of integrating the language arts throughout the school curriculum will also be examined. Development of language and early learning capacities of children are inextricably linked. The relationship between language, thought, culture and identity are closely intertwined. In this regard, students will be introduced to current debates and dilemmas related to children's home language and the language of instruction in classroom, especially in the multilingual context of India.

Course Outcomes

On successful completion of this course students will be able to:

1. Demonstrate knowledge of the socio-cultural factors that influence language development and literacy.
2. Identify key theories of language development and how they relate to the process of language acquisition in young children
3. Demonstrate an understanding of the reading process among young children with respect to decoding, syntax, comprehension and critical thinking.
4. Analyse the role of children's literature in language and literacy learning.

5. Apply research skills to analyse a child's text—oral or read aloud.

Brief description of modules/ Main modules:

Unit 1: Sociology of language

Language and literacy is primarily a process of learning to interact with others. Children acquire language through social interactions; thus, language usage varies greatly based on social backgrounds, roles of the speaker and the social settings. This unit focuses on the study of various social and cultural factors that influence the process of language acquisition and literacy.

- 1.1 Nature of language, their functions, and the various symbolic systems
- 1.2 Language, culture, and identity (gender, class, caste)
- 1.3 Language and power: A historical overview of sociolinguistic attitudes in India
- 1.4 Diversity of languages, multilingualism, cultural communities especially in reference to India

Unit 2: Pathways in Language Development

Language development unfolds at a rapid pace during the first four years of life. Children across the world acquire the major components of their native language by the time they are three or four. This unit focuses on the study of the theories, the developmental process and the important milestones in language development.

- 2.1 Theories of language acquisition and development
- 2.2 Language and the Brain
- 2.2 Stages of Language Development
- 2.3 Multiple language learners
- 2.4 Language Disorders

Unit 3: Language and Literacy

In literate societies children are exposed to varying degrees to literacy in their homes and communities and begin to imbibe the basic forms and functions of literacy at an early age. This unit focuses on the process of learning to engage in reading, writing and decontextualized discourses.

- 3.1 Historical overview of literacy approaches
- 3.2 How young children learn to read and write
- 3.3 Reading, writing, speaking and listening connection
- 3.4 Developing concepts of books, children's literature and comprehension of texts
- 3.5 Emergent literacy
- 3.6 Observing and assessing reading and writing

Unit 4: Promoting Literacy Development

This unit focuses on the various approaches and intervention strategies that have been used to support the learning of reading and writing specifically in the Indian context. The evidence will

be examined through a historical and contemporary lens to help students understand how current approaches have evolved.

- 4.1 Role of children's literature in promoting reading and writing
- 4.2 Explicit instruction and the constructivist approach: Phonics and whole language
- 4.3 Research on developing active literacy environments
- 4.4 Home school partnership for literacy development
- 4.5 Introduction to critical literacy

Assessment Details with weights:

- | | |
|--|---------------------------|
| 1. Language and Literacy Autobiography | 10% (end August) |
| 2. Language Sample Analysis | 25% (September) |
| 3. Running Records and Reflection | 25% (October) |
| 4. Final | 30% (as per AUD calendar) |
| 5. Attendance and in-class participation | 10% (throughout Semester) |

Reading List:

Essential Readings for Unit 1

Early Language & Literacy Position Paper (2016). CECED, CARE India, USAID.

National Council of Educational Research and Training. (2005). *National Focus Group on Teaching of English*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf

National Council of Educational Research and Training. (2005). *National Focus Group on Teaching of Indian Languages*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

NCF Early Childhood Education 2005 (p. 31-48)

Luke, A. & Freebody, P. (n. d.) Further notes on the Four Resources Model. Retrieved from: <http://www.readingonline.org/research/lukefreebody.html>

LaDousa, C. (2005). Disparate markets: language, nation, and education in North India. *American Ethnologist*, 32(3), 460-478.

Pattanayak, D. P. (1984). Multilingualism and language politics in India. *India International Centre Quarterly*, 125-131.

Singh, P. K. (2014). Nurturing Linguistic Diversity in Jharkhand. *Economic & Political Weekly*, 49(51), 17-19.

Sridhar, K. K. (1996). Language in education: Minorities and multilingualism in India. *International Review of Education*, 42(4). pp.327- 347.

Essential Readings for Unit 2

Levine, L. E., & Munsch, J. (2010). *Child development: An active learning approach*: Sage. Chapter 9. Language development, pp. 299-337). Available at http://www.sagepub.com/upm-data/36720_Levine_final_PDF_09.pdf

Paradis, J., Genesee, F., Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Paul H. Brookes. Chapter 3. Language cognition connection, pp. 39 - 59. Chapter 4, Bilingual first language, acquisition , pp 63-89.

Essential Readings for Unit 3

Pressley, M. (2002). *Reading Instruction that Works: The Case for Balanced Teaching* (Ch. 1. Whole Language; Ch. 2: Skilled Reading). NY: Guilford Press.

Kumaravadivelu (2002). *Beyond Methods: Macrostrategies for teaching language* (Ch. 2).

Strickland, D. S., & Morrow, L. M. (Eds.). (2000). *Beginning reading and writing* (Vol. 50). Teachers College Press. Chapter 2: Becoming a reader: A developmentally appropriate approach, pp. 22-34.

Hart, B., & Risley, T. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(4), 6-9. Available at <http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

Reutzel, D., & Cooter Jr, R. B. (2012). *The essentials of teaching children to read: the teacher makes the difference*. Chapters 1-6.

Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child development*, 69(3), 848-872.

Essential Readings for Unit 4

Jayaram, K (2008) Early Literacy Project – explorations and reflections part 2: Interventions in Hindi classrooms, *Contemporary Education Dialogue*, (5), 2, pp 175-211.

Bernsten, M. (n.d.). *Teaching of beginning reading: The Maharashtrian experience and the PSS approach*.

- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching, 1*(1), 22-26.
- Strickland, D. S., & Morrow, L. M. (Eds.). (2000). *Beginning reading and writing* (Vol. 50). Teachers College Press.
Chapter 9. Teaching young children to be writers, pp. 111-120.
- Moll, L. C., Saez, R., & Dworin, J. (2001). Exploring biliteracy: Two student case examples of writing as a social practice. *The Elementary school journal, 435-449*.
- Gioris, C. & Glazer, J. I. (2009). *Literature for young children: Supporting emergent literacy*. Boston, MA: Pearson. Chapter 1
- Lynch-Brown, C., Tomlinson, C. M., & Short, K. G. (2005). *Essentials of children's literature*. Allyn and Bacon. Chapter 1. Learning about story and literature; Learning about children and literature. pp. 4-28

ADDITIONAL REFERENCE:

Recommended Readings for Unit 1

- Deshpande, Madhav M. (1979), *Sociolinguistic Attitudes in India: an Historical Reconstruction*, Karoma Publishers, Inc., Ann Arbor, MI
- Berntsen, Maxine (1973), "The Study of Social Variation in South Asian Languages," In *The Speech of Phaltan: a Study in Linguistic Variation*, Unpublished dissertation, University of Pennsylvania (Excerpt from the dissertation). NCF 2005, pp 36-42
- Finnbogadóttir, V. (2008, August). Education for all in the language of their cultural heritage. Paper presented at the International Conference Globalization and Languages: Building on Our Rich Heritage, Tokyo, Japan. Conference Proceedings, pp. 41-43. retrieved from http://archive.unu.edu/globalization/2008/files/UNU-UNESCO_2008_Globalization_and_Languages.pdf
- Mohanty, K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue? In O. Garcia, T. Skutnabb-Kangas, & M. E. Torres-Guzman. *Imagining multilingual schools*. pp. 262-279. Clevedon: Multilingual Matters.
- NCF Early Childhood Education 2005 (p. 31-48)
- Paradis, J., Genesee, F., Crago, M. (2011). Dual Language development and disorders: A

handbook on bilingualism and second language learning. Baltimore: Paul H. Brookes.
Chapter 1. Language culture connection. pp 27-38

Rogoff, Barbara (1990), *Apprenticeship in Thinking: Cognitive Development in a Social Context*, Oxford University Press, New York.

Vanishree, V. M. (2011). Provision for linguistic diversity and linguistic minorities in India. *Language in India, 11*.

Mallikarjun, B. (2004). Indian multilingualism, language policy and the digital divide. *Language in India, 4*.

Recommended Readings for Unit 2

Annamalai, E. (2001). *Managing multilingualism in India: Political and Linguistic manifestations*. New Delhi: Sage

Barac, R., & Bialystok, E. (2012). Multilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development, 83*, 413-422. doi:10.1111/j.1467-8624.2011.01707.x

Howard, M. R., & Hulit, L. M. (2001). *Born to talk: An introduction to speech and language development*. Pearson.

Recommended Readings for Unit 3

Gregory, E. (1997). *One child, many worlds: Early learning in multicultural communities*. New York: Teacher's College Press.

Kumar, K. (1989). *Social character of learning*. Sage. Available at <http://arvindguptatoys.com/arvindgupta/socialcharacter.pdf>

Kumar, K. (2004). *What is worth teaching?* Orient Blackswan

Morrow, L.M. (2011). *Literacy development in the early years: Helping children read and write*. Allyn and Bacon. ISBN:013248482

McLane & McNamee. (1990) *Literacy and relationships, Early Literacy*, pp 110-112.

Recommended Reading for Unit 4

Geetha, V. (2012). Literacy and Reading: A Tamil Experiment. *Contemporary Education Dialogue, 9:63*. 64-84.

Gupta, R. (2013). More than ABC: Instructional Practices and Children's Understanding of

Literacy through English. *Contemporary Education Dialogue*, 10:37. 37-65.

Jayaram, K (2008). Early Literacy Project – explorations and reflections part 1: Theoretical perspectives, *Contemporary Education Dialogue*, (5) 2, pp133-174.

Morrow, L.M. (2011). *Literacy development in the early years: Helping children read and write*. Allyn and Bacon.

School of Education Studies
Ambedkar University Delhi

Course Outline

Time Slot _____

| | |
|---|---|
| Course Code | SES202210 |
| Course Title: | Literature and the Young Child |
| Type of Course: | Elective |
| Cohort for which it is compulsory | None |
| Cohort for which it is elective | MA Education/MA Education (Early Childhood Care and Education)/any other MA programme |
| No. of Credits: | 4 |
| Semester to which offered: (I/ III/ V) | IV semester |
| Course Coordinator and Team: | Sunita Singh |
| Email of course coordinator: | sunitasingh@aud.ac.in |
| Pre-requisites: | None |

Course Objectives/Description: This course will focus on the social construction of childhood and situate childhood and children's literature in the social, political and historical context. The readings will focus on creating a space for the aesthetic appreciation of children's literature as well as for questioning of the modalities as represented in the children's literature—with an analysis of the construction of gender, race, ethnicity, and social class. Further, the course will focus on an investigation of the themes and concepts that connect literature to the lives of young children, Literature written for the early childhood years by some well-known children's authors will be identified based on interest, age, reading level, and appropriateness of the material.

Course Outcomes

- i. Demonstrate an understanding of the theoretical and practical perspectives in children's literature teaching and learning.

- ii. Demonstrate a critical approach to reading and talking about and evaluating children's literature.
- iii. Analyze the genres of children's literature including their characteristics.
- iv. Critically analyse authors/publishers of note in India and internationally and become (more) familiar with a range of quality and culturally diverse literature selections.
- v. Develop strategies for teaching with diverse themes using children's literature.

Brief description of units:

Unit 1. Childhood and Literature

This unit will attempt to study the social construction of childhood and situate childhood and children's literature in the social, political and historical context. It will also explore the relationship between reading children's literature and notion of childhood. Literature addressing issues of marginalization will also be examined.

- 1.1. Socialisation of children and literature
- 1.2. Conception of childhood and literatures for children
- 1.3. History of literature for children

Unit ii: Theoretical Foundations of Children's Literature

This unit will focus on child development theories as the focal point of examining the characteristics of child readers. Readers response to literature, vis-à-vis their experiences, thinking, and preferences influencing the meaning they create and the stances they take will be examined. It will help to develop an understanding of theoretical and practical perspectives in children's literature teaching and learning. Further, along with situating children's literature in its postcolonial contexts, it will also focus on the linguistic, sociological, psychological, and literary aspects of children's literature.

- 2.1. Children's literature and the postcolonial context
- 2.2. The case for theory; A cycle of literary study.
- 2.3. The relationship between reader and text;
- 2.4. Children and literary learning;
- 2.5. Response and comprehension

Unit III: Genres in Children's Literature This unit will explore a variety of genres for young children. These include poetry, picture books, fiction, non-fiction. Along with reading a variety of genres, this unit will also focus on the selecting good literature and a critical analysis of children's literature.

3.1. Selecting children's literature

3.2. Examining diverse genres in children's literature

Unit IV: Diversity in Children's Literature

This unit will engage with questions of language, identity, representation. It will also reflect on literature (for young readers) as arising from the social, historical, and cultural contexts of the time and all the controversies and struggles of that time. Literary interrogations will challenge portrayals that are stereotypical.

4.1. Language, identity, representation

4.2. Shifting themes in children's literature

4.3. Pedagogy of peace and diversity

References:

Chatterjee, R.B. & Gupta, N (2009). Introduction. *Reading children: Essays on children's literature*. New Delhi: Orient BlackSwan. p 1-17

Kumar K (n.d.) Bachpan ki avadharna aur baal sahitya. *Sandarbh*, 81, 51-72.

http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_81/51-72_Childhood_Concepts_And_Children_Literature.pdf

Kumar, K. (n.d.) shiksha aur baal sahitya. *Sandarbh*, 80, 35-48.

http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_80/35-48_Education_And_Children_Literature.pdf

Sensenig, V (2011). Reading first, libraries last: An historical perspective on the absence of libraries in reading education policy. *The journal of education*, 191(3), 9-18.

Rosenblatt, L (1994). *The reader, the text, the poem: The transactional theory of the literary*

work. Southern Illinois University Press.

Fang, Z. (1996). Illustrations, Text, and the Child Reader: What are pictures in children's storybooks for? *Reading Horizons*, 37(2), 130-142.

Harris, V. J. (2008). Children's books: Selecting books that children will want to read. *The Reading Teacher*, 61(5), 426-430.

Tabbert, R. (2002). Approaches to the translation of children's literature: A review of critical studies since 1960. *Target*, 14(2), 303-351.

Delpit, L. (2006) The silenced dialogue. *Other people's children: Cultural conflict in the classroom*. New York: The New Press. p 21-48

Gopalkrishnan, A (2011). The essentials and foundations of multicultural children's literature. *Multicultural children's literature: A critical issues approach*. Los Angeles: Sage. pp. 21-48.

Fox, D. L & Short, K.G (2003). Stories matter: The complexity of cultural authenticity in children's literature. p 3-45.

Picture books used in the classroom

Haathi ki Hichki, The Runaway Peppercorn, Hansmukh Rakshashas, Wings to Fly, The Sad Book, Handa's Surprise, Hansmukh Rakshas (The Pleasant Rakshasa), Day of Ahmed's Secret, Mother

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|------------------------------|---|-----------|
| 1 | Attendance cum participation | Whole semester | 10% |
| 2 | Book talk | January-February | 25% |
| 3 | Book review | Third week of March | 35% |
| 5 | End semester project | As per SES calendar | 30% |

School of Education Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SES202105

Title: Observing and Assessing Young Children's Development and Learning

Type of Course: Education

Cohort for which it is compulsory: MA Education ECCE

Cohort for which it is elective: MA Education

No of Credits: 4 credit

Semester and Year Offered: Semester II Year 1

Course Coordinator and Team:

Email of course coordinator: monimalika@aud.ac.in

Pre-requisites: None

Aim:

This course aims to impart in depth understanding to students regarding assessment of young children's development and learning. The students will be able to understand 'what' is assessment, 'why' do we need to 'assess' young children's development and 'what' are the various procedures used for assessing young children appropriately. They will also examine historical trends in assessment of young children in western as well as in the Indian context. The cross-cultural variations in assessment and the ethical considerations in assessing young children will also be addressed. This course will equip students with knowledge and skills to assess young children in a comprehensive manner using various techniques. Students will learn about different procedures of assessing children: standardized tests, developmental screening and assessment and alternative methods of assessment such as observation method, using checklists, rubrics, rating scales, etc., teacher designed strategies, performance based assessment, portfolio assessment and play-based assessment of children. They will also be able to critically evaluate the strengths and limitations of all these methods. They will also be able to appreciate the linkage between children's learning and the various assessment methods employed by educators to assess them. They will also understand how assessment and curriculum are interrelated. Students will also be able to understand how to effectively communicate with parents to discuss their child's progress and involve them in the assessment process. They will also learn about the reforms done in the examination system in our country in recent times and critique these reforms.

This course is designed to enable students to be able to:

1. Describe what is 'assessment' and the purposes of assessment.
2. Understand the basic principles of assessing young children.
3. Examine theoretical, philosophical, historical and cultural perspectives on child assessment.
4. Discuss various ethical and contextual issues involved in assessing young children.
5. Understand the linkage between children's assessment and their learning.
6. Examine in depth 'standardized' testing, developmental screening and assessment of infants and young children.

Course Outcomes:

1. Understand what is 'assessment', the purpose and the basic principles of assessing young children.
2. Examine theoretical, philosophical, historical and cultural perspectives on child assessment.
3. Examine ethical and contextual issues involved in assessing young children.
4. Understand the linkage between children's assessment and their learning.
5. Critique different approaches to assessment including 'standardized' testing, developmental screening and observation of young children.
6. Knows about 'authentic' methods of assessment like observation method, using checklists, rubrics, performance based assessment, portfolio assessment and play based assessment etc.
7. Apply various assessment methods i.e. standardized tests, observations, using checklists, rubrics, performance based assessment and synthesize information to develop coherent report
8. Know about the role of parents in the overall development of children and understand ways to involve parents in the assessment process.

Brief description of modules/ Main modules:

Module1: Introduction to Assessment of Children

This unit introduces students to the concepts of 'assessment', 'testing' and 'evaluation'. They will learn about the theoretical and philosophical foundations of the assessment processes. The unit focuses on establishing the significance of assessment procedures in promoting developmentally appropriate practices. The need to understand the unique characteristics of children in this age group and the various socio cultural contexts in which they live and learn will be discussed with the intent to engage students in dialogues on how to conduct assessment in a fair and equitable manner. The students will have opportunities to examine the history of child assessment in western as well as in Indian context, and develop an awareness of how these processes may be influenced by different socio political agendas.

Module 2: Multiple Methods of Assessing Young Children

This unit introduces students to the multiple methods of assessing young children. They will learn about standardized testing, developmental screening, and assessment of young children. They will be introduced to a few standardized tests, to help them understand the concepts of reliability, validity, interpretation of test scores, and the limitations of this approach. The need to conduct assessment in a meaningful way in the children's natural environments will be emphasized. Play based assessment processes will be discussed in detail. Students will also have the opportunity to learn a number of authentic procedures of assessment such as observation methods, use of checklists, rating scales, rubrics, and play based

assessment. They will engage in various assignments which will help them to become familiar with the technical and ethical issues they need to consider during assessments.

Unit 3 Teacher designed strategies; Performance based assessment, and Portfolio assessment: (3 weeks)

Description of Unit 3: This unit describes in detail about the teacher designed strategies for assessing children, focusing specifically on performance based assessment and portfolio assessment of young children in classroom settings. The students will use different assessment strategies to develop a portfolio for a child. They will be able to appreciate the linkages between curriculum, learning, and assessment. They will learn about examination reforms introduced in our country, in the recent times. They will also study the implementation of the comprehensive and continuous evaluation systems in schools and critique it.

Assessment Details with weights:

Assessment Schedule

| Assignments | Percentage |
|---|------------------------|
| 1. Reading reflection | Written 10% |
| 2. Midterm | Written 30% |
| 3. Child Portfolio Develop a portfolio of a child using various formal and informal assessment methods. Develop a well organized child study report. Statements must be supported with evidence from formal or informal assessments a) Report from ASQ b) Report from SRI c) Observation notes d) Based upon the developmental profile recommend some supportive strategies to promote the child's development. | Total: 40% |
| 4. Presentation on School Assessment Strategy Gather information on the assessment strategies used in the school where you are placed for your FA. Review the report cards of children. In a group presentation briefly describe the assessment strategies and critique | 10% Group presentation |

| | |
|---|------|
| them. | |
| 5. Class participation which includes attendance and preparation with readings. | 10% |
| TOTAL | 100% |

Reading List:

1. Anastasi, A. & Urbina, S. (2017). *Psychological Testing* (7th ed.). Noida: Pearson India Education Services Pvt. Ltd. (Chapter 17, pp. 402- 417)
2. Black, P & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa*, October, 1- 13.
3. Central Board of Secondary Education (2013). *HANDOUT 2- A Concept Note on Conceptual Framework of Continuous and Comprehensive Evaluation (CCE), Revised Compendium of Tools For Mentoring Of School Based Assessment*. (pp. 1-7). Available at: http://49.50.126.244/mnm/pdf_files/mnm_revised_tools.pdf
4. Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs. Technical Assistance Paper No. 4. (1-12)
5. Epstein, A.S., Schweinhart, L.J., DeBruin-Parecki, A. and Robin, K.B. (2004). *Preschool Assessment: A Guide to Developing a Balanced Approach*. Preschool policy brief. National Institute for Early Education Research. (pp. 1-4).
6. Gipps, C. (1999). Socio-Cultural Aspects of Assessment. *Review of Research in Education*, 24, 355-392.
7. Gusky, T.R. (2008). The rest of the story. *Educational leadership*, 65(4), 28-35.
8. Losardo, A & Syverson, A.N. (2001). *Alternative approaches to assessing young children*. Baltimore: Paul H. Brookes Publishing Co. (Chapter 1, pp. 1-11).

9. National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003). Joint Position Statement: Early Childhood Curriculum, Assessment and Program Evaluation. Building an Effective, Accountable System in Programs for Children Birth through Age 8. (pp. 10-16)
10. Nawani, D. (2013). Rethinking assessments in schools. *Economic & Political Weekly EPW*, 50 (2), 37-42.
11. Pathak, A.T. and Khurana, B. (1991). Baroda Development Screening Test for Infants. *Indian Pediatrics*, 28, 31-37.
12. Satapathy, M (2009). *Psychological tests developed for children in India. A review of recent trends in research, practice and application*. In: *Clinical Child Psychology*. (Eds.) Shyam, R. and Khan, A. (Chapter 14, pp. 3-20).
13. Sharma, G. (2016). Reversing the twin ideals of right to education. No detention and CCE. *Economic & Political Weekly EPW*, 51(9), 85-89.
14. Sternberg, R.J. (2007). Culture, Instruction and Assessment. *Comparative Education*, Special Issue (33): Western Psychological and Educational Theory and Practice in Diverse Contexts, 43(1), 5-22.
15. Wortham, S.C. (2008). *Assessment in Early Childhood Education*. Pearson Prentice Hall.

ADDITIONAL REFERENCE:

1. Dodge, D. T., Heroman, C., Charles, J. and Maiorca, J. (2004). How Ongoing Assessment Supports Children's Learning and Leads to Meaningful Curriculum. In: *Spotlight on Young Children and Assessment*, NAEYC, 9-16.
2. Nair, M.K.C., George, B., Philip, E., Lekshmi, M.A., Haran, J.C. and Sathy, N. (1991). Trivandrum Developmental Screening Chart. *Indian Pediatrics*, 28, 869-872.
3. National Council of Educational Research and Training (2006). Sourcebook on Assessment Classes I-V.
4. Prochner, L. (2002). Preschool and Playway in India. *Childhood*. 9, 435- 453.

5. Shepard, L.A. (1994). The Challenges of Assessing Young Children Appropriately. *The Phi Delta Kappan*, 76 (3), 206-212

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2019)

Course Code: SES 202101

Title: Play, Learning and Creativity

Type of Course: Foundation course (Compulsory course)

Cohort for which it is compulsory: MA Education (ECCE)

Cohort for which it is elective: -----x-----

No of Credits: 4

Semester and Year Offered: 1st Semester (Monsoon Semester 2019)

Course Coordinator and Team: Dr Prabhat Rai, Dr Monimalika Day

Email of course coordinator: prabhatrai@aud.ac.in, monimalika@aud.ac.in

Pre-requisites: None

Aim and objectives of the course:

Play, creativity and its relationship with children's learning are central to early childhood education and development. Research indicates the significance of play and creativity in development across physical, motor, language, cognitive and socio- emotional domains (Bodrova, & Leong, 2003, 2005; Hughes, 2010). Among young children specially, 'role play' and 'fantasy' forms the backdrop of much of their play. Encouraging creative activities can help to transfer these into play mediums (Scarlette, 2004). Further, the dynamic, interactive and creative process of play and one that is developmentally appropriate, stimulates the whole brain (Armstrong, 2006).

While the Position Paper by the National Focus Group on 'Arts, Music, Dance and Theatre (NCERT, 2005) proposes an integration of creative activities into the curriculum, classrooms in India often are dominated by rote learning and rigid examination system (NCERT, 2005, 2006), and this trend is observed even in early childhood programs (IECEI, 2014). The recent National Early Childhood Care and Education Policy (MWCD, 2013) also advocates for the need to cater to needs of a child in all developmental domains and promote play based education for young children. Specifically, it points out, the Government shall ensure provision of safe, child friendly and developmentally appropriate play and learning materials and appropriate play spaces by

appropriate instruments and instructions. The Government will promote use of traditional songs, stories, lullabies, folk tales, local toys and games as play and learning materials in ECCE settings. (p. 15)

Thus, this course would be beneficial for the students in the MA Education (ECCE) and also MA Education program in order to be able to implement or supervise play based developmentally appropriate activities for a holistic development of the child. It will complement the other courses offered during the first semester of the program by emphasizing the critical role of play and creativity for the development of the child.

Course outcomes

At the end of the course, the students should be able to:

1. Identify key theorists and concepts in understanding the role of play in the children's development
2. Demonstrate knowledge of key theoretical positions in historical development of the idea of children's play
3. Develop skills to make play materials for children
4. Analyse children's everyday play situation to explore its relationship with various activities children participate in like creative art, music, movement and dramatic play/creative drama.
5. Apply theoretical ideas in children's play to design pedagogy in early years classrooms

Brief description of modules/ Main modules:

Unit 1: Historical, Theoretical and Cultural Perspectives on Play and Creativity (4 Weeks)

This course will begin by examining the historical, theoretical and cultural perspectives on play and creativity. The cognitive-developmental, psychoanalytical and socio-historical approaches will be examined with respect to a child's intellectual, language, social and emotional development. The inclusion of play and creativity during the early years of a child's life and the role of adult in the child's play is seen in relation to the development of the "whole child." Play as a child's right will also be examined.

- 1.1 Historical, theoretical and cultural perspectives on play
- 1.2 Young children's creative thinking and development
- 1.3 Cultural differences in play and creativity
- 1.4 Play and creativity in early childhood programs
- 1.5 Play—a Child's Right

Unit 2: Play and the Development of Play (3 weeks)

This unit will highlight the development of play by describing play at different ages and relating it to physical, social, cognitive and emotional development. Play is discussed in the framework

of developmental theories from infancy to later childhood years. Differences between play and exploration will be highlighted with an emphasis on identifying developmentally appropriate play materials (especially toys) and qualitative changes in play throughout the years.

Improvisation in play and the role of play in early childhood programs will also be examined.

2.1 Sensorimotor play; Play with objects; Symbolic Play; Onlooker play

2.2. Parallel play; Associative play; Cooperative play; Play with adults and peers; social play

2.3. Unoccupied play; independent play

2.4. Pretend play; Dramatic play

Unit 3: Functions of Play (4 weeks)

This section will focus on the benefits of play for children’s physical, cognitive and social-emotional development. With respect to cognitive development, the unit will focus on how play materials can enhance children’s emergent literacy skills and problem solving abilities. The social-emotional component will provide an overview of the benefits of play through play-therapy and through parent-child attachment and social integration. The unit will also focus on factors related to variations in play across different settings. These variations are related to gender, physical impairments, cognitive differences and social-emotional issues. This section will further address how adults working with young children can effectively respond to them.

3.1 Benefits of play for development of language, cognitive and physical development

3. 2 Benefits of play for social-emotional and play-therapy

3.3 Gender differences in play

3.4 Play of children with special needs

Unit 4: The Creative Process and Products of Children (3 weeks)

This unit will focus on the exploration of principles, methods, and materials for the development of the creative process in young children. Strategies related to incorporating music, movement, visual arts, and dramatic play will be examined, especially through process-orientated experiences to support divergent thinking. The role of new technologies and the changing nature of the creative process will also be examined.

4.1 Nurturing creativity among all children

4.2 Theories and models of creativity

4.3 Creativity in early childhood programs

Assessment Details with weights:

| S. No | Task | Expectation | Individual or group | Mode and Weightage |
|--------------|--|-----------------------------------|----------------------------|---------------------------|
| 1. | Memories of childhood play 1. Develop a list of play activities/ | Developing a historical, cultural | Individual | Written 20% |

| | | | | |
|----|--|---|------------|--------------|
| | <p>toys that you have played as a child. Also, list play activities your parents and grandparents/ people of your grandparent's age have played.</p> <p>2. Pick up any 3 play activities, one each from your parents, grandparents and own childhood days. For these three play activities:</p> <p>a. Describe the play activity/toys</p> <p>b. Describe the rules of the play/games</p> <p>c. Provide photographs, sketch or model of the play activity/toy</p> <p>3. Using theories and historical development of play discussed in Unit 1 write a reflective review of the play activities that you have listed. (Suggestion: You may write an autobiographical note about how you played as a child, the time spent on playing daily, your play groups and the materials you used for playing and two other biographical accounts)</p> | <p>and theoretical understanding of children's play.</p> <p>Approximately 1500 words (4-6 pages)</p> <p>Date of submission: mid-September</p> | | |
| 2. | <p>Observe a small group of 2-3 children at play for at least 30 minutes in any setting. Document your observations regarding the various activities children are engaged in. Address the following elements in your interpretation:</p> <p>a. Describe the observed qualities of play; learning that took place. Pay attention to the elements of cognitive, language, literacy, social/emotional, physical and/or creative development.</p> <p>b. Provide specific details regarding cognitive, physical and social-</p> | <p>Write a short paper (3-4 pages) using APA format</p> <p>(mid -October)</p> | Individual | Written 25 % |

| | | | | |
|----|---|---|----------------------|--|
| | emotional aspects with respect to the theoretical frameworks. | | | |
| 3. | Toy making workshop and presentation | Early October | Group and individual | 25 % total (15% for group 10% for individual presentation) |
| 4. | A research review on any of the topics related to play and creativity (6-8 pages) Or Develop a unit (based upon any of the topics related to play and creativity) and support it with the research. | This assignment will be submitted in stages. After you have decided a topic and done the preliminary research on the topic, there will be an in-class presentation which will help you get feedback. The final assignment will be submitted after that. | Individual | 30% total (10% for presentation 20% for written) |

Reading list:

Essential Readings

Unit 1:

Almon, Joan. 2003. The vital role of play in early childhood education. In *All work and no play: How educational reforms are harming our schools*, ed. Sharna Olfman, 17–41

International Play Association. (2010). *Promoting the children's right to play*. Available at <http://www.childwatch.uio.no/projects/activities/Article31/globalreportsummary-201010.pdf>

American Academy of Pediatrics. 2006. The importance of play in promoting healthy child development and maintaining strong parent-child bonds. <http://www2.aap.org/pressroom/playfinal.pdf>.

Cannella, G. S. & R. Viruru. (1997). Privileging child-centred, play-based instruction. In G.S. Cannella (Ed.) *Deconstructing early childhood education: Social justice and revolution*. pp. 117-136.

Jambunathan, S., & Caulfield, M. (2008). Developmentally appropriate practices in Asian Indian early childhood classrooms. *Early Child Development and Care*, 178(3), 251-258.

Singer, D. S., Singer, J. L., D'Agostino, H., & DeLong, R. (2009). Children's pastimes and play in sixteen nations. Is Free-Play Declining? *American Journal of Play*. 283-312. Retrieved from <http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/1-3-article-childrens-pastimes-play-in-sixteen-nations.pdf>

Unit 2: (total pages: approximately 120; includes textbook reading, journal articles, and reports)

Bodrova, E., & Leong, D. J. (2003). The importance of being playful. *Educational Leadership*, 60(7), 50-53.

Hughes, F. P. (Ed.). (2010). *Children, play, and development*. Sage.
The first two years of life (Chapter 3, pp. 61-90)
The preschool years: From 2-5 (Chapter 4, pp. 91-128)
Play in later childhood and adolescence (Chapter 5, 129-154)

Khanna, S. (1981). Dynamic folk toys. Indian toys based on the simple application of principles of science and technology. Available at:
<http://www.arvindguptatoys.com/arvindgupta/dynamicfolktoys.pdf>

Ortlieb, E. T. (2010). The pursuit of play within the curriculum. *Journal of Instructional Psychology*, 37(3).

Prentice, R. (2000). Creativity: A reaffirmation of its place in early childhood education. *Curriculum Journal*, 11(2), 145-158.

Doyle, C. (2003). Creativity, early childhood. In *Encyclopedia of Primary Prevention and Health Promotion* (pp. 335-342). Springer US.

Unit 3: (total pages: approximately 100; includes textbook reading and articles from practitioner journals)

Geneshi, C., & Dyson, A. H. (2009). *Children, language and literacy: Diverse learners in*

diverse times. New York, NY: Teachers College Press; and Washington, DC: National Association for Education of Young Children.

Play, story and the imagination (Chapter 4), pp. 58-80.

Hughes, F. P. (Ed.). (2010). *Children, play, and development*. Sage.

Play and intellectual development (Chapter 8, pp. 213-234)

The social benefits of play (Chapter 9, pp. 235-260)

The uses of play in therapy (Chapter 10, pp. 261-286)

McManis, L.D.& Gunnewig, S.B. (2012). Finding the education in educational technology with early learners. *Young Children*, 67(3), 14-24

Wingate, K. O., Rutledge, V. C., & Johnston, L. (2014). Choosing the right word walls for your classroom. *Young Children*, 69(1), 52-57.

Winter, S. M., Bell, M. J., & Dempsey, J. D. (1994). Special Challenges in Education: Creating Play Environments for Children with Special Needs. *Childhood Education*, 71(1), 28-32.

Ostrov, J. M., & Keating, C. F. (2004). Gender differences in preschool aggression during free play and structured interactions: An observational study. *Social Development*, 13(2), 255-277.

Hughes, F. P. (Ed.). (2010). *Children, play, and development*. Sage.

Gender differences in play (Chapter 6, pp. 157-184)

Play in special populations (Chapter 7, pp. 183-210)

Macintyre, C. (2002). *Play for Children with Special Needs: Including Children Aged 3-8*. David Fulton Publishers.

Ostrov, J. M., & Keating, C. F. (2004). Gender differences in preschool aggression during free play and structured interactions: An observational study. *Social Development*, 13(2), 255-277.

Unit 4: (total pages: approximately 90; includes textbook reading and articles from journals—including practitioner journals)

Bentley, D. F. (2013). Transparent curtains and Teensy-Weensy Dots: Reflecting on emergent curriculum and the Project Approach. *Young Children*. 68(2), 78-85.

Geist, E. (2014). Using tablet computers with toddlers and preschoolers. *Young Children*, 69(1), 58-63

- Gupta, A. (2009). Vygotskian perspectives on using dramatic play to enhance children's development and balance creativity with structure in the early childhood classroom. *Early Child Development and Care*, 179(8), 1041-1054.
- Isbell, R. T., & Raines, S. C. (2012). *Creativity and the arts with young children*. Cengage Learning. Creativity (Chapter 1), pp. 1-40.
- Shifflet, R., Toledo, C., & Mattoon, C. (2012). Touch tablet surprises: A preschool teacher's story. *Young Children*, 67(3), 36-41.
- Schwarz, T. & Luckenbill, J. (2012). Let's get messy! Exploring sensory and art activities with infants and toddlers. *Young Children*, 67(4), 26-34.
- Torrance, E. P. (1965). Scientific views of creativity and factors affecting its growth. *Daedalus*, 663-681. Available at:
http://www.cc.gatech.edu/classes/AY2013/cs7601_spring/papers/Torrance-Viewsofcreativity.pdf.
- Van der Linde, C. H. (1999). The relationship between play and music in early childhood: educational insights. *Education*, 119(4), 610-615.

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201209

Title: Comparative Studies in History of Education (CSHOE)

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education, Semester 4 and all other MA Programs

No of Credits: 4

Semester and Year Offered: 3rd Semester (Monsoon Semester 2016)

Course Coordinator and Team: Manish Jain (C)

MA Education: Manish Jain (C)

Email of course coordinator: manish@aud.ac.in

Pre-requisites: None

Course Objectives:

- Comparative Education, now often known as Comparative and International education is an established field of enquiry within the western academia with various specialized programmes and journals devoted to this field. In contrast, it remains an underdeveloped field in India. This course introduces students to the fields of comparative history and comparative education to understand and analyse various educational issues in a comparative historical frame. This course will examine intersections of colonialism and education, relationship among education, state formation, nationalism, and economic development. This comparative inquiry is also pursued with reference to questions of social inequality, social transformation, social justice, culture, identity and knowledge/power relations in society. To engage with these questions, the course may use different entry points such as histories of emergence of mass schooling, contestations over 'curriculum' and 'textbooks', position, training and work of 'teachers', experiences of 'students' in the 'school', educational 'reforms' and the meaning of these categories at different historical junctures. This course is expected to develop skills and capacities for international and inter-regional comparisons.

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Course Outcomes:

On successful completion of this course students should be able to:

1. Explain meaning of and different approaches to comparison and comparative education;

2. Examine influence of colonialism, state formation, nationalism, and economic development in shaping the education system of different countries;
3. Demonstrate skills for international and inter-regional comparisons with respect to histories of emergence of mass schooling, 'curriculum' and 'textbooks', work of 'teachers', and educational 'reforms'.

Brief description of modules:

The course is organised in compulsory and optional units. The first three units are compulsory units. Students and teacher together will decide one unit from unit 4 and 5 on the basis of their interest.

Unit 1: The Domain

This introductory unit would begin with close reading of some comparative education case studies to understand what comparison means, how it is done and how it enriches our understanding by drawing upon insights from one context to a different context.

Unit 2: Colonialism and Education in Comparative Historical Frame

This unit focuses on concepts of colonialism and imperialism and postcolonial perspectives to examine relationship of colonialism and education in the past and present in a comparative manner.

Unit 3: 'National' Systems of Education: Emergence and Comparisons

This unit would focus on the emergence of 'national' systems of education in the context of histories of state formation, industrialization and urbanization and examines their validity in their own and other contexts. It may also compare the regional trajectories of education in India.

Unit 4: Curriculum in History

How has curriculum been implicated in the processes of establishing class, racial, gendered, and colonial dominance? How have intersecting vectors of unequal power and resources shaped debates about curriculum? How do we write histories of curriculum in the context of society, 'innovative' and 'progressive' educational ideas and practices, student's experiences and bodies, teacher's roles and textbooks? In what ways 'educational borrowing' has been shaping curriculum in the past and present. These questions will be discussed with a focus on Canada and British Columbia.

Unit 5: Teachers and Teaching: Across Countries, Social groups and Time

This unit attempts to historically locate meaning of teacher and teaching. Who was the teacher? How did gender and race shape experience of being teacher? What were the anxieties about teachers in different historical period? What discourses govern the idea and roles of teacher? What were the efforts to 'professionalise' teaching, with what intentions and with what effects? This unit would also involve historical examination of the texts and institutions to train teachers.

Assessment Details with weights:

- | | |
|--|------------------------------------|
| 6. First assignment | 20% (mid- September) |
| 7. One individual class presentation on reading | 10 % (August to October) |
| 8. Group work and individual write-up: comparing cases | 15 % each, total 30% (mid-October) |
| 9. End-term examination | 40% (Last week November) |

Reading List:

Essential Readings for Unit 1:

Dreze, Jean (1999). The Schooling Revolution in Himachal Pradesh. In PROBE Team, *Public Report on Basic Education in India*. New Delhi: OUP, pp: 115-127.

Snehi, Yogesh (2012). *Comparatives within a Region: Exploring Historical Correlates between Sexuality, Plan Outlays and Education*. Paper presented at the Annual International Conference of 'Comparative Education Society of India (CESI) 10-12 October, Jammu.

Steiner-Khamsi, Gita (2009). Comparison: Quo Vadis? In R. Cowen and A. M. Kazamias (eds.), *International Handbook of Comparative Education*, New York: Springer, pp: 1141–1158.

Sen, Amartya (2009). Lives, Freedoms and Capabilities. In idem, *The Idea of Justice*. Belknap Press: Cambridge, Massachusetts, 225-252.

Pandey, Triloki Nath. 2002. 'The Anthropologist-Informant Relationship: The Navajo and Zuni in America and the Tharu in India', in M.N. Srinivas, A.M. Shah and E.A.Ramaswamy (eds) *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: Oxford University Press, pp. 246-265.

Unterhalter, Elaine (2009). Social Justice, Development Theory and the Question of Education. In R. Cowen and A. M. Kazamias (eds.), *International Handbook of Comparative Education*, New York: Springer, pp: 781–800.

Essential Readings for Unit 2:

Crossley, Michael and Tikly, Leon (2004). Postcolonial Perspectives and Comparative and International Research in Education: A Critical Introduction, *Comparative Education*, Vol. 40, No. 2, Special Issue (28): Postcolonialism and Comparative Education, pp. 147-156.

Mangan, J. A. (1988). 'Introduction: Imperialism, History and Education', in J. A. Mangan (ed.) *'Benefits Bestowed?': Education and British Imperialism*. Manchester: Manchester University Press, pp: 1-22.

Brown, Godfrey N. (1964). 'British Educational Policy in West and Central Africa', *The Journal of Modern African Studies*, Vol. 2, No. 3, pp: 365-77.

White, Bob W. (1996). 'Talk About School: Education and the Colonial Project in French and British Africa, 1860-1960', *Comparative Education*, Vol. 32, No. 1, March, pp: 9-25.

Jain, Manish (2005). Imagery of the White Man?: 'Citizen', 'Ward', and the State in Bourinot's Civics. Paper presented at the Conference in the Honour of Prof. Jean Barman, Green College, University of British Columbia, 18 March.

Essential Readings for Unit 3:

Green, Andy (2000). Education and State Formation Revisited. In Roy Lowe (ed.) *History of Education: Major Themes, Vol. 2, Debates in the History of Education*, London: Routledge, pp: 303-321.

Larsen, Marianne A. (2011). Victorian Education Reform: Comparative and International Contexts, Chapter 3. In idem, *The Making and Shaping of the Victorian Teacher: A Comparative New Cultural History*. New York: Palgrave Macmillan, pp: 29-49.

Curtis, Bruce (1983). Preconditions of the Canadian State: Educational Reform and the Construction of a Public in Upper Canada, 1837-1846. *Studies in Political Economy*, No. 10, pp: 99-121.

Essential Readings for Unit 4:

Thomson, Gerald E. (2000). 'A Fondness for Charts and Children: Scientific Progressivism in Vancouver Schools 1920-1950', *Historical Studies in Education*, vol. 12, no. 1& 2, pp: 111-128.

Comacchio, Cynthia (2001). 'Inventing the Extracurriculum: High School Culture in Interwar Ontario', *Ontario History*, vol. 93, no. 1, Spring, pp: 33-56.

Tomkins, George S. (1981). 'Foreign Influences on Curriculum and Curriculum Policy Making in Canada: Some Impressions in Historical and Contemporary Perspectives', *Curriculum Inquiry*, vol. 11, no. 2, Summer, pp: 157-166.

Tomkins, George S. (1986). *A Common Countenance: Stability and Change in the Canadian Curriculum*. Scarborough, ON: Prentice-Hall, Canada, pp: 155-176.

Gleason, Mona (2001). 'Disciplining the Student Body: Schooling and the Construction of Canadian Children's Bodies, 1930-1960', *History of Education Quarterly*, vol. 41, no. 2, Summer, pp: 189-215.

Francis, Daniel (1997). 'Your Majesty's Realm: The Myth of the Master Race', Chapter 3 in *National Dreams: Myth, Memory and Canadian History*. Vancouver: Arsenal Pulp Press, pp: 52-87.

Essential Readings for Unit 5:

Albisetti, James C. (2000). The Feminization of Teaching in the Nineteenth Century: A Comparative Perspective. In Roy Lowe (ed.) *History of Education: Major Themes, Vol. 2, Debates in the History of Education*, London: Routledge, pp: 489-503.

Marianne A. (2011). The Discourse of the Good Victorian Teacher: The Modern and Moral Teacher, Chapter 5. In idem, *The Making and Shaping of the Victorian Teacher: A Comparative New Cultural History*. New York: Palgrave Macmillan, pp: 53-73.

Molina, Iván (2006). Women and Teaching in Costa Rica in the Early Twentieth Century. In Regina Cortina and Sonsoles San Román (Eds.) *Women and Teaching: Global Perspectives on the Feminization of a Profession*, New York: Palgrave Macmillan, pp: 187-214.

Bergen, Barry H. (1988). Only a Schoolmaster: Gender, Class and the Effort to Professionalize Elementary Teaching in England 1870-1910. In Jenny Ozga (ed.) *Schoolwork: Approaches to the Labour Process of Teaching*. Milton Keynes: Open University Press, pp: 39-60.

Weiler, Kathleen (1999). Reflections on Writing a History of Women Teachers. In Kathleen Weiler and Sue Middleton (ed.) *Narrative Inquiries in the History of Women's Education*. Buckingham: Open University Press, pp: 43-59.

Ambedkar University Delhi

Course Outline

Monsoon Semester 2018

| | |
|---|------------------------------|
| School: | Education Studies |
| Programme with title: | MA (Education) |
| Semester to which offered: (I/ III/ V) | III semester |
| Course Title: | Education and Development |
| Credits: | 4 Credits |
| Course Code (new): | SES201201 |
| Type of Course: Elective | Cohort MA Education/ECCE |
| Course Coordinator: | Manasi Thapliyal Navani (C), |
| Email of course coordinator: | manasi@aud.ac.in |

Pre-requisites: None

Course Objective:

The objective of the course is to work with and examine the discourse of development and education and their interrelations. This course attempts to bring to the classroom the concrete reality of how the practice of education is tied to the developmental needs and action of the state. It aims to critically sensitise students to the policy environment and its construction which shape the “education for/and development” discourse.

Course Outcomes:

On successful completion of this course students should be able to:

1. Comprehend the multidimensional nature of development, and demonstrate familiarity with different approaches to understanding development discourse;
2. Analyze the connections among political, economic, and social processes and development;
3. Better understand educational development issues as they apply to different regions of the world in general and South Asia in particular;
4. Discuss role(s) attributed to education in development planning and public policy;

5. Critically situate national educational policy and initiatives within global development context and goals
6. Review a specific development initiative with an educational interface (governmental or non-governmental in the Indian context) and reflect on the social-political dynamics around this initiative
7. Show improved skills in the areas of critical reading, thinking, writing, and analysis.

Brief description of modules/ Main modules:

Unit 1 (4 weeks)

Introduction to Development theory

- Development theories and ideology since 1945:
Modernization theories, Dependency theory, Neo-liberalism, the Washington Consensus, and Post-Washington Consensus.
- Alternative approaches to understanding Needs, Progress, Poverty and Development.

Readings

Sachs, W. (Ed.) (2010). *The Development Dictionary: A guide to knowledge as power (2nd edition)*. London , NY: Zed Books.

- Esteva, G. 'Development' (1-23)
- Rahnema, Majid 'Poverty' (174-194)
- Illich, Ivan 'Needs' (95-110)
- Sbert, Jose Maria 'Progress' (212-227)

McEwan, C. (2009). 'Development, Knowledge and Power' (Chapter 5).In, *Postcolonialism and Development*. London, NY: Routledge.

Fagerlind, Ingemaar and Saha, L.J. (1983). *Education and National Development: A Comparative Perspective*. Pergamon Press. Preface and Chapter 1: The Origins of Modern Development Thought (pp. v-x; pp. 3-30).

Unit 2 (4 weeks)

Education as a dimension of economic and human development

- Human Capital approach and Rates of Return analysis in education.
- Returns to investment in different levels of education.
- Human Development and Capability approaches and Educational Planning;

- Human Development Index; Educational Development Index

Readings

Shultz, T.W. (1977). 'Investment in Human Capital' (pp. 313-324). In Karabel, J. & A.H. Halsey (ed.) *Power and ideology in education*. OUP.

Hanushek, Eric A and Ludger Wößmann. 2007. *Education, Quality and Economic Growth*, Chapter 1. Washington, DC; The World Bank.

Alkire, S. and Deneulin, S. 'The Human Development and Capability Approach' (22-48). In Deneulin, Séverine and Lila Shahani. 2009. *An Introduction to the Human Development and Capability Approach: Freedom and Agency*. Ottawa: International Development Research Centre.

Prakash, M. S., & Esteva G. (1998, 2009). *Escaping Education: Living as Learning Within Grassroots Cultures*, part 1, 'Education as a human right': the Trojan horse of recolonization (1-29). New York: Peter Lang.

Nussbaum, Martha (2011). *Creating Capabilities: The Human Development Approach*. The Belknap Press of Harvard University Press. Introduction and Chapter 2, The Central Capabilities pp. 17-45.

Unit 3 (4 weeks)

Global development context and education

- Global development goals, educational initiatives and the Indian context
- The social, political and economic context of Education for All;
- Millennium Development Goals (MDG), The Education-Related MDGs;
- Sustainable Development Goals (SDGs)

Readings

- Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H. & Alphonse, N. (2007). *Globalisation, Education and Development: Ideas, Actors and Dynamics*. DFID (Introduction) <http://www.dvv-international.de/files/aaaglobal-education-dev-68.pdf>
- Amin, Samir (2006). The Millennium Development Goals: A critique from the South. Monthly Review. Retrieved from: monthlyreview.org/2006/03/01/the-millennium-development-goals-a-critique-from-the-south/

- UN (United Nations). 2012. “The Millennium Development Goals Report 2012”. <http://www.un.org/millenniumgoals/pdf>. (selections)
- Saith, Ashwani (2006). From Universal Values to Millennium Development Goals: Lost in Translation. *Development and Change*, 37(6): 1167–1199.
- Esteva, G. and Prakash, M. S., "Grassroots Resistance to Sustainable Development: Lessons from the Banks of the Narmada," *The Ecologist*, Vol. 22, No. 2, March/April 1992, pp. 45-51. (See also Lokayan Bulletin, Summer 1992).
- UNESCO (United Nations Educational, Scientific and Cultural Organization). 2009. “Education for Sustainable Development 2009”, <http://www.unesco.org/education/justpublished/desd2009.pdf>
- Kabeer, N., Nambissan G., & Subhramaniam, R. (eds.). (2003). *Child labour and the Right to Education in South Asia – Needs Versus Rights?*. SAGE.
- Govinda, R. & Diwan, R. (eds.). (2003). *Community participation and empowerment in primary education*. New Delhi: Sage.
- Sadgopal, Anil (2010). Right to Education vs. Right to Education Act. *Social Scientist*, Vol 38 (9-12), pp. 17-50
- Rao, Nitya (2000, November 25). ‘Quality with Quantity’. *Economic and Political Weekly*, 4181-4185.
- Yusuf Sayed, Ramya Subrahmanian, et. al. (2007). *Education Exclusion and Inclusion: Policy and Implementation in South Africa and India*, 67-98. DFID.

Unit 4 (5 weeks)

Educational Development: Experience and Critiques

- Structural Adjustment Programme (SAP) reforms and education in low-income countries
- Development Aid and Education
- Role of education in poverty alleviation
- Gender-based inequalities and access to education—global and national trends and initiatives
- ‘Empowerment’ and ‘quality’ in the education and development discourse: Examining State and NGO’s role

Readings

- Abhijit V. Banerjee and Esther Duflo, (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs. (chapter 1)

- Sen, Amartya (1999). Poverty as capability deprivation, pp. 87-110, *Development as Freedom*. OUP
- Tilak, J.B.G. Education and Poverty. In Mia Melin (ed.). *Education- a way out of poverty?: Research presentations at the Poverty Conference 2001*, pp. 12-23. SIDA.
- Verger, A. (2008). The Politics of Education and the Uneven Education Liberalization Process within the WTO. *Education and Development Working paper 3*, <http://educationanddevelopment.files.wordpress.com/2008/05/working-paper-styletemplatechange.pdf>
- Ramachandran, V & Jandhyala, K. (eds.) (2012). *Cartographies of empowerment: The Mahila Samakhya story*. New Delhi: Zubaan. Bhog, D. & Ghose, M. 'Mapping the multiple worlds of women's literacy: Experiences from Mahila Samakhya' (237-269); Gurumurthy, A. & Batliwala, S. 'Revisiting the idea called 'Empowerment': A reconnaissance of the Mahila Samakhya experience' (438-474)
- Tilak, J. B. (2008). Political economy of external aid for education in India. *Journal of Asian Public Policy*, 1(1), 32-51.
- Manoranjan Mohanty, Empowerment, *Women's Studies Reader*, ed. Mary John.
- Streeten, Paul (1997). Non-governmental organisations and development. *Annals of the American Academy of Political and Social Sciences*, Vol. 554, NGOs: Charities and Empowerment, pp. 193-210.

Assessment Schedule

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|-------------------------|---|-----------|
| 1 | Memos (2) | 20 August and 28 August | 20% |
| 2 | Class Test (Unit 2) | Last Week: September | 30% |
| 3 | Case Study (Unit 3) | Third Week: October | 40% |
| 4 | Individual Presentation | Second Week: November | 10% |

School Name: School of Education Studies

Ambedkar University Delhi

Course Outline

Time Slot-2 hour slot

Course Code: SES 201209

Title: The Experience of Education: Immersed Reflections

Type of Course: Foundation course

Cohort for which it is compulsory: M.A. Education

Cohort for which it is elective: No

No of Credits: 4

Semester and Year Offered: Second semester

Course Coordinator and Team members: Vinod.R

Email of course coordinator: vinod@aud.ac.in

Pre-requisites: Students should be comfortable with either Hindi or English, preferably both.

Aim:

This course will attempt to place experience in the centre stage of educational discourse through the discipline of educational psychology. By using a psychodynamic and socio-political perspective, it will highlight the myriad social and psychological locations to which students and teachers hold their allegiance and through which their experience of education is constantly negotiated and re-negotiated. . The journey of inner worlds and their idiosyncratic relationships to theory would necessarily urge the course participants to embark on an intensive and reflective sojourn by assuming the experiential position of sometimes, the learner, at other times, of the teacher and practitioner in relation to the educational concepts in psychology. With this specific understanding, the course would aim at reflecting on experiences of the individual and the group that are and have been critical in the lives of students, teachers and practitioners. . A developmental perspective of personality (Psychodynamic) and the role of humanistic perspective of healthy personality influencing the motivating as well as de-motivating factors would be understood .This would be done by foregrounding the self of the learner and teacher even as we together negotiates through complex relationships and dynamics within one's self, family and community.

Hence the attempt is to introduce the psychological imagination of experience to the educational discourse, to evolve a critical understanding of various, theories related to learning, motivation, evaluation, intelligence morality and success. In the end to familiarize students with the construct of personality from psychodynamic perspective and humanistic perspective to evolve a understanding of self, family and community from an ecological systems approach to education.

Course Outcomes: To enable the students

1. To understand, analyse and deeply listen to the category of experience through various perspectives and subject positions in the context of education. .
2. To discuss and explain various theories related to learning and reflect on the impact of grading and assessment.
3. To critically understand the role and interlinkages between theories of intelligence and morality in relation to success and failure in classroom.
4. To describe and explain various theories of personality from psychodynamic perspective of Freud, Erikson and Adler.
5. To assess the role and impact of demotivation and motivation through Maslow and Eric Fromm's theoretical perspectives in evolving a critical sensibility around themes of procrastination, stress and coping in classroom as a group.
- 6.. To evolve an understanding about the nature of relationships of self, family, community, significance of attachments, facilitating environments, ecological self and its relationship with education.

Brief description of modules/ Main modules: {Unit 1 would be compulsory and any four units from two to six would be taken in detail based on student's interest and deliberation through the semester.}

Module I: Understanding and problematising experience

Through the introductory classes, we will try to understand the very definition of experience and its relationship with education. Some issues that would be focused on are: Is all experience education? Modes of experiencing, socio-political mediation of experience, Plato's allegory of the cave, Silence and communication, Temporality of experience, Being the student, Being the teacher.

Module II: Experiencing learning and assessment

This unit attempts to understand aspects of various theories, issues and challenges related to learning and assessment. It would introduce certain key theoretical ideas of Jean Piaget , Lev Vygotsky, Albert Bandura and John Holt: Definition of learning; Classical and operant conditioning; Observational learning; Cognitive learning theories; socio-cultural context of learning. Contemporary issues on assessment: standardized testing, affect of grading on students, the challenges and impact of Continuous and Comprehensive Evaluation.

Module III: Critical understanding of intelligence, morality and success

This unit addresses issues on intelligence and morality to understand success and failure in education system. Thinkers like Howard Gardner, Carol Gilligan, Lawrence Kohlberg, Lisa Delpit. It will deal with topics on: Theories of multiple intelligence, Socio-economic aspects , health, social identity, self-esteem, peer group that influence achievement, Cultural understanding of achievement, Theories of moral development, prejudices, stereotypes and biases, Experiencing success and failure: Psychological impact and Sociological understanding of failure.

Module IV: Understanding personality through psychodynamic perspective in Education

This unit would explore theoretical ideas of the thinkers listed below: Freudian theory of unconscious, psycho-sexual stages and theory of mind, Ericksonian theory of psychosocial development, Adler's notion of striving for superiority and inferiority complex.

Unit V: Demotivation and its relevance to understanding educational experience

This unit would address topics on: Approaches to motivation: Maslow's hierarchy of needs, Eric Fromm's model of healthy personality, Sources of de-motivation – age patriarchy, status of profession, procrastination, work load, job security, teacher status, discrimination, Stress and coping – stressors, ego defence mechanisms

Unit VI: Understanding relationships: Self, family, community and education

The unit would attempt at theoretical understanding of concepts: Bowlby's theory of attachment, Winnicott's notion of good enough mother, true self and false self, deprivation and privation, and Bronfenbrenner's ecological model and its relevance in education.

Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage (%) |
|------|--------------------------------|---|---------------|
| 1 | Book review/diary/presentation | Mid February | 20 |
| 2 | Mid Semester Exam | Mid March | 30 |
| 3 | Home assignment/presentations | Second week of April | 20 |
| 4 | End Semester Exam | End Semester week | 30 |

Essential readings:

1. Dewey, J. (1938). Experience and Education, Touchstone, New York. Pp 25-50
2. Tagore, R (2006) Tota kahini, - Rajpal Prakashan, New Delhi.
3. Ciccarelli, S.K & Meyer, G.E (2008) Psychology, Pearson and Longman, India. pp 178-215
4. Vygotsky, I.S. (1978) Mind in Society, Harvard University Press, Cambridge.
5. Woolfolk, A (2004) Educational Psychology (Ninth edition), Pearson Education, New Delhi. pp 512-577
6. Reynolds,C.R;Livingston,R.B.&Willson,V.(2011) Measurement And Assessment in Education.2nd ed.Prentice Hall India, Delhi,pp1-29,421-449.
7. Sternberg, R.J (ed) (2004) International Handbook of Intelligence, Cambridge University Press, pp 445-473.
8. Papalia, D.E et al.(2004) Human Development, Tata McGraw Hill, New Delhi. pp 407-421
9. Vittachi, S & Raghavan, N(2007) (eds.) Alternative Schooling in India, Sage, New Delhi. Pp 13-43, 65-78
10. Pathak Avijit(2002) Social implications of Schooling: Knowledge, pedagogy and consciousness, rainbow

publishers, New Delhi.

11. Ewen, R.B (2010) An Introduction to Theories of Personality, (7th edition) Psychology Press, Taylor and Francis Group, New York. Chapter 2, pp 11-49, chapter 8, pp 157-177, chap 4, pp 83-100
12. Frager, R & Fadiman, J (2005). Personality and personal growth – Edition -6 , Harper Collins pp 144-169
13. Bhimayana (2010). Navayana publishing , New Delhi
14. Berk, L.E (2003) Child Development, Prentice Hall, New Delhi. Chap 1 pp 3-40, chap 10, pp 417-433.

Suggested readings:

1. Winnicott, D.W. (1966). The Maturation Processes and the facilitating environment, Studies in the Theory of emotional development, International universities press, New York.
2. Kagitcibasi, C (2007) Family, self, and human development across cultures theory and practice, Lawrence Erlbaum associates Publishers, New Jersey. Pp 133-201.
3. Gilligan, C. (1982) In a Different Voice: Psychological Theory and Women's development, Harvard University Press: MA.
4. Kumar, Krishna (1989) Social Character of Learning, Sage, New Delhi.
5. Foucault, Michel (1991) Discipline and Punish, Penguin UK. 6. Delpit, Lisa (1995) Other People's Children, New York: The new press.

Ambedkar University Delhi

Course Outline

Monsoon Semester 2018

| | |
|---|---|
| School: | Education Studies |
| Programme with title: | MA (Education) |
| Semester to which offered: (I/ III/ V) | III semester |
| Course Title: | Educational Organisation and Leadership |
| Credits: | 4 Credits |
| Course Code (new): | SES201211 |
| Type of Course: Elective | Cohort MA Education/ECCE |
| Course Coordinator: | Manasi Thapliyal Navani, Prabhat Rai |
| Email of course coordinator: | manasi@aud.ac.in , prabhatrai@aud.ac.in |

Pre-requisites: None

Course Objective:

The course aims to help students in the MA Education and MA Education (ECCE) to understand the theories of educational leadership and their implications for practices of educational administration in schools. The course, although, broad in its scope, engages in particular with the school systems in Delhi. The attempt through this course would be to encourage students to analyse and critically evaluate how multiple layers of policy; school's objectives/ mission; and institutional dynamics negotiate and interact with each other and impact the functioning of the school system. **Transaction of the course**

Apart from classroom lectures, screening of videos and field observations the course will also involve a number of seminars and workshops by Schools Leaders especially School Principals and Directors. Their experiences and reflections will help to understand the nuances of theory and also provide possibilities of contextualising western research in this emerging area in Indian context. The students will also be trained to read literature, researches related to the educational leadership and critically analyse them.

Course Outcomes:

On successful completion of this course students should be able to:

1. Describe major schools of thought on education leadership: researching leaders, leading and leadership, leading for learning, leading for change, leadership identities etc..
2. Examine current theories of education policy and practice from a leadership perspective.
3. Examine how leadership approach influences educational practices
4. Relate leadership discourse to educational matters in different social and cultural contexts.
5. Identify issues that facilitate and hinders school improvement and change management strategies
6. Show improved skills in the areas of critical reading, thinking, writing, and analysis.

Brief description of modules/ Main modules:

Unit 1: Context and Constructs of Education Leadership (4 Weeks)

- 1.1 What is Educational leadership? Understanding the conceptual relationships between ‘leadership’, ‘education’, ‘management. Various models of conceptualizing educational leadership?
- 1.2 Leadership and its relationship with the purpose and nature of education
- 1.3 What does it mean to lead education?
- 1.4 Education leadership and management processes
- 1.5 The management myth

Essential Readings for Unit 1

Senge, P. (2000). *The Industrial Age System of Education, in: Schools That Learn.* London :Nicholas Brealey Publishing.

Batra, S. (2011). *The Construct and Scope of Educational Leadership.* The Learning Curve, Azim Premji Foundation, XVI, 7-12.

Stewart, M. (2006) ”The Management Myth”. *The Atlantic*.
<http://www.theatlantic.com/doc/200606/stewart-business>

Early, P. and Weindling, D. (2004) A changing discourse: from management to leadership

Unit 2: Structures and Processes (3 weeks)

- 2.1 Context of the Educational Eco-System in India

- 2.2 How are schools led?: context of the organisation of education in India
- 2.3 Training and preparation of the education leader

Essential Readings for Unit 2

Leithwood, K. et al.(2004). Strategic leadership for large scale reforms. *School Leadership and Management*, 24, 1, Taylor Francis.

All India School Education Survey, 2007 and 2009 (VIIth and VIIIth, provisional),
www.aises.nic.in

Directorate of Education, Delhi, School Information, www.edudel.nic.in

MCD Education, www.mcdonline.gov.in

Unit 3: Positioning Education Leadership (3 weeks)

- 3.1 Situating the challenges of school education from the Education Leadership perspective (at the level of the school, cluster, block, district and state)
- 3.2 Educational reform in India: historical perspective, objectives, processes of reform
- 3.3 Policies, Acts and Educational Change

Essential Readings for Unit 3:

Fullan, M.G. (1995). The evolution of change and the new work of the educational leader in: Wang Kau-Cheun and Cheng Kai-Ming (ed) *Educational Leadership and Change: An International Perspective*, Hong kong: Hong Kong University Press.

Harris, A. (2002). *School Improvement: What's in it for schools?* London: Routledge.

Quinn, Cheri. L. et al. (2006). Preparing new teachers for leadership roles. *School Leadership and Management*, 26, 1, pp. 55-68.

The Right of Children to Free and Compulsory Education Act (2009).

Unit 4: Educational Organisation and Change Facilitation (4 weeks)

- 4.1 Perspectives on leading a School
- 4.2 Change facilitation processes: School change model
- 4.3 ICT and leading educational change
- 4.4 Educational landscape in India in the near and distant future

Essential Readings for Unit 4:

Batra, S. (2003). *From school inspection to school support* in Neelam Sood edited *Management of School Education in India*, Delhi: NIEPA.

Bottery, M. (2006). Educational leaders in a globalizing world. *School Leadership and Management*, 26, 1,5-22.

Drucker, P. (1990). How to make the schools accountable: interview with Albert Shanker in: *Managing the Nonprofit Organisation*, Collins Business, New York, p. 131-138.

MacBeath, J. And McGlynn, A. (2002). *Self-evaluation: What's in it for Schools?* London: Routledge-Falmer.

Sergiovanni, T. J. (2001). School character, school effectiveness and layered standards in: *Leadership: What's in it for Schools?*, London: Routledge-Falmer, pp. 76-98.

Webb, R. (2005). Leading teaching and learning in the primary school. *Educational Management Administration and Leadership*, 33 (1), 69-91.

Assessment Schedule

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|--|---|-----------|
| 1 | Shadow an Education Leader (could be the head of a senior secondary or primary school, DIET Principal, Education Officer, SCERT Director). Interpret and analyse the range of experiences that occupy the time and work space of the chosen education leader. In the profile record the time spent at school/work on: specific tasks, preparation work, organisational management, pedagogical tasks, conflict resolution, self development (reading, reflection, note making, discussion groups etc.), teacher development and time spent outside school or work place. | First week of September | 20% |
| 2 | Map the provision of school education in a district of Delhi NCR, of your choice. Mapping will include: a) a data-based description and analysis of the number of schools in the district according to school types and levels b) draw an organisational chart of the administrative structures of education in the district c) draw an organisational chart of at least one private school in the district | First week of October | 20% |
| 3 | Choose a policy or act and create a short questionnaire that you would administer with two | Last Week October | 25% |

| | | | |
|---|---|---|-----|
| | <p>identified education leaders at your FA site.</p> <p>Investigate:</p> <ul style="list-style-type: none"> a. their interpretation of the policy/act b. the extent to which they are able to implement recommendations of the policy/act c. the challenges they encounter in the context of the implementation of the policy/act recommendations they would make for better implementation of the policy/act | | |
| 4 | <p>Prepare a blueprint for a five year educational change facilitation process in a district of your choice. What aspects of change facilitation would you envisage for teacher development, curriculum change, managerial functions, parent and community education? How would you develop roles and functions of key structures and education leaders?</p> | <p>Second Week: November</p> | 25% |
| 5 | <p>Class Participation</p> | <p>Through the semester: ongoing presentations and discussions on assigned projects</p> | 10% |

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201213

Title: Global Childhoods

Type of Course: Elective (Open)

Cohort for which it is compulsory: NA

Cohort for which it is elective: M.A. (Education) and M.A. (Early Childhood Care and Education); and any other MA student enrolled in any MA programme at AUD.

No of Credits: 4

Semester and Year Offered: 3rd Semester (Monsoon Semester)

Course Coordinator and Team: Dr Anandini Dar

Email of course coordinator: anandini@aud.ac.in

Pre-requisites: NA

Course Objectives/Description:

In this course students will be introduced to the idea of childhood as a global phenomenon. To do so, the course will set up two key positions to understanding global childhoods. First, that there exist multiple childhood(s) across the globe. And second, that these childhoods are affected and informed by global processes – such as, colonization, imperialism, and globalization -- offering an interrogation of how global flows (of people, ideas, commodities, and institutions) transport and export some normative western, modern, and universal notions of childhoods to different parts of the world – both historically and in contemporary contexts. These exported and “universal” conceptions of childhood are manifest in sites, such as, educational institutions, early child care and development policies, children’s media, fiction, and children’s rights. Class readings, films, and discussions will engage with various figurations of local childhoods across the globe, particularly, child migrants, child labourers, and children of sex workers to better understand the complexities of children’s lives and educational realities in India and across the globe. Finally, this course aims to help students situate children’s lives, childhoods, and education in India in relation with global politics of childhood.

Objectives:

To offer an understanding of and critical awareness that:

1. global flows and international standards produce universal but unequal childhoods;
2. “universal” notions of childhood are exported through global flows to the global South, made visible in sites of schools, international policies, child rights discourses;
3. children are agentic beings and their local and everyday practices reveals multiple childhoods in and across different historical, national, and cultural contexts.
4. and, that politics of representation and rights underlie current debates about childhoods in the global South.

Course Outcomes:

On successful completion of this course students will be able to:

1. Demonstrate knowledge of the concepts of globalization and childhoods.
2. Identify, articulate and present key arguments of, and discussion questions for, the research papers studied in class.
3. Problematize and articulate the meaning of multiple childhoods and the notion of ‘export of universal notions of childhood.’
4. Make linkages between local and lived experiences of children and how global flows affect these daily experiences of young people.
5. Recognize how “child saving” efforts within global humanitarian aid work obfuscates the agency of children and families.
6. Demonstrate presentation skills and knowledge of issues affecting children’s lives in a globalising world today.

Brief description of modules/ Main modules:

The course is divided into four units:

1. **Globalization, colonization, and export of childhood** (12 hours)
In this Unit students will be introduced to the concept of globalization in relation to childhood. Lectures and readings will highlight the “dark side” of globalization and how unequal the effects of the same are on different parts of the world, and in particular how globalization has shaped children’s lives and childhood, resulting in a notion of a “universal” childhood across the globe. This unit will also link how these universal conceptions of childhood and schooling have been prevalent in colonies, and even in contemporary times in global South countries. We examine this through early child development and welfare policies of the World Bank, and through research about schools in India and across the globe.
2. **Locating the ‘global’ in key sites of ‘childhood’: Schooling, Children’s Consumer and Media Cultures** (8 hours)
In the second unit of the course, students will examine key sites that are present in children’s lives across the globe – such as, schooling, children’s fiction, and media and consumer culture – and explore how these influence children’s lives as well as the conception of “childhood.” Through the readings in this unit, students will learn how

schooling produces a uniform experience of childhood for young lives in the global South, as a result of the influence of “western style” of schooling. Furthermore, there will be an examination of “global media” and consumer cultural practices of children, in the UK, US, Japan, and India, which will help students to understand the “global” influences that shape children’s lives in contemporary times.

3. Ethnographies of global childhoods: Growing up “local” and “global.” (12 hours)

Children grow up in a world where key sites they engage with influence and shape their lives, educational outcomes, and future trajectories as adults. At the same time, children’s everyday experiences, and realities, and ethnographic accounts reveal how children’s agency – and their local experiences – interact with and complicate the global influences on their lives. In this unit, students will be introduced to key ethnographies of children and youth growing up in a globalising era – particularly within India (in the state of Kerala and Varanasi), as well as in Sudan and Bolivia. These ethnographies engage with how categories of caste, class, and gender relate with global consumer culture and capitalism in youths’ daily life. By engaging with these ethnographies, students will gain a more nuanced understanding of how local and global interact and manifest in the realities of children’s everyday consumer practices and educational aspirations.

4. Global politics of childhood: Humanitarianism and rights (16 hours)

In this unit, students will engage with “images of childhood” that are employed by humanitarian aid organizations, rights based organizations, and social and humanitarian workers in an effort to “save” children from the conditions of living in the global South. Students will read critical papers that explore meanings of compassion and humanitarian work in a globalised capitalist society and consider how images of child saving obfuscate the realities and agency of the children on the ground. In examining the lives of children of sex workers and interventions made in their lives, students will have to critically question: how does humanitarian and global intervention in children’s lives affect their living conditions? In this way, this unit problematizes simplistic understandings of global aid, and global humanitarian work for children in the global South. This unit will further help students examine universal understandings of childhood in rights discourses through an in-depth examination of UNCRC and African Charter on Rights, and an exploration of the issue of child labour.

Assessment Details with weights:

1. Attendance and Participation 10%
2. Two In-Class Quiz 30%
3. Global Childhoods Project 20%
4. Presentations (on readings) 10%
5. Final Paper based on a film 30%

Reading List:

- Allison, Anne. (2002). "The Cultural Politics of Pokemon Capitalism." Conference Paper. Pp 1-9.
- Anderson-Levitt, Kathryn. (2005). 'The Schoolyard Gate: Schooling and Childhood in Global Perspective' *Journal of Social History* vol. 38, no.4, pp.987-1006.
- Balagopalan, Sarada (2002). "Constructing Indigenous Childhoods: Colonialism, Vocational Education and the Working Child." *Childhood*, 9(1), 19-34.
- Bornstein, Erica. (2001). Child sponsorship, evangelism, and belonging in the work of World Vision Zimbabwe, *American Ethnologist*, 28, 3: 595-622.
- Boyden, Jo. (1997). "Childhood and the Policy Makers: A comparative perspective on the globalization of childhood." In James, A. & Prout A. (Eds.), *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* (Second Edition). London: Falmer Press. 290-214.
- Buckingham, David (2007). 'Childhood in the Age of Global Media' *Children's Geographies*, vol.5, nos. 1-2, 43-54.
- Carvajal, Doreen (2005). Sesame Street Goes Global: Let's all count the revenue. *The New York Times*, December 12. Accessible online: http://www.nytimes.com/2005/12/12/business/media/sesame-street-goes-global-lets-all-count-the-revenue.html?_r=0 pp. 1.
- Cole, Jennifer and Durham, Deborah. "Figuring the Future: Globalization and the Temporality of Children and Youth." Pp. 3-11; 21-22.
- Cross, Gary (2005). 'Japan, the US and the Globalization of Children's Consumer Culture' *Journal of Social History* vol. 38, no.4, pp.873-890.
- Fass, Paula (2005). 'Children in Global Migrations' *Journal of Social History* vol. 38, no.4, pp.937-953.
- Hertel, Shareen (2006). 'Child Labor, child rights and transnational advocacy: The case of Bangladesh' in *Unexpected Power: Conflict and Change Amongst Transnational Activists* (Chapter 3), Ithaca: Cornell University Press. PP. 31-54.
- Huberman, Jenny (2005). "Consuming Children: Reading the impacts of tourism in the city of Banaras." *Childhood*, 12 (2), pp. 161-176.
- James, Allison & James, Adrian (2012). "Children's Agency." In James, Allison and James, Adrian. *Key Concepts in Childhood Studies*. New Delhi: Sage Publications. Pp. 9-11.
- James, Allison and James, Adrian. (2012). "Cultural relativism" In *Key Concepts in Childhood Studies*. New Delhi: Sage Publications. Pp 40-42.
- Katz, Cindi (2004). *Growing up Global: Economic restructuring and children's everyday lives*. University of Minnesota Press. Chapter 2 & 3. Pp 23-56 & 59-108.
- Kauffman, Ross, Zana Briski, Geralyn White Dreyfous, Pamela Tanner Boll, Nancy Baker, and John McDowell. (2005). [Born into brothels. Santa Monica, Calif: Lion's Gate Home Entertainment.](#)*
- Lukose, Ritty (2009). *Liberalisation's children: Gender, Youth, and Consumer Citizenship in Globalizing India*. Duke University Press. Introduction (pp. 1-23), Chapter 1 (pp. 23-53), Chapter 5 (163-199), and Epilogue (pp. 200-206).
- Manzo, Kate. (2008). 'Imaging Humanitarianism: NGO Identity and the Iconography of Childhood.' *Antipode*, 40(4): 632-65.

May, Helen, Kaur, Banljit, Prochner, Larry (2014). “‘A fine moral machinery:’ Infant Schools in British India.” In *Empire, Education, and Indigenous Childhoods: Nineteenth-century missionary infant schools in three British colonies*. UK: Ashgate. Chapter 3. Pp 111-148.

Monaghan, Katie (2012). “Early Child Development Policy: The colonization of the world’s child-rearing practices.” In Afua Twum-Danso Imoh and Robert Ame eds *Childhoods at the Intersection of the Local and the Global*. UK: Palgrave Macmillan. Pp. 56-74.

Nieuwenhuys, Olga (2001) ‘By the sweat of their brow? Street children, NGOs and children’s rights in Addis Ababa’. *Africa* 71(4) 539-557.

Sircar, Oishik and Dutta, Debolina. (2011). “Beyond Compassion: Children of Sex Workers in Kolkata’s Sonagachi” in *Childhoods*. 18 (3), 333-349.

Sirohi, Seema (2005). “Zana’s Shutters.” In *Outlook: The Magazine*. 14 March 2005. Accessible online: <http://www.outlookindia.com/article.aspx?226761>.

Stearns, Peter. (2012). “Globalization and Childhoods” in Heidi Morrison (ed.) *The Global History of Childhood Reader*. NY: Routledge. Pp 235-243.

United Nations Convention on the Rights of the Child: <http://www.unicef.org/crc>.

Film: Babies

Film: Santa's Workshop - Inside China's Slave Labour Toy Factories.

ADDITIONAL REFERENCE:

Appadurai, Arjun (1996). *Modernity at large: Cultural dimensions of globalization*. Minneapolis, MN: University of Minnesota Press. Chapter 1.

Balagopalan, Sarada (2014). Inhabiting Childhood: Children, Labour and Schooling in Postcolonial India. India: Palgrave Macmillan.

Bissel, Susan (2003) “The Social Construction of Childhood: A Perspective from Bangladesh,” in Naila Kabeer, Geetha Nambissan and Ramya Subrahmanian eds. *Child Labour and the Right to Education in South Asia: Needs versus Rights?* New Delhi: Sage Publications.

Burman, Erica. (1996). Local, Global or Globalized? Child development and international child rights legislation. *Childhood*, 3 (1), pp. 45-66.

Gibson, Kristina (2011). *Street Kids: Homeless Youth, Outreach, and Policing New York's Streets*. NY: NYU Press.

Grier, Beverly (1994) Invisible Hands: The Political Economy of Child Labor in Colonial Zimbabwe: 1890-1930” *Journal of Southern African Studies*, Taylor and Francis: London, 20 (1).

Prout, Alan & James, Allison (1997). A new paradigm for the sociology of childhood? Provenance, promise and problems. In James, A. & Prout A. (Eds.), *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* (Second Edition). London: Falmer Press.

Punch, Samantha (2007). ‘Negotiating Migrant Identities: Young People in Bolivia and Argentina’ *Children’s Geographies*, vol.5, nos. 1-2, 95-112.

- Punch, Samantha (2007). Migration Projects: Children on the Move for Work and Education. Paper presented at: Workshop on Independent Child Migrants: Policy Debates and Dilemmas. Pp. 1-15.
- Tripathi, R.C. and Sinha, Yoganand (2014). *Psychology, Development, and Social Policy in India*. India: Springer.
- Vallargada, Karen (2011) "Adam's Escape: Children and the Discordant Nature of Colonial Conversions" *Childhood: A Global Journal of Child Research*, Sage: London. 18 (3).

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201103

Title: Gender and Education (GE)

Type of Course: Core and elective

Cohort for which it is compulsory: MA Education (ECCE), Semester 4

Cohort for which it is elective: MA Education, Semester 4 and all other MA Programs

No of Credits: 4

Semester and Year Offered: Winter Semester 2019

Course Coordinator and Team:

MA Education: Manish Jain (C)

Email of course coordinator: manish@aud.ac.in

Pre-requisites: None

Course Objectives:

- This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts from the lens of gender. It draws on feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy. It engages with the historic denial and unequal access of education to girls and women and challenges to this inequality in colonial and independent India. Different national and international policy documents and discourses are examined in the course to take note of how state policies, international institutions, different sections of civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls. This course also analyses formation and experience of schools as gendered spaces that in interaction with other social forces and processes produce masculine and feminine selves with different affective ties with the nation. Different kinds of employment of women in the formal and informal sectors of education are also probed to understand the gendered linkages of education with labour and community mobilization.

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- **Course Outcomes:**

On successful completion of this course students should be able to:

4. Explain key concepts related to gender and different feminist perspectives on education;

5. Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India;
6. Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.

Brief description of modules:

The course is organised in four units.

Unit 1: Politics of Education (3 weeks)

- 1.1. Understanding Gender: Concepts and Lived Experience
- 1.2. Conceptualizing knowledge, education and schooling
- 1.3. Exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge
- 1.4. Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation

Unit 2: Gender Inequality and Schooling in India (5 weeks)

- 2.1 Ideal of educated women: colonial, social reformist and nationalist responses
- 2.2 Conceptualizing Gender inequality in schooling: Issues of access, enrolment, drop out; Limits of the discourse of access
- 2.3 Unequal access with respect to formal/non-formal, public/private, rural/urban, caste, tribe, religion and states
- 2.4 Gender and education in policy discourse in India
- 2.5 Educating the girl child in the era of globalization: Inter/national Policy Discourse and Initiatives; Role of international donors, Indian State and NGO's

Unit 3: School and Curriculum as gendered spaces and texts (3 weeks)

- 3.1 Gendered texts: Curriculum, Textbooks and nation
- 3.2 Teacher attitudes and classroom processes
- 3.3 Producing the Gendered Self, Nurturing Masculinities and Femininities
- 3.4 Gender, Nation and Education

Unit 4: Gender, employment and education (2 weeks)

- 4.1 Women's employment in education in India
- 4.2 Care, teaching and 'feminization' of teaching profession (?)
- 4.3 Women's participation and employment in Non-formal education, NGOs and movement-based interventions; discourses of women's involvement in community empowerment and school improvement; PTAs/MTAs

Assessment Details with weights:

- Group presentation: Analysis of gendered character of a social experience/event, cultural text e.g. advertisement, film, song, story, Unit 1, 20 % (First-week February)
- Class-test Unit 1 and 2, 20 % (Third-week February)
- Individual assignment (long essay), Unit 2, 20 % (Second week March)
- End-term exam (40%), (End-April)

Reading List:

Unit 1

Essential Readings:

Geetha, V. (2002). *Gender*. Calcutta: Stree, pp: 1-10, 38-50 and 89-109.

Menon, Nivedita (2012). Family, in idem *Seeing Like a Feminist*. New Delhi: Zubaan, pp: 1-50.

Vincent, Carol (2010). The Sociology of Mothering. In Michael W. Apple, Stephen J. Ball (Eds.) *The Routledge International Handbook of the Sociology of Education*, New York: Routledge, pp: 109-120.

Martin, Jane Roland (1986). 'Redefining the Educated Person: Rethinking the Significance of Gender', *Educational Researcher*, Vol. 15, No. 6, Special Issue: The New Scholarship on Women in Education, June-July, pp: 6-10.

Acker, Sandra (1987). 'Feminist Theory and the Study of Gender and Education', *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education*, Vol. 33, No. 4, Women and Education, pp. 419-435.

St. Pierre, Elizabeth Adam (2000). 'Poststructural Feminism in Education: An Overview', *International Journal of Qualitative Studies in Education*, Vol. 13, No. 5, pp. 477-515.

Unit 2

Essential Readings

Unit 2.1

Seth, Sanjay (2007). *Subject Lessons: The Western Education of Colonial India*. Durham, NC: Duke University Press, pp: 129-158.

Unit 2.2

Kumar, Krishna (2010). 'Culture, State and Girls: An Educational Perspective', *Economic & Political Weekly*, Vol. 45, No. 17, pp: 75-84.

Manjrekar, Nandini (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?'. *Economic and Political Weekly*, Vol. 38, No. 43, Oct. 25-3, pp. 4577-4582.

Quantitative data set

Unit 2.3

Geetha, V. (2012). Dalit Feminism: Where Life-Worlds and Histories Meet. In Kavita Panjabi and Paromita Chakravarti (Eds.) *Women Contesting Culture: Changing Frames of Gender Politics in India*. Calcutta: Stree, pp: 243-258.

Paik, Shailaja (2009). 'Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, the Faster the Flow of Knowledge): Dalit Women's Struggle for Education', *Indian Journal of Gender Studies*, Vol. 16, No. 2, pp: 175-204.

Hasan, Zoya and Menon, Ritu (2005). Chapter 2, *Educating Muslim Girls: A Comparison of Five Indian Cities*. New Delhi: Women Unlimited. (Selection from Mary John)

Unit 2.4

Mohan, Nitya and Vaughan, Rosie (2008). Nationhood and the Education of Female Citizen in India, in Shailaja Fennell and Madeleine Arnot (eds.) *Gender Education and Equality in a Global Context: Conceptual Frameworks and Policy Perspectives*. Oxon: Routledge, pp: 181-195.

Department of Education (2008). 'Education for Women's Equality: National Policy on Education, 1986', in Mary E. John (Ed.) *Women's Studies in India: A Reader*. New Delhi: Penguin, pp: 322-328.

Unit 2.5

Kumar, Krishna and Gupta, Latika (2008). 'What Is Missing in Girls' Empowerment?', *Economic & Political Weekly*, Vol. 43, No. 26/27, pp: 19-24.

Balagopalan, Sarada (2010). 'Rationalizing Seclusion: A Preliminary Analysis of a Residential Schooling Scheme for Poor Girls in India', *Feminist Theory*, Vol. 11, No. 3, pp: 295-308.

Unit 3

Essential Reading

Unit 3.1 and 3.4

Kalia, Narendra Nath (1986). 'Women and Sexism: Language of Indian School Textbooks', *Economic and Political Weekly*, Vol. 21, No. 18, pp.: 794-797.

Bhog, Dipta et al (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity*. New Delhi: Nirantar, Selected Excerpts.

Unit 3.2

Connolly, Paul (2003). Gendered and Gendering Spaces: Playgrounds in the Early Years. In, Christine Skelton and Becky Francis (Eds.), *Boys and Girls in the Primary Classroom*. Berkshire: Open University Press, pp: 113-131.

Browne, Naima and France, Pauline (1985). 'Only Cissies Wear Dresses': A Look at the Sexist Talk in the Nursery. In Gaby Weiner (ed.), *Just a Bunch of Girls*. Milton Keynes: Open University Press. pp: 146-159.

Thorne, Barrie and Luria, Zella (1986). 'Sexuality and Gender in Children's Daily World's', *Social Problems*, Vol. 33, No. 3, pp: 176-190.

Unit 3.3

Menon, Nivedita (2012). Body, in idem *Seeing Like a Feminist*. New Delhi: Zubaan, pp: 53-90.

Martino, Wayne and Pallotta-Chiarolli, Maria (2003). *So what's a boy?: Addressing issues of Masculinity and Schooling*. Philadelphia: Open University Press, pp: 1- 54.

Unit 4 Essential Readings

Apple, Michael (2011). 'Teaching and "Women's Work": A Comparative and Historical Analysis', in Richard Arun, Irennee R. Beattie and Karly Ford (eds.) *The Structure of Schooling: Readings in the Sociology of Education*, Thousand Oaks: Pine Forge, pp: 371-381.

Manjrekar, Nandini (2013). 'Women School Teachers in New Times: Some Preliminary Reflections'. *Indian Journal of Gender Studies*, Vol. 20, No. 2, pp. 335-356.

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201103

Title: History of Education in Modern India (HOEMI)

Type of Course: Core

Cohort for which it is compulsory: (MA Education, Semester 1

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2019

Course Coordinator and Team:

MA Education: Rajshree Chanchal (C); Manish Jain

Email of course coordinator: rajshree@aud.ac.in

Pre-requisites: None

Course Objectives:

- This course aims to introduce students to the phenomenon of education in India since colonial period through intersecting frames of time, themes and locales. These frames are used to historically situate education in interaction with other social-cultural institutions and processes, experiences/practices of colonialism, modern state, 'nation-building', and changes in social power structure at different historical junctures. With reference to time, continuities and changes are traced in the context of pre-colonial, colonial and postcolonial frames, practices and institutions of education. Themes of colonialism, nationalism, dominance, marginalisation, identity formation, representation and knowledge are used to explore meaning, roles, purposes, concerns, discourses, availability and experiences of education across different periods, regions, social groups, curriculum, different school subjects and policies. These themes are also used to examine construction, assimilation and disintegration of colonial, national(ist), regional, gendered, caste and classed histories of education in India.

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- **Course Outcomes:**

On successful completion of this course students should be able to:

7. Identify the influence of colonialism on education system in India
8. Learn to situate education and ideas in historical contexts
9. Explain the concept of modernity, State from classical liberal, liberal, and neo-liberal perspective;
10. Demonstrate a knowledge of key issues and debates around education and nationalism and education of marginalised communities in colonial India;
11. Examine historical sources and make historical judgement about education process, institutions, ideas and decisions on the basis of historical evidence.

Brief description of modules:

The course is organised in five units.

Unit 1: Writing History of Education in a Modern World: Concepts, Practices and Challenges (2 weeks)

This introductory unit would introduce students to the domain of history of education by engaging with the concept of modern and modernity and understanding education with reference to changes in the social-cultural institutions and processes such as family, child-rearing and the idea of childhood, development of printing and emergence of reading publics and public forums along with changes in economy and expectations of/from state.

Unit 2: Pre-colonial and Colonial systems of Education (3 weeks)

This unit would introduce students to indigenous education in different parts of India in late eighteenth and early nineteenth century. Then it would examine if education was implicated in the cultural project of colonialism. Key debates, ideas and policies of colonial education, its conceptualization of knowledge and curriculum, and its legacies would be focused on.

Unit 3: Educating the Nation (3 weeks)

- This unit tries to understand the interface of education with emergence of the idea and forces of nationalism and formation of nation-states in colonial and postcolonial contexts. It looks at contesting meanings of nation, proposals to use education for 'national' purposes and continuities/breaks of 'national' education with colonial education and visions. It also examines the role of education in the nation-building project in independent India and its silences.

Unit 4: Dominance, Marginalisation, Identities and Education (3 weeks)

This unit is based on the assumption that we cannot understand the Indian response to colonial education or the colonial reactions to Indian reception if we move through any rigid homogenous typology of colonizer and colonized. Instead, it uses the intersecting vectors of gender, caste, tribal and religious affinity to examine access to education and how was/is education involved in the wider contests to fashion a self-identity and establish and challenge dominance.

Unit 5: Histories of School Subjects (1 week)

Why and when do certain knowledge-discipline(s) enter or are removed from the school curriculum? What do histories of school subjects tell us about the development of a subject over a period of time, changes in its status and changing understanding and approaches to discipline? How are trajectories of and concerns about a school subject influenced by different social forces, national contexts and time periods? This unit would discuss these questions through case studies of some school subjects.

Assessment Details with weights:

- Assignment 1: Class-test Unit 1 and 2, 20 % (Last week-August)
- Individual assignment (long essay), Unit 2, 20 % (Last week-September)
- Group presentation: Historically situating reformers, Education commission reports, Curriculum documents, Unit 3 and 5, 20 % (First-week November)
- End-term exam (40%), (Mid-November)

Reading List:

Unit 1

Essential Readings:

1. Goodman, Joyce (2012). 'The gendered politics of historical writing in History of Education', *History of Education: Journal of the History of Education Society*, 41:1, pp: 9-24.
2. Aries, Philippe (1962). *Centuries of Childhood: A Social History of Family Life*. Translated from the French by Robert Baldick. New York: Vintage Books, pp: 128-133, 329-336, 405-415.
3. Mahadevan, Kanchana (2002). Colonial Modernity: A Critique. *Indian Literature*, 46: 3, pp. 193-211.

Unit 2

Essential Readings

1. Kakkar, Ankur (2017). "Education, empire and the heterogeneity of investigative modalities": a reassessment of colonial surveys on indigenous Indian education, *Paedagogica Historica*, 53:4, 381-393.

2. Tschurennev, Jana (2012). 'Incorporation and Differentiation: Popular Education and the Imperial Civilizing Mission in Early Nineteenth Century India', in Carey A. Watt and Michael A. Mann (Eds.) *Civilising Missions in Colonial and Postcolonial South Asia*. Delhi: Anthem Press India, pp: 93-124.
3. Shahidullah, Kazi (1996). 'The Purpose and Impact of Government Policy on Pathshala Gurumohashays in Nineteenth Century Bengal', in Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, pp: 119-134.
4. Primary historical sources

Unit 3

Essential Reading

1. Bhattacharya, Sabyasachi , (2003), 'Introduction', in Bhattacharya, Sabyasachi, Yagati, Chinna Rao ed, *Educating the Nation: Documents on the Discourse of National Education in India 1880-1920*, New Delhi: Kanishka Publishers in association with Educational Records Research Unit, Jawaharlal Nehru University, pp: ix-xxvii.
2. Chaudhary, L. (2010). Land revenues, schools and literacy. *The Indian Economic & Social History Review*, 47(2), 179–204.
3. Manjrekar, Nandini (2017). 'Education in the 'Sanskarnagri': Baroda, Provincial capital of a 'Progressive' Princely State in Late Nineteenth and Early Twentieth Century', in William T. Pink and George W. Nobbit (Eds.). *Second International Handbook of Urban Education*, Vol. 1. Switzerland: Springer.
4. Primary historical sources

Unit 4 Essential Readings

1. Satyanarayana, A. (2002). 'Growth of Education among the Dalit-Bahujan Communities in Modern Andhra, 18903-1947'. In Sabyasachi Bhattacharya (ed.) *Education and the Disprivileged: Nineteenth and Twentieth Century India*. Hyderabad: Orient Longman, pp: 50-83.
2. Bhattacharya, Sabyasachi, (2001), 'Introduction', in Bhattacharya, Sabyasachi, Bara, Joesph, Yagati, Chinna Rao and Sankhdher B.M., *The Development of Women's Education in India: A Collection of Documents 1859-1920*, New Delhi: Kanishka Publishers in association with Educational Records Research Unit, Jawaharlal Nehru University, pp: ix-xxviii.
3. Minault, Gail, (1998), 'Role Models: Educated Muslim Women, Real and Ideal, in *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*, Delhi: Oxford University Press, pp: 14-57.
4. Primary historical documents

Unit 5 Essential Readings

1. Goodson, Ivor (1985). 'Subjects for Study' in Goodson, Ivor (ed.), *Social Histories of the Secondary Curriculum: Subjects for Study*, London and Philadelphia: The Falmer Press Taylor and Francis Group, pp: 343-367.

2. Hancock, Mary (2001). 'Home Science and the Nationalization of Domesticity in Colonial India', *Modern Asian Studies*, 35 (4), pp: 871-903.
3. Jain, Manish (2010). 'Colonial Knowledge, Colonial Citizen: Civics in Colonial India', Paper presented at the Annual Conference of the *Comparative Education Society of India*, 15-17 November, 2010, Jawahar Lal Nehru University (JNU), Delhi, pp: 1-34.

Ambedkar University Delhi

Course Outline

Winter Semester 2019

| | |
|---|---|
| School: | School of Education Studies |
| Programme with title: | MA Education & MA Education (Early Childhood Care and Education) |
| Semester to which offered: (I/ III/ V) | II semester |
| Course Title: | Introduction to Educational Research |
| Credits: | 4 Credit |
| Course Code (new): | SES 201 107 |
| Course Code (old): | |
| Type of Course: | Compulsory |
| Cohort | MA Education & MA Education (ECCE) |
| Course Coordinator: | Manasi Thapliyal Navani & Prabhat Rai |
| Email of course coordinator: | prabhatrai@aud.ac.in ; manasi@aud.ac.in |
| Pre-requisites: | None |

Course Objectives:

A thrust of the course is to initiate students into thinking about the nature of educational inquiry and education as an area of knowledge. In doing so, the course will develop basic understandings and skills that would facilitate this process. It will explore the idea of inquiry and the relation between knowledge, theory, practice and research. It seeks to engage with research as a social, ethical and intellectual enterprise.

Along with these explorations, the course aims to enable the students to comprehend and analyse research reports, papers and studies – through a continuous engagement with actual (and significant) researches that introduce a variety of methodologies and perspectives for research in the area. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. This introductory course on research would support the field attachment component of the programme, enable the students to

conceptualise their dissertation work and facilitate in making a choice from the advanced electives offered in the third semester of the programme. The understandings developed in this course would be enhanced in the advanced level (Semester 3) courses on research methodology.

Course Outcomes

On successful completion of this course, students should be able to:

- develop an appreciation for research, and cognize it as an intellectual, ethical and social enterprise.
- engage critically with the nature of inquiry and research in the domain of education and early childhood
- identify education and early childhood domain as an area of knowledge/educational research in practice.
- acquire basic understandings of research process and research skills
- read research: comprehend and analyze research reports, papers and studies
- acquire insights into making of a good research
- conceptualize research: identify research problems and formulate research questions; create an annotated bibliography for the literature review; and design a dissertation study
- develop a research proposal

Brief description of modules/ Main modules:

Unit 1: Idea of inquiry

Unit 2: Methods of inquiry

Unit 3: Process of research

Unit 4: Formulating a research proposal

Semester Plan:

| Weeks (Formal Time) | Units/Modules | References/ Assignment |
|------------------------|---|--|
| Week 1 (4 hours/ 2 | Knowing and interpreting the world | Handout (Pritchard, D. (2006). <i>What is this thing called Knowledge?</i> NY: Routledge. Pp. 1-7) Readings: Cohen, L, Manion, L. and Morrison, K. (2007). Nature of Inquiry and Science. |

| | | |
|----------------------------|--|---|
| 11-18 Jan | Nature and purpose of social research | <p>In <i>Research Methods in Education</i>. NY: Routledge.</p> <p>Crotty, M. (1998). <i>The Foundations of Social Research: Meaning and Perspective in the research process</i>. Pp 1-20.</p> <p>Maxwell, A. (1996) <i>Qualitative Research Design: An Interactive Approach</i>. Applied Social Research Methods Series. Vol. 41. New Delhi: Sage Publications (Handout on Research Purpose)</p> |
| Week 2 & 3 21 Jan-3 Feb | Methodological Approaches in Social Science Research Nature of Educational Research | <p>Hammersley, M. (2013) Chapter 2: Methodological Philosophies. In <i>What is Qualitative Research</i>. London: Bloomsbury Academic. Pp 22-56.</p> <p>Pring, R. (2000). <i>Philosophy of Educational Research</i>. London: Continuum, Chapter 2 (focus of educational research, pp. 8-30) and Chapter 3, pp. 31-57 (which focuses on different kinds of research; their philosophical foundations and challenges the false dualism of qualitative and quantitative inquiry).</p> <p>Assignment I: Research Memo will be introduced at the end of 2nd week</p> |
| Week 4 4-10 Feb | Reliability, Validity, and Ethical Considerations | <p>Handouts on reliability and validity</p> <p>Kit Tisdale (2004). "Being Vulnerable and Being Ethical With/in Research" Kathleen B. deMarrais, Stephen D. Lapan (eds) <i>Foundations for Research: Methods of Inquiry in Education and the Social Sciences (Inquiry and Pedagogy Across Diverse Contexts Series)</i>. New Jersey: Lawrence Erlbaum Associates.</p> <p>http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.294.3457&rep=rep1&type=pdf</p> <p>Morrow, V. (2008). Ethical dilemmas in research with children and young people about their social environments. <i>Children's Geographies</i>, 6(1), pp. 49-61.</p> |
| Week 5&6 11-24 Feb | Research Questions and Literature Review | <p>Renck, MJ and Heider, K (2015). "Re-examining the Literature Review: Purposes, Approaches, and Issues." In Olivia N. Saracho (ed.) <i>Handbook of Research Methods in Early Childhood Education: Research Methodologies, Volume I</i>. Information Age Publication. Pp. 753–781.</p> <p>Maxwell, A. (1996) <i>Qualitative Research Design: An Interactive Approach</i>. Applied Social Research Methods Series. Vol. 41. New Delhi: Sage Publications Research Purpose: pp 15-17.</p> <p>Discussion and Group Work on Assignment 1 at the beginning of Week 5 and submission.</p> <p>Assignment 2 (Annotated Bibliography will be introduced)</p> |
| Week 7&8 25 Feb-3 March | Reading Educational Research | <p>Saraswathi, T.S. and S. Verma. (2002). <i>Adolescence in India – An annotated bibliography</i>, pp. 199-248. New Delhi: Rawat publications. (Chapter 4: Some contexts for socialization and Chapter 5: Education and schooling)</p> <p>Gracey, H. Kindergarten as academic boot camp.</p> <p>Hadres, A.V. (2006). The methodology of Paul Willis: A review of 'Learning to</p> |

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|---|---|---|
| | | labour'. dialnet.unirioja.es/servlet/fichero_articulo?codigo=2147420 Sarangapani, P.M. (1997). Social experience and child's construction of knowledge. (PhD thesis – Chapter 3) Govinda, R. & Varghese, N.V. (1993). Chapter 2. <i>Quality of Primary Schooling in India: A Case Study of Madhya Pradesh, India</i> . Paris: UNESCO International Institute for Educational Planning. http://unesdoc.unesco.org/images/0009/000960/096038eo.pdf |
| Week 9 & 10 4-17 March | Engaging with Methods | In-class activities, worksheets developing students' areas of research and development of any one tool for data collection Assignment 3: Methods Activity |
| Week 11 & 12 18-31 March | Academic Research Proposal Writing | Maxwell, A. The Purpose of a Proposal. pp. 100- 111. Maxwell A. Example of a research proposal: Appendix A (116-130) In Class Workshops |
| Week 13 & 14 | Proposal Presentations and Class conference | Assessment 4: Peer Review and Presentation of Research Proposal Week. Submission of revised Proposal end-semester. |

Assessment Plan

| | Assessment | Date/period in which Assessment submission will take place | Weightage |
|---|--|--|-----------|
| 1 | Research Memo | February 08 | 20% |
| 2 | Annotated Bibliography | March first week | 20% |
| 3 | Methods Activity Report | March 22 | 20% |
| 4 | Participation : In class Response activities | Throughout the semester | 10% |
| 5 | Final Submission of Research proposal | Exam week | 30% |

**School of Education Studies
Ambedkar University Delhi**

Course: Multilingual Education in Indian Context

Time Slot Tuesday : 11.30 am to 1.30 pm)

Thursday: 11.30 am to 1.30 pm

Course Code: SES201216

Title: Multilingual Education in Indian Context

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education 4th semester and MA Education (ECCE 4th semester)

No of Credits: 4

Semester and Year Offered: Winter semester (4th semester) -2019

Course Coordinator and Team: Dr. Shivani Nag

Email of course coordinator: shivani@aud.ac.in

Pre-requisites: No pre-requisite.

1. **Course Description:** Multilingualism in a classroom or in a given geographical location can be characterized not only in terms of the different linguistic groups who co-exist but also in terms of the number of languages understood and spoken by a single individual. Yet surprisingly, it is ‘multilingualism’ and not ‘monolingualism’ which, both as an educational aim as well as an approach, has required determined persuasion and a sustained movement. The current course is aimed to encourage students to engage with different contexts of multilingualism and Multilingual Education pedagogies, understand the theoretical and ideological underpinnings of the MLE models and practices, and appreciate the possibilities of MLE as a transformative pedagogy. The course will largely draw from socio-cultural theories of learning and critical pedagogy perspective to engage with MLE models and practices.

2. Course Objectives:

- i. To recognize the varied aspects of multilingualism in Indian classrooms, different processes of learning languages within and outside classroom spaces and the context specific use of languages.
- ii. To understand the relationship between language, culture and thought.
- iii. To understand the different multilingual education models in India
- iv. To critically review the aims and practices of existing multilingual education models in light of their ability of democratize classrooms and use multilingualism as a pedagogic resource.

3. Course outcomes- On the completion of the course:

- i. Students will be able to recognize multilingualism in a classroom in terms of:
 - i. number of languages brought to classroom by all students together,
 - ii. number of languages each student brings to class with different levels of comfort in each-comprehension, speaking, reading, writing, thinking
 - iii. context based preference for languages.
 - iv. distinguish btw different processes of language learning in formal classroom spaces & informal spaces outside informed by differing modes of exposure to languages (academic texts, participation in social activities, via media, other cultural artifacts)
- ii. Students will be able to explain the relationship between language, culture and learning as proposed by the socio-cultural learning theorists and recognize the role language not only as means of communication but an active cultural tool of mediation located in socio-cultural historical context.
- iii. Students will be able to distinguish between MLE approach as different from 3 language formula and Mother Tongue as Medium of Instruction.
- iv. Students will be able to explain different MLE models in terms of- number of languages that the model accommodates; stages and processes whereby different languages are introduced; pedagogic practices; emphasis on transition or maintenance; early exit vs. Late exit; transitional or two-way.
- v. Students will be able to distinguish between the assimilative vs. transformative potentials of MLE practices and conceptualize MLE practices exploring transformative potentials of multilingualism.
- vi. Students will be able to articulate questions around power relations between and within languages, examining whose language gets accepted as MoI and also whose language (gender, caste, region, etc.,) gets identified as the standardised languages.

4. Brief description of the units

Unit I: Multilingualism in India and Role of Language in Learning

1.1.Linguistic diversity in India and the nature of Indian multilingualism

1.2 The implications of multilingualism for Indian classrooms

1.3 Socio-cultural perspectives on learning-concepts of tools, mediation, participation & Language as active cultural tool of mediation

Unit II: What is Multilingual Education?

2.1 What is Multilingual Education – (MLE)? –aims and context (concerns regarding mismatch between home and school language; human rights perspective; threats to linguistic diversity; cognitive benefits of multilingualism)

2.2 Models of MLE- (Transitional, Immersion and Maintenance)

2.3 Examining a few of the key MLE models/initiatives in India- (Odisha, Andhra Pradesh, Assam, Chhattisgarh, Jharkhand and/or any other)

Unit III: Can MLE be for all? MLE as transformative pedagogy

3.1 Critically examining the scope and implication of ‘bridge/transition’ models of MLE

3.2 Imagining multilingualism as a culturally sensitive pedagogic resource and its potentials for creating democratic classrooms

3.3 Relation between language and power- why should MLE be for few? Critical pedagogy perspective

5. Assessment Plan (weight, mode, scheduling) for the course:

| S. No | Task | Individual or group | Weightage |
|--------------|--|----------------------------|------------------|
| 1. | Presentation and short write up based on language mapping (educational spaces, community contexts, etc.) | Group | 30% |
| 2. | Mid Term- written assignment (term paper)- Based on MLE models & practices discussed in unit II | Individual | 25% |
| 3. | End Term- written assignment (term paper)- - Innovative MLE practices based on unit III. | Individual | 25% |

| | | | |
|----|--|------------|---------------|
| 4. | Class participation + Reflective Journal (based on engagement with and sharing of literary texts, folk stories/songs, & ethnographic accounts , reflection of own schooling and other language related experiences). | Individual | 20% (10 + 10) |
|----|--|------------|---------------|

Readings

Unit I:

Jhingran, Dhir (2009). Hundreds of home languages in the country and many in most classrooms- coping with diversity in primary education in India in Mohanty, A. K.; Panda, M.; Phillipson, R.; & SkutnabbKangas, T. (Eds) *Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan pg. 250-267.

Pattanayak, D.P. (2007). *Multilingualism in India*. New Delhi: Orient Longman

Chapter 1 – ‘A demographic appraisal of multilingualism in India’

Chapter 4- Multilingualism & school education in India: Special features, problems & prospects

Mohanty, A. K. (2010). Languages inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 2010 (205), 131-154.

Skutnabb-Kangas, T. (1999). Linguistic diversity, human rights & the free market. In K. Miklos, R. Philipson, T. Skutnabb-Kangas, & T. Varady, *Language: A Right & a Resource- Approaching linguistic human rights* (pp. 187-222). Budapest: Central European University.

Narendra (2015, November 1). Dispatches from Bastar: Three dispatches from the tribal area of Abijhmad, Bastar, India. Retrieved from <http://dark-mountain.net/blog/dispatches-from-bastar-three-dispatches-from-the-tribal-area-of-abujhmad-bastar-india/> (3 pages)

Premchand (1938). *Idgaah*. Retrieved from http://premchand.kahaani.org/2006/03/blog-post_114186257841658058.html (Hindi) & English translation of Idgah- Retrieved from https://archive.org/stream/Idgah-English-Premchand/idgah_djvu.txt (Translation by Kushwant Singh)

Cole, M., & Scribner, S. (1978). Introduction. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, *Lev Vygotsky- Mind and Society* (pp. 1-14). Cambridge: Harvard University Press.

Unit II:

Mohanty, A. K.; Panda, M.; & Skutnabb-Kangas, T. (2009). *Why Mother Tongue Based MLE?* New Delhi: National Multilingual Education Resource Consortium. pp.1-2.

Mohanty, A. K.; Panda, M.; Phillipson, R.; & Skutnabb-Kangas, T. (2009). *Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan

Part I- Introduction (by A. K. Mohanty) pp. 3-20.

Chapter 3- MLE for global justice: Issues, approaches, opportunities (by Tove Skutnabb-Kangas), pp. 36-59.

Chapter 4- Designing effective schooling in multilingual contexts: going beyond bilingual "models". (by Carol Benson), pp. 59-76.

Chapter 5- The tension between linguistic diversity and dominant English (Robert Phillipson), pp. 79-94.

Chapter 17- Overcoming the language barrier for tribal children: MLE in Andhra Pradesh and Orissa, India (by Mohanty, Mishra, Reddy & G. Ramesh), pp. 278-294

Chapter 18- Language matters, so does culture: beyond the rhetoric of culture in multilingual education (M. Panda; & A.K. Mohanty), pp. 295-312.

John, S.V. (2017). Unleashing potential in multilingual classrooms: The case of Bastar in Chhattisgarh State, India. In Hywel Coleman (Ed) (2017). *Multilingualisms and Development: Selected proceedings of the 11th language & development conference*. London: BC; p. 181-188

Dange, V. (2010). News from MLE, Chhattisgarh. *Swaral* (3), 7

MTB MLE Program for the Adivasis of Assam (retrieved from <http://www.pajhra.org/promotion-of-langauge-and-education/>)

Unit III

Panda, M. (2012). 'Bridging' and 'Exit' as metaphors of multilingual education: A constructionist analysis. *Psychological Studies*, 57 (2), 240-250.

Rege, Sharmila (2016). Education as Trutiya Ratna: Towards Phule- Ambedkarite Feminist Pedagogic Practice. In Uma Chakravarti (Ed) *Thinking Gender, Doing Gender*, New Delhi: Orient Blackswan, pg. 3-31.

Agnihotri, R. (2009). Multilinguality and a new world order. In A. K. Mohanty, M. Panda, R. Philipson, & T. Skutnabb-Kangas, *Multilingual Education for Social Justice: Globalising the local* (pp. 268-277). New Delhi: Orient Blackswan.

Agnihotri, R. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn, & P. Pluddemann, *Multilingual Education for South Africa*. Johannesburg: Hienemann. (pp. 3-7).

hooks, bell (2017). Language: Teaching new worlds/new words. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, pp.167-177.

Agnihotri, R.; Gupta, A.S.; & Khanna, A.L. (Eds) (2017) *Trends in Language Teaching*. New Delhi: Orient BlackSwan

Chapter 3- Innovations in Research and Teaching in Multilingual Classrooms (By Mukul Saxena), pp. 31-45

Chapter 4- 'Speaking of food- apple... ice cream... posto... pesta... roti...' (by Rimli Bhattacharya), pp. 82-97

Videos:

Khamakha (A short film by Aarti Badgi). Retrieved from-
<https://www.youtube.com/watch?v=41MAgswIUeo>)

Scenary (by Biswa Kalyan Rath)- Retrieved from-
<https://www.youtube.com/watch?v=wJ65W7zeOBU&t=27s>

Multilingual Classroom by RamakantAgnihotri-
<https://www.youtube.com/watch?v=l74ULxuBM3E>(A documentary on Multilingual Classroom teaching Written and Produced by ZackieAchmat Produced for : The national language project and the linguistics department of university of Cape Town).

Speaking, Reading, Writing in a Multilingual Classroom –
<https://www.youtube.com/watch?v=iaPOW3ZYDIk&t=99s>

Suggested/Additional Readings

Freire, P. & Macedo, D. (1987). Introduction. *Literacy: Reading the word and the world*. SouthHadley, MA: Bergin & Garvey.

Mohanty, A. K. (2010). Languages inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 2010 (205), 131-154.

Skutnabb-Kangas, T. (1988). Multilingualism and the education of the minority children. In T. Skutnabb-Kangas, & J. Cummins, *Minority Education: From shame to struggle* (pp. 9-44). Clevedon: Multilingual Matters.

Panda, M., & Mohanty, A. (2009b). Socio-cultural construction of mind and language. In A. Shukla, *Culture, Cognition and Behaviour*. New Delhi: Vedam Books, pp. 191-205

Nag, Shivani (2018). Transformative potentials of multilingual education models in Odisha, India. *European Journal of Education Studies*, Vol. 4 (4), 320-339.

Garcia, Ofelia (2010). Misconstructions of multilingualism in education: Global Perspectives. *Swara, MLE Newsletter*, Vol. 1 (3), pp. 2-5.

Benson, Carol (2017). Multilingual Education for all: Applying an integrated multilingual curriculum model to low income contexts. In Hywel Coleman (Ed). *Multilingualisms and Development: Selected proceedings of the 11th language & development conference*. London: British Council, pp. 101-114.

School Name: School of Education Studies

Ambedkar University Delhi

Course Outline

Time Slot-2 hour slot

Course Code: SES 201206

Title: Psycho-Social Experience of Failure in Education

Type of Course: Elective course

Cohort for which it is compulsory:

Cohort for which it is elective: M.A Education

No of Credits: 4

Semester and Year Offered: Third semester

Course Coordinator and Team members: Vinod.R

Email of course coordinator: vinod@aud.ac.in

Pre-requisites: Students should be comfortable with either Hindi or English, preferably both.

Aim: The term failure has a very strong evocative potential that encompasses understanding failure, fear of failure, failure as a relative concept, quality assessment of education, audit of implementation of education policy and reforms, paradox of equity, concerns for valid knowledge, systemic reforms (curricular reforms, examination reforms, teacher training reforms), dominant ideologies that perpetuate inclusion and exclusion in education. Examining the experience of failure therefore becomes poignant in acknowledging, accepting, recognizing and working with it. Hence, listening and relating to different aspects of failure in the education system throws up alternative social imagination, agency, utopia and resilience in education. The students would work on various aspects of failure to explore the experience and relationship of failure with drop outs, anxiety, and depression, suicide in the context of education. Students may work with themselves/drop outs to understand, articulate as to what happens to self when it is systematically oppressed and deprived and how does the self survive to reflect upon itself.

Course Outcomes:

To enable the students:

1. To problematise the definition, regulations, conventions, social acceptance and individual experience of failure.

2. To explore and compare various psycho-social theories of failure.
3. To reflect on the concepts such as intelligence, identity and motivation to relate to educational failure
4. To understand and reflect on quantitative and qualitative data on failure
5. To understand educational innovations as response to failure.
6. To evolve an understanding about the nature of relationship of self, family, community, significance of attachments, facilitating environments, ecological self and its relationship with success and failure in education.

Module I: Narratives of Failure

This unit attempts to problematise the very question and experience of failure and poverty of success through case studies, stories, anecdotes, audio-video lectures, play/films.

Module II: Deconstructing Failure from social psychology and psycho-analytic perspective

This unit attempts to familiarize students to theoretical constructs in social psychology. This would enable them to analyse various aspects of failure from intrapsychic and interpersonal perspective. The following aspects of social psychology that would be dealt are: attribution, self presentation, self esteem, social comparison, self as target of prejudice, humiliation, impression management, social perception, stereotypes, prejudice and discrimination, motivation, individual and groups. This unit will also help in examining biases in the success story of schooling and development of cognitive skills.

It would also focus on object-relation school of psychoanalysis, Eriksonian theory of psycho-social development to highlight the significance of early attachment to significant others determining their dispositions to success and failure.

Module III: Locating research on failure and success

This unit would situate different possibilities of engaging with questions on failure in qualitative and quantitative aspects of research. It would also enable students to explore various innovative practices and attempts at relooking success and failure from various vantage points. Attempt would be made to study assessments, compensation, and treatment of failure, grading, and norms across the country and also other countries to evolve comparative perspective to understand cultural construction of success and failure.

Module IV: Power and its relationship to success and failure

The discourse of power is central to the experience of failure, punishment, deprivation, and humiliation. Emotions like anger, envy, fear, greed, shame, worry, unease, pity and mourning traverse varied experiences of failure across class, caste and gender. Plagiarism and its relationship to failure, gender, caste and class as though success/ failure seem to be one of the organic binaries driving energy of domination, subjugation, exploitation predominant through ideologies of capitalism, patriarchy and nationalism. So, the vertical model of success almost creates an essential social construction of world view of success. Any subversion challenging the rat race in any modality experienced through children’s creativity or creative or insane moment of authentic living is looked down upon. Amongst the different ways of organizing power namely patriarchy, caste, class or gender there emerges pedagogy of success and failure that needs to be deconstructed to understand worthiness/ unworthiness in the social context.

Unit V: Interpreting Failure

In this unit, the attempt would be to see how individuals as well as system respond to failure. For some, failure may be an act of rebellion, for some it may be a choice, some may endure it, and for some it may be a chance for innovation and creation, while for others it may be a mode to procrastinate. While the system may respond to failure by taking affirmative action, committing to universalisation of education, different schemes, reservation to EWS in private schools, and on the other hand enabling chains of coaching centres to mushroom, promoting school choice, voucher systems, PPP, Corporate Social Responsibility, NGOs.. The plethora of emotions that the students, teachers, and the other participants in the set ups go through would be taken up based on students’ interests. It would also work around anger, rage, violence and one’s relationship with time in the discourse of education.

Unit VI: Narratives of Survival and Resilience

This unit would look at various levels of resilience and understanding to cope up and rise above failure. It would also examine the pathology of success.

This would also focus on constructing case studies of individuals who have succeeded in negotiating failure in their own idiosyncratic ways. Field visits to spaces where groups of people have been working with drop outs or marginalized sections of education discourse. Students would be encouraged to participate in exhibitions, talks, seminars, protests, campaigns held at AUD and outside.

Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage (%) |
|------|--------------------------------|---|---------------|
| 1 | Diary/Book review/film review/ | Mid august | 20 |
| 2 | Interview and case study | September 1 st week | 30 |

| | | | |
|---|--|----------------------|----|
| | report | | |
| 3 | Home assignment/collage/group project/data analysis of research studies. | Second week of April | 20 |
| 4 | End Semester Exam/term paper on working with dropouts | End Semester week | 30 |

Essential readings:

1. Gandhi, M.K (2011) *An autobiography or the story of my experiments with truth*, Rupa, New Delhi. Pp. 26-29
2. Premchand, M (2004) *Bade bhai sahib in Idgah tatha Anya Kahaniyan*, Star Publications, New Delhi. Pp. 52-58
3. Holt, J (1984) *How Children Fail*, Penguin Books, England.
4. Kumar, K (1996). *Learning from Conflict*, Orient Longmann, New Delhi. Pp ix-24, 59-81
5. Pathak, A. (2002) *Social implications of schooling: knowledge, pedagogy and consciousness*, Rainbow publishers, Delhi. pp 7-108
6. May, Rollo (1972) *Power and Innocence: A Search for sources for violence*, W.W Norton & Company, New York. Pp 99-113, 219-235, 121-142.
7. Erikson, E.H (1950) *Childhood and Society*, Norton Company, New York. Pp 247-274
8. Baron, R.A, Branscombe, N.R, Byrne, D, Bhardwaj, G (2010) *Social Psychology*, Pearson, New Delhi. Pp. 84-108, 120-143, 188-222
9. Rogoff, B. (1981) *Schooling and the Development of Cognitive Skills in Triandis, H.C, Heron, A (eds.) Handbook of Cross-Cultural Psychology Volume 4 Developmental Psychology*, Allyn and Bacon Inc., Boston. Pp 233-292.
10. Guru, G. (ed.) (2009) *Humiliation, claims and context*, Oxford University Press, New Delhi. Pp 23-40, 209-225
11. Dressman, M, Wilder, P, & Connor, J.J. (2005). *Theories of failure and the failure of theories: A Cognitive/ sociocultural/ macrostructural study of eight struggling students*, *Research in the Teaching of English*, Vol. 40, No. 1. Pp 8-61
12. Birtwistle, T. & Johnson, L (1997). *Failure: A cultural notion?* *Journal of Further and Higher Education*, Vol. 21, No. 1,
13. Nawani, D (2013). *Continuously and Comprehensively Evaluating Children*, *Economic & Political Weekly*, Vol. XLVIII No. 2.
14. Nandy, A (2010). *Foreword to the Second Edition 2010 in Nagaraj, D.R. The Flaming Feet and Other Essays*, Permanent Black, Ranikhet. Pp. ix-xx.
15. Nagaraj, D.R (2010) *The Flaming Feet and the other Essays*, Permanent Black, Ranikhet. Pp. 21-60, 75-89.

Suggested readings:

16. Foucault, M (1977) *Discipline and Punish The birth of the prison*, Penguin, London. Pp 170-194
17. Chakravarti, U (2006) *Gendring Caste: Through a Feminist Lens*, Mandira Sen for Stree, Kolkata. Pp 139- 171
18. Pine, F. (1985) *Developmental Theory and Clinical Process*, Yale University Press, London. Pp 54- 72, 108-122.
19. Riesenber-Malcolm, R (1999) *On bearing unbearable states of mind*, Routledge, London. Pp 93-112.
20. Kumar, K (2008) 'Learning from Iqbal', *A Pedagogue's Romance Reflections on Schooling*, Oxford University Press, New Delhi. Pp-129-132.
21. Bach, R(1970) *jonathan Livingston seagull a story*, First Avon Books, New York.
22. Pathak, A (2002, June 05). *The Pathology of Success*, *The Indian Express*.
<http://www.indianexpress.com/oldStory/3811/>
23. Frankl, V.E. (1959) *Man's Search for Meaning*, Pocket Books, New York. Pp 119-157
24. Hesse, H (2003) *Siddhartha*, Rupa, New Delhi. Pp 62-94

School of Education Studies

Ambedkar University Delhi

Course Outline

| | |
|---|---|
| Course Code: | SES 201 110 |
| Title: | An Introduction to Philosophy of Education |
| Type of Course: | Core |
| Cohort for which it is compulsory: | Cohort MA Education |
| Cohort for which it is elective: | |
| No of Credits: | 2 Credit |
| Semester and Year Offered: | semester I (Monsoon semester) |
| Course Coordinator and Team: | Dr. Nivdita Sarkar (Coordinator) Taught by Dr. Jayshree Mathur (Adjunct Faculty) |
| Email of course coordinator: | niveditasarkar@aud.ac.in |

Pre-requisites: None

1. Course Description:

Philosophy is understood in a very generalized manner in common parlance. There is a need to differentiate between this understanding of philosophy and the systematic study of philosophy and the nature of questions which it raises. Education in its wider connotation asks the same questions. Thus this course is designed to introduce the students with philosophy and education as domains of inquiry.

2. Course Objectives:

It aims to:

- Introduce students to philosophy and education as domains of inquiry
- Provide students some acquaintance with the disciplines of Philosophy and of Education
- Engage with ideas of philosophy and education and help students understand them as disciplines.

- Acquaint students with the trajectory that the discipline of Philosophy of Education has taken to unpack educational ideas and issues.

3. Course Outcomes: One completion of this course

1. The students will be able to recognize how schooling can become indoctrinating and why it is necessary to differentiate between indoctrination and education.
2. The students will be able recognize the concepts Philosophy of education and the emergence of the pedagogical sciences.
3. The students will be able to understand and map out the contours of the understanding of philosophy of education in the last century.
4. The students will be able to examining of the philosophical underpinnings of evolving ideas in pedagogy through the lens of the philosophers like major philosophers and educators like Kant, Hegel, Rousseau and Dewey.

4. Brief description of the units:

Unit I

- Philosophy and Education: Understanding the two disciplines.
- Education, indoctrination and schooling.

Philosophy is understood in a very generalized manner in common parlance. There is a need to differentiate between this understanding of philosophy and the systematic study of philosophy and the nature of questions which it raises. Education in its wider connotation asks much the same questions. Moreover, both education and philosophy have a common quest in the betterment of human life. There is also need to understand the difference between reflective, speculative philosophy and the act of philosophizing, as understood in cartographies of university knowledge. The same is true of Education. This unit will engage students with these foundational concerns.

Ideas about what education is aimed at would then be studied to lead us into what schooling should be. It would be illustrated how schooling can become indoctrinating and why it is necessary to differentiate between indoctrination and education.

Unit 2

The discipline of Philosophy of Education. The Schools of thought approach and its critique in analytic philosophy.

- Philosophy of education and the emergence of the pedagogical sciences

This unit will delineate the self-conscious attempts of educators and philosophers to map out the contours of the understanding of philosophy of education in the last century. The subject matter of philosophy of education comprised largely of descriptions of the epistemology, metaphysics, ethics and axiology of some schools of thought in Philosophy, which were then looked at for implications for education. This approach reduced the discourse to causal connections between philosophical understandings and educational theorizing and came under attack by analytic philosophers. This altered the course that the discipline had undertaken and turned the attention of philosophers of education to the task of clarification of concepts and terms in education.

This led to the examining of the philosophical underpinnings of evolving ideas in pedagogy. This would be examined with the help of some major philosophers and educators like Kant, Hegel, Rousseau and Dewey.

5. Assessment Plan

| S.No | Assessment | Weightage |
|------|--------------|-----------|
| 1 | Assignment-1 | 50% |
| 2 | Assignment-2 | 50% |

6. Readings:

Readings

- Edman, Irwin. (1947). In explanation of a noble and misunderstood profession. In *Philosopher's quest*, pp. 3-4. New York: Viking Press.
- Korner, Stephen. (1969). The past of philosophy and contemporary scene. In *What is Philosophy: One philosopher's answer*, pp. 250-280. London: Allen Lane, The Penguin Press.
- Emmet, E.R. (1964). Introduction. In *Learning to philosophise*, pp. 1-10. London: Longmans.
- Hook, Sidney. The uses of Philosophy, pp. 1-7. In Harold Titus and Maylon Hepp (eds.) *The range of philosophy*. East-West Press.
- Broad, C.D. Philosophy: Critical and speculative, pp. 8-13. In Harold Titus and Maylon Hepp (eds.) *The range of philosophy*. East-West Press.
- Gutek, G.L. (2009). *New perspectives on philosophy and education*. Ohio, New Jersey: Pearson.
 - o Philosophy and education, pp. 1-17
 - o Ideology and philosophy, p.186
- Barrow, Robin and Woods, Ronald (2014). Indoctrination, pp. 70-83. In *An introduction to philosophy of education* (4th edition). London and New York: Routledge.
- Richmond. *Education and Schooling*, Chapter 1.
- Carr, David (2010). The Philosophy of Education and Educational Theory. In *The Sage Handbook of Philosophy of Education*, pp. 37-54.
- Phillips, D.C. What is Philosophy of Education? In *The Sage Handbook of Philosophy of Education*, pp.3-20.
- Barrow, Robin. (2010). Schools of Thought in Philosophy of Education. In *The Sage*

Handbook of Philosophy of Education, pp 21-36. Los Angeles: Sage.

- Munzel, Felicitas G. (2006). Kant, Hegel, and the Rise of Pedagogical Sciences. In Randall Curren (ed.), *A Companion to the Philosophy of Education*, pp. 113-129. Oxford: Blackwell Publishing.

Supplementary Texts:

- Ganeri, J. (2002). On the concept of Philosophy in India. In *Mind, language and world: The collected essays of Bimal Krishna Matilal*, pp.358-369. New Delhi: Oxford University Press.
- Rao, P. Nagaraja (1971). The conception of philosophy through the ages. In *Essays in Indian Philosophy and Religion*, pp.1-13. New Delhi, Bombay: Lalvani Publishing House.
- Jacobsen, D.A. (1999). *Philosophy in classroom teaching*. New Jersey, Ohio: Merrill (an imprint of Prentice Hall).
- Gutek, G.L. (2009). *New perspectives on philosophy and education*. Ohio, New Jersey: Pearson
- Pring, Richard. (2010). The Philosophy of Education and Educational Practice. In *The Sage Handbook of Philosophy of Education*, pp. 55-66

School of Education Studies

Ambedkar University Delhi

Course Outline

| | |
|---|--|
| Course Code: | SES 201 111 |
| Title: | A Philosophical Perspective for Education |
| Type of Course: | Core |
| Cohort for which it is compulsory: | Cohort MA Education |
| Cohort for which it is elective: | |
| No of Credits: | 2 Credit |
| Semester and Year Offered: | semester II (Winter semester) |
| Course Coordinator and Team: | Dr. Nivdita Sarkar (Coordinator) Taught by Dr. JayshreeMathur (Adjunct Faculty) |
| Email of course coordinator: | niveditasarkar@aud.ac.in |

Pre-requisites: The course builds on the introductory philosophy of education course offered in Semester I of the MA Education Programme.

7. Course Description:

This course is designed to provide an orientation to the students of education to the nature of knowledge and knowing, and enable students to critically reflect on the meaningfulness of educational concepts. Further, since education is normative in nature, the issues and questions it raises require a normative inquiry. A study of ethics and other axiological issues would equip the student with the mode and method of inquiry. The questions of knowledge and morality in education will be contextualized discussed with reference to the democratic values of freedom, equality, and social justice

8. Course Objectives:

1. To understand the basic concepts and the nature of knowledge and knowing
2. To critically reflect on the meaningfulness of educational concepts
3. To recognize various concepts of ethics and other axiological issues
4. To contextualise the concepts of knowledge and morality

9. Course Outcomes: One completion of this course

5. The students will be able to recognize and understand of the nature and forms of knowledge in differing philosophical perspectives.
6. The students will be able identify the difference between rationalist tradition Experience and the empiricist tradition in the context of knowledge.
7. The students will be able to problematize the concepts values of equality, justice, freedom and liberty in context of ethics.
8. The students will be able to make linkages between ideas of morality within and without religion

10. Brief description of the units:

Unit 1 Epistemology: Knowledge and Knowing

An understanding of the nature and forms of knowledge in differing philosophical perspectives would give the students a horizon which would help them see what is accepted and valued as knowledge and why. The epistemological categories chosen to this end (as delineated below) introduce the student to differences in epistemological constructions.

- Reason and the rationalist tradition; Experience and the empiricist tradition: in the context of knowledge.
- Inference and imagination in learning; Belief and testimony in knowledge formation: in the context of knowing

Unit 2 Ethics

Ethics is a requisite in the study of education as the discipline is normative in nature and the practice is necessarily norm ridden. The major issues in ethics and education center around the freedom and well-being of 'Man' and of equality and social justice among people. The essence of living in harmony and beauty lies in how one lives with the other. An ethical perspective will help in the understanding of norms, values and morals which pervade education and where these

emanate from. For this purpose the values of equality, justice, freedom and liberty will be studied in an educational perspective. The unit will also bring out the ideas of morality within and without religion. The need for the aesthete in life and education in this context will also be discussed.

11. Assessment Plan

| S.No | Assessment | Weightage |
|------|--------------|-----------|
| 1 | Assignment-1 | 50% |
| 2 | Assignment-2 | 50% |

12. Readings:

Core Readings:

Adler, Jonathan, E. (2006). Knowledge, truth and learning. In Randal Curren (ed.) *A companion to the philosophy of education*, pp.285-304. Oxford: Blackwell Publishing.

Kneller, J. F. (1971). Knowledge and value. In John F. Kneller (ed.) *Foundations of education*, pp. 212-230. New York, London: John Wiley & Sons.

Barrow, Robin and Woods, Ronald (2014). Rationality. In *An introduction to philosophy of education* (4th edition), 84-97. London and New York: Routledge.

Gupta, Bina (2009). Introduction. In *Reason and experience in Indian philosophy*, pp.3-23. New Delhi: ICPR.

Chambliss, J.J. (ed.). (1996). *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House.

- Epistemology (pp. 188-191)
- Experience (pp. 210-213)

Ruitenbergh, Claudia and Vokey, Daniel (2010). Equality and justice. In Richard Bailey, Robin Barrow, David Carr and Christine McCarthy (eds.) *The SAGE Handbook of Philosophy of Education*, pp. 401-414. Los Angeles: Sage

Chambliss, J.J. (ed.). (1996). *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House.

- Ethics (199-203), Aesthetics (9-11)

Miri, Mrinal (2014). Philosophy, value and education. In *Philosophy and education*, 1-24. New Delhi: Oxford University Press.

Miri, Mrinal (2014). Morality and moral training. In *Philosophy and education*, 94-118. New Delhi: Oxford University Press.

Hamm, Cornell (1979). Moral education without religion. In D.B. Cochrane, C.M. Hamm & A.C. Kazepides (eds.), *The domain of moral education*, pp. 35-45. Toronto: OISE; New York: Paulist Press. by

Hamm, C. and Daniels, L.B. (1979). Moral education in relation to values education. In D.B. Cochrane, C.M. Hamm & A.C. Kazepides (eds.), *The domain of moral education*, pp. 17-34. Toronto: OISE; New York: Paulist Press.

Mukherjee, H.B. (2013). Aesthetic education, 230-235. In *Education for fullness: A study of the educational thought and experiment of Rabindranath Tagore*. New Delhi: Routledge.

Greene, Maxine (1971). The aesthetic component. In John F. Kneller (ed.) *Foundations of education*, pp. 289-310. New York, London: John Wiley & Sons.

Supplementary Readings:

Carr, David (2003). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. London, NY: Routledge.

Peters, R.S. (1966). *Ethics and education*. London: George Allen & Unwin Ltd. (Equality, pp. 117-144; Freedom, pp.179-207)

Winch, C. and Gingell, J. (eds.) (2004). *Key concepts in the Philosophy of Education*. London and New York: Routledge.

School of Education Studies (SES)

Ambedkar University Delhi

Course Outline

Course Code: SES202201

Title: Qualitative Research Methods (QLRM)

Type of Course: Compulsory & Elective

Cohort for which it is compulsory: -- M.A. Education (Early Childhood Care and Education). (It is a compulsory course but optional with Quantitative research methods course. Students can opt for any one course out of the two courses).

Cohort for which it is elective: M.A. (Education)

No of Credits: 4

Semester and Year Offered: 3rd Semester

Course Coordinator and Team: CC Anandini Dar & Shivani Nag

Email of course coordinator: [shivani@aud.ac.in/](mailto:shivani@aud.ac.in) anandini@aud.ac.in

Pre-requisites: Students must have taken all the courses of Semester 1 and Semester 2 in M.A. (Education) and M.A. Education (Early Childhood Care and Education)

Course Objectives/Description: Qualitative research focuses on an in-depth exploration of a social phenomenon. Given the nature of the field—not limited by rigidly defined variables, it allows for an examination of complex questions that could open up new areas of research. The strength of qualitative research lies in bringing out insiders’ meanings, capturing processes and bringing out the contexts in which events happen. They add meaning to otherwise de-contextualised data and enhance transferability across contexts. It also enables researchers to deal with value laden questions which could help to address issues of equity and social justice in educational contexts.

Objectives of this course is:

1. To provide an understanding of the theoretical basis of qualitative research
2. To highlight the scope of using qualitative research in the fields of education and ‘Early Childhood Care and Education’
3. To equip the participants with knowledge and skill of using qualitative data collection methods
4. To familiarise the students with analysis of qualitative data

Course Learning Outcomes:

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

1. demonstrate skills of reading qualitative research in education
2. acquire skills of designing and conducting qualitative research
3. identify, plan, and demonstrate use of various methods employed in qualitative research
4. execute analysis of data emerging from qualitative data and present analysis in academic writing.

Brief description of course / main modules:

Theoretical basis and nature of qualitative research; Scope and significance of qualitative research in education and child-centered topics of inquiry; Attempting a typology of qualitative research; Data-Method-Methodology distinctions; Methods of data collection; Types of data; Study designs in qualitative research; Ensuring rigor in qualitative research – reflexivity, transparency & credibility; Analysis in qualitative research; Issues around ethics in qualitative research; Understand difference in conducting research with children versus adults; Writing qualitative research.

UNIT I: Introduction to methodological philosophies and qualitative research (4 hours)

UNIT II: Interpretivism and Ethnography (10 hours)

UNIT III: Observing families and Stakeholder Mapping (10 hours)

UNIT IV: Critical tradition and Case Study/ Grounded theory (10 hours)

UNIT V: Semi-structured Interviews and Analysis (10 hours)

Assessment Details with weights:

1. Group Presentations 1: 20% (August)
2. Report on the field: 30% (September)
3. Group Presentations 2: 20% (October)
4. Developing semi-structured interview schedule, transcription and analysis: 30% (November)

Reading list

Barker, John and Weller, Susan. (2003). "Is it fun?" Developing children centered research methods." *The International Journal of Sociology and Social Policy*, 23 (1/2), 33-58.

- Bernard, Russell H., 1995 : *Research Methods in Anthropology, Qualitative and Quantitative Approaches*, Altamira Press.
- Bryman, A., 1988: *Quantity and Quality in Social Research*, London: Unwin Hyman
- Berger PL., Luckmann, T., *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, London: Penguin, 1966
- Burgess, R. G., (ed.) 1982, : *Field Research: A Sourcebook and Field Manual*, George Allen and Unwin: London
- Charmaz, C. (2006) *Constructing grounded theory*. London: Sage.
- Clark-Ibanez, M. (2004). "Framing the Social World with Photo-Elicitation Interviews," *American Behavior Scientists*, 47: 12 (August), 1507-1527.
- Clifford, J., and Marcus, G., (Eds.) 1986. *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley: University of California Press,
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. 6th Edition. NY: Routledge.
- Creswell, J. W., 2003 : *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, Thousand Oaks, CA: Sage, (2nd).
- Denzin, Norman K., et al (eds.) 2000 : *Handbook of Qualitative Research*, New Delhi: Sage (2nd)
- England, K. (1994). Getting personal: Reflexivity, positionality, and feminist research. *Professional Geographer*, 46(1), 80-89.
- Flick, U. 2009. *An introduction to qualitative research*. London: Sage
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures: Selected essays*. New York: Basic Book, pp. 3–30.
- Glaser, B. G., and Strauss, A.L., 1967 : *The Discovery of Grounded Theory*, Chicago: Aldine.
- Guba, Egon and Yvonna S. Lincoln. 1994. "Competing Paradigms in Qualitative Research." Pp. 105-117 in Denzin and Lincoln (ed.). *Hand Book of Qualitative Research*. Sage Publications. Available online:
<https://www.uncg.edu/hdf/facultystaff/Tudge/Guba%20&%20Lincoln%201994.pdf>
- Golafshani, Nahid (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, Vol 8 (4), 597-607. Available online:
<http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>
- Hadley, K. G. (2007). "Will the least-adult please stand up? Life as "older sister Katy" in a Taiwanese elementary school." In A. L. Best (Ed.) *Representing youth: Methodological issues in critical youth studies*. NY: NYU Press, pp. 157-181.
- Hammersley, M. (2013). *What is qualitative research?* London: Bloomsbury.
- Howell, KE., *An introduction to the Philosophy of Methodology*, London: sage, 2013

- Hughes, J., *The Philosophy of Social Research*, London: Longman, 1990
- Kirk, J., and Miller, M. L., 1987 : *Reliability and Validity in Qualitative Research*, New Delhi: Sage Publications
- Mason, J. 2002. *Qualitative researching*. London: Sage. Miles, M. and Huberman, A. 1994. *Qualitative data analysis*. London: Sage
- Maxwell, J. A. (1996) *Qualitative Research Design: An Interactive Approach*. Applied Social Research Methods Series. Vol. 41. New Delhi: Sage Publications. Chapter 1: Model for Qualitative Research Design. Pp. 1-13.
- Nakkeeran, N., "Is sampling a misnomer in qualitative research" *Sociological Bulletin*, 65 (1), January - April 2016, pp. 40-49
- Nakkeeran, N., "Qualitative Research Methodology: Epistemological Foundation and Research Procedures", *Indian Journal of Social Work* 67/1&2:104-118, January-April 2006
- Narayan, K. (1993). How native is "Native" Anthropologist? *American Anthropologist*, 95(3), 671-686.
- Nespor, J. (1999). "The meanings of research: Kids as subjects and kids as inquirers" *Qualitative Inquiry*, 4(3), 369-388.
- Pring, Richard (2004). *Philosophy of Educational Research*. London: Continuum.
- Punch, S. (2002). "Research with children: The same or different from research with adults?" *Childhood*, 9(3), 321-341.
- Rosaldo, Renato (1993). *Culture and Truth: The remaking of Social Analysis*. Boston: Beacon Press.
- Srivastava, P. (2008). School choice in India: Disadvantaged groups and low-fee private schools. In M. Forsey, S. Davies & G. Walford (Eds.), *Globalization of school choice?* Oxford Studies in Comparative Education. UK: Symposium Books. pp 185-208.
- Smith, J. A. (2005). Semi-structured interviewing and qualitative analysis. In J. Smith, R. Harre, & L. Langenhove, *Rethinking Methods in Psychology*. London: Sage, p. 9-26.
- Strauss, A. and Corbin, J. 1990. *Basics of qualitative research: Grounded theory procedure and techniques*, Newsbury Park, CA: Sage
- Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. NY: The Free Press.
- Westcott, H. & Littleton, K. S. (2005). "Exploring meaning in interviews with children." In S. Greene & D. Hogan (Eds.) *Researching children's experiences* (pp. 141-157). London: Sage.
- Willig, Carla (2010). *Introducing Qualitative Research in Psychology*. New Delhi: Tata McGraw Hill. Chapters 2: Qualitative Research Design, p. 15-33

*Some readings will also be introduced/ replaced in the first week of class.

Additional Readings:

- Axline, V. (1964). *Dibs in Search of Self*. New York: Ballantine Books.
- Barker, John and Weller, Susan. (2003). "Is it fun?" Developing children centered research methods." *The International Journal of Sociology and Social Policy*, 23 (1/2), 33-58.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). New York: Pearson.
- Cahill, S. (1990). "Childhood and public life: Reaffirming biographical divisions." *Social Problems*, 37(3), 390-402.
Chapter 4, part 16: pp. 349-368. Also, section on "Interviewing children": pp. 374-376
- Cohen, L. Manion, L. & Morrison, K. (2007). *Research methods in education*. Nicholson.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Crowley, C., Harré, R., & Tagg, C. (2002). Qualitative research and computing: methodological issues and practices in using QSR NVivo and NUD^{*} IST. *International Journal of Social Research Methodology*, 5(3), 193-197.
- Dyson, A. H. (1990). Research in review. Symbol makers, symbol weavers: How children link play, pictures and print. *Young Children*, 45(2), 50-57.
- Dyson, A. H. (2003). "'Welcome to the Jam:' Popular culture, school literacy, and the making of childhoods." *Harvard Educational Review*, 73(3), 328-361.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures: Selected essays*. New York: Basic Book, pp. 3-30.
- Geneshi, C. & Dyson, A. H. (2009). *Children, Language, and Literacy: Diverse learners in diverse times*. New York: Teachers College Press.
- Glaser, B. G., & Strauss, A. L. (2009). *The discovery of grounded theory: Strategies for qualitative research*. Transaction Publishers.
- Glaser, B., & Strauss, A. (1967). The discovery of grounded theory. *London: Weidenfeld and Jones*, M. (2007). Using Software to Analyse Qualitative Data. *Journal of Qualitative Research*, 1(1), 64-76.
- Knapp, Nancy Flanagan. 1997. "Interviewing Joshua: On the Importance of Leaving Room for Serendipity." *Qualitative Inquiry* 3(3): 326-342.
- LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of educational research*, 52(1), 31.
- Literat, I. (2013). "'A pencil for your thoughts': Participatory drawing as a visual research method with children and youth." *International Journal of Qualitative Methods*, 12, 84-98.
- Marshall, Catherin & Rossman, Gretchen, B. (2006) *Designing qualitative research, 4th Edition*. Thousand Oaks, CA: Sage Publications.
- Mitchell, L. M. (2006). "Child-centered? Thinking critically about children's drawings as a visual research method." *Visual Anthropology Review*, 22(1), 6-73.

- Narayan, K. (1993). How native is "Native" Anthropologist? *American Anthropologist*, 95(3), 671-686.
- Rubin, H & Rubin, I. (2012) *Qualitative Interviewing: The art of hearing data*. London: Sage.
- Sharma, S. (1992). Social science research in India: A Review. *Economic and Political Weekly*, 27 (49/50), 2642-2646. Available at: <http://www.jstor.org/stable/4399211>.
- Shaver, T., Frances, V., & Barnett, L. (1993). Drawing – and – Dialogue. Liverpool School of Tropical Medicine: *Education Research*.
- Singh, A. (2009). Theatre in Pedagogy: theatrical devices as Classroom Resources in *International Journal Arts and Society*, 4 (1), 251-271.
- Thomson, P. (2008). (Ed.) *Doing visual research with children and young people*. London: Routledge.
- Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. NY: The Free Press.

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201209

Title: Reading Educational Policies: Contexts and Practices (REP)

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education, Semester 4 and all other MA Programs

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2018

Course Coordinator and Team:

MA Education: Manish Jain (C)

Email of course coordinator: manish@aud.ac.in

Pre-requisites: None

Course Objectives:

- Unlike other courses on education policies that focus on resource allocation, specific plans, key policy recommendations or education planning, this course 'Reading Educational Policies: Contexts and Practices' draws upon literature and concepts drawn from Political Science and Sociology of Education to understand and examine the nature, formation and enactment of educational policies. For this purpose it engages with the contradictory classed, caste and gendered character of the State and its educational policies and asks what are the questions, social categories, resources and meanings from the discourses and practices of wider society that are drawn in the policies/programmes? How do these policies shape social categories and simultaneously position different social groups and individuals within these categories? It attempts to understand and examine educational policies (as texts, discourses, practices and outcomes) with reference to their historical, political and normative contexts, social power relations, mediation through different institutional structures and theoretical frames that guide perception of 'problem(s)' and suggest 'solution(s)' to them. The course aims at developing capacities and skills among students to situate a policy text or proposal by paying attention to its contexts, processes, institutions, outcomes and effects (both material and symbolic).
- To develop these capacities, students will be introduced to different theoretical approaches and methods to frame and analyse educational policies. Though the course will draw upon literature, research and cases from different countries, yet it will focus on the specific nature, challenges, issues and debates of educational policy formation in India. Such a focus would entail discussion on key policies emerging trends and discourses, politics of 'reforms' and restructuring, relationship and interaction among state, international actors, civil society and market, and issues of access, quality and inequality. The course would also examine the

knowledge/power relationships among educational policy formation, research and funding. Each unit would use a case study or contemporary debate from India or elsewhere to foreground the key questions to be discussed in that unit.

- **Course Outcomes:**

On successful completion of this course students should be able to:

12. Explain different theoretical perspectives on education policy;
13. Show awareness of key policies, issues and debates in education around privatisation, quality, efficiency and accountability in contemporary India;
14. Examine education policies and discourses;
15. Identify different actors and their role in formation and implementation of education policies;
16. Analyse role of evidence, research, interest-advocacy groups, policy transfers, social power relations and normative frameworks in opening 'policy window' and policy formulation.

Brief description of modules:

The course is organised in four units.

Unit 1: What is an Educational Policy: Multiple Meanings

This unit begins with the question what is an educational policy. It discusses different models and understandings of policy such as rationalist and developmentalist, policy as text, as process, action and as policy cycle. It also differentiates between different types of policies: material/symbolic, incremental/rational, distributive/redistributive etc. We look at a series of policy issues and questions for policy analysis. To understand what kinds of questions may be asked by one specific model/perspective and not other, feminist perspective is taken as a case in point in this unit.

Unit 2: Who makes Educational Policy: Actors and Contexts

Who are the different actors that participate in the framing and practice of a policy? This question of 'who' frames, participates and influences in policy formulation and implementation would involve understanding the actors: state, civil society, market/private, and international agencies such as World Bank and external funding agencies. We would attempt to understand meanings of these actors both conceptually and historically from different theoretical frames. To examine the changing expectations, roles and relationships of these actors, we would look at some key policy texts, initiatives and proposals made by them and situate them in historical, political, social and ideological contexts. This contextualization may help us develop better understanding of the specificity of a state and ability/interventions of different inter/national actors in influencing it at distinct historical junctures.

Unit 3: Policy Processes

This unit aims at understanding different theories and models of policy formulation and uses these in understanding policy and its different stages. We begin with the question, what gets

conceptualised as ‘problem’ (and from whose perspective) that requires a policy response to ‘solve’ it. How this problem identification sets an agenda that may or may not be taken up by the ‘political stream’ to frame policy. What role do evidence, research, interest-advocacy groups, policy transfers, social power relations and normative frameworks play in opening ‘policy window’ and policy formulation? What is the understanding of state, market and other social forces in this policy proposal? Who is heard and who remains voiceless in the formulation of policy problem? These questions will be taken up through case studies and debates on low-fee schools, school choice and teacher’s work.

Unit 4: Policy Implementation and Translation

This unit would focus its attention on the questions of translation and mediation of education policies and programs on the ground. If one set of studies on ‘implementation’ concentrate on proper ‘planning’ for implementation to avoid dilution of policy efficiency and wastage of resources and efforts, other studies focus on local institutions and actors who bring in new ideas and practices and in this process ‘translate’ and mediate the policies. Is this mediation and translation unbridled? Where and in what power to translate or constrain its scope lies? How is expert-subject relationship exercised or challenged and transformed in operationalizing the policy? What are the expected and unintended effects of this policy implementation and what do they tell us about the policy, the field/object of its gaze, the context and its complexity and the reconfiguration of power, state and other actors? These questions will be discussed with reference to case study as well. Students may be asked to look at the experience and practice of NCF 2005 and CCE as an example.

Assessment Details with weights:

- a) Assignment on Unit 2: 20 %
- b) Analysis of a policy document or a comparison of two policy documents: 30 %
- c) 2 individual and 1 group presentation on readings: 20 %
- d) Group assignment on a policy debate based on student’s choice: 30 %

Reading List:

Essential Readings for Unit 1:

1. Bell, Les and Stevenson, Howard (2006). What is Education Policy? In *Education Policy: Process, Themes and Impact*, New York: Routledge, pp. 7-24.
2. Rizvi, Fazal and Lingard, Bob (2010). Conceptions of Education Policy and Globalizing Education Policy Analysis. In *Globalizing Education Policy*, New York: Routledge, pp: 44-70.
3. Priyam, Manisha (2011). Aligning Opportunities and Interests: The Politics of Educational Reform in the Indian States of Andhra Pradesh and Bihar. PhD thesis submitted to the Department of International Development of the London School of Economics and Political Science, for the degree of Doctor of Philosophy, London, pp: 43-48, 63-66.
4. Lister, Ruth (2000). Gender and the Analysis of Social Policy. In Gail Lewis, Sharon Gewirtz and John Clarke (Eds.) *Rethinking Social Policy*. London: The Open University and Sage, pp: 22-36.

Essential Readings for Unit 2:

1. Torres, C.A. (1995). 'State and Education Revisited: Why Educational Researchers Should Think Politically about Education?', *Review of Research in Education*, No. 21, pp: 255-331.
2. Roger Dale (1999). Specifying Globalization Effects on National Policy: A Focus on the Mechanisms, *Journal of Education Policy*, 14:1, pp: 1-17.
3. Bottery, Mile (2000). Education and the Discourse of Civil Society. In *Education, Policy and Ethics*. New York: Continuum, pp: 195-213.
4. Klees, Steven J. (2012). World Bank and Education: Ideological Premises and Ideological Conclusion
5. Subramanian Vidya K. (2018). From Government to Governance: Teach for India and New Networks of Reform in School Education. *Contemporary Education Dialogue*, 15(1): 21–50.

Essential Readings for Unit 3:

1. Edelman, Murray (1988). The Construction and Uses of Social Problems. In *Constructing the Political Spectacle*. Chicago: University of Chicago Press, pp: 12-36.
2. Tooley, James (2007). Could For-Profit Private Education Benefit the Poor? Some A Priori Considerations Arising from Case Study Research in India. *Journal of Education Policy*, Vol. 22, No. 3, pp: 321-342.
3. Ball, Stephen J. (1993). Education Markets, Choice and Social Class: The Market as a Class Strategy in the UK and the USA. *British Journal of Sociology of Education*, Vol. 14, No. 1, pp: 3-19.
4. Forsey, Martin, Davies, Scott and Walford, Geoffrey (2008). The Globalisation of School Choice? An Introduction to Key Issues and Concerns. In Martin Forsey, Scott Davies and Geoffrey Walford (Eds.). *The Globalisation of School Choice?* Oxford: Symposium Books, pp: 9- 25.
5. Srivastava, Prachi (2008). School Choice in India: Disadvantaged Groups and Low-Fee Private Schools. In Martin Forsey, Scott Davies and Geoffrey Walford (Eds.). *The Globalisation of School Choice?* Oxford: Symposium Books, pp: 185-208.
6. Jain, Pankaj S and Dholakia, H Ravindra (2009): "Feasibility of Implementation of Right to Education Act", *Economic & Political Weekly*, Vol 44, No 25, 20 June, pp 38-43.
7. Jain, Manish and S. Saxena (2010): "Politics of Low Cost Schooling and Low Teacher Salary", *Economic and Political Weekly*, 45 (18): 79-80.

8. Ozga, Jenny (2000). Education: New Labour, New Teachers. In John Clarke, Sharon Gewirtz and Eugene McLaughlin (Eds.) *New Managerialism, New Welfare?*, London: The Open University and Sage, pp: 222-235.

Essential Readings for Unit 4:

1. Dyer, Caroline (1999). Researching the Implementation of Educational Policy: A Backward Mapping Approach. *Comparative Education*, Vol. 35, No. 1, pp. 45-61.
2. Wilson, Fiona (2001). In the Name of the State? Schools and Teachers in an Andean Province. In Thomas Blom Hansen and Finn Stepputat (Ed.) *States of Imagination: Ethnographic Explorations of the Postcolonial State*. London: Duke University Press, pp: 313-344.
3. Priyam, Manisha (2011). *Aligning Opportunities and Interests: The Politics of Educational Reform in the Indian States of Andhra Pradesh and Bihar*. PhD thesis submitted to the Department of International Development of the London School of Economics and Political Science, for the degree of Doctor of Philosophy, London, pp: 257-273.
4. Mukhopadhyay, Rahul and Sriprakash, Arathi (2010). Global Frameworks, Local Contingencies: Policy Translations and Education Development in India. *Compare: A Journal of Comparative and International Education*, pp: 311-326.
5. Sharma, Shubhra (2011). “Empowerment was Never Conceptualized as Entitlement”: Problems in Operationalizing a “feminist” Program. In *“Neoliberalism” as Betrayal: State, Feminism, and a Women’s Education Program in India*. New York: Palgrave Macmillan, pp: 147-181.

School Name

Ambedkar University Delhi

Course Outline

Time Slot:

Course Code: SES 201 312

Title: Self Development Workshop

Type of Course: Compulsory course

Cohort for which it is compulsory: MA Education- 2nd semester

Cohort for which it is elective: None

No of Credits: 2

Semester and Year Offered: Winter semester

Course Coordinator: Dr. Shivani Nag Team: Shivani Nag & Vinod R.

Email of course coordinator: shivani@aud.ac.in

Pre-requisites: None

- 1. Course Description:** The focus of the self-development workshops is to enable the teacher in the process of listening and also reflection of one's own self over a period of time. It will essentially try to give importance to team building and group work rather than individual sense of academic achievement. This journey would then necessitate meeting with and relating to diverse groups outside the school setting and also field visits to remote areas of the country where innovative practices in education and the marginalized groups are engaged. Through the labyrinth of gendered contexts at home, neighborhood, educational institutions, society at large one would reflect on negotiations, one's relationship with others, and shaping of one's identity. A critical and reflection on one's own political role, contradictions, biases would be explored through this group endeavor.
- 2. Course outcomes:** At the end of the workshop course, students will be able to-
 - Reflect on one's own self through various modes of expressions.
 - Listen and receive other's expression of their selves.
 - Evolve group processes of team building and group work.
 - Interact with diverse groups of the community and relate to their lived reality and every day experiences.

- Critically reflect on their gendered and political aspects of their self, family and community.

3. Brief Description of modules:

- i. Teachers' personal self affects professional self which in turn affects commitment towards teaching.

Here we will work with dynamics of inter-personal relationships in staffroom, classroom space, understanding group dynamics is a significant component of teachers' experience in school—difficulties incumbent in understanding conflicts in inter-personal relationships vis-à-vis teachers, students, and parents.

The transaction of the module would include field visit to alternative educational institutions / sites such as Mirambika, New Delhi; Interaction with school teachers from private and government schools focusing on the theme of the first unit.

- ii. Teachers' sense of collective: here we get students to do tasks together, organising seminar, 'self' analysis, introspection, relating to others, role playing in order to address inter-group dynamics. The transaction would include field visit to neighbourhood communities; interaction with the community, try to involve students to collect the narratives from the community to evolve some account of oral histories about Delhi.
- iii. Relationship of Life with marginalised: Students would be encouraged to engage with children who have dropped out of school system; work with non-school going children; as part of course requirement students would be encouraged to visit orphanages, or night shelter for instance; visits to different families from various socio-economic backgrounds.
- iv. Teachers in the Gendered context: life at home, life at work, interaction with the opposite sex, schooling as a gendered space. Critical sensitivity to gender issues would be addressed through the course. The module will include- two-three workshop on gender and sexualities and screening of movies like- Freedom writers and Monalisa Smile that while looking at the self of teacher, also explores how gender informs the professional self of the teacher .
- v. Political Self of the Teacher—How do they become active mobiliser towards collective action, by their participation in social movements, grass-root movements, by at least engaging with the popular debates on Education, Environment and Development among others. Transaction would involve students interacting with people from various

movements, engaging with literature on movements like- Narmada Bachao Andolan, Chipko movement, movement against manual scavenging and others.

4. Transaction of modules: The transaction of different modules would include- field visits, screening of documentaries/movies, module related workshops and discussion on select readings and texts
5. Assessment Methodology: Assessment would be based on continuous and comprehensive evaluation of students' participation in and completion of various tasks related to different modules and submission of self development journal (to be maintained throughout the semester) at the end of the semester.

School of education studies

Ambedkar University Delhi

Course Outline Monsoon Semester (July-December 2019)

| | |
|---|--|
| Course Code: | SES202204 |
| Title: | Quantitative Research Methods |
| Type of Course: | |
| Cohort for which it is compulsory: | |
| Cohort for which it is elective: | Cohort MA Education ECCE Cohort MA Education |
| No of Credits: | 4 Credits |
| Semester and Year Offered: | semester III |
| Course Coordinator and Team: | Dr. Nivdita Sarkar |
| Email of course coordinator: | niveditasarkar@aud.ac.in |

Pre-requisites: Students must have taken all the courses of Semester 1 and Semester 2 in M.A. (Education) and M.A. Education (Early Childhood Care and Education)

13. Course Description:

The course on Quantitative Research Methods is designed to provide students with a well-rounded understanding of research methods (quantitative, qualitative and mixed-methods) and familiarize students with quantitative research methods in particular. This will help them to understand the application of various quantitative techniques in diverse research settings. Emphasis will be given on achieving an understanding of quantitative methods, nature and logic of statistical tests and associated statistical techniques and provide hands-on experience in computer applications for data analysis. This will also help the students to think critically about the suitable procedures for research design, collection and analysis of data, and the usefulness of basic statistics for empirical data analysis.

14. Course Objectives:

5. To understand the philosophical and epistemological difference between quantitative and qualitative research methods
6. To recognize various concepts of descriptive and inferential statistics
7. To familiarize students with data sets available in the area of education
8. To understand the methods of central tendency and dispersion.
9. To interpret the results drawn on elementary statistics.
10. To introduce students to correlation and regression analysis.
11. To graphically represent a group of empirical data.
12. To familiarize students with Excel and SPSS and increase their ability to navigate these software packages on their own for empirical analysis.

15. Course Outcomes: One completion of this course

9. The students will be able to comprehend and interpret graphs and summary statistics presented in academic papers, reports and studies.
10. The students will be able to identify which estimates of central tendency (mean, median, mode) would be applied to solve a particular empirical problem.
11. The students will be able to recognize the various measures of dispersion and their applicability to solve different empirical problems.
12. The students will be able to distinguish between the concepts of correlation and regression and their application in various research settings.
13. The students will be able to navigate the software packages like Excel and SPSS for their own for empirical analysis.
14. The students will be able use statistical tools to conduct empirical research in the area education.

16. Brief description of the units:

Unit 1: Quantitative research methods

The course will begin with a brief discussion on the epistemological and ontological underpinnings of quantitative, qualitative and mixed methods, reasons as to why one should choose quantitative or qualitative approach and typical scenarios where the two approaches are combined, so as to give students a rounded understanding of research methods.

- 1.1 Comparative study of quantitative, qualitative and mixed methods approach
- 1.2 Sampling
- 1.3 Longitudinal, cross- sectional and trend studies
- 1.4 Experimental/ quasi- experimental methods
- 1.5 Designing a survey questionnaire

Unit 2: Introduction to statistics

This unit discusses descriptive statistics viz. types of variables, frequency distribution, and graphical representation of data, measures of central tendency and measures of dispersion. Students will be introduced to both Excel and SPSS in this unit and these sessions will continue throughout the course. The unit concludes with introducing students to data sets that are available in India for education research.

- 2.1 Basic descriptive statistics
- 2.2 Charts and graphs
- 2.3 Measures of central tendency
- 2.4 Measures of dispersion
- 2.5 Introduction to various education related data sets and handling data

Unit 3: Probability Distributions

This unit introduces normal probability distributions, which is the most important distribution in statistics and is the foundational base for inferential statistics, z- score problems, sampling distributions and the central limit theorem.

- 4.1 Probability distribution for discrete and continuous variables
- 4.2 The normal probability distribution
- 4.3 Sampling distribution
- 4.4 Sampling distribution of sample means

Unit 4: Statistical inference and ANOVA

This unit discusses how to use sample data to estimate population parameters. The topics of discussion are point versus interval estimate and significance tests for means and proportions and decisions and types of errors that typically arise in hypotheses tests.

- 4.1 Point estimate
- 4.2 Confidence intervals
- 4.3 Elements of a significance test
- 4.4 Significance test
- 4.5 Decisions and types of errors in hypotheses tests
- 4.6 Small sample inference for a mean- the t - distribution
- 4.7 Chi- squared test of inference for categorical variables
- 4.8 ANOVA

Unit 5: Correlation and Regression

Bivariate linear regression model will be discussed in this unit. The discussion will be quite detailed since understanding of bivariate regression is essential to further understand multivariate regression and advanced statistical techniques. We will initiate the discussion with the use of straight line to describe a particular form of relationship between two continuous variables and scatter plots to check if the relationship is approximately linear, followed by the use of least squares method to estimate the best line to describe a relationship, variability of data about the straight line, Pearson's correlation to measure the strength of linear association between two variables. Finally this unit will introduce the basic concepts of regression analysis.

- 5.1 Correlation and covariance
- 5.2 Pearson's and Spearman's correlation coefficient
- 5.3 Linear relationships
- 5.4 Least squares prediction equation and method of least squares
- 5.5 SPSS for empirical analysis

5. Assessment Plan

| S.No. | Assessment | Date/period in which Assessment will take place | Weightage |
|-------|---|---|-----------|
| 1 | Class Test | First week of September | 20% |
| 2 | Assignment | First week of October | 20% |
| 3 | Presentation | Last week of October | 20% |
| 4 | Class Test | Second week of November | 30% |
| 5 | Class participation which includes attendance and participation in group presentation | | 10% |

17. Readings:

Unit 1

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Second Edition. University of Nebraska (Chapter 1, pp.3- 26).

Kumar, R. (2015). *Research Methodology*. Fourth Edition. Sage India (Chapter 12, pp. 231-248)

Cohen, L., L. Manion and K. Morrison. (2000). Fifth Edition. *Research Methods in Education*. Routledge Falmer (Chapter 12, pp. 211- 225)

ASER Centre. (2014). *Middle Schools in India: Access and Quality* | MacArthur Foundation Grant No. 11-99655-00-INP. (A.2: Baseline survey questionnaires)

Converse, J. and S. Presser. (1986). *Survey Questions: Handcrafting the Standardized Questionnaire*, Issue 63.

National Sample Survey (2014): Social Consumption: Education, Schedule 25.2

Unit 2

Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 2, pp. 22- 62; Chapter 3, pp. 63- 87; Chapter 4, pp. 88- 117).

Unit 3

Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 5, pp. 118- 140).

Unit 4

Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 7 to Chapter 11, pp. 157- 306).

Unit 5

Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 14 to Chapter 16, pp. 368-465)

Gujarati, D. N. (2003). *Basic Econometrics*, Fourth edition. McGraw-Hill. *New York*.(Chapter 9, pp. 297-311)

Das, N.G. (1997). *Statistical Methods, Part I*, M. das and Co. (Chapter 9, pp. 309-363)

[Unit 4 and Unit 5 will focus not so much on formulae (though they will be discussed in class); instead emphasis will be placed on learning the significance of the statistic, its interpretation and appropriate use.]

Additional Readings:

King, B. M., Rosopa, P. J., & Minium, E. W. (2010). *Statistical reasoning in the behavioral sciences*. Wiley Global Education.

King, G. R. O. Keohane & S. Verba (1994) *Designing Social Inquiry*. Princeton University Press. (Chapter 1, pp. 3- 32).

Muralidharan, K. and V. Sundaram (2013). *The aggregate effect of school choice: Evidence from a two-stage experiment in India*. NBER Working paper 19441. Available online at <http://www.nber.org/papers/w19441>

Office of Quality Improvement. (2010). *Survey fundamentals: A guide to designing and implementing surveys*. Pew Research Centre. Questionnaire Design. Available online at <http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/#measuring-change-over-time>

Tashakkori, A. and T. Charles (1998). *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Sage Publications. (Part three: applications, examples and future direction of mixed model research)

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201104

Title: State, Society and Education

Type of Course: Core

Cohort for which it is compulsory: (MA Education, Semester 1); (MA Education ECCE, Semester 3)

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2019

Course Coordinator and Team:

MA Education: Manasi Thapliyal Navani (C);

Email of course coordinator: manasi@aud.ac.in

Pre-requisites: None

Course Objectives:

- The core objective of this course is to engage with assumptions upon which education as an institution is founded, and ask some foundational questions about the relationship between education, society and politics. We try to understand the overarching presence of the State in predicating the nature of the institution as well as the social relations and political imperatives shaping the institutions of education. We address the questions of:
 - How does formal education become central to the project of modernity, development and democracy, particularly so in the Indian context?
 - How does “ideology” implicate the question of knowledge and education?
 - What political and social factors influence the visions and functioning of educational institutions?
 - How does inequality at the political, social, and at the level of economy, affect the educational experience? And,
 - In what ways do schools help to maintain social-political asymmetries?

These are the questions that students will engage with in this first semester core course and it is hoped that having done that they would be able to engage meaningfully and critically with the discourse around educational practice in India.

Course Outcomes:

On successful completion of this course students should be able to:

17. Explain the concept of State from classical liberal, liberal, and neo-liberal perspective;
18. Demonstrate a knowledge of key issues and debates around state's role in provision of education;
19. Identify key theorists and arguments in the discourse of inequality and exclusion in educational context;
20. Put educational policy texts and institutional practices into dialogue with contemporary socio-political context in a reflective way;
21. Analyze concepts and organize arguments in a persuasive way using both written and oral skills;
22. Demonstrate an awareness of critical skills required to read a range of texts; and
23. Apply research skills to source materials for class presentations and assessment tasks.

Brief description of modules:

The course is organised in four units.

Unit 1: Modern State and School as an Institution (3 weeks)

- The purpose of the unit is to explicate how education is tied closely to the social-political project of the State. This will be addressed by exploring how the idea of education takes root in the imagination of a liberal welfare state, entwined with the ideas of rights, citizenship, equality, social opportunity, meeting the 'manpower' requirements, as a well as emergence of the idea of a secular school. We will try to look closely at the industrial revolution context of institutionalisation of education and in particular mass schooling in the West, its rationale, its forms in the imperial setting as well as in the sites of colonial domination (like India)¹. We begin to explore thus the question of "What purposes have the school served?" in varied contexts as well as in its contemporary form.

¹ This will be dealt in significant detail in the History of Education course. Here the emphasis will be more of the nature of problematizing the "given-ness" of the structure and purposes of the schooling and institutionalized education.

Unit 2: Knowledge, Ideology and Education (4 weeks)

- The focus of this unit is broadly upon how *ideology* implicates educational practice. We engage with the ways in which it shapes our worldview, on how consensus gets created at a given point of time around seminal questions like what knowledge is of worth or what is worth teaching, to other ‘mundane’ queries about the institutional practices such as streaming, labeling of students, examinations, achievement tests, talent examinations and therein the construct of intelligence used in everyday discourse in schools. How does this lead to schools becoming complicit and the extent to which they become instrumental in the reproduction of social inequalities, is a question that will be inquired into. We also begin to reflect, in this context, on the different socio-political contingencies that have shaped the contours of the education system in India.

Unit 3: Education, Inequality and Exclusion: (3 weeks)

- This module will engage with the social context of education in India. We engage with the social structures and inequality: its forms, basis and critically examine how issues of access and equity within the education policy discourse are implicated by structures of inequality such as caste, class, gender, religion and ethnicity, across the rural and urban contexts. This will enable conceptualization of overlapping axes of social exclusion engendered through education in Indian context.
- We will take up some of the major debates in the Indian context (over affirmative action, meritocracy and reservations in educational institutions; the common school system debate, expansion of private schooling, EWS reservation in context of RTE) to make visible the contested terrain of education in India.

Unit 4: Education and the Political Economy (3 weeks)

- We examine here questions of education finance and privatisation—provision, choices, state’s financial commitment to the social sector of education. We see how the dynamics of public funding is linked to the idea of public good. How do notions of ‘quality’, ‘efficiency’, and universal access, for instance, hold through together with concerns of secular, just and democratic education? How do these get impacted in the context of globalisation and ascendancy of a neoliberal State? We explore this aspect by engaging with specific reform initiatives like, DPEP, SSA; debates over state control over education, role of international agencies like, UNICEF, OECD, World Bank etc. in the reform initiatives.

Assessment Details with weights:

- Assignment 1: Submission of 2 Memos on assigned readings for Unit 1 20 % (First Submission: 30th August; Second Submission: 20th September)
- Presentation (10%)
- Assignment 2: Book Review (30%) (Submission 10th October)
- End-term exam (40%). (Mid-November)

Reading List:

Unit 1

Essential Readings:

- Heywood, Andrew (2013). 'Political Ideas and Ideologies', pp. 27-55 and 'Politics and the State', pp. 56-79. *Politics*. Palgrave Macmillan
- Or
- Harrison, B & Dye, T. *Power and Society: An introduction to social sciences*. Thomson, Wadsworth. Chapter 3, "Power and Ideology", pp. 41-65
- Jyotirao Phule. "A statement for the information of Hunter Commission (1884)". In *Selected Writings of Jyoti Rao Phule*. New Delhi: Leftword Books. A submission to the Hunter Commission, arguing about need for state to support primary schooling for masses
- Pathak, A. (2002). Education as an arena of struggle. In *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Chapter 1, 57-108 (excerpts would be given from this section for discussion in class on secularisation of schooling, the Indian context...).
- Krishna Kumar, (1989) 'Colonial Citizen as an Educational Ideal', *Economic and Political Weekly, Vol. 24, No. 4* (Jan. 28, 1989) / Introduction of *Political Agenda of Education*.

Unit 2

Essential Readings

- Tagore, R.. The parrot's training. Excerpted from: V. Bhatia (ed.) 1994. *Rabindranath Tagore : Pioneer in Education*. Sahitya Chayan : New Delhi.
- Althusser, Louis. "Ideology and Ideological State Apparatuses." *Lenin and Philosophy, and Other Essays*. Trans. Ben Brewster. London: New Left Books, 1971. 127-188.
- Velaskar, Padma. (1992). Unequal schooling as a factor in the reproduction of social inequality. *Sociological Bulletin*, Vol. 39, Nos. 1 & 2, pp. 131-146.
- Kumar, K. (1989). Learning to be backward. In *Social Character of Learning*. New Delhi: Sage.
- Bourdieu, P. (1976). The school as a conservative force: scholastic and cultural inequalities. In *Schooling and Capitalism*. London: Routledge and Kegan Paul.
- Bourdieu, P. Forms of Capital

Other Suggested Readings and texts:

- Marx and Engels. The German Ideology, excerpted from <http://cwanderson.org/wp-content/uploads/2011/09/The-German-Ideology.pdf> (25 pages) (<http://cwanderson.org/wp-content/uploads/2011/09/The-German-Ideology.pdf>)
- Anyon, Jean. (1981). Social class and social knowledge. *Curriculum Inquiry*, 11, 1-42.
- Gramsci, A. On Ideology/State/Civil Society. In *Selections from Prison Notebooks*, 704-707/524-535.
- Holt, J. (2003). 'How children fail'. A summary in James Arthur and Ian Davis (ed.) *Education Studies Reader*, 319-326. London: Routledge.
- Apple, M., Oliver, Anita (1998). Becoming Right: Education and the formations of conservative movements. In Torres, C.A. and T.R. Mitchell (ed.) *Sociology of Education: Emerging Perspectives*, 91-120. New York: SUNY Press
- Harris, K. (1979). 'Education (as political manipulation)'. In *Education and Knowledge: A Structured Misrepresentation of Reality*, 128-163. London: Routledge and Kegan Paul.

Unit 3

Screening of *India Untouched*: Documentary by Stalin

Essential Reading

- Ambedkar, B.R. (1916). *Caste in India: Their mechanism, genesis and development*. Patrika Publications (pp. 1-32)
- Geetha V. (2012). The violence of caste and the violence in homes, and selections from *Patriarchy*
- Excerpts from Sharmila Rege (ed.) *Writing Caste, Writing Gender*.
- Pawde, Kumud. The story of my Sanskrit. In Mary E. John (ed.) *Women's Studies in India Reader*
- Velaskar, P. (1998). Ideology, education and political struggle for liberation: Change and challenge among the Dalits of Maharashtra. In Sureshchandra Shukla and Rekha Kaul(ed.) *Education, Development and Underdevelopment*. New Delhi: Sage.

Suggested

- Gail Omvedt (2012). *Understanding Caste*. Orient BlackSwan
- Satish Deshpande and Yogendra Yadav. (2006). Redesigning affirmative action. *Economic & Political Weekly* 41:2419-2424.
- Vasavi, A.R. (2003). Schooling for a new society? The social and political bases of education deprivation in India, in Ramya Subrahmanian, et.al. Education inclusion and exclusion: India and South African perspectives, *IDS Bulletin*, Vol. 34, No.1, pp.72-80.
- Talib, Mohammad. (1998). Educating the oppressed: Observations from a school in a working class settlement in Delhi, in Sureshchandra Shukla and Rekha Kaul(ed.) *Education, Development and Underdevelopment*. New Delhi: Sage.

- Manjrekar, N. (2003). Contemporary Challenges to Women's Education: Towards an Elusive Goal? *Economic and Political Weekly*, 38(43), 4577-4582.
- Nambissan, G (). Equity in Education. *EPW*.
- Roger Geffery. The Madrassa Teacher.

Unit 4 Essential Readings

- Sainath, P. The globalisation of inequality. *Seminar* issue 533
- Cole, Mike. (2008). Chapter 7, Globalisation, Neo-liberalism, and environmental destruction in *Marxism and Educational Theory*. Routledge.
- Kamat, S. (2004). Postcolonial Aporias, or What Does Fundamentalism Have to Do with Globalization? The Contradictory Consequences of Education Reform in India. *Comparative Education*, 40 (2), Special Issue (28), pp. 267-287
- Krishna Kumar, Manisha Priyam, Sadhna Saxena (2001). Looking beyond the Smokescreen: DPEP and Primary Education in India. *Economic and Political Weekly*, 36 (7), pp. 560-568.
- Tilak, J.B.G. (2004). Public subsidies in education in India. *Economic and Political Weekly*, Vol. 39 (4), 343-359.

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2019)

Course Code: SES 201105

Title: Understanding Children and Childhood

Type of Course: Foundation course (Compulsory course)

Cohort for which it is compulsory: MA Education, MA Education (ECCE)

Cohort for which it is elective: -----x-----

No of Credits: 4

Semester and Year Offered: 1st Semester (Monsoon Semester 2019)

Course Coordinator and Team: Dr. Shivani Nag

Email of course coordinator: shivani@aud.ac.in

Pre-requisites: None

Aim and objectives of the course: This course aims to introduce students to methods and theories that will help them understand child and adolescent development. An introduction to major theoretical frameworks, current issues of concern and debates in child development will provide the context to an overview of the extensive theoretical and empirical work in the different aspects of development – physical, cognitive, language and socio-emotional. Students will also be familiarized with the cultural and contextual concerns that have emerged in recent decades and which pose a challenge to mainstream psychology. A critical perspective will thus be introduced by analysing the universal descriptions of development from a socio-cultural perspective and begin to understand the developmental pathways and the forces that influence the trajectory.

Course outcomes

At the end of the course, the students should be able to:

1. Identify the biological and the cultural processes of development and explain how the two are dynamically intertwined.
2. Describe the major theories of child development and critically examine the theories as they apply to the lives of culturally diverse children and their families.
3. Select appropriate design and methods for carrying out research with children

4. Observe children in their natural environments and describe their development in the social, emotional, physical, language, and cognitive domain.

Brief description of modules/ Main modules:

1. Unit 1- Understanding Child Development: Issues and debates

This unit focuses on ‘what is development’- its’ domains, stages of development and context. It examines the nature-nurture debate and also draws linkages between the cultural and biological evolution of humans. It discusses human culture, tools of the culture and processes through which it is inherited by children. It also briefly describes ways in which individual’s genetic endowment gets expressed in physical and psychological characteristics/ traits.

5. Unit 2- Theories of Development

This unit focuses on the psychological theories of development and aims to enable students engage with how the different theories of development address development in various domains, at various stages and also the interactions that happen across domains and stages. The key approaches/theories studied will be: Behaviourism and social learning theory; Psychoanalytic perspective (works of Freud & Erikson) & Bowlby’s Attachment Theory; Piaget’s Cognitive Development Theory; Vygotsky’s Sociocultural Theory; Ecological Systems Theory; Theories of Moral development

3. Unit 3- Methods of studying development

This unit will focus on development research focusing on design, methods of research and ethics of doing research with children and adolescents.

4. Unit 4 –Infancy and Early childhood

This unit will cover the developmental aspects of socio-emotional and cognitive aspects for children between age group 0-2 years.

5. Unit 4 Middle childhood & Adolescence

This unit focuses on the development of children during middle childhood years, their experiences in the school, their relationships with peers and adults, socialization processes and their sense of self and identity. This unit also focuses on the biological changes that occur during this period and its effects on the child’s ability to function. The physical, cognitive and social emotional development of adolescents will be discussed with reference to existing theories and research.

Assessment Details with weights:

1. Group Presentations on theories 30% (Mid September)

| | |
|------------------------------|---------------------|
| 2. Class test | 20% (Mid- October) |
| 3. Child- Observation report | 30% (Mid- November) |
| 4. End term-exam | 20% |

Reading list:

Berk, L.E. (2001). *Development through the life span*. Pearson Education India.

Bisht, S., & Sinha, D. (1981). Socialisation, family and psychological differentiation. In, D. Sinha (Ed.), *Socialisation of the Indian child*. pp. 41 – 54. New Delhi: Concept.

Cole, M. (1985). The zone of proximal development: where culture and cognition create each other. In J. V. Wertsch (Ed.), *Culture, communication, and cognition: Vygotskian perspectives* (pp. 146—61). Cambridge: Cambridge University Press.

Dalal, A., & Misra, G. (2010). The core and context of Indian Psychology. *Psychology and Developing Societies*, 22(1), 121-155.

Lightfoot, C., Cole, C M., & Cole, S. R. (2009) *Development of children*. Worth Publishers. Chapters 2 and 3

Kakar, S. (1981). *The inner world: The psychoanalytic study of childhood and society in India*. New Delhi: Oxford.

Rogoff, B., & Gauvain, M. (1986). A method for analysis of patterns illustrated with data on mother-child instructional interaction. In J. Valsiner, (Ed.), *The role of the individual subject in scientific psychology*. (pp. 261 – 290). New York: Plenum.

Saraswathi, T.S. (1999) , *Culture, socialisation and human development*. New Delhi: Sage.

Shonkoff, J.P. and Phillips, D.A. (2000). *From neurons to neighbourhoods: the science of early child development*. Washington, D.C.: National Academy Press

Weisner, T.S. (2002). Ecocultural understanding of children’s developmental pathways. 5(4):275-281.

Raby, R. (2007). “Across a Great Gulf? Considering research with adolescents.” In Amy L. Best (Ed.) *Representing youth: Methodological issues in critical youth studies*. NY: NYU Press, pp. 39-59.

Additional References:

Gopnik, A. (2012). What’s wrong with the teenage mind. Retrieved on 10th February, 2012
<http://online.wsj.com/article/SB10001424052970203806504577181351486558984.html>

Gottlieb, A. (2012). Promoting an anthropology of infants: Some personal reflections. Retrieved on 2nd July, 2013 from AnthopoChildren, 2012, 1, Gottlieb:
<http://popups.ulg.ac.be/AnthopoChildren/document.php?id=926>

Verma, S. & Sharma, D. (2003). Cultural continuity amid social change: Adolescents' use of free time in India. In S. Verma and R. W. Larson (Eds.), *Examining adolescent leisure time across cultures*. (pp. 37 – 51). San Francisco: Jossey-Bass.

Sharma, D. (2003). *Childhood, family and socio-cultural change in India. Reinterpreting the inner world*. New Delhi: Oxford University Press.

Nespor, J. (1999). "The meanings of research: Kids as subjects and kids as inquirers" *Qualitative Inquiry*,4(3), 369-388.

Punch, S. (2002). "Research with children: The same or different from research with adults?" *Childhood*,9(3), 321–341.

**School of Undergraduate Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Mon. & Fri. 9 to 11

Course Code: SES201202

Title: School knowledge, Curriculum and Texts [Advanced Course in Curriculum Studies]

Type of Course: Advanced Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education [Open for MA Education (ECCE)]

No of Credits: 4

Semester and Year Offered: Semester III (Monsoon Semester 2017)

Course Coordinator and Team: Dr. Gunjan Sharma

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: It is desirable that the students have taken Curriculum Theory and Practice (Semester 2, MA Education)

Aim: The course will adopt a sociological perspective to engage with ‘School knowledge, curriculum and texts’. It aims at:

- Enhancing the understandings developed in the core course Curriculum Theory and Practice, with a specific theoretical focus (critical theory in education)
- Locating school curriculum and texts in a larger socio-politico-cultural context
- Learning to critically analyse curricular materials like curriculum frameworks, syllabus & textbooks
- Engaging in selected exercises that form a part of curriculum practice and/or research (ex: analyzing and selecting texts for school children).

Course Outcomes:

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

1. Explain the development of curriculum studies as an area while drawing linkages with the socio-politico-cultural context of education
2. Analyse the debates on school curriculum and textbooks from a sociology of school knowledge perspective.
3. Select and analyse material for school textbooks
4. Critically explain the challenges of curriculum and textbook design in a democratic political context and in this process take a position on a spectrum of perspectives.

Brief description of modules/ Main modules:

1. Introduction: Situating the frame (1 week): This module will build linkages with the second semester course Curriculum Theory and Practice, particularly with the models of curriculum planning.
2. School knowledge and texts (3 weeks): This module will review the discourse on ‘school knowledge’ (as situated in the new sociology of education and critical theory perspectives) while engaging with the development of curriculum studies as an area.
3. Teachers, texts and children (3 weeks): This module will engage in examining policy processes with a specific focus on classroom practices and narratives of school teachers and children. It will involve a field based assignment and invited interactions with teachers.
4. Analysing and selecting textbooks (4 weeks): This module will introduce students to the process of textbook analysis. It will engage with the issues involved in selection of texts for schoolchildren.

Assessment Details with weights:

- Participation (10%): Participation in the google classroom discussions (capture questions on readings)
- One field based presentation & write-up (35%)
- One written assignment (35%)
- Modelling a textbook committee (20%)

Reading List:

Essential (may be revised):

- Flinders, D. J. and Thorton, S. J. (Eds.). (2009). *The curriculum studies reader* (3rd ed.). New York: Routledge. (Introduction, preludes to the various sections and afterword)
- Pacheco, J. Augusto. (2012). Curriculum studies: What is the field today? *Journal of the American Association for the Advancement of Curriculum Studies*, 8, pp. 2-15.
- Whitty, G. (1985). *Sociology and school knowledge: Curriculum theory, research and politics* (pp. 7-29). Methuen London.
- Hammersley, M. and Hargreaves, A. (2012). Introduction. *Curriculum practice: Some sociological case studies* (Vol. 18) (pp. 1-14). London: Routledge Library Editions.
- Young, M.F.D. (2009). *Bringing knowledge back in: From Social Constructivism to Social Realism in the Sociology of Education* (pp. xv-xix). London: Routledge. (Introduction)
- Kumar, K. (2001). *Prejudice and pride: School histories of the freedom struggle in India and Pakistan*. New Delhi: Viking Penguin. (Introduction and Chapter 4 – Ideology and power)
- Berger, P. and Luckman, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge* (pp. 11-29). London: Penguin Books.
- N.C.E.R.T. *A study of the evolution of the textbook from the ancient to the modern period*.
- Kumar, K. (1988). *Origins of India's "textbook culture"*. *Comparative Education Review*, 32(4), pp. 452-464.
- Apple, M. W. (2000). *Cultural politics and the text. Official knowledge*, 2nd edn (2000), pp. 42–60. London: Routledge.
- GoI. (2005). *Regulatory mechanisms for textbooks taught in schools outside the government system* (Chairpersons: Gopal Guru and Zoya Hasan). CABE, MHRD.
- Apple, M.W. (1998). *The culture and commerce of the textbooks*. In Beyer, L.E. and Apple, M.W. (Eds.) *The curriculum: Problems, politics and possibilities* (2nd ed) (pp. 157-172). NY: State University of New York Press. [Or Apple, M. W. (1988). *Teachers and texts*. (Chapter 4)].
- Nirantar. *Textbook regimes: A feminist critique of nation and identity – Overall analysis*.

- Ravitch, D. (2003). Textbook cases. *New England Review*, 24(2), pp. 150-164.
- Smith, A. (1985). Textbook selection: A more defined way. *American Secondary Education*, 14(3), pp. 6-9.
- Weber, R. P. (2004). Content analysis. In C. Seale (Ed.), *Social research methods*, pp.117-124. London: Routledge.

Supplementary:

- Nair, J. (2005). 'Dead certainties' and the politics of textbook writing. *Economic and political weekly*, 40(16), pp. 1587+1589-1592.
- Kirst, M.W. (1984). Choosing textbooks: Reflections of a state board president. *American Educator*, 8, 18-23. (to be procured)
- Kumar, K. (2004). Textbooks and educational culture. In *What is worth teaching* (pp. 15-28). Delhi: Orient Blackswan
- Bernstien, B. (2003). Social class and pedagogic practice. In *the structuring of pedagogic discourse, (Vol. IV) Class, Codes and Control* (pp. 63–93). London: Routledge
- Willis, P. (1981). *Learning to labour* (171-175). Hampshire: Gower.
- Menon, U. (2003). Where have the mangoes gone? *Economic and Political Weekly*, 38(18), 1747-1749.
- Giroux, Henry. (1996). Animating the youth: Disneyfication of children's culture. In *Fugitive cultures, race, violence and youth*, pp. 89 – 114. London: Routledge. (CIE library)
- Kumar, K. (1996). *Bacche ki bhasha aur adhyapak: Ek nirdeshika*. Delhi: NBT.
- Kumar, K. (1988). *Social character of learning*. New Delhi: Sage. (Chapter 5 – Third World in televised text)
- Batra, P. (Ed.) (2010). *Social science learning in schools: Perspective and challenges*. Sage: India. (Part 2: Chapters 1 and 2)
- Kumar, K. (1988). *Social character of learning*. New Delhi: Sage. (Chapter 1 – Study of educational texts)

Ambedkar University Delhi

Course Outline

Winter Semester 2017

School: School of Education Studies

Programme with title: MA Education

Semester to which offered: II Semester

Course Title: Curriculum Theory and Practice

Credits: 4 Credits

Course Code (new): SES 201 106

Course Code (old):

Type of Course: Core Compulsory

Course Coordinator and Team: Dr. Gunjan Sharma (C); Dr. Rajhsree Chanchal

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: It is desirable that Semester I MA Education courses have been completed

Aim: The course is intended to engage the students with the theory and practice of curriculum in the Indian context. The aim is to enable them to reflect on the nature of 'curriculum' with respect to its location in educational practice and thinking. In doing so, the course engages with the varied stakes involved in the envisioning, development and transaction of school curriculum, and how these stakes get played out in educational policy and practice. These explorations further facilitate reflecting on the idea of education, its institutional form and aims, and how a 'learner' is situated in this context. The foundational perspectives in education facilitate these pursuits. In this sense, this course is also one of the components in the MA Education programme where the foundational perspectives converge.

Course outcomes:

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

1. Identify different positions on the debates around the institutional education
2. Analyse the assumptions underlying curriculum documents using their understanding of models of curriculum planning
3. Critically read literature and policy texts on curricular issues in schools

4. Propose initial solutions to curricular issues while debating different alternative approaches to school curriculum.

Brief description of modules/ Main modules:

Unit 1: Idea of institutional education and curriculum:

This unit will initiate the students into thinking about the idea of institutional education, the institution called school and the educational design called curriculum.

Unit 2: Society and school knowledge:

This unit will explore how society, school and curriculum are related and how conception of society reflects in conceptions of curriculum.

Unit 3: Curriculum development: Processes and debates:

This unit would focus on the seminal debates around and perspectives on curriculum development. The idea is to introduce the processes through which a curriculum emerges and the varied stakes involved therein.

Unit 4: Classrooms, pedagogy and curriculum:

The objective of this unit is to engage with transaction of curriculum in school contexts. It will focus on the relation between teachers and learners with a focus on understanding how curricular experiences are shaped in everyday classrooms as situated within the institutional and social context.

Unit 5: Curricular reform and ‘alternative’ education:

The central purpose of this module is to engage with curricular reform and ‘alternatives’ to ‘mainstream’ education. The module would do so by focusing on themes like – curriculum changes and shifts, agency of child, notion of quality of education, compulsory schooling, and the like.

Assessment Details with weights:

10. Class participation and attendance: 10%
11. One group work assignment: 25% (Early-mid February)
12. One individual assignment: 30% (Mid-Late March)
13. End-term examination: 35% (AUD-SES schedule)

Indicative Reading List:

- National Council of Educational Research and Training. (2006). *Position paper: National focus group on aims of education*, (MrinalMiri, Chairman). National Council of Educational Research and Training, Delhi, India.
- Kumar, K. (1992). What is worth teaching? In *What is worth teaching* (pp. 1 – 22). Delhi: Orient Longman

- Dhankar, R. (2003). *Aims of Education: Policy documents and demands of democracy*
- Egan, K. (2003). What is curriculum? *Journal of the Canadian Association for Curriculum Studies*, 1(1), pp. 66-72.
- Young, M. (2007). What are schools for? *Education Sociology*, 28 (101), pp. 1287-1302.
- Kumar, Krishna. (1999). Listening to Gandhi. In *What is worth teaching?* pp. 111 - 128. New Delhi: Orient Longman. (or Kumar, K. (1998). *BuniyadiShikshakiprasangigkta. Shikshavimarsha*)
- Tagore, Rabindranath (1951/2000). What is real education? In Devi Prasad (Ed.) *Rabindranath Tagore philosophy of education and painting*, pp. 43 – 50. New Delhi: NBT.
- National Council of Educational Research and Training. (2005). *National Curriculum Framework*, (Yash Pal, Chairman). National Council of Educational Research and Training, Delhi, India. (Foreword, acknowledgement, executive summary and the steering committee description)
- National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum syllabus and textbook*, (RohitDhankar, Chairman). National Council of Educational Research and Training, Delhi, India. (Summary)
- Posner, G. J. (1998). Models of curriculum planning. In L. E. and M. W. Apple (Eds.) *The curriculum: Problems, politics and possibilities* (2nd ed.) (pp. 79-91). New York: Sunny Press.
- Anderson, L W and Krathwohl, DR (eds) (2001) *A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Addison Wesley Longman).
- Apple, M. W. (1993). *The Politics of Official Knowledge: Does a National Curriculum Make Sense?* Teachers College Record Volume 95, Number 2, Winter, Teachers College, Columbia University
- Kumar, K. (1988). Origins of India's "Textbook Culture". *Comparative Education Review*, Vol. 32 (4), pp. 452-464.
- Ahvaan trust and Ambedkar University, Delhi. (forthcoming). *Teachers in conversation*. Proceedings of two focus group discussions with teachers.
- Apple, M.W. and Beane, J. A. (2007). *Democratic schools: Lessons in powerful education* (2nd ed.). Heinmann.
- Pathak, A. (2002). Mirambika: An alternative school. In *Social implications of schooling: Knowledge, pedagogy and consciousness* (pp. 166 – 235). Noida: Rainbow Publishers.
- Vineeta, Sood. (2012). Foreword to Indian edition. In J. T. Gatto, *Weapons of mass instruction: A school teacher's journey through the dark world of compulsory schooling*, pp. vii-xiv. Indore: Banyan Tree.
- Documentaries: *Summerhill*; HSTP

Textbooks/ Books for reference:

- Kelly, A.V. (2009). *The curriculum theory and practice*. Sage.
- Marsh, C. J. (2004). *Key concepts for understanding curriculum* (3rd ed.). London: RoutledgeFalmer.
- Flinders, D. J. and Thornton, S. J. (Eds.). (2009). *The curriculum studies reader* (3rd ed.). New York: Routledge.

School of Education Studies (SES)

Ambedkar University Delhi

Course Outline

Time Slot: Wed. 9 to 11 am

Course Code: SES201101

Title: Education in India Institutions Systems and Structures (EISS)

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Education Semester I

Cohort for which it is elective: None

No of Credits: 2

Semester and Year Offered: Semester I (Monsoon Semester 2019)

Course Coordinator and Team: Dr. Gunjan Sharma

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: None

Aim: The purpose of the course is to familiarise the beginning students of education with the institutions, systems and structures of education (especially in relation to school education) in contemporary India. The course has been structured around selected themes which would help in developing a basic familiarity with the educational set-up in India. These themes focus on areas like ecosystem of education in India, the constitutional and legal framework for education; levels of education; centrally sponsored schemes; and recent educational reforms. The primary objectives of the course are – to familiarise the students with vocabulary and category names frequently used in educational contexts, and initiating thinking about how the educational systems work. The course will be transacted through presentations, survey of relevant documents and cases, discussions and guest lectures/interactions with people working in the area of education.

Course Outcomes:

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

1. Demonstrate a familiarity with major educational institutions, systems and structures of India.
2. Identify and explain at an introductory level the education policy directions, issues and challenges and debates in the Indian context.

Brief description of modules:

The 2 credit course will be spread over the first semester for 2 hours every week devoted to specific themes transacted through lectures/presentations, discussions and survey of documents. These themes include:

- Ecosystem of education in India (with a focus on introducing the institutional categories, roles, relational context, stakeholders, participation, etc.)
- Constitutional and legal framework in context of school education (through some seminal cases in Indian context, and reading of select portions of the constitutional provisions which have bearings on education and Right to education Act)
- Levels of education: Structure, agencies, roles, inter-state differences in the system (particularly ECCE, higher education, teacher education)
- Centrally sponsored schemes in education and the flagship programmes of the State: District Primary Education Programme (MDG, Education for all, World Bank, structural readjustment and social safety net), Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, Mid-day meal (with a focus on how they were/are constituted, how they work and their status)
- Education reforms in India (with a focus on equity and quality): Post liberalization context, the child-centered 'shift', work of civil society and non-governmental organizations in education.

A tentative semester calendar for the course (may change as per the needs of the course /holidays etc.):

| Theme | Description | Tentative Schedule | Teacher/Guest Speaker |
|--|--|--------------------|-----------------------|
| Constitutional provisions for education (focus on Right to Education) | Constitutional provisions, legal cases, debates, reading and discussing selected portions of the RtE Act in classroom and sign-posting the areas of debates. | Week 1 and 2 | GS |
| Centrally Sponsored Schemes in Education | Concept, origin, funding pattern, and issues: DPEP, SSA and Midday Meal (and other new and proposed schemes like RMSA, Teacher Education) | Week 3 and 4 | GS |
| Assessment 1: A short essay on school system in India (Mid-September) | | | |
| Levels of education: ECCE | Structure, Schemes, agencies, roles, policies: ECCE, higher education, and teacher education. | Week 5 | RC |
| Teacher Education | Key debates/Challenges: Highlighting the gaps/ problematic/ surveying select relevant resources in classroom. | Week 6 and 7 | GS |

| | | | |
|---|---|---------|-----|
| Higher Education | | Week 8 | TBC |
| Educational Reform | <p>Week 1: Educational reforms and recent shifts:</p> <ul style="list-style-type: none"> - Introducing the context of reforms (equity and quality): Survey of relevant documents (PROBE Report, ASER Reports, India Exclusion Report, Naik (1979), DISE Flash Statistics) - The curricular reforms: Survey of relevant documents and discussions (NPE 1986, Yashpal Committee Report 1993, NCF 2000, NCF 2005) - The work of civil society and non-governmental organizations in education | Week 9 | GS |
| Tying-up: Ecosystem of education in India | <p>Ecosystem of education: What comprises the immediate environment of education in India? (Mapping the institutional categories, roles, relational context, stakeholders, participation, problems, etc.): The topic would be transacted primarily through discussions.</p> | Week 10 | GS |
| Assessment 2: Take-home | | | |

Assessment Details with weights:

1. Participation/Class tasks 10% (end of the course)
2. One short assignment 45% (by Mid-September)
3. End term (Written) 45% (as per AUD academic calendar)

Suggested reference resources:

Reports and documents:

- Committee on implementation of the right of children to free and compulsory education act, 2009. (2010). *Report of the committee on implementation of the right of children to free and compulsory education act, 2009 and the resultant revamp of SarvaShikshaAbhiyan* (Anil Bordia, Chairman). Ministry of Human Resource Development, Department of School Education and Literacy, New Delhi, India. (Theme 1, 3)
- Government of NCT of Delhi. (2012). Administrative structure and planning process. *District elementary education plan in context of RTE 2009 under SSA Delhi 2012 – 13*, pp. 7 – 10. Department of education, GNCT of Delhi. (Theme 3)

- Government of India. (1986). *National policy on education and Program of action*. Ministry of Human Resource Development, Education Department, New Delhi, India. (Theme 1, 4, 5, 6)
- Government of India. (1993). *Learning without burden - Report of the National Advisory committee appointed by the Ministry of Human Resource Development* (Yashpal, Chairman). Ministry of Human Resource Development, New Delhi, India. (Theme 6)
- Government of India. (2000). *A policy framework for reforms in education by Special subject group on policy framework for private investment in education, health and rural development* (M. Ambani, Chairman), Prime Minister's Council on Trade and Industry, Government of India. (Theme 4, 5, 6)
- Government of India. (2009). *The right of children to free and compulsory education act*. Ministry of Law and Justice, Legislative Department, New Delhi, India. (Theme 1, 2, 6)
- Government of India. (2011). *The Constitution of India* (updated upto Ninety-Seventh amendment Act, 2011). <http://indiacode.nic.in/coiweb/welcome.html>. (Theme 1, 2)
- Government of India. (March, 2011). *SarvaShikshaAbhiyan: Framework for implementation based on the Right to free and compulsory education Act, 2009*. Ministry of Human Resource Development, Department of School Education and Literacy, New Delhi, India. (Theme 1, 4, 5, 6)
- Ministry of Human Resource Development. (2010). *Model rules for right to free and compulsory education*. Retrieved October 28, 2010, from http://www.ncpcr.gov.in/Model_Rules/RTE_Model_Rules.pdf. (Theme 2)
- National Council for Educational Research and Training. (2005). *Executive summary: National Curriculum Framework*, (Yash Pal, Chairman). National Council of Educational Research and Training, Delhi, India. (Theme 6)
- NUEPA. (2011). *Elementary education in India – Progress towards UEE, Flash statistics* (DISE 2010-11). Delhi: NUEPA. (Theme 3, 6)
- Plan documents: Selections from education documents (<http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>) (Theme 5, 6)
- The Central University Bill, 2009 (Theme 3)

Suggested readings (may be replaced by fresh readings on the subject each year):

- Desai, S. B. et.al. (2010). *Human development in India: Challenges for a society in transition*. New Delhi: Oxford University Press. (Chapter 1) (Theme 6)
- Jandhyala B. G. Tilak, J.B.G. (Nov. 1989). Center-State relations in financing education in India. In *Comparative Education Review*, 33 (4), pp. 450-480. Article Stable URL: <http://www.jstor.org/stable/1188449>. (Theme 5)
- Prasad, M. (2007). World Bank Prescriptions & Structural Change in Higher Education in India. In *Independent People's Tribunal on the World Bank in India: Papers on World Bank's Policies, 21-24 September 2007* (pp. 47-57), New Delhi: People's Campaign for Common School System. (Theme 3, 4, 5)
- R. Govinda. (Ed.). (2002). *India education report*. New Delhi: OUP and NIEPA. (Theme 1 – 8)
- Ramachandran, P and V. Ramkumar. (2005). *Education in India*. Delhi: National Book Trust, India. (Theme 1)
- Ramachandran, V. (Ed.). (2003). *Getting children back to school: Case studies in primary education*. New Delhi: Sage Publications. (Theme 7)
- Ramchandran, V. et. Al. (2005). *Teacher motivation in India*. http://www.dfid.gov.uk/R4D/PDF/Outputs/policystrategy/3888teacher_motivation_india.pdf (Theme 3)
- Rao, D. B. (1998). *The District Primary Education Programme*. Delhi: Discovery publishing house. (Theme 4)

- Sadgopal, A. (2006). Dilution, distortion and diversion: A Post-Jomtien reflection on education policy. In *The crisis of elementary education in India*. (Ed. Ravi Kumar), pp. 92-136. New Delhi: Sage. (Theme 4, 5, 6)

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: TBD

Course Code: SES201203

Title: Education and School Ethnography [Qualitative Research Methods Elective Basket]

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education

No of credits: 4 Credits

Semester and Year Offered: Monsoon Semester, 2013

Course Coordinator and Team: Dr. Gunjan Sharma

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: It is desirable that the participants have taken the course Introduction to Education Research

Aims/Outline:

Ethnography has emerged from the discipline of anthropology and community-based sociological research. As a methodological tradition it is shaped by a view about the social world and social inquiry, situated in these two disciplines. While there are several school and education ethnographies, there have been debates of various kinds about the ‘application’ of the method to research in education. Equally significant (yet less highlighted) is the question that given its disciplinary origins how well traditional ethnography elicits ‘school/educational reality’. Against this backdrop, this course will revolve around school/education ethnography – its application, contributions and critiques. To this end, the student will be introduced to certain seminal ethnographies in education, the debates in the field and the approaches to fieldwork. Through short field based assignments students will be introduced to the relevant tools and techniques.

Course Outcomes:

By the end of the course the participants will be able to:

1. Appreciate ethnography as a methodology for qualitative research in education as they identify unique features and challenges of ethnography in education
2. Formulate qualitative research questions, develop certain tools, collect and interpret data
3. Read ethnographic findings critically
4. Engage with the issues of positionality and ethics in ethnographic research

Brief description of modules/ Main modules:**1. Ethnographies in school context: (3 weeks)**

This module will introduce the students to certain seminal ethnographic researches done in educational/school context and in anthropology. By building on the work done in the introductory course in research, the discussions will situate 'ethnography' as a method of research in social sciences (with reference to other methods).

2. Organization, 'culture' and community: (2 weeks)

This unit will revolve around reflecting on the various field-site focuses of education ethnographies. In this process, it intends to build an understanding of school ethnography as an inquiry that conceives school as a social/cultural institution.

3. Fieldwork and data collection: 'Being there' (3 weeks)

Around certain selected field based works, the group will engage in understanding some ways in which fieldwork has been presented by researchers. This will revolve around questions like: How does a researcher understand the field? How does s/he relate to the community and the institution? How does s/he collect data? What 'goals' does s/he bear in mind? What are the varied kinds of roles that the people from the community assume vis-à-vis the research?

4. Ethnographic 'perspective' and interpretations: (4 weeks)

Building on the work done in the introductory course and non-school based field attachment, the discussions will focus on the nature of qualitative collected, its analyses and writing. The classroom sessions will critically examine the 'techniques' focused approach to school ethnography vis-à-vis that of interpreting school culture – and will discuss the features of a good ethnography.

Assessment Details with weights:

1. Participation (10%)
2. Review of an ethnographic study (30%)
3. Short field-based assignment (30%)
4. End-term examination (40%)

Reading List:

Erickson, F. (1984). What Makes School Ethnography "Ethnographic"? *Anthropology and Education Quarterly*, Vol. 15, 51-66.

Denzin, N, and Lincoln, Y. S. (2011). *Introduction: The discipline and practice of qualitative research*. In Denzin, N, and Lincoln, Y. S. (Eds.) *The SAGE handbook of qualitative research* (4th ed.) (pp. 1-18).

London: SAGE Publications

Thapan, M. (1991). *Life at school: An ethnographic study*, pp. 229 – 245. Delhi: OUP. [Chapter 1: School Organization the 'transcendental' and the 'local' orders and Chapter 4: Teacher Interaction: Formal and Informal]

Willis, P. (1977). *Learning to labor: How working class kids get working class jobs*. pp. 1-7. New York: Columbia University Press.

Ballentine, J. H. (1997). The school as an organization. In *The sociology of education: A systematic analysis* (pp. 128-146). NJ: Prentice-Hall.

The Penguin dictionary of Sociology (1994). *Institutions* (pp. 126-127). London: Penguin.

Wolfinger, N. S. (2002). On writing fieldnotes: collection strategies and background expectancies. In *Qualitative Research* (pp. 85-95). Delhi: SAGE Publications

Sarangapani, P.M. (1997). Social experience and child's construction of knowledge. (PhD thesis – Chapter 3)

Sharma, G. (2013). Politics of institutional knowledge and exclusion. (PhD thesis – Chapter 3)

Srinivas, M.N., A.M. Shah, E.A. Ramaswamy. (2002). *Fieldworker and the field: Problems and challenges in sociological investigation*, pp. 2 – 14. OUP.

Geertz, C. (1983): "Thick description: Toward an interpretive theory of culture". In: *The interpretation of cultures: Selected essays*. New York: Basic Books, p. 3-30.

Fetterman, D. M. (Ed.) (1984). *Ethnography in educational evaluation*. Sage new delhi. 1984. [Chapter 2: Ethnography in educational research: The dynamics of diffusion, (pp. 21-36) (CIE library: 001.4).]

Wilson, S. (1977). The use of ethnographic techniques in educational research. *Review of Educational Research*, 47(1), 245-265. (Electronic copy available)

Martyn, H. (2000). The relevance of qualitative research. *Oxford Review of Education*, 26(3/4), The Relevance of Educational Research, 393-405. Stable URL: <http://www.jstor.org/stable/1050766>.

Denzin, N, and Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). London: SAGE Publications (Two chapters from part IV).

20 page selection to be presented by the course teacher from the following:

Sarangapani, P.M. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. New Delhi: Sage.

Sharma, G. (2013). *Politics of institutional knowledge and exclusion*. Unpublished PhD thesis submitted to the Department of Education, University of Delhi.

Thapan, M. (1991). *Life at school: An ethnographic study*. Delhi: OUP. (10 page selection)

Srivastava, S. (1998). *Constructing post-colonial India: national character and the Doon school*. London: Routledge.

Malinowski, B. (1922). *Argonauts of the Western Pacific*. London: George Routledge. (Selections: (Preface, Foreword, Acknowledgements, Table of contents) [Also on: <http://ia700301.us.archive.org/25/items/argonautofthewe032976mbp/argonautofthewe032976mbp.pdf>]

Mead, M. (1928). *Coming of age in Samoa: A psychological study of primitive youth for western civilisation*. New York, Mentor.

Additional readings:

Parsons, T. (1968). The school class as a social system: Some of its functions in American society. *Harvard Educational Review*, Reprint Series, No. 1, 69-90.

Khleif, B. B. (1971). The school as a small society. In Murray L. Wax, Stanley Diamond, and Fred O. Gearing (Eds.), *Anthropological Perspectives on Education* (pp. 145-155). New York: Basic Books.

- Chapman, T.K. (2007). The power of context: teaching and learning in recently desegregated schools. *Anthropological and educational quarterly*, 3(38), 297-315.
- LeCompte, M. D. and Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research*, 52(1), 31-60.
- Schmid, T. J. (1992). Classroom-based ethnography: A research pedagogy. *Teaching sociology*, 20(1), 28-35.
- Thapan, M. (1986). Lifting the veils: Fieldwork in a public school in south India. *Economic and Political Weekly*, 21(49), 2133-2139. Stable URL: <http://www.jstor.org/stable/4376416>
- Wolcott, Harry F. (1971). Handle with care: Necessary precautions in the anthropology of schools. In Murray L. Wax, Stanley Diamond, and Fred O. Gearing (Eds.), *Anthropological Perspectives on Education* (pp. 145-155). New York: Basic Books. (To be procured)
- Hammersley, M. (2005). Ethnography: problems and prospects. Talk given in the Qualitative Research Methodology Seminar Series, January, 2005, organised by School of Nursing and Midwifery and the School of Education, University of Southampton, and sponsored by the ESRC National Centre for Research Methods.
- Eisenhart, M. (2001). Educational ethnography past, present, and future: Ideas to think with. *Educational Researcher*, 30(8), pp. 16-27. Stable URL: <http://www.jstor.org/stable/3594346>

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Course Code: SES201205

Title: Introduction to Teacher Education

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education (it is open for MA Education (ECCE))

Credits: 4 Credits

Semester and year offered: Semester IV Winter 2019

Course Coordinator and Team: Akha Kaihrii Mao & Dr Gunjan Sharma (C)

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: It is desirable that the student has initiation in education

Aim: This course will introduce students to the concept, development and architecture of teacher education in India. It will engage with some key policies in teacher education in India, the various models and levels of teacher education programmes in the country, with respect to both pre-service and in-service programmes. In doing so, it will discuss this framework in a comparative context of the approaches to and frameworks of teacher education in some selected countries. The fundamental questions and debates, and developing a perspective on regulatory policy politics in the domain will cross cut these discussions.

Course Outcomes:

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

1. Explain the major challenges in teacher education in India in the contemporary context
2. Critically examine teacher education policy documents and practices
3. Identify and analyse different models of teacher education

4. Draw linkages between teacher education in India and the broader global/international context of the domain particularly vis-à-vis the development of education as an area of study.

Brief description of modules/ Main modules:

Unit 1: Concept and context of teacher education in India

This module will revolve around the questions central to teacher education in India and globally, such as is teacher education essential? What constitutes teacher education? How is teacher education located vis-à-vis other areas of study, and in terms of levels/stages of education and institutional location? In this process, it will engage with the concept and context of teacher education and how it has evolved in the country while touching upon the global developments.

Unit 2: Architecture of Teacher education in India

The module will engage with the question of organisation of teacher education in India through various institutions and agencies, while drawing comparisons with those in some selected countries (such as UK, USA and Germany). It will mainly consider the key challenges that emerge from such structural organisation.

Unit 3: Teacher Education Policy and Regulatory Politics

Focussing on reading selected policies and regulatory frameworks for teacher education in India, this module will make sense of issues, contradictions and the underlying ideologies in certain selected policy and regulatory frameworks. In this process it will make sense of policy and regulatory rationales, arbitrariness and politics vis-à-vis the dominant concerns in the field.

Unit 4: Practice of Teacher Education: Models and Approaches

This module engages with the translation of the concept, structure and policies of teacher education in practice. This will include critically discussing the dominant models of programmes and transaction approaches.

Assessment Details with weights:

| | |
|---------------------------|-----|
| 14. Class participation | 10% |
| 15. Individual assignment | 25% |
| 16. Group assignment | 30% |

Reading List (will be updated):

- Aldrich, R. (2006). The evolution of teacher education. In Whitehead & Hartely (edit) *Teacher education Major themes in education*. London. Routledge. Vol-II. Pp 414-426
- Altekar, A.S. (2012, reprinted). *Education in Ancient India*. Pp 47-81
- Devi, R.S. (1968). Origin and development of teacher education in India. In Mukerji, S.N. (edit) *Education of teachers in India*. Vol.-1, Delhi. S. Chand & Co. pp. 1-40
- Chatterjee & D'Souza (1956). *Training for teaching in India and England*. Orient Longman Pvt. Ltd. pp. 221-237, & pp. 278-295
- Fulton, J. (2006). Teachers – made not born? In Whitehead, M. & Hartely (edit) *Teacher education major themes in education*. London. Routledge. Vol-II, pp 334-355
- Manship, D. (1967). Training for what? In *Learning to live*. London. Pergamon Press Ltd. (pp 1-3)
- Saxena, Asthana, Agrawal & Adaval (1984). Growth and development of teacher education. In *An analytical study of teacher education in India*. Allahabad. Amitabh prakashan (pp 1-24)
- Reddy, R.S. (1998). Teacher Education in India. In *Principles and practices of teacher education*. New Delhi. Rajat publications (pp. 140-169)
- Asha, J. V and Singh, U. (2002-03). Models of teaching for developing teacher competencies. In *Policies and issues in teacher education*. Vadodara. Centre of advanced study in education, MSU.
- Mangla, S. (2010). Types of teacher education programmes. In *Teacher education trends and strategies*. New Delhi. Radha publications. Pp 100- 176
- Reddy, R.S. (1998). Methods of teacher education. In *Principles and practices of teacher education*. New Delhi. Rajat publications. Pp. 1- 33, 182- 218
- Whitehead, M. & Hartely (2006). The professional education of teachers. In *Teacher education major themes in education*. London. Routledge. Vol-II, pp 249-
- Buczynski, S and Hansen, C.B. (2010). Impact of Professional Development on Teacher Practice: Uncovering Connections. In *Teaching and Teacher Education*, Vol. 26, No. 3]. Amsterdam; Elsevier.

- Taylor, W. (2006). The educator of teachers in England. In *Teacher education major themes in education*. London. Routledge. Vol.-II. Pp 146-165
- Patterson, Clark & Bullough. (2006). Getting in step: Accountability, Accreditation and the standardization of teacher education in the United States. In whitehead and Hartley (edi.) *Teacher education major themes in education*. Vol.-V. London. Routledge, pp 146-165
- Chakarbarti, M. (1998). Teacher education and values. In *Teacher education: modern trends*. New Delhi. Kanishka publications, distributors, pp 119-142
- Labaree, D. F. (2006). Power knowledge, and the rationalization of teaching: A genealogy of the movement to professionalize teaching. In Whitehead and Hartley (eds.) *Teacher education major themes in education*. Vol.-V. London. Routledge, pp 127 – 180
- Sarangi, D. (2002-03) Problems and issues in In-service teacher education. In *policies and issues in teacher education*, pp 78 – 82 (and various problems)
- Sikes, J; Measor, L and Woods, P (1985). *Teacher Careers: Crisis and Continuities*. The Falmer Press.
- Tulasiewics, W and Adams, A. (1995). Teachers' professional status and prestige. In *The crises in teacher education: A European concern?* London. The Falmer Press. Pp 61-70
- Soni, S. (2007). Teacher training and educational quality in *Challenges and quality of Education*. New Delhi. Adhyayan Publishers and Distributors. Pp1-40
- Saxena, Priyam & Kumar (2001). Looking beyond the smokescreen DPEP and primary education in India. *Economic and Political weekly*. Feb. 17, 2001. Pp 560-568
http://epw.yodasoft.com/system/files/pdf/2001_36/07/Looking_beyond_the_Smokescreen.pdf
- Reports of the Government of India on Teacher Education.

**School of Global Affairs
Ambedkar University Delhi
Course Outline**

Time Slot- 48 hours

Course Code:

Title: Research Methodology - I

Type of Course: Core

Cohort for which it is compulsory: MA (Urban Studies) and MA (Global Studies)

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Semester 1 / Year 1

Course Coordinator and Team: N. Nakkeeran (GS), Pritpal Singh Randhawa (US) and Faculty members from CELE

Email of course coordinators: nakkeeran@aud.ac.in, pritpal@aud.ac.in

Pre-requisites: None

Aim:

This course is aimed at introducing the post graduate students to social science research and methodology. It is also aimed at equipping them with basic research skills.

Course Outcomes:

1. To train the students in the basic elements of social science research.
2. To know the basic tenets of research as a creative and strategic process.
3. To train students to think logically and scientifically in an inter-disciplinary framework.
4. To improve academic reading and writing skills.

Brief description of modules/ Main modules:

This course consists of four modules.

Module 1: Introduction to Social Science Research – Two weeks

This is an introductory module on social science research dealing with what is social research all about? How is social research understood as scientific research? What does one create and gain from a successful research process, analysis and writing? What are the strengths and difficulties of social research? What is interdisciplinary in social research? Why does it mean in Global/Urban Studies?

Module II: Basic Research Skills-1 – Tour, interactions and tutorial (Four weeks)

This module introduces students to effectively utilise different research related resource available in higher education contexts including library and its resources, accessing and using different online /digital resources and platforms such as Delnet, JSTOR, Google Scholar etc. This module will also focus on building the skill of effective reading.

Module III: Basic Research Skills-2 – Lecture and tutorial (Four weeks)

In continuation with the previous module, module III focuses on building the skill of effective academic writing and making presentation along with other adjunct skills such as reviewing books, reviewing literature, citation and referencing. It also deals with issue of plagiarism in academic writing.

Module IV. Research Problem, Questions and Methods (Two weeks)

Module IV will focus on conceptualising a research, starting from formulation of a research problem, framing research questions and objectives, and understanding the relevance, appropriateness and use of different research methods.

Assessment Details with weights:

This course will have continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups (70%) followed by an end semester exam (30%). The repertoire of skills included will hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake.

Reading List:

1. Babbie, E. (2008) *The Basics of Social Research*, 2008, Thomson Wordsworth (4th Edn.)
2. Bryman, A. (1984). The Debate about Qualitative and Quantitative Research. A Question of Methods or Epistemology. *The British Journal of Sociology*. 35(1): 75- 92
3. Facer, K. and Pahl, K. (2017). *Valuing Interdisciplinary Collaborative Research: Beyond Impact*, Policy Press.
4. Lincoln, Y. S. and Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging influences. In N. Denzin and Y. Lincoln (eds.), *Handbook of Qualitative Research* (2nd ed., pp. 163-188). Thousand Oaks, CA: Sage.
5. Mason, J., (2002) *Qualitative Researching*, Sage: London, (2nd edn.)
6. Mills, C.W., (1959) "On intellectual Craftmanship", Appendix to *The Sociological Imagination*, OUP.

ADDITIONAL REFERENCE:

7. Worksheets and some reading material will be distributed during the classroom interaction.
8. Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed method approaches* (2nd ed.). California: Sage.
9. Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Australia: Allen and Unwin.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code:

Title: Research Methods - 2

Type of Course: Core

Cohort for which it is compulsory: MA Urban Studies

Cohort for which it is elective: PG

No of Credits: 4

Semester and Year Offered: Second Semester

Course Coordinator and Team: Partha Saha & **Nakkeeran Nanjappan**

Email of course coordinator: partha@aud.ac.in

Pre-requisites: RM 1

Course Objectives/Description:

This course will help students to develop an in-depth understanding of various tools and techniques of both qualitative and quantitative research methods, data collection, conducting Focused Group Discussions, and both qualitative and quantitative data analysis. They will also be familiarized with working with data in worksheets and qualitative data software. Classroom teaching will be supported by group activities and empirical exercises. In this course, due attention will be given to reflectivity, reflexivity and ethics.

In a nutshell, at the end of this course, students are expected to have confidence in carrying out both qualitative and quantitative research studies including while working on their MA Dissertation.

Course Outcomes:

On successful completion of this course students will be able to:

1. Use secondary for undertaking various kinds of statistical analysis
2. Critically analyse various concepts of poverty and inequality

3. Undertake independent field survey involving data collection, in-depth interview, focussed group discussion
4. Use reflexivity and reflectivity in qualitative research
5. Analyse qualitative data using software

Brief description of modules/ Main modules:

1. Introduction to Database: This module will introduce students to some of the important data bases (Census and National Sample Survey in particular), their concepts and definitions.
2. Tabulation and graphical representation of data: This module will introduce students to some of the basic and fundamental techniques of exploring graphical and tabular representation of data in different contexts.
3. Measures of Central Tendency: This module will introduce students to some measures of central tendency like mean, median, and mode.
4. Measures of Dispersion: This module will introduce students to some measures of dispersion like range, standard deviation, coefficient of variation.
5. Index Numbers: This module will introduce students to construction of different kinds of index numbers.
6. Measuring Poverty & Inequality: This module will examine the interconnections between different measures in case of both poverty and inequality, review their conceptualizations and methods of estimations.
7. Preparation of data collection tools: Questionnaires, Interview schedules and interview guides: This module will equip students with different types of data that will get collected, types of variables, kind of analysis that will follow, directed vs. non-directed questioning, sequencing of questions, phrasing the questions, probing, filters/skips, potential kinds of errors in data collection, metadata and code definitions etc as well as familiarity with online platforms for preparation and canvassing interviews.
8. Data collection methods: In-depth Interview, FGD: In this module, apart from emphasizing procedural aspects of conducting an in-depth interview and FGD, students will learn about reflexive, ethics and sensibilities involved in qualitative research.
9. Data collection methods: Ethnography: This module will introduce ethnography as a process and product of research. Ethnography as a process involves a long period of intimate and holistic study of a small well defined community and involves prolonged fact-to-face interaction.
10. Data collection methods involving rapid appraisal techniques: This module will introduce students to important research techniques in ecological, development, and health studies using rapid appraisal techniques.
11. Rigor and quality in qualitative research; reflectivity and reflexivity; ethics: This module will introduce students to qualitative research techniques like rapport building, empowering and enhancing the scope for participation by participants in various aspects of research, reflexivity, reflectivity and transparency are some such key principles and values.

12. Analysis of qualitative data; Introduction to qualitative data analysis software: This module will introduce students how to use of softwares for analysis of qualitative data has facilitated some aspects of analysis such as speed of word processing, enhanced memory and retrieval and permanence of coding.

Assessment Details with weights:

Assessment 1: Empirical exercise using computer software – 25%

Assessment 2: Written Examination – 25%

Assessment 3: Term Paper – 30%

Assessment 4: Field Report – 20%

Reading List:

- Statistics in Social Sciences: Current Methodological Developments – S Kolenikov, D Steinley, L Thombs (eds)
- Elementary Statistics – Neil A Weiss
- Straightforward Statistics: Understanding the Tools of Research – G Geher and S Hall
- Feminist Research Practice: A Primer – Sharlene J, Hesse Biber (eds)
- Development Economics, Debraj Roy, OUP
- Bell, J., Waters, S., & Ebooks Corporation. (2014). Chapter 8: Designing and Administering Questionnaires .in *Doing your research project: A guide for first-time researchers* (Sixth ed.). Maidenhead, Berkshire: Open University Press.
[http://elearning.cfl.udn.vn/home/esp/pluginfile.php/3274/mod_resource/content/1/Judith%20Bell%20-%20Doing Your Research Project.pdf](http://elearning.cfl.udn.vn/home/esp/pluginfile.php/3274/mod_resource/content/1/Judith%20Bell%20-%20Doing%20Your%20Research%20Project.pdf)
- David L. Morgan: Portland State University, Focus Groups As Qualitative Research
- Erving Goffman: The presentation of self in everyday life (Selected extracts – Co-presence and Metaphors for social interaction)
- Atkinson and Hammersley, “Chapter 1: What is ethnography?” and “Chapter 3: Access” in *Ethnography: Principles in Practice*
- Comaroff, John and Comaroff, Jean : Ethnography and historical imagination
- Bernard, Russell H., *Research Methods in Anthropology, Qualitative and Quantitative Approaches*, Altamira Press, 1995
- Atkinson and Hammersley, “Chapter 2: Research design: problems, cases and samples” in *Ethnography: Principles in Practice*
- Atkinson and Hammersley, “Chapter 8: The process of analysis” in *Ethnography: Principles in Practice*

ADDITIONAL REFERENCE:

- Spencer, Ritchie and O'Connor “Analysis: Practices, Principles and Processes” in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*
- Wiles, Rose, *What are qualitative research ethics? Bloomsbury, London, 2013.*
- Network and Centre for Agricultural Marketing Training in Eastern and Southern Africa: “Chapter 8: Rapid Rural Appraisal”, in Marketing Research And Information Systems <http://www.fao.org/docrep/W3241E/w3241e09.htm>
- Spradley JP., Participant Observation
- Patton, M.Q. Chapter 7: Qualitative Interviewing. In *Qualitative research and Evaluation Methods*. Third Edition. Sage Publications, Inc. 2002
- Finch and Lewis, “Focus Groups” in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*
- Registrar General of India, Household Schedule, http://censusindia.gov.in/2011-Schedule/Shedules/English_Household_schedule.pdf

School of Global Affairs
Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SGA1FC103

Title: Introduction to Social Sciences and Humanities

Type of Course: Foundation Optional

Cohort for which it is compulsory: nil

Cohort for which it is elective: BA Sustainable Urbanism; BA SSH, BA Global Studies, BA Law and Politics

No of Credits: 4

Semester and Year Offered: 1st and 2nd Semester, 1st Year

Course Coordinator and Team: Rachna Mehra and Nakkeeran

Email of course coordinator: rmehra@aud.ac.in

Pre-requisites: None

Aim: The Course titled 'Introduction to Social Science and Humanities' is offered as a foundation to all these programs in the first and second semester. A foundation course is a kind of a building block, which gives necessary conceptual clarity to an uninitiated novice. It is a research methods course with an interdisciplinary approach and intends to help students appreciate the emergence of various disciplines in Social Sciences and Humanities like philosophy, sociology, psychology, History, economics, anthropology etc. In doing so, it introduces the students to research methods which is the bedrock of every discipline and in fact distinguishes one from the other.

Course Outcomes:

By the end of the course the student will be conversant with:

1. the philosophical ideas related to knowledge production
2. locate the trajectory of disciplines like history, literature, philosophy, science and various social science disciplines like economics, anthropology, sociology, geography, political science, psychology, statistics etc.
3. They will also understand how sciences came to be differentiated from social sciences and humanities.

4. They will be trained to use methods of a discipline to understand the formulation of a concept.

Brief description of modules/ Main modules:

I Knowledge Production

- What is knowledge? Knowledge as socially constructed.
- What are the social sciences and its components? How is it different from natural sciences?
- Origins of social science: ancient and modern knowledge orders, 'Scientific Revolution', Enlightenment: Freedom, Toleration and Progress; Positivism; Evolution of Modern Social Science Disciplines;
- Finding the non-west in 'western' knowledge?

II Theory and Practice

- Research Methods
- Theory building – Evidence, objectivity and ideology – Reasoning processes, data generation and hypothesis formation – Sampling and surveying society – Ethics and politics of research.

III Understanding Concepts

- Social Justice and Social Change: Through the lens of gender and caste
- Nations, Nationalism, Globalization
- Equality, inequality and freedom
- Rethinking Social Sciences

Assessment Details with weights:

Assessment structure (3):

First Assessment (30%) Class quiz based on readings of the first module

Second Assessment (40%) write a questionnaire based survey interviewing people on any one concept. They need to learn as well as evolve a methodology to do the survey.

Third Assessment (30%) In-class final examination (MCQ and Essay) based on the last unit on concepts

Reading List:

Marvin Perry, *An Intellectual History of Modern Europe*, Houghton Mifflin, Boston, 1993, pp. 121-5, 146-9, 154-69.

Immanuel Wallerstein et al. "The Historical Construction of the Social Sciences, from the eighteenth century to 1945", *Open the Social Sciences. Report of the Gulbenkian Commission on the Reconstructing of the Social Sciences*, ed. I. Wallerstein, Stanford Univ. Press, Palo Alto 1996.

Auguste Comte, 'A General View of Positivism' (1848)

Herbert Spencer, 'Progress: Its Law and Cause' (1857)

Ziauddin Sardar, 'Written Out of History', Background paper for the fourth Multiversity Conference "Decolonizing Our University", 27-29 June, 2011

Rachna Johari, "Psychology" (module for School of Open learning)

Earl Babbie, "Research Methods in Sociology", Cengage Learning India Pvt. Ltd., New Delhi, 2007, pp. 15-37, 49-50, 112-38.

M N Srinivas "The Fieldworker and the Field: A Village in Karnataka" (1979)

George G. Kunnath "Under the Shadow of Guns: Negotiating the Flaming Fields of Caste/Class War in Bihar", *Anthropology Matters*, 6/2 (2004), pp. 1-12.

Adam Swift, "Equality", in *Political Philosophy: A Beginners' Guide for Students and Politicians*, Polity Press.

Ernst Gellner, "Nation" and "Nationalism", *Blackwell Dictionary of 20th Social Thought*, ed. W. Outhwaite and T. Bottomore, Blackwell, Oxford, 1993.

V Geetha "Patriarchy: A History of the Term," *Patriarchy*, Stree, Kolkata, 2007, pp. 4-29.

V Iyenger "The Library Girl" (1985)

Ajay Sekhar "Older Than the Church: Christianity and Caste in "The God of Small Things", Economic and Political Weekly, vol. 38, no. 33 (2003), pp. 3445-49.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SGA1EL107

Title: Introduction to feminist theory and practice

Type of Course: BA Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: BA

No of Credits: 04

Semester and Year Offered: Winter 2019

Course Coordinator and Team: Sunalini Kumar

Email of course coordinator: sunalini@aud.ac.in

Pre-requisites: Registered as full time BA student at AUD.

Aim: This course is intended as a 101 introduction to feminist theory and practice, in India and globally. The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. It outlines the basic theoretical and conceptual tools students will need in order to view social structures and relations as producers and repositories of gender inequality. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the course will pay attention to the ongoing struggles of feminism to define both the field of study, and to intervene in actual political processes. It covers the history of feminism across the world and the surprising globality of these struggles, from imperial and anti-colonial to post-colonial and globalising contexts.

Course Outcomes:

On successful completion of the course students will be able to:

1. Identify key concepts and movements in feminist theory and practice – patriarchy, gender, sex-gender binary, global women’s movements.
2. Interrogate the ordinary and everyday in the context of gender; to see gender as a lens for understanding the world.
3. Critically engage with ongoing feminist debates and struggles across the world in their complexity and diversity.

Brief description of modules/ Main modules:

1. Unit 1 Foundations: Patriarchy, Sex-Gender Debates. This unit will introduce students to the feminist understanding of patriarchy, and feminist theorising of the sex/gender distinction. The main debates covered include whether patriarchy is local or global; how to understand the various dimensions and complexities of patriarchy, the sex-gender debate and recent feminist research on biology and social factors.
2. Unit 2 Primary Units: Marriage, Family, Property, Caste: This unit will explore the role of gender in the genealogy and maintenance of primary units of social life in India and globally – Marriage, Family, and Caste – and the complex interactions between these. The primary focus here will be on critically understanding gender relations in the family; intra household divisions, notions of differential entitlements patterned by gender norms and roles (especially in property rights); and in the case of India, the gendered quality of caste.
3. Unit 3 Social Engines: Work and Care - The question of work and gender has been comprehensively explored by feminist theorising and research in recent decades. Within India, the thrust of feminist analysis has been on the sexual division of labour within the market; the distinct contributions and challenges of productive and reproductive labour for women; and the problem of visible and invisible work. Elsewhere, feminists have explored unpaid (reproductive and care) work as forms of gendered labour; as well as the continuing patterns of *underpaid* work that women engage in. This unit will cover all these debates, and students will learn to understand the myriad forms of women's work in urban and rural contexts.
4. Unit 4 Gendered violence; the violence of gender - While on the one hand, normative gender binaries themselves have been seen by feminists as a form of symbolic violence, women (and non-cis men, and transgendered people) also suffer overt and egregious forms of violence as is well known. Violence tends to produce a silence or a counter-violence in terms of strategies of coping (eg: the demand for 'chemical castration' after the Delhi gang rape of 2012). Students will be encouraged to go beyond these narratives, and understand the structural nature of gendered violence in areas like domestic life, communal carnages, and caste hierarchies. The recent debates on sexual aggression and harassment at the workplace will also be briefly touched upon.
5. Counter Currents – Local, Global and Transnational Feminisms – The modern women's movement has always been far more transnational and 'global' than is commonly assumed. Hence, instead of following the usual Indian gender studies courses' trajectory of going from the West to the Rest, students will be encouraged to think of women's critique as a fluid but powerful modular form that appears and is reconfigured in all modern societies.

Assessment Details with weights:

The course will have three types of assessment situations.

- Continuous assessment mode on the basis of their participation in class and their engagement with the material. This involves primarily short pieces and assessment of class responses (combined: 35%)
- The second assessment will involve an individual project/long essay on the investigation of a chosen theme (25%).
- The third assessment will be final examination (40%).

Reading List:

1. Kumar, S. "Introduction: Patriarchy and Lines of F(l)ight" in Kumar, S. (forthcoming) *A Sense of Self: Women, Power and Politics in Contemporary India* Delhi, Orient Blackswan.
2. N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
3. V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1- 20
4. Menon, N. (2012) *Seeing like a Feminist* Delhi, Zubaan.
5. Bama, Karukku (translated by Lakshmi Holmstrom), 2011. New Delhi, Oxford University Press.
6. Narayan, D. (2018) "Pleasing: Just Slide, Squeeze, Shrink, Adjust Kar Lo" from *Chup* Delhi, Juggernaut.
7. M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40- 46.
8. Barrett, M. and Mary McIntosh (1991) "The Anti-Social Family" from *The Anti-Social Family* London, Verso, pp. 43-80.
9. Chakravarti, U. (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.
10. Agarwal, B. (1994) "Why do women need independent rights in land?" From *A Field of One's Own: Gender and Land Rights in South Asia* Cambridge, Cambridge University Press, pp. 27-45.
11. de Beauvoir, S. (1997) "The Married Woman" from *The Second Sex*, London: Vintage, pp. 415-466.
12. Swaminathan, P. (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17.
13. Nandy, A. (forthcoming) "Gendered Care" in Kumar, S. (edited) *A Sense of Self: Women, Power and Politics in Contemporary India* New Delhi, Orient Blackswan.
14. Tronto, J. (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.
15. Durbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India should be repealed', in P. Kotiswaran, *Sex Work* New Delhi, Women Unlimited, pp. 259-262.
16. Butalia, U. (2017) *The Other Side of Silence: Voices from India's Partition* New Delhi, Penguin Random House.
17. K. Lalita and Deepa Dhanraj (2016) *Rupture, Loss and Living: Minority Women Speak about post-Conflict Life* New Delhi, Orient Blackswan.

ADDITIONAL REFERENCE:

Films and multimedia on gender and feminism; field trip if possible.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SGA1SU102

Title: Urban Environments

Type of Course: Core

Cohort for which it is compulsory: BA Sustainable Urbanism; BA SSH-Politics and Technology cohort

Cohort for which it is elective: UG

No of Credits: 4

Semester and Year Offered: 2nd Semester, 1st Year

Course Coordinator and Team: Rohit Negi

Email of course coordinator: rohit@aud.ac.in

Pre-requisites: None

Aim: The course introduces concepts and issues related to the environment, especially as they intersect with processes of urbanisation. Students will study how urbanisation reconfigures environments, that is, irreversibly changing certain ecosystems and replacing them with other, human-dominated ones. The means through which scientists and advocates look to ameliorate damage will be also highlighted.

Course Outcomes:

On successful completion of this course students will be able to:

1. Demonstrate an understanding of the major environmental and ecological impacts of urbanisation
2. Be sensitive to their own surroundings and personal environmental footprints
3. Evaluate important policies and frameworks through which environmental protection has been attempted

4. Read humanities and science-based material and express their thoughts systematically

Brief description of modules/ Main modules:

1. **Introduction:** The opening unit introduces basic concepts such as nature, environment, ecology, resource, ecosystem, biodiversity, population, community, adaptation.
2. **The Nature of Urbanisation:** The first concern of the module is to consider the manner urban areas draw on proximate and distant resources. The second, is to examine the landscapes that urban areas are themselves transformed into.
3. **Land:** The unit concerns the changes brought about on and underneath the earth's surface. These include changes in soil chemistry, extraction and excavation of earth, land cover change, and the progressive paving over natural surfaces.
4. **Water:** This unit will think through water in its multiple dimensions, urging students to evaluate their own relationship with it via means like noting use etc.
5. **Air:** This unit will examine the constituents of toxic air, its causes, its impacts, and the several attempts to ameliorate pollution.
6. **Health:** Environmental health has emerged as a critical area of study and action in urban areas. The unit will consider emergent concepts in urban health alongwith the existing and planned infrastructures that aim to cope with them.

Assessment Details with weights:

Assessment structure (modes and frequency of assessments): A City's Environment - students choose any city from anywhere in the world, describe its geography and demography, and detail any one environmental issue of importance to the city (20%), In-class mid-term examination, based on the first three units (25%). Personal Medical Experience—students describe their neighborhood, list the diseases that their family members have faced in the last 2-3 years, select one of these and then write an experiential account of what it meant to go through that ailment (20%). In-class final examination based on the final three units (25%). Class participation (10%).

Reading List:

McKinney, M. L. (2008) Effects of urbanization on species richness: a review of plants and animals. *Urban Ecosystems* 11(2): 161-176.

Gandy, M. (2012) Where does the city end?' *Architectural Design*, 82 (1): 118–119

Misra, T. (2018) The Kerala floods: a disastrous consequence of unchecked urbanization. CityLab. Available at <https://www.citylab.com/environment/2018/08/the-kerala-floods-a-disastrous-consequence-of-unchecked-urbanization/569014/>

Walsh, B (2012) Urban planet: how growing cities will wreck the environment unless we build them right. *Time*. Available at <http://science.time.com/2012/09/18/urban-planet-how-growing-cities-will-wreck-the-environment-unless-we-build-them-right/>

Ohlson, Kristing (2014) *The Soil will Save us: How Scientists, Farmers, and Foodies are Healing the Soil to Save the Planet*. NY: Rodale. Ch 1 and 4

Zalasiewicz, Jan (2018) *Geology: A Very Short Introduction*. OUP. Ch 5 (Earth Surface Geology)

Banerjee, Sarnath. *All Quiet in Vikaspuri*. HarperCollins India.

Dawson, Ashley (2018) Cape Town has a New Apartheid. *Washington Post*. Available from <https://www.washingtonpost.com/news/worldpost/wp/2018/07/10/cape-town/?noredirect=on>

Singh, Siddharth (2018) *The Great Smog of India*. Penguin India. Ch 1-2.

Guttikanda, Sarath (2017) *Primer on Source Apportionment of Air Pollution*. Urban Emissions. Available from http://urbanemissions.info/wp-content/uploads/docs/What_is_Source_Apportionment.pdf

Bollyky, Thomas (2018) *Plagues and the Paradox of Progress: Why the World is Getting Healthier in Worrisome Ways*. MIT Press. Ch 4, 5.

Patel, Raj (2012) *Stuffed and Starved: The Hidden Battle for the World Food System* (expanded edition). Melville House. Introduction and Ch 8.

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2018)

| | |
|---|---|
| School: | Human Ecology |
| Programme with title: | MA Environment and Development |
| Semester to which offered: (I/ III/ V) | I semester |
| Course Title: | Development and Social Change |
| Credits: | 4 Credits |
| Course Code (new): | SHE2ED102 |
| Type of Course: | Compulsory yes Cohort MAED |
| Course Coordinator and Team | Prof. Asmita Kabra (CC), Budhaditya Das |
| Email of course coordinator: | asmita@aud.ac.in |
| Pre-requisites: | None |

Course Description:

The course will seek answers to some key questions about the world we live in: What is 'development', and how can it be measured? What is 'underdevelopment'? Have these ideas and concepts changed over time? Why are some countries or regions so rich, and others so poor? What is the role of the state, the market and civil society in achieving 'development'? What are the new challenges of development in the 21st century? In doing so, the course aims to integrate the concepts and perspectives of a range of social science disciplines to demonstrate how they can usefully be combined to further understanding of problems of development and social change.

Learning Objectives

By the end of this course, students will have a well-rounded understanding of key **theories** that have informed the idea of development. They will be informed about the diverse **experiences** of development in different parts of the world. They will understand of some of the most significant **debates** about sustainable development. They will also be able to examine the concept of development more **critically** in the context of the changed geopolitics of the 21st century. They will be able to ask additional questions like: Who decides what is development, for whom, and with what consequences? They will be able to understand the intricate links between economic growth and development on the one hand and poverty, inequality and environmental degradation on the other.

Learning Outcomes

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

1. Read, comprehend and analyse complex texts pertaining to economic development in the global South
2. Critically analyse development discourses from different social science disciplines like economics, sociology and political science
3. Understand the role of power and politics in the pursuit of sustainable development
4. Understand real world development problems through country case studies
5. Analyse and synthesise sustainable development data from a variety of sources like the UN, World Bank etc.
6. Critically evaluate ideas, evidence and experiences of development issues and challenges in different countries from an open-minded and reasoned perspective
7. Learn about diverse values and beliefs about development from multiple cultures and with a global perspective
8. Pursue careful field-based enquiry into the ‘big questions’ of justice, well-being and sustainability in local, empirical contexts
9. Identify sources of data and information to pursue lifelong, self-directed learning about issues and debates on sustainable development

Course Outline

| S. No. | Module |
|----------------|--|
| Unit I | The history of development |
| 1 | What is development – Issues of definition and measurement |
| 2 | Colonial, capitalism and development |
| 3 | Industrialization and nationalist growth |
| 4 | International relations and nationalist development |
| 5 | Globalization and development: the early decades |
| 6 | Structural adjustment, the Washington Consensus and beyond |
| Unit II | Development Debates and Challenges in the 21st century |
| 7 | Development, inclusion and social justice |
| 8 | Development and sustainability |
| 9 | Beyond development? Alternative imaginations |
| 10 | The anti-development and post-development critiques |
| 11 | Rejecting Development: New social movements |
| 12 | The everyday realities of development |

Course Organization and Teaching

This course consists of five hours of face to face interactions each week, including classroom lectures, guided readings, group work and tutorials. Lectures will be interactive and will allow for intensive class participation and discussion. Outline notes for each lecture, as well as additional study material will be posted to students on Google Classroom.

Reading List

Core text books:

1. Chang, Ha Joon (ed.) *Rethinking Development Economics* London: Anthem Press.
2. McMichael, Philip (2007) *Development and Social Change* Pine Forge Press.
3. Reinert, Eric (2008). *How Rich Countries Got Rich . . . and Why Poor Countries Stay Poor*. London, Constable and Robinson Ltd.
4. Rich, B. (2013). *Foreclosing the future: The World Bank and the Politics of Environmental Destruction*. Washington D.C.: Island Press.

Key readings:

1. Benedict J. Tria Kerkvliet (2009). Everyday politics in peasant societies (and ours), *The Journal of Peasant Studies*, 36:1, 227-243.
2. Carson, R. 1962. *Silent Spring*. Crest Books, New York. (excerpts)
3. Doyle, T and D. McEachern (2007). *Environment and Politics*. Routledge (excerpts)
4. Ferguson, James. 2006. The Anti-Politics Machine. In Aradhana Sharma and Akhil Gupta (Eds.). *The Anthropology of the State: A Reader*, London: Blackwell Publishing, pp. 270—286.
5. Jong-Il You. 2002. *The Bretton Woods Institutions: Evolution, Reform and Change*. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.
6. Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's *Economic Growth in the 1990s: Learning from a Decade of Reform*". *Journal of Economic Literature*, Vol. XLIV (December 2006), pp. 973–987.
7. Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. **W.W. Norton, New York and London, 2011.**Chapter 3.
8. Saith, Ashwani. Goals set for the Poor, Goalposts set by the Rich. IAS Newsletter. Autumn 2007.

Other Resources

- Website: www.gapminder.org
- A variety of journal papers, films, blogs and other resource material will be made available online during the course transaction

Assessment:

There will be 3 types of assessments during the course:

| Assessment | Weight | Description |
|------------|--------|---------------------------------------|
| 1 | 30% | Participation in classroom activities |
| 2 | 40% | Test |
| 3 | 30% | Term paper and presentation |

Course outline of all courses in AES format

SEMESTER 1 COMPULSORY COURSES:

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2018)

| | |
|---|---|
| School: | Human Ecology |
| Programme with title: | MA Environment and Development |
| Semester to which offered: (I/ III/ V) | I semester |
| Course Title: | Ecology, Ecosystems and Biodiversity |
| Credits: | 4 Credits |
| Course Code (new): | SHE2ED101 |
| Type of Course: | Compulsory yes Cohort |
| MAED | |
| Course Coordinator and Team: | Dr Suresh Babu (CC) |
| Email of course coordinator: | suresh@aud.ac.in |
| Pre-requisites: | None |

Aim:

This course is an introduction to the scientific principles that govern the natural world around us and their applications to contemporary ecological concerns. The course will be a primer on basic ecological theory relating to the hierarchical organization of biological complexity as it is viewed in ecology – from individuals to ecosystems and beyond.

The contents would introduce students to processes that occur at populations, community and ecosystem levels. A brief section on Evolutionary Biology would produce the necessary anchorage for the central ecological principle discussed in the course.

The course will be taught in modules of 4 hours each week. The field skills module would be transacted at a field location with an opportunity to understand, estimate and measure ecological variables in the real-life conditions.

Learning Objectives:

The course will build a working knowledge of ecological concepts and terminology that are necessary to understand the contemporary ecological challenges. The students will also learn to apply theory to environmental/ecological problem solving. The field skills module will teach them to measure ecological variables that are relevant to natural resource management and human ecology.

Course Outcomes:

- Understanding of core ecological concepts such as biochemical basis of living, Evolutionary theory, Populations, Communities, Ecosystems and Global Biogeography

- Ability to effectively communicate through written material, graphs and oral presentations, to explain complex ecological phenomena, across and within learner groups
- Ability to recognize ecological underpinnings and patterns in natural phenomena, and apply the conceptual apparatus to the real world scenarios with a view to addressing issues and **providing solutions**.
- Ability to analyze ecological data, evidences and representations and ability to comment/draw independent conclusions supported by lines of reasoning and evidence
- Ability to define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships
- Ability to conduct research with self awareness, reflexivity and interpret scientific findings with societal contexts
- Ability to understand and use technology in a variety of situations, ranging from retrieving data from repositories, to collecting data from the field using instrumentation,
- Ability to analyze data using appropriate custom softwares, and visualizing and communicating information using variety of media
- Ability to do an independent ecological study, starting from a study design, to survey, to compilation and analysis of data and take a project to its logical conclusion.
- Ability to work in multicultural work groups, to accomplish complex tasks involving, theoretical, field based and lab based projects.
- Ability to discern and avoid unethical behaviour such as fabrication, falsification or misrepresentation of data and avoid plagiarism in any form
- Ability to appreciate biodiversity conservation challenges and environmental sustainability issues
- Ability to adapt to a variety of learning situations ranging from, theoretical, lab based and field based projects, that involve multiple learning contexts.

Course Content:

The Coursework is divided into broadly Five Sections, further divided in to 12 Modules. The sections are: (i) Basic Evolutionary Theory, (ii) Organismal and Population Ecology, (iii) Community Ecology, Dynamics & Species Interactions, (iv) Ecosystem Ecology and (v) Field Biology and Projects

| S. No. | Module |
|--------|--------|
|--------|--------|

| | |
|----|--|
| 1 | Introduction to Ecology, Ecosystems and Biodiversity |
| 2 | Basics of Evolutionary Biology |
| 3 | |
| 4 | Population Ecology |
| 5 | Basics of Community Ecology |
| 6 | |
| 7 | Basics of Community Dynamics |
| 8 | Basics of Community Dynamics: Ecological Succession |
| 9 | Food Webs and Food Chains |
| 10 | Ecosystems of the World |
| 11 | Ecology & Field Biology |
| 12 | |

Indicative Reading List:

- Begon, M., Townsend, C. R., & Harper, J. L. (2006). *Ecology: From Individuals to Ecosystems*. Malden, MA: Blackwell Publishers.
- Diamond, J., & Case, T. J. (Eds.) (1986). *Community Ecology*. New York: Harper and Row Publishers, Inc.
- Futuyma, D. J. (2009). *Evolution* (2nd ed.). Sinauer Associates Inc.
- Krebs, C. J. (1999). *Ecological Methodology* (2nd ed.). Harlow, England: Addison Wesley Longman, Inc.
- Krebs, C. J. (2008). *The Ecological Worldview*. CSIRO Publishing/ CABI Publishing.
- Krebs, C. J. (2009). *Ecology: The Experimental Analysis of Distribution and Abundance* (6th ed.). New York: Harper & Row.
- Ricklefs, R.E. & Miller, G. (2000). *Ecology* (4th ed.). W.H. Freeman & Co.
- Townsend, C. R., Begon, M., & Harper, J. L. (2008). *Essentials of Ecology* (3rd ed.). Blackwell Publishing.

Assessment:

Course evaluation will be done through a combination of tests/quizzes, writing assignments, field projects and student presentations. In All there will be Four Assessment situations- consisting of a short quiz, two tests, and a field based project (10, 20, 30, 40%) respectively.

**School of Human Ecology
Ambedkar University Delhi
Course Outline**

Time Slot: 2 x 2 Hours/ week

| | |
|---|--|
| Course Code (new): | SHE2ED315 |
| Title: | Gender and Environment |
| Type of Course: | Elective |
| Cohort for which it is compulsory: | None |
| Cohort for which it is elective: | MA Environment and Development |
| No of Credits: | 2 Credits |
| Semester and Year Offered: | IIIrd Semester; 2nd Year |
| Course Coordinator and Team | Dr Budhaditya Das |
| Email of course coordinator: | budhaditya@aud.ac.in |
| Pre-requisites: | None |

Course Description:

This course introduces feminist perspectives of looking at environmental issues and conflicts, the relationship between gender and environment in the Global South, and discusses how gender complicates the fields of environmental politics, science and governance. It also provides an overview of the intersections of environmental and women's movements of the last forty years, their common agendas, interests and contestations. It aims to examine diverse theoretical perspectives that engage with these issues and how they influence and critique conventional interpretations, policy practice and research outcomes.

Learning Objectives:

1. Introduce the concept of gender and its relationship with environment in the Global South.
2. To understand debates regarding gendered representations of nature, and women's association with environment in history and public culture.
3. To critically examine the role of eco-feminist theory and practice in shaping environmental politics and women's movements in the Third World.
4. To understand how gender roles and identities shape access, ownership and use of natural resources, such as land, forests and water.
5. To understand the potential and outcomes of inclusion of gender concerns in environmental policy and governance.

Course Outcomes:

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

1. Read, comprehend and analyse key texts within the field of gender and environment from the fields of anthropology, geography and feminist studies.

2. Think critically regarding gender relations and discourses in human societies and the workings of gender in social institutions.
3. Understand the role of gender identities in use, ownership and management of land and other natural resources in the Global South.
4. Analyse and evaluate environmental and natural resource laws, policies and programmes through the lens of equity and gender justice.
5. Conceptualise interdisciplinary research projects with a gendered perspective and feminist epistemologies.
6. Develop self-awareness of the implications of gender identities and reflexivity vis-a-vis their own positionality as students and researchers.
7. Recognise and celebrate the diversity of gender and other identities in communities and multicultural societies.
8. Comprehend contemporary social transformations throughout their lives with sensitivity, empathy and through the lens of gender justice.

Brief Description of Modules:

1. Conceptualising Gender

This introductory module delineates the concept of gender as it has evolved in the social sciences, distinguishing it from sex and biological characteristics. The module will focus upon gendered roles and identities in the spheres of production and reproduction, with an emphasis on concepts of patriarchy and intersectionality.

2. Troubled Relationships: nature, nurture and women

The idea that women are culturally and materially linked to nature will be examined in this module. Links between patriarchal oppression and human domination of the non-human will be explored in philosophical thought, environmental campaigns and socio-cultural practices.

3. Approaches to Understand Relationships between Gender and Nature

The module will engage with theories of ecofeminism, feminist environmentalism and feminist political ecology. The relevance and use of these frameworks in Third World contexts will be examined, as will be the points of agreement and the grounds of contention between them.

4. Women and Environmental Movements: justice, participation and resistance

This module will highlight the role of women in environmental movements, and the adoption of ecological concerns by feminist struggles. Using case studies like Chipko and social movements against hydropower projects, this module will interrogate the ways in which collective action takes into account feminist concerns.

5. Women in Agrarian Environments: Resource Regimes and Production Relations

The gendered access and ownership of natural resources and its implications for livelihoods, poverty and development will be discussed in this module. Women's access to land, forests and water will be studied, and how this shapes production relations within and outside the household.

6. *Mainstreaming Gender in Environmental Projects: Law and Policy Imperatives*

The final module will examine the practices of gendering natural resource governance in the last two decades. It will ask the question if greater involvement of women in decision making processes can make environmental governance more democratic and effective.

Assessment Details with Weights:

In-class quizzes: 25%

In-class presentations: 25%

Take-home essay: 30%

End-semester exam: 20%

Reading List:

- Agarwal, B.(1994). *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
- Mies, M. and Shiva, V (1993). *Ecofeminism*. Fernwood publications
- Agarwal, B. (2000). Conceptualizing environmental collective action:why gender matters. *Cambridge Journal of Economics*, 24, 283-310
- Cleaver,F. and Hamada,K (2010) 'Good' water governance and gender equity: a troubled relationship. *Gender & Development*, 18:1, 27-41,
- Gururani, S. (2010). Forests of Pleasure and Pain:Gendered practices of labor and livelihood in the forestsof the Kumaon Himalayas,India. *Gender, Place & Culture:A Journal of FeministGeography*, 9(3), 229-243
- Jewitt, Sarah. 2000. Mothering earth? Gender and environmental protection in the Jharkhand, India, *The Journal of Peasant Studies*, 27:2, 94-131.
- Leach, M. 2007. Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell. *Development and Change* 38(1): 67-85
- Shiva, V. (1988).*Staying Alive: Women, ecology and survival in India*.New Delhi:Kali for Women.

**School of Human Ecology
Ambedkar University Delhi
Course Outline**

Time Slot: 2x2 hours/week

Course Code: SHE2ED201

Title: Research Methodology I

Type of Course: Compulsory

Cohort for which it is compulsory: MAED

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Monsoon Semester, every year

Course Coordinator and Team: Dr Oinam Hemlata Devi

Email of course coordinator: hemlata@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

This course consists of three sections. An introductory module on social science research of section I is followed by two main sections. The second section on Basic Research Skills will help the students consolidate their basic academic and research skills through formal activity-centered, hands-on training. There are no prescribed readings for the course. Worksheets and some reading material will be distributed during the classroom interaction.

The third section provides an introduction to research and research design bringing the knowledge of theoretical foundation and research ethics of social science research consisting of the formulation of a research problem, research questions, and objectives to deconstruct a research design for understanding general framework of research.

This course will have continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups. The repertoire of skills included will hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake.

Learning Objectives:

- Train the students the basic elements of research.
- Know the basic tenets of research as a creative and strategic process
- Train students to think logically and scientifically in a multi-disciplinary framework.
- Ability to identify, analyze and evaluate alternative approaches to ways of problem solving
- Logical reasoning, argumentation skills and use of the scientific method
- Formulation of a logical, relevant and practicable research design

Course Outcomes:

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

1. Demonstrate key elements and concepts in Social Science Research.
2. Exhibit reading a worthwhile experience, by showing competencies in comprehension reading and analysis skill when making inferences and implying to the main idea or relating one reading with other readings or with the context of real world problems and issues.
3. Communicate better ideas through the skills of effective writing, assessing a systematically organised thought process before the actual writing begins, giving credits to the original writers.
4. Use specialised software of referencing, i.e. Mendeley reference manager.
5. Establish an awareness of logical reasoning to read, analyse, argument and interpret critically from an open minded and reasoned perspective with the course materials that are related to the core courses of MA in Environment and Development.
6. Work in teams, proactive and peer learning to bring a balanced quality laden scholarship.
7. Apply creative, logical and scientific rigour in identifying, analysing and interpreting a problem under study.
8. Ability to plan, design and execute a study following an appropriate set of research skills and ethical guidelines.
9. Equip with the skills of presentation, team work and discussion sessions to deliver the values of multicultural aptitude and curiosity for research on various issues.

Brief description of modules/ Main modules:

Section I: Introduction to Social Science Research (4 hours):

Section II: Basic Research Skills (34 hours)

Section III: Research Design (12 hours)

Assessment details with weights:

There will be a continuous assessment of the classroom activities and end-term examination. The Classroom activities are the learning process which should be flexible enough to provide the students time and scope for improvement. The students have to perform well in both the examinations.

| Sl.No. | Assessment | Weightage in percentage |
|--------|--|-------------------------|
| 1 | Continuous assessment (set of classroom activities) | 70 |
| 2 | End term examination | 30 |

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP203

Title: Understanding the Rural

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dr. Partha Saha

Email of course coordinator: <partha@aud.ac.in>

Pre-requisites:

Course Objectives/Description:

The aim of this course is to theoretically equip the student to grapple with the complexities of contemporary Indian rural life worlds and to practically engage with it in terms of ongoing transformations. In pursuing this aim, the course critically revisits the established binaries such as rural/urban, tradition/modern, developed/underdeveloped etc. in the domain of the social sciences. The course explores fundamental questions like how far would these binaries be useful to understand contemporary rural life; or do we need new interpretative and analytic frameworks. It will combine in the course the strengths of established disciplines like Sociology, Anthropology, Economics and History, as also dip into interdisciplinary domains like Development Studies, Women's Studies etc. It however intends to go beyond some of the uncritical assumptions in these disciplines to look at the rural and the village. In this course, students will get an opportunity to look at the different layers of rural society, its institutions, practices, various constellations of power and forces in the village, village resources and everyday social issues in a nuanced manner. The course is also envisioned to provide a background to Rural Immersion I (Jan-Feb). The learnings from this course and the experience of rural immersion contribute to the formulation of the Action Research proposal.

Course Outcomes:

On successful completion of this course students will be able to:

1. Critically engage with basic concepts with respect to rural economy, society, polity and culture
2. Understand the experience of the rural in the context of extant developmental paradigms and practices
3. Have an in-depth understanding of processes and practices of 'rural development'
4. Immerse in and engage with communities in rural and forest societies
5. Co-research with community their life-worlds, issues and 'problems' of deprivation, discrimination, inequality and marginalization etc.
6. Critically examine rural welfare programmes and legislations beyond the binaries of rural/urban, tradition/modern.
7. Reimagine rural development programmes in an innovative way and put them to practice

Brief description of modules/ Main modules:

Unit I: Conceptual Categories of Rural Society: The first unit critically engages with the concept used in 'the construction and understandings of the rural including Village; Community; Institution; Farmer and Peasantry; Adivasi and Tribal; Social Structure; Governance; Caste and Class; Social change and transformation; and Culture.

Unit II: Indian Villages: History, Transformation and Contemporaneity: Taking a genealogical view of Indian villages, the second unit specifically looks at how its conception has evolved and the role of Colonialism as the dividing marker for pre and post colonial understandings.

Unit III: Social and Political Institutions: The third unit looks at institutions that anchor the rural life world with special focus on Family; Marriage; Caste; Religion; Education; Economy; Polity; and Self-Help Groups

Unit IV: Contemporary Issues of Rural India: The fourth unit looks at socio-cultural and politico-economic challenges and struggle of the rural life. The issues covered include Poverty; Discrimination: Different Manifestations; Deprivation and Destitution; Domestic Violence; Farmers' Suicides; Displacements; Ecological Degradation and Environmental Issues; Health Problems

Unit V: Rural Welfare Programmes and Legislations: The final unit looks at governmental intervention directed towards challenges and struggles discussed in the previous unit. These include Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA); Panchayat before and after 73rd amendment; National Rural Health Mission; National Rural Livelihood Mission; Rural India and the 10th, 11th and 12th Five Year Plans; Green Revolution and the Agrarian Society

Assessment Details with weights:

Critical Review: Concept and Theories of the Rural {30%}

Reflective Piece: Develop Theoretical Framework to Study Immersion Village {30%}

Presentation: My Immersion Site through the lens of the Rural {40%}

Reading List:

Fine, Gary Alan. 2010. "The Sociology of the Local: Action and its Publics". *Sociological Theory*, 28: 4, December, Pp. 355-376

Cruickshank A. 2009. "A play for rurality – Modernization versus local autonomy" *Journal of Rural Studies*, Volume 25, Issue 1, January 2009, Pages 98-107

Karanth, G. K. 1996. 'Caste in Contemporary Rural India'. In *Caste: Its Twentieth Century Avatar*, ed. M. N. Srinivas. New Delhi: Penguin

Phillips, Martin. "Habermas, Rural Studies and Critical Social Theory". In *Writing the Rural: Five Cultural Geographies* by Paul Cloke, Marcus Doel, David Matless, Nigel Thrift and Martin Phillips. London: Paul Chapman Publishing Ltd.

Silverman, S. 1987. The Concept of Peasant and the concept of Culture. In *Social Anthropology of Peasantry*, ed. J. Mencher. Pp. 7-31. Bombay: Somaiya Publications.

Srivastava, Kumar Vinay. 2008. "Concept of 'Tribe' in the Draft National Tribal Policy". *Economic and Political Weekly*, Vol XLIII, No. 50.

Xaxa, Virginius. 2005. "The Politics of Language, Religion and Identity". *Economic and Political Weekly*, Vol. XL, No. 13.

Srinivas, M. N. 1976. *The Remembered Village*. Berkeley: The University of California Press

Contributions to Indian Sociology, January 1978, 12 (1); this is a special issue on M. N. Srinivas' work, *The Remembered Village*.

Beteille, A. 1980. "The Indian Village: Past and Present" in *Peasants in History: Essays in Honour of Daniel Thorner* edited by E. J. Hobsbaum. Delhi: Oxford University Press.

Epstein, T. Scarlett, A. P. Suryanarayana and T. Thimmegowda. 1998. *Village Voices: Forty Years of Rural Transformation in South India*. New Delhi: Sage Publications

Diane P. Mines, P. Diane and Nicolas Yazgi. 2010. Eds. *Village Matters: Relocating Villages in the Contemporary Anthropology of India*. London: Oxford University Press.

Banerjee, Kumar Asis. 2013. "Sustainable Poverty Reduction: Credit for the Poor". In *Development and Sustainability: India in a Global Perspective*. Eds. Sarmila Banerjee and Anjan Chakrabarti. New Delhi: Springer India

Mishra, Srijit. 2006. "Farmer Suicides in Maharashtra". *EPW*, 41 (), April, PP. 1538-

Mohanty, B. B. 2005. "'We are Like the Living Dead': Farmer Suicides in Maharashtra, Western India". *Journal of Peasant Studies*, 32 (2): 243-76, April.

Rosenfeld, Jake. 2010. “‘The Meaning of Poverty’ and Contemporary Quantitative Poverty Research”. *The British Journal of Sociology*. Pp. 103-110

Shucksmith, Mark. 2012. “Class, Power and Inequality in Rural Areas: Beyond Social Exclusion”. *Sociologia Ruralis*. Vol. 52, No. 4, October Pp. 377-397.

Byres, T. J. 1972. “The Dialectics of India’s Green Revolution”. *South Asian Review*. 5(2): 99-106

Sarkhel, Prasenjit. 2013. “Employment Guarantee and Natural Vulnerability: A Study of MGNREGA in Indian Sundarbans” In *Development and Sustainability: India in a Global Perspective*. Eds. Sarmila Banerjee and Anjan Chakrabarti. New Delhi: Springer India

Zhang, Shulan. 2010. “Conceptualizing the Environmentalism in India: Between Social Justice and Deep Ecology”. In *Eco-socialism as Politics: Rebuilding the Basis of Our Modern Civilisation*. Ed. Q Huan.

ADDITIONAL REFERENCE:

Desai, A R. 1969. *Rural Sociology in India*. Bombay: Popular Prakashan.

Jodhka, S. Surinder. (ed.). 2012. *Village Society* New Delhi: Orient Blackswan

Scott, John. 2006. *Sociology: The Key Concepts*. Oxon: Routledge.

Alexander, K C. Ed. 2000. *Rural Development Studies in the Eighties*. New Delhi: ICSSR and Manak Publication Pvt. Ltd.

Beteille, A. 1996. *Caste, Class and Power: Changing Patterns of Stratification in Tanjore Village*. Delhi: Oxford University Press

Breman, J. Ed. 1997. *The Villages in Asia Revisited*. Delhi: Oxford University Press

Galesky, Boguslaw. 1972. *Basic Concepts of Rural Sociology*. Manchester: Manchester University Press.

Jodhka, S S. 1998. ‘From “Book-View” to “Field-View”’: Social Anthropological Constructions of the Indian Village’. *Oxford Development Studies* 26 (3): 311-32

Lynch, Kenneth. 2005. *Rural-Urban Interaction in the Developing World*. London: Routledge

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP501

Title: The Development Practitioner

Type of Course: Research methodology course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dibyendu Chaudhuri and Parijat Ghosh

Email of course coordinator: dibyendu@pradan.net

Pre-requisites:

Course Objectives/Description:

The aim of this course is to provide a space where the students can reflect on their experiences both in the field, during pre-course immersion and before joining the program, and the classroom. It allows them to discuss their personal vulnerabilities and insecurities, and establish a support group with their peers and guides. It has both a methodological and a personal-emotional content. A key purpose is also to develop a space for peer learning and peer support as each student is likely to experience the rural differently given their own personal histories and subjectivities. This course shall also consolidate the idea and image of a development practitioner.

Course Outcomes:

On successful completion of this course students will be able to:

1. Capacity to engage with groups and form transformative collectives of peers
2. Develop competencies to reflect critically on the transformative social praxis.
3. Be a participant of group of peers to be able to share and listen struggles of transformative social praxis, thereby learning to work *with* groups on the self and its relational dynamics.

Brief description of modules/ Main modules: The course mainly covers experiential sharing with participant in these Sharing Sessions.

Assessment Details with weights:

- 1. Critical note on qualities of Reflexive Practitioners**
- 2. Reflective note of transformative social praxis**

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP207

Title: Discourses on Wellbeing

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dr Imran Amin and Deepti Sachdev

Email of course coordinator: imran@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of the course is to explore and understand what well-being and human flourishing/happiness means in the context of life in rural India. Beginning with a historical overview of the development of the concept of 'well-being', the course would highlight, explore, and critique how well-being has been treated in the mainstream, as well as in critical renditions of Economics and Psychology. The course advances the idea that the humanization project of social science (through attention to subjective well-being) may have been appropriated by the mainstream so that societies and individuals are now subjected to increasing levels of surveillance and have to continually work upon themselves to meet ever-stretching standards set by the somebody in the West. In the search for a culturally and contextually situated understanding of well-being, the course would turn to narratives of happiness and well-being found in non-Western and non-mainstream traditions; as also local/subaltern philosophies of life's crests and troughs. Further, the course would attempt to examine whether the 'objective lists approach', the positive psychology approach and the Indian psychology approach can adequately capture the complex vicissitudes of the human predicament in rural India and of her many layered, even contradictory, subjectivities. A dialogue of the three main approaches to well-being would be initiated with psychoanalysis and with 'spiritual traditions' to explore the possibility of arriving at a more nuanced understanding of individual and collective well-being in development practice. The difficult relation between the practitioners' well-being and the community's well-being shall also be explored in the context of transference conditions.

Course Outcomes:

On successful completion of this course students will be able to:

- (1) Have an in-depth understanding of the theories, policies, and practices that constitute the contested discourses of wellbeing. The student shall be aware of the multi-layered, contingent and dynamic nature of the concept of wellbeing, its dominant and hegemonic material dimension, the psychological and emergent subjective dimension, and the often ignored and marginal relational dimension.
- (2) Work through the mutually reinforcing inter-linkages across material-subjective-relational dimensions for any critical and reflective ethics of the practice for/of wellbeing.
- (3) Transform communities in directions that are in tune with social justice and well-being considerations

Brief description of modules/ Main modules:

Module 1: The concept of Wellbeing: Given the fact that every policy prescription is legitimized in the name of wellbeing of its Subject, in some way or the other, students of development practice need a critical and reflexive understanding of the discursive assemblage of the concept of wellbeing. Keeping this in mind, the first module of the course deconstructs the discourse of wellbeing to its constituent dimension in order to equip students with conceptual tool reconstruct a radical praxis of wellbeing. Such a reconstructed praxis has to be contingent and historically contingent to the location, subjectivities and relationality within the site of students' immersion.

Module 2: Material Wellbeing: Having de-constructed the discursive assemblage of wellbeing of its constitutive dimensions, the course takes up the dominant and hegemonic dimension of material wellbeing. With its genealogical roots in the modern, rational and utility maximizing individual, wellbeing was rooted in the material conditions of life, liberty and property. The pursuit of these conditions has been the basis of policy prescription and its theoretical justification. However with the emergence of global ecological crisis, a robust critique has emerged of the consumerist material conception of wellbeing. The second module takes a deep dive into these debates to build a critical understanding of the material dimension of wellbeing and its role and relations with other dimension of wellbeing.

Module 3: Subjective Wellbeing: Along with the dominant materialistic conception of wellbeing, there is also the genealogical heritage of a medicalized notion of wellbeing. This subjective dimension conception of wellbeing is rooted in discourses of health across the mind body divide. Emerging from ideas of wellbeing of the individual's biological body, the dimension of the discursive assemblage of wellbeing has shifted its focus to experience of the 'being' of a person through feelings of happiness, satisfaction, life meaning among others. By engaging with these dimensions of the discourse of wellbeing, the third module brings the self of the individual as the Subject of its enquiry and understanding of wellbeing.

Module 4: Relational Wellbeing: With the last module, the course turns to an often implied yet under-theorized dimension of a collective based relational dimension of wellbeing. Herein, the students are altered to the larger assumptions that allow for the material and subjective wellbeing of individuals to appear logical and legitimate. From a critical and reflexive social constructivist perspective, wellbeing is conceptualized as cultural judgment about conditions of everyday life rooted the lifeworld of the collective that individuals are a part of. This relational dimension of wellbeing places the praxis of this cultural construction at the heart of its Subject of enquiry. Thus, moving beyond the outcomes and indicators of individualistic wellbeing, the forth module argues for an ecologically critical and culturally reflexive understanding of wellbeing.

Assessment Details with weights:

Review paper: Genealogy of Well Being

Reflective paper: Well Being in Practice (from village immersions)

Reading List:

Nandy, A. (2002). *The Beautiful, Expanding Future of Poverty: Popular Economics as a Psychological Defense*. Blackwell Publishing Inc.

Rapley, Mark. (2003). *Quality of Life Research: A Critical Introduction*. Sage Publications.

Foucault, M. *The Archaeology of Knowledge and the Discourse on Language*. Translated from French by A.M. Sheridan Smith. Pantheon Books, New York.

Nussbaum, Martha., Sen, Amartya. (1993). *The Quality of Life*. A study prepared for the World Institute for Development Economics Research (WIDER) of the United Nations University. Clarendon Press, Oxford.

Deneulin, S. & McGregor, J.A. (2009). *The Capability Approach and the Politics of the Social Conception of Well Being*.

Lear, Jonathan. (1993). *Happiness*. The Tanner Lectures on Human Values. Delivered at Clare Hall, Cambridge.

Eeva Sonitu, 2005, *The rise of an ideal: Tracing changing discourses of well being*, in *The Sociological Review*, 53(2), pp 255-74

Placa et al., *Discourses of Well Being in Research and Practice*, *International Journal of Well Being*, 3(1), pp. 116-25

A Ahuvia and E I Biglin, *Well being in Consumer society*, *Oxford Handbook of Well Being*, pp. 482-97

Michael Jackson, 2011, *Life within Limits: Well being in a world of wants*

Gordon Mathew, 2012, Happiness, culture and context, International Journal of Well Being

Neil Thin 2012, Social Happiness: Theory into policy and practice.

Saphire et al., Close relationship and Happiness, in Oxford Handbook of Well Being,

Additional Readings

Norman J Jackson, 2013 Exploring Subjective Well being

Ereaut and Whiting, What do we mean by well being, Research Report DCSF RW073

Bill Jordon, 2008, Welfare and Well being, Chp 1, 3.

B S Frey and A Stutzer, , Economics and the study of Individual Happiness, in Oxford Handbook of Well Being, pp 431-47

William Pavot and Ed Diener, Happiness experience: The science of subjective well being, Oxford Handbook of Well Being, 134-54

F F Miao et al., Subjective Well being, Oxford Handbook of Well Being, 174-84

R Veenhoven, 2008, Subjective measures of well being

P Ferssizidio et al., Positive psychological experience and psychopathology: a self regulatory perspective, Oxford Handbook of Well Being, pp 101-118

A C Junenez 2008, Well being in Anthropological balance: Remarks on proportionality as political imagination, Chp 1, 9

Sarah White and Jethno Pettit, 2008 Participatory approaches and measurement of human well being, Oxford Handbook of Well Being, pp 240-58

Gordon Mathew, 2010, Pursuit of Happiness, Chp 1, 2, 6, conclusion

Susan Harkness 2008 Socio-political indicators of Human well being, pp 88-112

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP205

Title: Environment, Natural Resource and Development

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: Dr Imran Amin

Email of course coordinator: imran@aud.ac.in

Pre-requisites:

Course Objectives/Description:

This course aims to provide a critical theoretical and practical understanding of the socio-economic and politico-cultural aspects of contemporary environmental changes and its implication for 'Development'. It hopes to acquaint the students with a comprehensive understanding humans' historical struggle to co-exist with the natural environment and the linkages it has with their livelihoods and material well being. In this pursuit, it touches upon the multi-disciplinary insights on subject matters of population, poverty, resource scarcity, economic growth and its limits and sustainability, natural and environmental risks and hazards, local governance, equity and social justice.

Course Outcomes:

On successful completion of this course students will be able to:

Borrowing from disciplines of history, politics, economic, geography, sociology, ecology and their various sub-disciplines, the course aims to develop critical faculties of the students to deconstruct and reconstruct the multitude of contemporary environmental concerns. In this endeavour, course hopes to facilitate students in making sense of environmental reality at multiple levels in the globalised world. It looks at some of the major theoretical and policy debates on environmental problems and conflicts, their possible redressal and the best possible institutional mechanism to do so. It will introduce students to mainstream as well as heterodox approaches to the subject, and will try to do this through course material that is not just theoretical but also historical and

methodologically robust and diverse. The attempt will be to problematise assumptions behind dichotomies like man and society and myth and science; co-relations like poor population and environmental degradation, and claims like 'sustainable' Development. By the end of the course, students should be in a position to apply both theory and methodology to critically analyze issues of Environment, natural resource and development.

Brief description of modules/ Main modules:

Module 1: ENRD: Conceptual Scope, Interlinkages and Correlation: The first module looks at the interlinkages between environment, its natural resources and the process of development. It explores the question of and issues around the key of these in the process of modernization and post colonial societies. It then look at the effect on these that the process of globalization and liberalization.

Module 2: ENRD: Theoretical Genealogies: The second Module looks at the historical evolution of environmentalism, the economic concerns and political contestation it involves and the socio-cultural context in which it is embedded. Then it goes on to look at the evolution of theoretical approaches of environmental history, ecological economics, political ecology and environmental sociology.

Module 3: Natural Resource, Conflict and Institutions of Governance The second Module looks at the historical genesis of patterns of human interaction with their environment, institutional mechanism and regimes that have facilitated and regulated these patterns. The main focus here is to look at the role of state, market and civil society at local national and, off late, global level of human collectives in this endeavour. Given the intricate and complex relationship between access to natural resources and the material well-being of individual and groups, conflictual and violent interactions have also been explained with environment at the centre of their causal explanations. Module 3 looks at this stream of academic literature and some case studies from India study the role of social movements to cause of environmentalism.

Module 4: ENRD and Land-based Resources: Module 4 takes the specific case of land-based resources like soil and minerals, to critically explore the environmental problems like soil erosion, solid waste disposal, land degradation, desertification, and deforestation. It goes on to look at the knowledge about their causes and alternatives redressal mechanisms and policy measure to go about them with specific focus on India. The mains problematic engaged with in the development induced displacement and rehabilitation and resettlements of these environmental victims.

Module 5: ENRD and Forest Based Resources: Next module looks at the forest resources, the historical processes of intervention in this forested land, the ways through which we attempted to conserve and protect them for their mythical or/and scientific significance. However the impact of these processes on the communities living in these forested land has been devastating and led t several social movements.

Module 6: ENRD and Water-based Resources: Module 6 takes the specific case of water-based resources like drinking water, irrigation/dams and fisheries to critically explore the environmental problems associated with them especially its pollution. Then it goes on to look at the knowledge about their causes and alternatives redressal mechanisms and policy measure to go about them with

specific focus on India. The main problematic engaged with in the development induced displacement and rehabilitation and resettlements of these environmental victims.

Assessment Details with weights:

- 1. Critical Review Paper: Multiplicity of Environment-Development Nexus**
- 2. Reflective Paper: Natural Resources of Village Immersion: Challenges and Opportunities**

Reading List:

Wolfgang Sachs, 2009, Environment, in Wolfgang Sachs (ed.) The Development Dictionary a guide to knowledge as power, London: Zed Books, pp. 24-38

Vandana Shiva, 2009, Resource, Wolfgang Sachs (ed.) The Development Dictionary a guide to knowledge as power, London: Zed Books, pp 228-242

Arun Agarwal, 2005, 'Chapter 6: Making Environmental Subjects: intimate Government' and 'Chapter 7: Conclusion: The analytics of environmentaliry' in Environmentaliry: technologies of Government and the Making of Subjects, OUP, Delhi.

Richard Peet and Michael Watts, 2004, 'Introduction', in Liberation Ecologies: Environment, development, social movements, London and New York: Routledge, pp. 1-45.

Ashish Kothari, 2013, 'Development and Ecological Sustainability in India: possibilities for the post-2015 framework', EPW, 48 (30).

Ramchandra Guha, 'Writing environmental history in India', in Studies in History, vol. 9 no. 8, 1993, pp 119-29.

Timothy Forsyth 2003 Critical Political Ecology: The Politics of Environmental Science

Ahmed, M. Hussen, 2000, Principles of Environmental Economics: Economics, Ecology and Public Policy, Routledge,.

Michael R. Redclift, Graham Woodgate 2010 International Handbook of Environmental Sociology

Arun Agarwal and K Sivaramakrishnan, 2001, 'Introduction: Agrarian Environments' (excerpts from), in Arun Agarwal and K Sivaramakrishnan, eds., Social Nature: resources, representations and rule in India, OUP, New Delhi, pp. 1-16.

Madhav Gadgil and Ramachandra Guha, 1992, 'Prologue' and 'Chapter 1: Habitats in Human History', in This Fissured Land: an Ecological History of India, OUP, pp. 1-66.

Sumit Guha, 2001, 'Economic Rents and Natural Resources: Commons and Conflicts, in Premodern India' in Arun Agarwal and K Sivaramakrishnan, eds., Social Nature: resources, representations and rule in India, OUP, New Delhi, pp. 132-146.

Danial Bromley, 1992, The Commons, Common Property, and Environmental Policy

Robert Wade 1987 The Management of Common Property Resources

Thomas Dietz Elinor Ostrom Paul C. Stern 2003 The struggle to govern the commons

Kanchan Chopra, Gopal K Kadekodi and M N Murty, 1989, 'Peoples' Participation and Common Property Resources', EPW, December 23-30.

N S Jodha, 1990, Rural Common Property Resources: Contributions and Crisis', EPW, June 30.

Module 4: ENRD and Land-based Resources

A Haroon Akram-Lodhi, Saturnino M Borrás Jr., and Cristobal Kay, eds., Land, Poverty and Livelihoods in an Era of Globalization: perspectives from developing and transition countries,

Piers M. Blaikie 1985 Political Economy of Soil Erosion in Developing Countries

David Ludden, 2001, 'Agrarian Histories and Grassroots Development in South Asia', in Arun Agarwal and K Sivaramakrishnan, eds., Social Nature: resources, representations and rule in India, OUP, New Delhi, pp. 251-264.

C. H. Hanumantha Rao, 1988, 'Agricultural Development and Ecological Degradation: An Analytical Framework', EPW, 23 (52/53).

Ian Scoones, 1998, 'Sustainable Rural Livelihoods: A Framework for Analysis', IDS Working Paper 72, Institute of Development Studies, Brighton.

Ramachandra Guha, 2001, 'The Pre history of community Forestry in India' in Environmental History, vol. 6, no. 3.

R. K. Rao and S. R. Sankaran 1989 Forest Myth Jungle laws and Social Justice

Ramachandra Guha, 2010, 'Epilogues: Afterlives of Chipko' in Ramachandra Guha, The Unquiet Woods: ecological change and peasant resistance in the Himalaya, Twentieth Anniversary Edition, Permanent Black, New Delhi.

Bina Agawal, 2001, 'Participatory Exclusions, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework', World Development, 29 (10), pp. 1623-1648.

Nandini Sundar, ed., 2009, Legal Grounds: natural resources, identity and the law in Jharkhand, OUP (selected chapters).

David Mosse, 2006, 'Rules and Representation: Transformations in the Governance of Water Commons in British South India', in The Journal of Asian Studies, 65/1.

John Briscoe and J P S Malik, 2007, Handbook of Water Resources in India: development, management, and strategies, OUP for World Bank [excerpts especially

R P S Malik, 'Water as Poverty'; George C Varughese, 'Water and Environmental Sustainability'; Ramesh Bhatia, 'Water and Energy Interactions'; R Maria Saleth, 'Water Rights and Entitlements'.

Philip Cullet, n.d., 'Water law and policy in India: reforms and capacity building', Draft, Environmental Law Research Society.

V Ratna Reddy, M Gopinath Reddy, John Soussan, 2009, 'Collective Action and Watershed Management', 'Political Economy of Watershed Management' in Political Economy of Watershed Management: policies, institutions, implementations and livelihoods, Rawat for Centre for Economic and Social Studies, Hyderabad.

ADDITIONAL REFERENCE:

Krishna Bharadwaj, 1991, 'Alternative Analytical Paradigms in Theories of Development' in J Breman and S Mundle, eds., Rural Transformation in Asia, OUP, New Delhi, pp. 77-92.

Gilbert Rist, 2008, The History of Development from Western Origins to Global Faith, third edition, Zed Books (excerpts; especially, Chapter 10: The Environment, or The New Nature of 'Development'),

Jairam Ramesh, 2010, 'The two culture revisited: the environment-development debate in India', EPW, 55 (42), pp. 13-16.

Marina Fischer-Kowalski, Helmut Haberl and Fridolin Krausmann, 2007, 'Conclusions: likely and unlikely pasts, possible and impossible futures' in Marina Fischer-Kowalski and Helmut Haberl, eds., Socioecological Transitions and Global Change: Trajectories of Social Metabolism and Land Use, Advances in Ecological Economics, Edward Elgar, pp. 223-256.

Helmut Haberl, Fridolin Krausmann, and Simone Gingrich, 2006, 'Ecological Embeddedness of the Economy: A Socioecological Perspective on Humanity's Economic Activities 1700-2000', EPW, November 25.

Partha Dasgupta and Karl Goral Maler, 2009, 'Environmental and Resource Economics: Some Recent Developments' in Kanchan Chopra and Vikram Dayal, eds., Handbook of Environmental Economics in India, OUP, New Delhi.

Divya Karnad, Meghna Krishnadas, Tarun Nair, 2013, 'Budgeting for Nature: Economic Growth and Ecosystem Conservation in India', EPW, 58 (25), pp. 22-26.

Amita Baviskar, 2010, 'The Unquiet Woods and Indian Environmental History', in Ramachandra Guha, The Unquiet Woods: ecological change and peasant resistance in the Himalaya, Twentieth Anniversary Edition, Permanent Black, New Delhi.

Ramachandra Guha and Madhav Gadgil, 1989, 'Ecology for the People' reprinted in Ramachandra Guha, 2006, How Much Should a Person Consume: thinking through the environment, Permanent Black, pp. 208-210.

Rucha Ghate, Narpal S. Jodha, and Pranab Mukhopadhyay, 2008, 'Introduction' in Rucha Ghate, Narpal S. Jodha, and Pranab Mukhopadhyay, eds., Promise, Trust, and Evolution: Managing the Commons of South Asia, OUP.

N C Narayanan, 2008, 'State, Governance and Natural Resource Conflicts' in N C Narayanan, ed., State, Natural Resource Conflicts and Challenges to Governance, Academic Foundation, New Delhi.

Nirmal Sengupta, 2008, 'Governance of Natural Resources in India: property rights, legal pluralism and other issues', in N C Narayanan, ed., *State, Natural Resource Conflicts and Challenges to Governance*, Academic Foundation, New Delhi.

Asheem Srivastava and Ashish Kothari, 2012, 'Adding Fuel to Fire: Undermining India's Environmental Governance, in *Churning the Earth: the making of global India*, Viking.

Robert Chambers 1987 *Review Land Degradation and Society*

Planning Commission, 2011, *Report of the Working Group on National Rural Livelihoods Mission (NRLM)*, Planning Commission, Government of India, New Delhi.

Joan Martinez-Alier, 2002, 'The Environmentalism of the Poor', Paper prepared for the conference on 'The Political Economy of Sustainable Development: Environmental Conflict, Participation and Movements', University of Witwatersrand, Johannesburg; United Nations Research Institute for Social Development (UNRISD).

GOI 2010 *Report National Committee on Forest Rights Act*

World Bank 2007 *At Loggerheads*

Ramachandra Guha, 2010, 'Epilogues: Afterlives of Chipko' in Ramachandra Guha, *The Unquiet Woods: ecological change and peasant resistance in the Himalaya*, Twentieth Anniversary Edition, Permanent Black, New Delhi.

Bina Agawal, 2001, 'Participatory Exclusions, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework', *World Development*, 29 (10), pp. 1623-1648.

Supriya Singh, 2013, 'Participatory Forest Management in Mendha Lekha, India' in Hali Healy et al., eds., *Ecological Economics from the Ground Up*, Routledge.

ISID, 2012, 'Sustainable Development: emerging issues in India's Mineral Sector', Institute for Studies in Industrial Development, New Delhi (sponsored by Planning Commission, New Delhi).

Nagothu Udaya Sekhar 2007 *Social Capital and Fisheries Management_ The Case of Chilika Lake in India* - Springer

Arabinda Mishra et al., 2008, *Common Property Water Resources: dependence and institutions in India's villages*, TERI Press (Chapter 2: Common property water resources: the conceptual foundation, Chapter 3: Common property water resources and rural quality of life).

V Ratna Reddy, M Gopinath Reddy, John Soussan, 2009, 'Collective Action and Watershed Management', 'Political Economy of Watershed Management' in *Political Economy of Watershed Management: policies, institutions, implementations and livelihoods*, Rawat for Centre for Economic and Social Studies, Hyderabad.

Ramaswamy R Iyer, *Towards Water Wisdom: limits, justice, harmony*, Sage, Delhi (selected excerpts)

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP206

Title: Equality, Discrimination, Marginalization and Development

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: Prof Anup Dhar

Email of course coordinator: anup@aud.ac.in

Pre-requisites:

Course Objectives/Description:

‘What is Equality’ and ‘Equality of What’ – these two central questions will be critically examined in this course by situating them in the contemporary substantive experiences on the notions of discriminations and marginalizations in India. The idea ‘equality’, embedded in the question of ‘inequality’, has an intrinsic connection to the concept and practices of development. Similarly, different types of social arrangements, social systems, and political practices have brought direct or indirect implications on the idea of equality. Thus, the meaning of the idea of equality is historical, context specific, and undergoing constant change. In order to understand the empirical specificity of the idea of equality in connection with the discriminatory practices and marginalization of the people, particularly associated with class, caste and gender, it is necessary to look at the genealogy of ‘equality’. This course begins by looking at some of the classical philosophical notions of the concept of equality and their historical introductions. Subsequently, the course will introduce the modern and contemporary political philosophical perspectives on the idea of equality and finally examine the sociological conceptualization of equality by contextualizing it in the Indian empirical reality. This course will also try to establish an integration of normative questions about the ideal of equality with rural empirical issues identified by the students with regard to the nature of inequality, discrimination, and marginalization through their village immersion. Briefly, this course will make an attempt to combine the political philosophical and sociological understandings of the concept equality, through which it will explore the complex contemporary manifestations of inequality, discrimination, and marginalization within the larger terrain of development. It will also relate

philosophies of developmental practices (done in the 1st semester) with questions of inequality, poverty, discrimination and marginalization.

Course Outcomes:

(Sample Text)

On successful completion of this course students will be able to:

- (1) Look at the genealogy of the concept equality and provide a historical introduction.
- (2) Familiarize the contemporary notions of equality in the context of discrimination, marginalization and development;
- (3) Integrate normative questions about the ideal of equality with rural empirical issues.
- (4) Relate paradigms of development and developmental practices with questions of inequality.

Brief description of modules/ Main modules:

Unit I: Classical Conceptions on the Idea of Equality: The module looks at classic text of Aristotle, Plato, Thomas Hobbes, Rousseau to explore how the idea of equality of the universal human.

Unit II: Intellectual Strands on Equality: The second module looks at some of the dominant theoretical strand of modern age such as Conservatism, Liberalism, Socialism and Postmodernity.

Unit III: The notions of Equality in Contemporary Political Philosophy: The third module look contemporary views of scholar like Ronald Dworkin, Robert Nozick, and Amartya Sen

Unit IV Equality and Development: The Indian Context: The final module looks at issues of stratification from the vantage points of modes of production (Marx), interpretive understanding of power and authority (Weber) and solidarity (Durkheim). In this module, effort is to examine if 'stratification' can be a useful analytical tool to understand experiences of (in)equality, discrimination and marginalization.

Assessment Details with weights:

Critical Review Paper: Significance of Equality amidst multiplicity of Difference

Reflective Paper: Issues of stratification and concerns of equality in village immersion sites.

Reading List:

Pojman P. Louis (1997) *Equality: Selected Readings*, Oxford: Oxford University Press
(Introduction Chapter, Chapter 1, 2 and 3)

Arneson J, Richard (2007) [1993] *Equality in Robert E. Goodin, Philip Pettit and Thomas Pogge (eds.) A Companion to Contemporary Political Philosophy*, Vol. I, 2nd ed. USA: Blackwell Publishing Ltd. Pp. 593-611.

Nagel Thomas (2000) *Equality in Clayton, Matthew and Andrew Williams (eds) The Ideal of Equality*, London: Macmillan Press Ltd. Pp. 60-80

Koggel M, Christine (1998), *Perspectives on Equality: Constructing a Relational Theory*, Maryland: Rowman and Littlefield Publishers, Inc. **(Chapter 1 and 3)**

Bloom, Allan (1968) *The Republic of Plato*, USA: Basic Books

Clayton, Matthew and Andrew Williams (2000) *The Ideal of Equality*, London: Macmillan Press Ltd **(Chapter 1 and 8)**

Robert, Eccleshall, Vincent Geoghegan, Richard Jay and Rick Wilford (1984) *Political Ideologies: An Introduction*, London: Routledge **(Introduction to Chapter 4, PP. 1-151)**

Kymlicka, W. (2002) *Contemporary Political Philosophy: An Introduction*, 2nd ed. Oxford: Oxford University Press **(Chapter 3: Liberala Equality, PP. 53-101)**

Roland, Pierik , *The Ideal of Equality in Political Philosophy*, www.academia.edu

Alexander Brown (2009) *Ronal Dworkin's Theory of Equality: Domestic and Global Perspectives*, UK: Palgrave Macmillan

Cohen G A, (1993), *Amartya Sen's Unequal World*, EPW, Vol.8, No. 40, pp. 2156-60

Dworkin, Ronald (1981), *What is Equality? Part I: Equality of Welfare*, *Philosophy and Public Affairs*, Vol. 10, No. 3, pp. 185-246

Ibid (1981), *What is Equality? Part II: Equality of Resources*, *Philosophy and Public Affairs*, Vol. 10, No. 4, pp. 283-345

Harris R. Scott (2006), *Marital Equality*, Albany: State University of New York **(Chapter 1: Equality as a Social Construction)**

Pojman P. Louis (1997) Equality: Selected Readings, Oxford: Oxford University Press (**Chapter 10 and 17**)

Sen, Amartya (1992), Inequality Reexamined, Cambridge: Harvard University Press

Beteille, Andre (1987), The Idea of Natural Inequality and Other Essays, Delhi: Oxford University Press

Tilly, Charles. 1997. Durable Inequality. Berkeley: University of California Press (selected chapters)

Bottero, W. 2004. Stratification: Social division and inequality. New York: Routledge.

Valmiki, Omprakash Jhootan

Kannabiran, Kalpana. 2009. Sociology of Caste and the Crooked Mirror: Recovering B R Ambedkar's Legacy. Economic and Political Weekly 44(4): 35-39.

Pandian, Anand. Crooked Stalks.Cultivating virtue in South India. Durham: Duke University Press.

Basu, Amrita. 1990.Indigenous feminism, tribal radicalism and grassroots mobilization in India. Dialectical Anthropology 15::193-209, 1990.

Padel, Felix and Das Samarendra. 2012. Out of this Earth.East India Adivasis and the Aluminium Cartel. Delhi : Orient Blackswan

Smith, L. T. 2013. Decolonizing methodologies: Research and indigenous peoples. London: Zed Books Ltd.

ADDITIONAL REFERENCE:

Callinicos, Alex (2000) Equality, Cambridge: Polity Press

Kymlicka, W. (2002) Contemporary Political Philosophy: An Introduction, 2nd ed. Oxford: Oxford University Press

Lakoff, Sanford A (1964), Equality in Political Philosophy, Boston: Beacon Press

Murray A R M (2010) [1953], An Introduction to Political Philosophy, Oxon:

Routledge

Baker, John (1987), Arguing for Equality, London: Verso

Walzer, Michael (1983), Spheres of Justice: A Defense of Pluralism and Equality, New York: Basic Books

Wolfe, Christopher (1994) Liberalism and Paternalism: A Critique of Ronald Dworkin, *The Review of Politics*, Vol. 56, No. 4, PP. 615-639

Christiano, T. and J. Christman (2009) *Contemporary Debates in Political Philosophy*, Oxford: Blackwell

Dryzek, J., B. Honig and A. Phillips (2006) (eds.) *The Oxford Handbook of Political Theory*, Oxford: Oxford University Press

Goodin, R. and P. Pettit (2006) (eds.) *Contemporary Political Philosophy: An Anthology*, 2nd ed. Oxford: Oxford University Press

Lakoff, Sanford A (1964), *Equality in Political Philosophy*, Boston: Beacon Press

Nagel, Thomas (1991), *Equality and Partiality*, Oxford: Oxford University Press

Peters J, Christopher (1997), *Equality Revisited*, *Harvard Law Review*, Vol. 110, No. 6 (April), pp. 1210-1264

White, Stuart (2006) *Equality (Key Concepts)* Cambridge: Polity Press

Williams, Bernard A O (1997), 'The Idea of Equality' in Peter Laslett and W G Runciman (eds), *Philosophy, Politics and Society, Series II*, Oxford: Basil Blackwell

.Davis, Kingsley & Wilbert Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10(2):242-249.

Parsons, Talcott. 1954. 'An Analytical Approach to the Theory of Social Stratification'. *Essays in Sociological Theory* (revised ed.), New York, The Free Press, 1954.

Gopinath Mohanty. 'Ants' and 'Identity'. In *The Bed of Arrows and Other Stories*. New Delhi: Sahitya Akademi.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP201

Title: Experiencing the Self: Relating with Self and Others

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dr Honey Oberoi , Vinod R

Email of course coordinator: honey@aud.ac.in

Pre-requisites:

Course Objectives/Description:

This course is geared towards enabling potential Development Practitioners to develop a self reflexive relationship with themselves and to thus enter the challenges of their chosen field of work with greater commitment, fuller vibrancy and a sense of inner freedom. Enriched by insights from psychoanalysis, developmental psychology, existentialism, socio-political perspectives and engaged spirituality, this semester long course hopes to invite participants to traverse through an inner journey of Self reflection and mindful awareness. The course will help students appreciate the Self as emerging from deeply internalized relational presences and the emotional, often unconscious meanings associated with these inner presences or significant others (one's parents, grandparents, siblings and others who have played a critical role in one's growth) from the beginning of life, even as human growth unfolds over the long years of childhood and adolescence. Participants will be guided through a reflexive sojourn in which, as they would focus on how they feel and experience certain dimensions of their personal being, they would also be encouraged to become aware of the interdependent nature of their Self- the living representations and images of significant others in their inner world.

The course facilitators will encourage participants to recover for themselves the roots which tie them to their deeper sense of conviction towards chosen purists, and the daring yet awaiting desire, to relate with the poor, the rural and the socio-economically marginalized. A focus on internalized ideals as emerging from associations and feeling states, whether conscious or unconscious, and memories of sensitive experiential moments going back to one's childhood,

adolescence and young adulthood will help students to become aware of inner presences (“Objects” in the psychoanalytic sense, or the internalized population constituting the psyche) whose selves, lives and values they are hoping to carry forth, even as they embark on this particular professional trajectory. The psychic place that the rural and the economically poor occupy in the participants’ fantasies and imagination would be empathically explored and engaged with.

Course Outcomes:

(Sample Text)

On successful completion of this course students will be able to:

1. Capacity to listen to and communicate with rural communities
2. Capacity to engage with groups and form transformative collectives
3. Sense of the multiple and complex motivations which guide their search and desire to turn towards the rural.
4. Shift from a simple conception of wanting to help others to what they seek for themselves in turning toward the rural- a desire to know what survival feels, a need of resilience, an empathy with the deprived within themselves, and/or to know how one can be ‘rich’ despite of being surrounded by much poverty?

Brief description of modules/ Main modules:

Unit 1— THE EXPERIENCING SELF: The first module addresses questions like who am I? What is my personal search, my relationship with the world in which I exist; and ideals I wish to pursue in my life? Who are/were those who symbolize(d) these ideals for me across my years of growth?

UNIT 2 THE REFLECTIVE SELF: The second module looks at the ongoing process of “becoming” in the search for authenticity, meaning & choice in the self’s turn towards the rural poor? What does it mean to me? Is it a choice in my sphere of awareness? What do I want to take from there? How will participation with the rural help me to become a complete person myself? What do I in turn seek from them even as I desire to effect a change in their lives? What are my imagination and fantasies of the rural poor in India? What has it meant to me to engage with loss and how can I learn to survive the despair and angst which such work can bring me face to face with.

UNIT 3 SELF & WORLD: Third module re-examing myself by looking at the socially and culturally conditioned being. It explores questions like How would I “look” & “feel” & who would I be beyond my “hegemonic” internalizations? Examining my choices regarding work and the direction I choose to embark in life. How can I reach a fuller participation vis-à-vis the world in which I exist?

UNIT 4: GOING TO PIECES WITHOUT FALLING APART” AND MOVING ON BY LOOKING BEHIND: Preparing to enter the chosen field of work, this module looks at wholistic synthesis of all the above mentioned perspectives. Empathically relating to one’s conflicts, vulnerabilities, fears and insecurities, the module focuses on emotional strengths, gratitude, resilience and capacities while acknowledging the limits of one’s empathy & opening up to one’s compassion.

Assessment Details with weights:

The diary of personal experiences and reflections to be taken up for further reflection and engagement (30%).

Participate in experiential workshops, readings of selected texts & theoretical writings, review & analysis of films & literary stories and participative group work followed by Viva-voce (40%).

Across the semester, students will be required to submit reflective and analytical writings about their participation in the course (30%).

Reading List:

Camus Albert. *The Plague*. London: Penguin, 1972.

Camus Albert. *The Rebel*. New Jersey: Routledge, 1970.

Erikson, H. Erik. *Collected Writings*. New York: Norton & Norton, 1999. Epstein, Mark. *Going On Being*. New York: Harper Collins Publishers, 2001

Epstein, Mark. *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness*. London: Thornsons, 1999.

Frankl E. Victor. *Man’s Search for Meaning*. New York: Beacon Press, 1984. Gottlieb, R. S. *A Spirituality of Resistance*. New York: Temple Univ. Press, 1999 Gurdiyal Singh, *Night of the Half Moon*.

Gyatso Tenzin , the 14th Dalai Lama.. *Awakening the Mind: Lightening the Heart*. New Delhi: Harper Collins, 1995.

Gyatso Tenzin, the 14th Dalai Lama. *The Heart of Compassion*. New Delhi: Full Circle, 1997.

Hanh N Thich. *Interbeing. Fourteen Guidelines for Engaged Buddhism*. New Delhi: Full Circle, 1999.

Hanh N Thich. *Our Appointment with Life* New Delhi: Full Circle, 2001. Hesse Herman. *Siddhartha*. London: Penguin, 1978.

Kafka Franz. *Metamorphosis and other stories*. New York: Washington Square Press. 1980. Kakar Sudhir. *The Inner World*. New Delhi: Viking, 1978.

Kakar Sudhir. *The Indians*. New Delhi: Penguin, 2006. Mehboob Khan, Mother India.

Nandy Ashis. *An Ambiguous Journey to the City*. New Delhi: Oxford University Press, 2005. Nandy Ashis. *Time Treks*.

Winnicott, D. W. *Collected Papers: Through Pediatrics to Psycho-analysis*. New York: Basic Books, 1958.

---. *Maturational Processes and the Facilitating Environment*. New York: International Universities Press, 1965.

---. *Playing and Reality*. London: Tavistock Publication, 1971.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP204

Title: Gender and Development

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: Prof Anup Dhar

Email of course coordinator: anup@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of this course is to enable students to apply the conceptual and analytical tools to critically examine the politics of, and policy relevant debates on, broad themes such as household, kinship and village structures, empowerment and rights, identities and social justice, men, masculinities, and development, and violence and gender relations. This course will build on and expand the inter-disciplinary analysis of key social categories (such as caste, class, religion) and their interconnections with social development concerns (such as poverty and social exclusion) in rural contexts. The course will pay particular attention to gender related issues, gender and development approaches and debates, and gender planning and mainstreaming in rural contexts. The objective is to enable students to grasp the complexities in and implications of politics and policy-relevant debates on the aforementioned themes. This course shall also be a creative dialogue between extant theories of gender and oppression and the experiences and observations of the students in rural contexts.

Course Outcomes:

On successful completion of this course students will be able to:

1. Look at the question of 'development' through the gender lens, problematising the relationship between gender and 'development'.
2. Have critical and reflective awareness of the historical presence/ significance of the question of gender 'into' development
3. Ability to locate gender and development question in actual rural context to Institute with community a transformative social praxis that would take care of the identified 'problem'
4. Transform communities in directions that are in tune with social justice and well-being considerations

Brief description of modules/ Main modules:

UNIT I Gender and development- the International Framework: The first module looks at the genesis of feminist and gendered perspectives and concerns in the International Development Discourse. Tracing its roots from the Women's movement in the first half of the twentieth century paved the way for WID-WAD-GAD debate in the Western models.

UNIT II Questioning 'empowerment' amidst Feminization of Poverty: The second module bring views from Global South to critically interrogate the universal discourse of 'woman' to highlight multiplicity of subjectivities and thereby exclusion and marginalization experienced by differently situated lives of woman across the world.

UNIT III Gender and Development in the Indian Context: The third module draws upon the diversity of experience of womanhood across multiplicity of subject positions including dalit, adivasi, religious minorities, borderland inhabitants of Kashmir and North-East, as well as Queers. These expose the diversity and contextually situated subjectivities of womanhood across India.

UNIT IV Gender, Reproductive Health and Body: Shifting to the policy domain vis-à-vis Gender, the fourth module looks at concerns of population rise, the policy issue of reproductive health and the politics of/over woman's body. The module offers a genealogical study of the biopolitics of womanhood in the context of India.

UNIT V Gender and Domesticity: The fifth module explores the debated over public versus private spaces and the claim of 'personal is political' to critically understand the embodied and performative dimension of womenhood and the differentiated and diverse practices of patriarchy that constitute this subjectivity.

Assessment Details with weights:

Critical Review Paper: The multicity of women's subjectivity (50%)

Reflective Paper: Condition of Woman and the Self Help Groups (50%)

Reading List:

Kabeer, Naila (1994). *Reversed Realities: Gender hierarchies in Development thought*. Chapter 1: The Emergence of Women as a Constituency in Development (pp1-11); Chapter 2: Treating Cancer with Bandaid? The Theoretical Underpinnings of WID (pp11-40); Chapter 3: Same Realities, Different Windows: Structuralist Perspectives on Women and Development (pp40-69); Chapter 4: Connecting, Extending, Reversing: Development from a Gender Perspective; Chapter

5: Benevolent Dictators, Maternal Altruists and Patriarchal Contracts: Gender and Household Economics (pp95-136); Chapter 8: Implementing the Right to Choose: Women, Motherhood and Population Policy (pp 187-223);

Ed. Parpart.L.J., Rai. M.S. & Staudt. K.(2002). *Rethinking Empowerment; Gender and Development in a global/ local world*. Chapter 1: Rethinking Em(power)ment, gender and development: an introduction (pp3-15). Chapter 9: Gender, production and access to land: the case for female peasants in India (Reena Patel, pp147-156).

Ed. John, Mary.E. (2008). *Women's Studies in India: A Reader*. Chapter 4: Development; (Article) Feminism, Poverty and Globalisation (Mary E. John, pp 194-202); (Article) Why do Women Need Independent Rights in Land? (Bina Aggarwal, pp175-184)

Additional Reading

Ed. Jackson, C. & Pearson, R. (1998). *Feminist visions of development; Gender Analysis and policy*. Chapter 4: Jumping to conclusions? Struggles over meaning and method in the study of household economics (Naila Kabeer, pp91-108).

Additional Reading

Ed. Jackson, C. & Pearson, R. (1998). *Feminist visions of development; Gender Analysis and policy*. Chapter 2: Rescuing Gender from the Poverty trap (pp39-65); Chapter 4: Jumping to conclusions? Struggles over meaning and method in the study of household economics (Naila Kabeer, pp91-108).

Ed. Visvanathan, N., [Duggan](#), L., [Wiegersma](#), N. & [Nisonoff](#). L. (1997). *The Women, Gender and Development Reader*.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP401-02-03

Title: Group Process I-II-III

Type of Course: Workshop

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 1+2+1 (4)

Semester and Year Offered: Semester 1, 2, 3.

Course Coordinator and Team: Prof. Anup Dhar and Dr. ManolaGayatri Kumaraswamy

Email of course coordinator: anup@aud.ac.in

Pre-requisites:

Course Objectives/Description:

This course is aimed at understanding 'groups'. It enhances the ability in the student to diagnose and facilitate *group processes*, as well as to understand and internalize the dynamics of inter-personal effects-affects in groups and collectives. This is important because the MPhil student needs to work with self-help groups and collectives in their Action Research. This group process experience (this is not a taught Course) helps participants understand and internalize individuals and groups as vehicles and receptacles of resistance and change. The relationships between people, communities, groups and institutions are explored in this course. Learners draw on their field experience and link it with aspects including theories of individual/group/community learning, leadership, forces that hinder or help groups. In this course, by reflecting on their 'here and now' experience of being part of a group, learners would explore aspects of inter-personal awareness, sensitivity, and responsiveness, including listening, communicating and relating. Through this course, it is expected that the learner would have developed a cognizance of a 'group' as an object of enquiry, the process of maturation unfolding within her/his own self, and an enhanced ability to mobilize group resources and be reflective of the relational self as facilitator. The student also learns to distinguish between the 'Other in the group' and the 'Other of the group'.

Course Outcomes:

On successful completion of this course MPhil students will be able to:

- (1) Facilitate Group Processes in the village and with the rural community in which they are working.
- (2) Have an empathetic understanding of Groups and the psychological processes therein.
- (3) Form Groups and Collectives.

Brief description of modules/ Main modules: It's a workshop based course and not a taught one.

Assessment Details with weights:

Group Work: Ways of Relating (50%)

Group Presentation: Relational Learning and its Experience (50%)

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP104

Title: Immersion II- Developing Competencies

Type of Course: Field Based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: CDP PRADAN team

Email of course coordinator: Depending on site of field immersion

Pre-requisites:

Course Objectives/Description:

The aim of Immersion II is to help the student develop competencies for transformative grassroots work, initiate action that would be the base for future action-research, and reflect on life as an action researcher, its attributes, challenges, and sources of satisfaction. This immersion stimulates, encourages, and supports the ongoing process of discovery through guided grassroots action within the domain of a Field Guide. This immersion process helps to enhance the competence to diagnose, mobilize, and negotiate with community on 'problems' in the village; to organize the overall task into parts, representing milestones along the way to achieve the final outcome (or output); and to identify its completion as marked by tangible developmental outcomes (or outputs). More specifically, this would involve initiating and strengthening action towards change, particularly on questions related to people's lives, institutions and resources and their interfaces. The learner would also engage with groups and help them visualize a desired state or social justice perspective and identify ways towards reaching it. Through this immersion it is expected that the learner would have exposure to and practice of (conceptual, technical and human) skills required to initiate a change process in the community.

Course Outcomes:

On successful completion of this course students will be able to:

(1) Arrive at and write a rigorously co-researched (co-researched *with* community) Action Research proposal

(2) Form groups or collectives to take forward the action research work

Brief description of modules/ Main modules:

Assessment Details with weights:

Reading List:

ADDITIONAL REFERENCE:

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP601

Title: Immersion III- Action Research Dissertation

Type of Course: Field Based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 10

Semester and Year Offered: Semester 4

Course Coordinator and Team: Academic and Field Supervisor

Email of course coordinator:

Pre-requisites:

Course Objectives/Description:

This immersion is centered on the action research process that the learner is engaged in, and her/his reflections on the process. Research in this context refers to the study of the implications of the learners' actions. Action research is about processes of change which includes the learner and the members of the community. Ongoing village work would involve strengthening the initiatives of Immersion III. The goal of action research may be strengthening group processes and engaging with groups to work towards their plans as identified in Immersion II and III. As the learner plans to withdraw from active intervention, s/he would work towards 'closure'. In this Immersion the learner would have participated in/initiated some transformative process which has tangible developmental outcomes and has documented the change. The culmination of action research is the evolution of an integrated developmental perspective under a supportive guidance of Field and Academic Faculty members.

Course Outcomes:

On successful completion of this Immersion students will be able to:

- (1) Identify an issue or problem in the village and initiate transformative social praxis in the action research mode with community
- (2) Reflect on insights generated through and in the action research
- (3) Write the process of action research and reflect on action in the form of a Dissertation

(4) The consolidated experience of Immersion III shall help the student take up similar or related action research projects in the development sector in future.

Brief description of modules/ Main modules:

Assessment Details with weights: Dissertation Submission and Viva Voce

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP102

Title: Immersion I- Village Stay and Village Study

Type of Course: Field Based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: CDP and PRADAN team

Email of course coordinator:

Pre-requisites:

Course Objectives/Description:

The aim of this course is to be immersed in a rural context and develop an in-depth critical understanding of all aspects of rural life, especially as it relates to building rapport and trust with a community. This is an open-ended immersion with emphasis on discovery and identification of issues, both internal to the learner, and in the village. It will help the learner develop an understanding of the rural across four dimensions – family and household; kinship, community, groups and village; administration, local self governance, and markets; and livelihoods, resources, and environment, including questions of inequality, discrimination, marginalization. Through a graded progression, the learner is encouraged to deepen understandings of the rural – first, through a semi-structured village *stay* by living with a host family, and second, through systematic village study. Supervision by the Teaching Team (Faculty and Field Guides) will help the learners identify areas that they might have overlooked, draw on what they have learnt earlier and reflect upon their own joys, sorrows, and aspirations and those of the community. This immersion experience is crucial to the self-other, elite-subaltern, researcher-community relationship.

Course Outcomes:

On successful completion of this course – which is largely experiential – students will be able to:

- (1) Make sense of their 'inner calling' and their capacity (including resilience) to live in rural settings and work on issues of rural development or social transformation
- (2) Develop the capacity to relate empathetically with rural communities
- (3) Write a rigorous and well-researched study of the village
- (4) Build on relationships developed in Immersion I to work towards an action research proposal in Immersion II

Brief description of modules/ Main modules:

Assessment Details with weights:

Reading List:

ADDITIONAL REFERENCE:

Immersion I: Village Stay and Study (10 weeks, 2 Credits)

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP103

Title: Integrated Natural Resource Management

Type of Course: Field Based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: Dibyendu Chaudhry, Parijat Ghosh and Dr Imran Amin

Email of course coordinator: imran@aud.ac.in

Pre-requisites:

Course Objectives/Description:

Building on the course ‘Environment and Natural Resources Management’, this course would focus on providing learners the opportunity to understand institutions, natural phenomena and natural processes and its interaction with lives and livelihoods of the villagers. This course will build on the learner’s field experience to equip them with different approaches to interventions. It would cover aspects related to natural processes- the interaction of the elements, resource use and development, sustainability, production systems and technology and resource economics in the villages.

It helps the students to understand the basic natural processes that constitute soil, sunshine, water and atmosphere; interaction of the villagers with these processes and its effect upon both and help them students move from broad understanding to specific and concrete observations in the villages, questioning them, develop deeper understanding on the inter-linkages among different elements and actors and search for possibilities through interaction with the villagers.

For example, looking at a piece of land can give rise to many observations: a land surface does not form crack when dry – this tells it has little clay – meaning lower water holding capacity – meaning poor microbial activity – meaning poor self rejuvenation– meaning it must have formed out of poor weathering/ decomposition– meaning historically there was no good vegetation ever – or it must be suffering from severe erosion,- if it is used to grow crop there is a need to add more organic manure and fertilizer... - how is the slope of the land – where is it located in the terrain...is there a forest above.. Thousands of such questions would come to interact with the

soil. And at every question there is potential opportunity to discover something new. This will help to come out with required innovations to help the piece of land to rejuvenate its carrying capacity to impact the life of the villagers.

Course Outcomes:

On successful completion of this course students will be able to:

- (a) Understanding about the components of natural resources, their complex inter-relationship and trends of its conditions
- (b) Ability to jointly diagnose problems faced by the community and explore the possibilities

Brief description of modules/ Main modules: It's a field based workshop at actual site of soil, water, vegetation, and animal management and its interface with the rural life-world

Assessment Details with weights:

Reflective Report: Plan for resource management in your village immersion site (50%)

Presentation: Managing natural resources: challenges and possibilities in my village immersion site (50%).

Reading List: Based on Learning by Doing in field.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP210

Title: Intervention, Inclusion and Collective Action

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dr Imran Amin and Prof Anup Dhar

Email of course coordinator: imran@aud.ac.in

Pre-requisites:

Course Objectives/Description:

This course will explore the theories and principles of intervention, inclusion, and collective action and their complexities. It will also look at different approaches to invention aimed at facilitating collective action. This course would help understand the phenomenon of agency, and the various theories of agency and interventions that are aimed at facilitating agency in individuals, groups and communities – in society in general, and rural societies in particular. The aim is to look at agency in the context of development (economic, social, political, and cultural). It also examines the contemporary manifestations of social movements, collective action and people's resistance and organizations as phenomena of agency. The person(s) of the change agent(s) and the role s/he or they play(s) in stimulating the agency of people and communities is examined. Learners will be equipped with different approaches to intervention and be familiarized with different types of contentions, various mobilization strategies, along with skills to facilitate movement aimed at a developmentally meaningful outcome. Finally, the course shall complicate the question of agency and grapple with the complicated nature of its understanding in the contemporary, along with its stimulation in groups.

Course Outcomes:

On successful completion of this course students will be able to:

1. Immerse in and engage with communities in rural and forest societies

2. Co-research with community their life-worlds, issues and 'problems'
3. Institute with community a transformative social praxis to work on identified 'problem'
4. Transform communities with social justice and well-being considerations
5. Reflect critically on the transformative social praxis instituted

Brief description of modules/ Main modules:

Unit I Intervention in the Context of Development: The first module looks a various actors involved in or making interventions is social life in the name of development. Looking at state, non-state, individual and community actors, the module offer a critical understanding of debate on their nature, characteristics, struggles and challenges of practice, and their intended output and unintended outcomes.

Unit II Agency in Intervention: The second module takes up the issue of ‘agency’ and its role in facilitating or resisting interventions. It enables the student to have critically reflexive understanding of agency by exposing them to the inherent subjectivation that lies there in. Such an understanding is to allow the student to develop sophisticated evaluative parameters for analyzing intervention.

Unit III Collective Action: The final module looks at theories of collective action to move beyond its logic and tragedy, to engage critically with its struggles in governing the commons of the rural context. Further by focusing on participant and their practices, the psycho-social meaning they attach to events of participation allows students to develop key insights into the co-participation of collectives-in-action for transformative social praxis.

Assessment Details with weights:

Project: Action Research Plan and Design

Reading List:

Kohli, Atul. 2007. State and Redistributive Development in India.

Kohli, Atul. 2004. State-Directed Development: Political Power and Industrialization in the Global Periphery. New York: Cambridge University Press.

Koczberski, Gina. 1998. “Women in Development: A critical analysis”. *Third World Quarterly*. Vol. 19, No. 3, pp. 395-409.

Lahiri-Dutt, Kuntala and Gopa Samanta. 2006. “Constructing Social Capital: Self-Help Groups and Rural Women's Development in India”. *Geographical Research*. 44 (3), pp. 285-295

Williams, Glyn. 2004. “Evaluating Participatory Development: Tyranny, Power and (Re)politicization”. *Third World Quarterly*. Vol. 25, No. 3, Pp. 557-578

Uma Kothari. 2001. “Power, Knowledge and Social control in Participatory Development”, Chapter 9 of the Book-Cooke, Bill and Uma Kothari. Eds. *Participation: The New Tyranny*.

London: Zed Books.

Kumar, Girish. 2006. *Local Democracy in India: Interpreting Decentralisation*. New Delhi: Sage Publications Pvt. Ltd.

Sen, Amartya. 1992. Freedom, Agency and Well-Being. (**Chapter 4**) in *Inequality Reexamined*. Oxford: Oxford University Press.

ADDITIONAL REFERENCE:

Hall, Stuart. 1996. *Introduction: Who Needs Identity In The Questions of Cultural Identity*. London: Sage Publications

Melucci, Alberto. 1996. *Challenging Code: Collective Action in the Information Age*. Cambridge: The Press Syndicate of Cambridge University Press.

Morris D, Aldon, Carol McClurg and Mueller. 1992. *Frontiers in Social Movement Theory*. Yale University Press.

Della Porta, Donatella and Mario Diani. 2006. *Social Movements: An Introduction*. Wiley Blackwell

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP301

Title: Introduction to Research Methods

Type of Course: Research methodology based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dr Ishita Dey

Email of course coordinator: ishitadey@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The course on methods intends to instill in the development practitioner the quest for researching the rural realities through observation, interaction, listening, building trust, engaging with the community, critically analyzing the observations and findings. Ethical considerations are important throughout this entire process of research. The methods courses would engage with problematic questions about what is the role of the development practitioner as a researcher. Is s/he doing research to bring about transformation? Whose transformation is this—the researcher's or the participants' or both? Should there be a binary between the two like traditional social science research where the goal is justice and transformation? The methods courses traversing the areas of conventional quantitative and qualitative techniques would aim towards exploring the philosophical enquiries of experience as a researcher, skills learnt and scholarship generated through the research.

How is it possible to study or research development qualitatively—not through numbers measuring development, but through ethnography and narratives understanding underdevelopment and thereby of course having a picture about development? Since mainstream positivist knowledge creation gives a lot of space for statistical data on growth and development, to hear the voices of the marginalized, ethnographic and life history methods are the intrusive and unobtrusive research methods that can be adopted to study underdevelopment--the rural or the urban poor.

Course Outcomes:

On successful completion of this course students will be able to:

1. Co-research with community their life-worlds, issues and 'problems'
2. Capacity to listen to and communicate with rural communities
3. Capacity to engage with groups and form transformative collectives

Brief description of modules/ Main modules:

Unit I: Studying (Under) Development in India: The first module looks at how development and thereby under-development has been conventionally researched in India. Tracing its colonial genesis and derivative post-colonial nature, the module exposes students to how pre-given theories of development emanating from European context were used in a positivist way to explain the lacking other of the third world.

Unit II: Fieldwork, Anthropology and Ways of Studying Development: The second module draws extensively from the disciplines of sociology and developmental anthropology to enable students to construct bottom-up ways to thinking and doing development and its grassroot practices.

Unit III: Researching Indian Villages: The third module looks at ways in which Indian villages have been studied. Taking a genealogical approach, the module traces its origins from being a structural-functional spatial and demographic unit of rural India to being the heart of the diversity of developmental impact and effects.

Unit IV: Narratives of Indian Outcastes: The final module looks at narratives from the margins of India's development and of Indian villages. In doing so, the module offers the students an insight into what gets missed in the conventional understanding. These narratives is to enable students to be aware of following up with meaning of events and of subjectivities reinforced through subtle and mundane practices of everyday life.

Assessment Details with weights:

Critical Review Paper: Framework for researching the rural and its development (50%)

Reflexive Report: Village Stay and Study Report Immersion I (50%)

Reading List:

Gunder Frank Andre (1970) *The Development of Underdevelopment*, Monthly Review Press, New York

Ray, Prasanta (2004) *Samkhya and Vyanjana: Understanding Underdevelopment*, Indian Institute of Development Studies, Occasional Paper 3

Jodhka Surinder From 'Book View' to 'Field View': Social Anthropological Concerns of Indian Village, Working Paper Series, Numbers 5, Department of Sociology, University of Hyderabad

Jodhka, Surinder Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar, *Economic and Political Weekly*, August 10, 2002 pp 3343-3353, available online at

<http://punjabharyana.files.wordpress.com/2010/10/nation-and-village-surinder-jodhka1.pdf>

Das, Arvind N. Changel: Three Centuries of an Indian Village, *The Journal of Peasant Studies* pp3-59

Badri Narayan DomiNation: How the Fragments Imagine the Nation: Perspectives from Some North Indian Villages, *Dialectical Anthropology*, Vol. 29, No. 1 (2005), pp. 123-140, available online at <http://www.jstor.org/stable/29790730>

Sujatha Pluralism in Indian Medicine : Medical lore as a genre of medical knowledge, *Contributions to Indian Sociology* 2007 41: 169, available online at <http://cis.sagepub.com/content/41/2/169>

Dipankar Gupta Whither the Indian Village: Culture and Agriculture in 'Rural' India, *Economic and Political Weekly*, Vol. 40, No. 8 (Feb. 19-25, 2005), pp. 751-758, available online at <http://www.jstor.org/stable/4416240>

Om Prakash Valmiki (2003) *Joothan: A Dalit's Life*, Translated from Hindi by Arun Prabha Mukherjee, Stree Samya Books, Kolkata

Baby Kamble (2009) *The Prisons We Broke*, Translated from the Marathi by Maya Pandit, Orient Blackswan, Hyderabad

Mahasweta Devi: *Outcast: Four Stories*, Seagull Books, 2002

Saptarshi Mandal Dalit Life Narratives as Ethnographies of Justice, paper presented at the Second Critical Studies Conference, Calcutta Research Group, September 2007

Ranajit Guha (ed.) (1987) *Chandra's Death in Subaltern Studies V* pp 135-165

ADDITIONAL REFERENCE:

Pratichi India Trust (2009) *The Pratichi Education Report II: Primary Education in West Bengal, Changes and Challenges*

Bremen, Jan (2007) *The Poverty Regime in Village India: half a century of work and life at the bottom of rural economy in South Gujarat*

Srinivas, M N *Village Studies, Participant Observation and Social Science Research in India*

Padhi, Ranjana (2012) *Those who did not Die: Impact of Agrarian Crisis on Women in Punjab*, Sage Publications, New Delhi

Vijayendra Rao and Paromita Sanyal Dignity through Discourse: Poverty and the Culture of Deliberation in Indian Village Democracies, 2010 629: 146 *The ANNALS of the American Academy of Political and Social Science*, available online at <http://ann.sagepub.com/content/629/1/146>

Vani S. Kulkarni The Making and Unmaking of Local Democracy in an Indian Village, *The ANNALS of the American Academy of Political and Social Science* 2012 642: 152, available online at <http://ann.sagepub.com/content/642/1/152>

Patricia Jeffery and Roger Jeffery, (1996) Don't Marry Me to a Plowman!: Woman's everyday lives in rural North India Westview Press

Shruti Chaudhry and Taneesha Devi Mohan Of Marriage and Migration: Bengali and Bihari Brides in a U.P. Village, *Indian Journal of Gender Studies* 2011 18: 311, available online at <http://ijg.sagepub.com/content/18/3/311>

Pramod K Nayar The Poetics of Postcolonial Atrocity: Dalit Life Writing, *Testimonio*, and Human Rights, *Ariel: A Review of International English Literature*, Vol. 42, No. 3-4 pp 237-264, 2012

Gautam Bhan "This is no longer the city I once knew". Evictions, the urban poor and the right to the city in millennial Delhi, *Environment and Urbanization* 2009 21: 127, available online at <http://eau.sagepub.com/content/21/1/127>

Sarasij Majumder "Who wants to marry a farmer?" Neoliberal industrialization and the politics of land and work in rural West Bengal *Focaal—Journal of Global and Historical Anthropology* 64 (2012) 84-98

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS3DP302

Title: Listening, Learning and Communication

Type of Course: Research Methodology Course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 2

Course Coordinator and Team: Prof Anup Dhar

Email of course coordinator: anup@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The desire to be understood and in turn to understand others is an intrinsic and core part of what human beings strive towards, and yet, complications and challenges accompany our attempts to relate and communicate. The dynamics between the Self and Other, (existing within our inner or interpersonal worlds) help us to appreciate that all of us are deeply identified at some levels, similar to an extent in certain respects and quite very different in other dimensions of being. Therefore listening and communicating forever pose fresh challenges in the order of relating with and receiving one's significant others. It is also important to note that communicating and relating are forever contingent on a capacity to listen deeply to the self as well as to others (and also to the "other" within the Self). Beyond the conscious processes activated in listening, there also exists a dimension of unconscious to unconscious receptivity. Hence, drawing from literary and creative narratives, short stories, films and field sessions, a foundational emphasis of this course is to enable one to listen to the deeper resonances of unconscious articulations. By tuning in to a receptive mode of listening, sequences of seemingly disconnected and free flowing communication would begin to acquire a pulsating and rhythmic flow, in consonance with unconscious human life. Further by focusing on lives (characters in literature) that have been rendered invisible, and which remain unheard and "underground", we will listen to the struggle to communicate as well as, sometimes, the simultaneous desire to erase attempts to be understood by any other human being, and also the self.

As part of the MPhil programme, even as participants will be immersed in listening to their rural

counterparts, within the space in which this course will transpire, they will be sensitized to receive the affects, messages, cultural symbols and meanings as communicated through traditional modes of relating prevalent in the India which still retains its roots in villages and rural communities. A focus on the oral, mythic, folk legends and community practices prevalent in Indian rural life will be highlighted. In addition the course facilitators would foreground the storied nature of lives and the intense universal desire for communication while acknowledging the paradox of its limits.

How do we learn about others form listening to them deeply enough? How do we further communication by empathically reflecting feelings and expressed needs back to the other – these and related foci will be taken up during reflective sessions. Through a simultaneous inward tuning to one’s own self, participants will be encouraged to maintain experiential diaries around struggles and possibilities of listening, relating, learning and communicating to themselves as well as their significant others.

Further the philosophy of the course extends itself to not only listening to human life but to all forms of life, and therefore, at an implicit level the course will attempt to create bonds and linkages between psychological perspectives, the spiritual emphasis on compassion and understandings from deep and sustainable ecology. It is hoped that participation in this course will help students to forge healthier personal relationships, to become increasingly open to experiences of sharing joy and also pain within the family, the field and in other interpersonal spaces.

Course Outcomes:

On successful completion of this course students will be able to:

1. Become increasingly alive to one’s humane potential, even as one delves deeply into self-insight.
2. Immerse in and engage with communities in rural and forest societies
3. Capacity to listen to and communicate with rural communities
4. Capacity to engage with diverse groups and diversity within groups
5. Become more open, receptive and empathic towards significant others, their chosen field of work and the world at large
6. Think and feel to respond empathically to emerging and expressed needs, conflict, misunderstandings or any other feeling states in the space of communication.

Brief description of modules/ Main modules:

Unit I Listening: Interdependence and Communication: The first module projects seeing living beings as co-travelers across the journey of life embedded in evolving relational nature of our psychic Self and of the world in which we all mutually exist. By exposing students to listening of “Other in Self”, “Self in Other” and “Self and Other”, the module reveals listening from a horizontal and lateral axis to appreciate differences without hierarchies.

Unit II Opening the Self to deep listening: The second module introduces students to psychological processes involved in listening to Self and to Others. Listening to our suffering and pain, to our joy and potentials, to our mind and to our body, and to the rhythms of the unconscious. To do so, the module listens to life-stories of others by focusing on the inchoate aspects of communication.

Unit III Capacities for empathy and compassion: The third module shifts attention to becoming aware and alive to our intense emotions. Recognizing universal human proclivities to insecurity, misunderstanding, rejecting and also to loving, seeking and forgiving, the module focuses on recognizing internal hurdles to connecting and relating. In doing so it hopes to develop understanding of and working with ones emotional limits and opening to one’s compassion and empathy

Unit IV Focusing on self in rural settings: The final module gives special focus on listening through attuning oneself to the special modes of communication as emergent in the space of the rural and the group self. This involves facilitating dialogue in dyadic and group spaces that acknowledges and works through issues, also conflict and incomprehension as emerging from one’s field experience.

Assessment Details with weights:

Reflective Exercise: Exploration and sharing of field diaries (50%).

Viva-Voce Session: On Listening Through Immersion (50%)

Reading List:

Akhtar Salman, *Psychoanalytical Listening*. New York: Routledge, 2013.

Akhtar Salman, *Listening to Others: Developmental and Clinical Aspects of Empathy and Attunement*, U.S.A. : Jason Aronson Press, 2007.

Bion, W.R. *Learning from Experience*. London: William Heinemann Medical Books, 1984.

Birch, C. *Feelings*. Sydney: University of New South Wales Press. 2003.

Bollas Christopher. *The Infinite Question*. New York: Routledge, 2007. Devi

Mahashewta, *Sishu*. Collection of Short Stories, Delhi: Penguin, 2001.

Gyatso Tenzin , *A Policy of Kindness*. New Delhi: Snow Lion Publications, 2003.

Hanh N. Thich, *The Heart of Understanding: Commentaries on the Prajnaparamita Heart Sutra*. New Delhi: Full Circle, 1997.

Hanh, N Thich. *Teachings on Love*. New Delhi: Full Circle, 2007.

Kishen Chander: "Kalu Bhangi, The Sweeper" in Amina Azfar (ed). *The Oxford Book of Urdu Short Stories*. Karachi: Oxford University Press, 2009.

Marion Milner. *A Life of One's Own*. London: Virago, 1987

Ogden Thomas, *Reverie and Interpretation: Sensing Something Human*. New York: Karnac, 2004.

Ogden Thomas, *Conversations at the Frontier of Dreaming*. New York: Karnac, 2006

Symington Neville, *A Healing Conversation*. London: Karnac, 2006.

Symington, N. Healing the Mind: What is the healer's task? *Australian Journal of Psychotherapy*, 22 (1): 25-36.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS3DP202

Title: Philosophy of Development Practice

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dr Imran Amin and Prof Anup Dhar

Email of course coordinator: imran@aud.ac.in

Pre-requisites:

Course Objectives/Description:

What is 'development'? What is its history? How can it be measured? What is the relationship between growth and development? What indeed is development practice? Given that each society is unique in its own way, the task of making sense of these questions, as also historicizing and denaturalizing development, becomes important for both the grassroots imagination of transformative social action and an ethico-politics of the 'local'. Taking off from two pre-independence practices of rural reconstruction – one by Gandhi and the other by Tagore - and critical engagements with such practices by Nehru and Ambedkar – this course takes critical stock of post-independence discourse(s) of development and attendant turning points and practices. In the process, the course sets up a dialogue between 'development alternatives' and 'alternatives to development'. *Development as Freedom* by Amartya Sen and *Encountering Development: The making and unmaking of the Third World* by Arturo Escobar is thus put to dialogue. The course ends by bringing to conversation Gandhi's economic and philosophical manuscript with Tagore's *The Cooperative Principle*. Marx's "The Secret of Primitive Accumulation" forms the backdrop of a developmental imagination beyond Capitalo-centrism and Orientalism.

Course Outcomes:

On successful completion of this course students will be able to:

1. Capacity to critically analyze developmental paradigms

2. Capacity to critically reflect on paradigms of developmental practices
3. Generate new knowledge or theory of developmental practices
4. Transform extant practices and theories in the developmental sector

Brief description of modules/ Main modules:

Module 1: Introduction to Development in India: The first module begins by looking at the condition of development in India, its historical roots and trajectories, and the policy followed in its course. In doing so it hopes to reveal the gap between the planned and the actual outcome of development policies and its never ending ‘catching-up’ that lies therein.

Module 2: Introduction to Development Practice: The second module places the causality of the gap and its catching up in the situated and the contextualized practice at the grassroot level. It hopes to expose students to the experience of development as lived by its targets and their subjectivation by its procedural practices.

Module 3: Mainstream Development: The third module critically engages with the mainstream global theories of development from its welfarist Keynesian origins through modernization and dependency into basic needs and its capability and freedom based human incarnations.

Module 4: From Development Alternatives to Alternatives to Development: The fourth module engages with the challenge posed to mainstream development discourse by scholars of post-development orientation. It introduces students to the discourses and practices alternatives to development that has been being the rise of new social movements, especially those with gendered and ecological orientations.

Module 5: The Other Side of Development: Discourses from India: The next module looks at Indian discourses of development, especially those outside the derivative, post colonial, statist development discourse. Taking up alternative models of development and rural reconstruction from Gandhi and Tagore, the module offers alternative models of development.

Module 6: Development beyond Capitalocentrism and Orientalism: Moving beyond the materialistic, catch-up model of hierarchical and teleological development discourse, the final module offers some tentative conceptual and theoretical tools to re-imagine development through practice.

Assessment Details with weights:

Review Paper: On the genealogy of development discourse (30%)

Reflexive Paper: Idea of transformative social praxis (40%)

Presentation: On the Experience of (under)Development during first village immersion (30%)

Reading List:

Dreze, J and Sen, A. 2013. An Uncertain Glory: Indian and its Contradictions . Allen Lane:

London.

Sen, S. (1943). Rabindranath Tagore on Rural Reconstruction . Calcutta: Visva Bharati.

Sachs, W. (2010). The Development Dictionary: The Guide to Knowledge as Power. Zed Books: London and New York (pp: vi to 23; 38-54).

Stiglitz, J. E., Sen, A., & Fitoussi, J. P. (2011). Classical GDP Issues. In Mismeasuring Our Lives: Why GDP Doesn't Add Up (pp. 23-59). New Delhi: Bookwell Publications.

Escobar, A. (1995). Economics and the space of Space of Development: Tales of Growth and Capital. In Encountering development: The making and unmaking of the Third World (pp 55-101). Princeton, N.J: Princeton University Press.

Stiglitz, J. E., Sen, A., & Fitoussi, J. P. (2011). Mismeasuring Our Lives: Why GDP doesn't Add Up. New Delhi: Bookwell Publications (pp. 61-136).

Sen, A. (2000). Development as Freedom - New Delhi: Oxford University Press (pp. 13-110)

Escobar, A. (1995). Encountering development: The making and unmaking of the Third World (2012 Ed.). Princeton, N.J: Princeton University Press.

Sachs, W. (2010). The Development Dictionary: The Guide to Knowledge as Power. Zed Books: London and New York (pp: 55-110, 127-144, 161-194, 212-259).

Craven, J. 2011. "International Education and Imperial Penetration, Co-optation and Control" in International Critical Thought – Routledge: London and New York.

Escobar, A. "The Invention of Development" in Current History ; Nov 1999; 98, 631; Academic Research Library.

Parekh, B. 1997. Gandhi: A Very Short Introduction – OUP: Delhi.

Dasgupta, A. K. 1996. Gandhi's Economic Thought – Routledge: London and New York.

Govindu, V. M. and Malghan, D. 2005. "Building a Creative Freedom: J. C. Kumarappa and his Economic Philosophy" in Economic and Political Weekly.

Gandhi, M. K. (1947). India of My Dreams . Ahmedabad: Jitendra T Desai, Navajivan Mudralaya.

Sen Gupta, K. 2005. The Philosophy of Rabindranath Tagore – Ashgate: Hampshire and Burlington.

Tagore, R. 1963. The Cooperative Principle – Visva-Bharati.

Marx, K. (1976). The Secret of Primitive Accumulation. In Capital: A Critique of Political

Economy (pp. 873-895). London: Penguin Books.

Gibson-Graham J. K. 2001. "An Ethics of the Local".

Berger, M. T. 1994. "The End of the 'Third World'?" in *Third World Quarterly*, Vol. 15, No. 2.

Wyatt, A. 2005. "(Re)imagining the Indian (Inter)national Economy" in *New Political Economy* – Vol. 10, No. 2 – Routledge: London and New York.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP208

Title: Politics, Resistance, Change

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dr Imran Amin

Email of course coordinator: imran@aud.ac.in

Pre-requisites:

Course Objectives/Description:

By placing political at the very heart of subjectivity and identity, this course tries to look at how power operates, and what are the possibilities for resistance and transformation of the social and the historical in such operation? In turning away from the ‘individual’ and the ‘abstract-theoretical’, the course focuses on exploring the *discursive* and the *performative* method of contesting power, oppression and injustice of the resultant inequality. Marked by the philosophy of ‘personal as political,’ the course will also engage with ‘everyday forms of protest’ as a mode of isolated dissent. The role of the state and civil society, the relation between global and local dimensions, and between private and public will be important themes.

Course Outcomes:

On successful completion of this course students will be able to:

1. Be familiar with ‘politics’ and ‘the political’ as well as resistance to it in its historical dimension and its conceptual-philosophical perspectives.
2. Be political in their thinking and in their relation to the world as well as reflect on the political to develop critical faculty vis-à-vis ‘the political’.
3. Reflect critically on the transformative social praxis instituted
4. Capacity to transform extant practices of rural development

Brief description of modules/ Main modules:

Unit 1: On ‘Politics’ and ‘the Political’ The course begins by looking at some of the philosophical and theoretical discussions on the idea of politics and the political in classical Greek and early modern European scholars. In these conceptions, the rise of collective organizations and the need for redistribution of material and non material resources lies at the heart of the dialectics of politics and resistance. The scope that this dialectics offers for social transformation and change has been negotiated over issues of: justice and happiness; sovereignty, rule of law and the self interest of private property; and rights of liberty and equality. The struggles and negotiations over these issues have given way for wide range of organizing/legitimizing principles and institution mechanism for social formation.

Unit 2: Alternative view of ‘the Political’: Ecological/Feminist/Non Western

The second units looks at 3 alternatives view of ‘the political’ that emerged in the 20th century, viz: ecological, feminist and non western/non violent. The Ecological takes on ‘the political’, in terms of its legitimizing principle and institutional mechanism, brings the concerns of ‘nature’ in the politics over the well being of human beings as a species. It challenges the technologically driven, Enlightenment views about control of nature to ensure unlimited progress by bringing the arguments about ‘limits of growth’. The ecological contestations, in terms of legitimate institutional mechanism to redistribute global commons to all members of the planet, now and forever, and speaking of ‘responsibility of damage’ across the last three centuries takes politics beyond time. As part of the non-Western approaches, we examine the works of Gandhi to explore what it meant by *swaraj* or self-governance, and the relationship it sets forth between non-violence and change.

Unit 3: The Practice of ‘the Dialectics of Politics and Resistance’ With the rise of Enlightenment, politics was increasingly seen as the struggle for power based on persuasive and coercive means and concerned with the State. This unit looks at how scholars have looked at and analyzed the exercise or practice of power, the inherent resistance involved in any exercise of power, the resultant probability of power to bring about causal effect in social relation. It looks at the knowledge based and institutionalized violence based exercise of power. In doing so, it looks at the Foucauldian view and Arendtian understanding of power. Having done so then it turns to the issues of resistance to both forms of power.

Unit 4: Resistance and/ to Resistance In this unit, we explore the two meanings of resistance: that which marks political struggle, and that which surfaces in the psychoanalytic encounter. How is resistance as *dialectical opposition* to be distinguished from resistance as *aporetic breakdown*? Is it to be strengthened or is it to be overcome? What is the predicament of the development practitioner when the supposed beneficiaries of your interventions resist the introduction of a scheme? What if the rural does not welcome the social empowerment of women? What if Iraq does not want to be democratized by the U.S? In taking the conceptualizations on subjectivity as a crucial site of struggle, we will use Freudian metapsychology to complicate the theorization of resistance.

Unit 5: Social Justice and Scope of Transformation: Having looked at the practice of politics and the inherent resistance involved in it, the course concludes by evaluating the scope of social transformation possible in this dialectics of control. In doing so we look at the theories of social justice contested over issues of liberty and equality as reflected in demands of political representation and autonomy; economic redistribution to redress inequality of poverty, and social recognition to facilitate self determination of each human collective. In this context, the evaluative mechanism takes the form of participation parity in collective actions, with the idea of participation drawing from its conception as a citizenship right as well as developmental approach.

Assessment Details with weights:

Critical Review Paper: Personal in Political (50%)

Reflective Paper: Resisting Subjectivity as Agency (50%)

Reading List:

Section on Plato, Aristotle, Machiavelli, Hobbes and Locke in Steven M Cahn (ed), *Political Philosophy The Essential Texts*, New York: Oxford University Press, 2005. pp. 1-169, 185-273.

Mercur Olsen, *The Logic of Collective Action*, Harvard University Press, 2002.

Leo Strauss, 'What Can We Learn from Political Theory' in *The Review of Politics*, Vol. 69, No. 4 (Fall, 2007), pp. 515-529.

Section on Science, Technology, Environment and Resource in Wolfgang Sachs (ed.) *The Development Dictionary a guide to knowledge as power* (2nd edition, first in 1992), Zed Books: London, 2009. pp. 24-38, 228-259, 308-322.

James C. Scott, *Seeing Like a State*, New Haven and London: Yale University Press. 1988.

Arun Agarwal, 2005, 'Chapter 6: Making Environmental Subjects: intimateGovernment' and 'Chapter 7: Conclusion: The analytics of environmentaliry' in *Environmentality: technologies of Government and the Making of Subjects*, OUP, Delhi.

Richard Peet and Michael Watts, 2004, 'Introduction', in *Liberation Ecologies: Environment, development, social movements*, London and New York: Routledge, pp. 1-45.

Mark C. V. Stoddart, 2007, *Ideology, Hegemony, Discourse: A critical review of theories of knowledge and Power*, in *Social Thought and Research*, Vol. 28, pp 191-225

Michel Foucault, 1982, *The Subject and the Power*, in *Critical Inquiry*, vol 8, no 4, pp 777-95

Judith Butler, 1997, *The psychic life of power: Theories in subjection*. Stanford Universit Press,

Hannah Arendt, 1973 *The origins of totalitarianism*. Vol. 244. Houghton Mifflin Harcourt,

Nikolas Rose, 1990, *Powers of freedom: Reframing political thought*. Cambridge university press.

Max Weber, *Bureaucracy*, in Aradhna Sharma and Akhil Gupta (eds.) *The Anthropology of the State: A Reader*, Blackwell Publishing: Oxford, 2006. pp. 49-70

Michael Foucault, *Governmentality*, in Aradhna Sharma and Akhil Gupta (eds.) *The Anthropology of the State: A Reader*, Blackwell Publishing: Oxford, 2006. pp. 131-143.

Antonio Gramsci, *State and Civil Society*, in Aradhna Sharma and Akhil Gupta (eds.) *The Anthropology of the State: A Reader*, Blackwell Publishing: Oxford, 2006. pp. 71-85

Huntington, *Political Order and Political Decay*

Mario Diani and Daini Dellaporta 2006 *Social Movement An Introduction*, Blackwell

Doug McAdam, et. al. 2001 *Dynamic of Contention*, CUP.

Sidney Tarrow, 2011, *Power in Movement: Social Movement and Contentious Politics*, Chp1

Mahatma Gandhi and Anthony J. Parel. 1997 *Gandhi : "Hind Swaraj" and Other Writings*.
Cambridge University Press,.

James C. Scott, 2008 *Weapons of the weak: Everyday forms of peasant resistance*. Yale university
Press.

Freud, S. (1914g) *Remembering, Repeating and Working-Through*, S.E., 12. Freud, S. (1921c)
Group Psychology and the Analysis of the Ego, S.E., 18.

Mathew Clayton and Andrew Williams (eds.) *Social Justice*, Blackwell Publishing: Oxford, 2004.

David Miller, *Principle of Social Justice*, Harvard University Press: Cambridge, 1999.

Nancy Fraser, *Scales of Justice*, Columbia University Press, 2009.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SH3DP101

Title: Pre-course: immersion and orientation

Type of Course: Field based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 1

Course Coordinator and Team: Program Coordinator

Email of course coordinator:

Pre-requisites:

Course Objectives/Description:

The aim of this orientation (duration 10 days) is to familiarize the learner with the experience, practice and concept of rural engagement. In this course, learners explore their feelings, assumptions, images, and thoughts about rural India. Through this course, learners learn to experience the rural, engage with families and groups in a village to understand their world views, and evolve their own preliminary understandings of the rural context. It is expected that at the end of this phase learners will have made a preliminary assessment of the realities and existential dilemmas of an action researcher in the development sector and their own interest in such a life-path.

Course Outcomes:

On successful completion of this course students will be able to:

1. Have a sense of everyday life of rural India
2. Understand the multiplicity of actors involved in developmental interventions
3. Understand the structure and working of SHGs and its members
4. Arrive at an understanding as to whether one can and has the capacity and inner calling to engage with rural India

Brief description of modules/ Main modules: Not a taught course

Assessment Details with weights:

Reflective paper: Motivation to work with the rural community

Reading List: Its a workshop course with experiential learnings.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS3DP304

Title: Project Management

Type of Course: Research methodology based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dibyendu Chaudhury

Email of course coordinator: dibyendu@pradan.net

Pre-requisites:

Course Objectives/Description:

The aim of this course is to build an understanding of different measures, systems, tools, analytical frameworks, and basic concepts of accounts and finance. This course draws on management thinking and education, and helps learners equip themselves with basic management skills required for informed work within the development sector. This course will cover topics such as basic financial literacy, a brief introduction to accounting concepts; planning, monitoring and measurement tools, and a historical overview and critique of conventional, alternate and human development models.

Course Outcomes:

On successful completion of this course students will be able to:

- (1) Write a Project
- (2) Develop a Budget Sheet
- (3) Conceptualize outcome and output
- (4) Assess Impact or do Impact Evaluation

Brief description of modules/ Main modules:

Assessment Details with weights:

Reading List:

ADDITIONAL REFERENCE:

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School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS3DP209

Title: Reflections on Justice

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dr Ishita Dey

Email of course coordinator: ishitadey@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of this course is to critically engage with the concept of justice. The course will expose students to processes that create, reinforce, challenge, and/or subvert injustice while reflecting on key debates and theories that bring into question 'justice'. Students will engage with these debates and thoughts to understand and analyze the imbrications of justice with the state, development, media, difference, and bodies. The question, 'what is justice', will play a central role in the structuring of the course, where students will undergo a critical examination of the matrices within which conventional and unconventional meanings of justice are located. Further, the students explore possibilities of action-ing questions of justice through a close reading of forgiveness, its apparatuses in situations of historical injustice.

Course Outcomes:

On successful completion of this course students will be able to:

1. Transform communities in directions that are in tune with social justice and well-being considerations
2. Reflect critically on the transformative social praxis instituted

Brief description of modules/ Main modules:

Module 1 Concept of Justice: The first module critically engages with the concept of justice to explore processes and practices that create, reinforce, challenge, and/or subvert injustice while

reflecting on key debates and theories that bring into question 'justice'.

Module 2: State, Law and Justice: The second module introduces students to debates on imbrications of justice with the state, development, media, difference, and bodies as well as offer a critical examination of the matrices within which conventional and unconventional meanings of justice are located.

Module 3 Forgiveness as Justice In this course we will explore possibilities of action-ing questions of justice and well-being through a close reading of forgiveness. We will try and understand apparatuses of forgiveness that has been explored in situations of historical injustice. How do such remedial measures account for rebuilding ethics of co-habitation? Do we need to reimagine social suffering into our discussions on well-being? In the classes to remain we will explore readings under three cross cutting themes : acknowledgement, forgiveness and social suffering. We will try and explore if these themes could provide us with methodological groundings as it appears in writings of jurisprudence, literary theoretical works and anthropological writings to action-research questions of justice and well-being.

Assessment Details with weights:

Assignment

1. Annotated bibliography around Justice (30%)
2. Critical Paper: Idea of Justice and its practice (30%)
3. Reflective Paper: Forgiveness as Justice (40%)

Reading List:

1. Minow, Martha. 2012. 'Historical Justice' in *A Companion to Contemporary Political Philosophy*. Edited by Robert E Goodin, Philip Pettit, and Thomas Pogge, 621-637. West Sussex: Wiley-Blackwell.
2. Minow, Martha. 2015. 'Forgiveness, Law, and Justice' *California Law Review* 103(6) :1615-1644
3. Minow, Martha. 2002. *Breaking the cycles of hatred. Memory, Law and Repair*. Princeton and Oxford : Princeton University Press.
4. Cornell, Drucilla. 1998. 'Feminism, Justice and Sexual Freedom' in *At the heart of freedom. Feminism, sex and equality*. Pp 3-32. Princeton: Princeton University Press.
5. Minow, Martha. 2000. 'About women, about culture: about them, about us'. *Daedalus* 129(4): 125-145.
6. Hickson, Letitia. 1986. 'The Social Contexts of Apology in Dispute Settlement: A Cross-Cultural Study'. *Ethnology* 25 (4) :283-294.
7. Conley, Katharine. 2010. 'Is Reconciliation Possible? Non-Western Objects at the Menil Collection and the Quai Branly Museum'. *South Central Review* 27(3): 34-53.

8. Allais, Lucy.2008. 'Wiping the Slate Clean: The Heart of Forgiveness'. *Philosophy & Public Affairs* 36 (1): 33-68.
9. Kristeva, Julia and Alison Rice. 2002. 'Forgiveness: An Interview'. *PMLA* 117(2): 278-295.
10. Derrida, Jacques.2001. 'On forgiveness'. In *On Cosmopolitanism and Forgiveness*. Translated by Mark Dooley and Michael Hughes. Pp 27-60.
11. Scheper-Hughes, Nancy.1998. 'Undoing: Social Suffering and the Politics of Remorse in the New South Africa'.*Social Justice*, 25, 4 (74) : 114-142.

ADDITIONAL REFERENCE:

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS3DP105

Title: Rural Livelihoods

Type of Course: Field based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dibyendu Chaudhury and Ajaya Samal

Email of course coordinator: dibyendu@pradan.net

Pre-requisites:

Course Objectives/Description:

Rural Livelihoods is about building an understanding of different approaches to create and tap opportunities that enhance well being and livelihoods, and enable communities to take charge of working towards a better quality of life. This course enables the formation of linkages between dimensions of well-being and livelihoods, and their links with markets and business. It helps explore patterns of social exchange governing livelihood-seeking behavior and options available to poor families, especially in the light of changing landscapes of opportunity—including rights and constitutional guarantees, and new economic opportunities. Drawing upon their field experience and village study, students will be encouraged to reflect upon dilemmas of the constructivist approach of a livelihoods practitioner.

Course Outcomes:

On successful completion of this course students will be able to:

1. build understanding of different approaches to create and tap opportunities to enhance well being and livelihoods and enable communities to take charge of working towards a better quality of life.
2. Understand dimensions of well-being and livelihoods and their links with markets and business.

3. Explore patterns of social exchange governing livelihood-seeking behaviour and options available to poor families, especially in the light of changing landscapes of opportunity—including rights and constitutional guarantees, and new economic opportunities.

Brief description of modules/ Main modules:

Module 1: Livelihood and its context: The first module looks at macro-economic context, trend, as well as policies/regulatory environment as reflected in NSS data, its statewise employment context/trend, employment vs. GDP. This is to introduce students to the data and discourse that help construct the problematique of livelihood.

Module 2 Theories and Approaches of livelihoods: The second module introduces students to the competing debates of various Approaches to livelihood including Rights-based approaches, constructivist approaches and state led income-generating poverty-reducing approaches. The module also introduces students to different practice for livelihood as reflected in the case studies like DHRUVA, Operation Health at the Door Steps: Case Study of Kitchen Herbal Gardens; JANARTH: Market engagement for improving farm incomes of the poor; INRM to enhance rural livelihoods: story of Bandudih; NRLM; and Travails of Flayers' and Tanners' Cooperatives

Module 3: Socio-cultural dimension of Livelihood: The third module looks at the historically situated socio-cultural dimension of livelihood with a focus on land tenure systems. Family Transition, Dignity as reflected in the case study of *Manglu Harwaha*. It further explores various routes to livelihoods and their implication, who adopts what, different agro-climatic and socio-economic context, impact on dignity, gender amongst tribal and their relationship with forest. This opens a window in risk, uncertainty, vulnerability and coping mechanism.

Module 4: Local Area Economy and Sub-sector Analysis for Livelihood: The fourth module engages with micro processes of household cash flow, and production possibilities. In doing so, the chief component is that of sub-sector analysis through cognitive map based upon subsector study reports of Ceramic, Kilmer; Groundnut, Meherotra; Pigeon Pea, NABARD; Traidcraft Cotton Farmers Study.

Module 5: Market and Livelihood: The fifth and final module looks at the role of market in the promotion of livelihood. It introduces students to theories of markets, how they work, functions of market intermediary (aggregation, price discovery, oiling the pipeline, working capital), imperfection, regulation. It also engages with market efficiency and challenges for integrating small holders. And to overcome these challenges, it undertakes case studies of collective action through cooperatives/collectivisation in cases of AMUL, FabIndia, Lijjat Papad, PRADAN Poultry, and SASHA

Assessment Details with weights:

1. **Term assignment:** Subsector analysis and presentation based on desk study

Reading List:

Hobley, Mary, Jeffrey Y. Campbell and Anupam Bhatia, 1996 Community Forestry in India and Nepal, Learning from Each Other, Himalayan Paryavaran.

Executive summary by Alan Okagaki (December 2009), based on global synthesis report by Mary Hobley and Deep Joshi (October 2009).

Jean Drèze & Amartya Sen, 2015. "An Uncertain Glory: India and its Contradictions," Economics Books, Princeton University Press

Phansalkar, S. J. (2005). Contours of Rural Livelihoods in India in the Coming Half Century. *International Journal of Rural Management*, 1(2), 145–166. <https://doi.org/10.1177/097306800500100201>

SDC's Rural Livelihood Systems (RLS) as available on
http://www.glopp.ch/B7/en/html/unit_1_guide_5.html

DFID's Sustainable Livelihoods Approach and its Framework available at http://www.glopp.ch/B7/en/multimedia/B7_1_pdf2.pdf

Chambers, R. and Conway, G. (1992) Sustainable Rural Livelihoods: Practical Concepts for the 21st Century, IDS Discussion Paper 296, Brighton: IDS

Georg Pfeffer 2014 Ethnographies of States and Tribes in Highland Odisha, *Asian Ethnology* Volume 73, Numbers 1–2 • 2014, 259–279

Fischer-Kowalski, Marina. (2014). Ester Boserup's Legacy on Sustainability. Orientations for Contemporary Research.

P.Sainath, Decadal journeys: debt and despair spur urban growth, available at <https://www.thehindu.com/opinion/columns/sainath/decadal-journeys-debt-and-despair-spur-urban-growth/article2487670.ece>

Banerjee, A. V., & Duflo, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty*. New York : Public Affairs

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS3DP403

Title: Rural through Art, Literature and Films

Type of Course: Workshop

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3

Course Coordinator and Team: Dr. Manolagayatri Kumaraswamy

Email of course coordinator:

Pre-requisites:

Course Objectives/Description:

This course familiarizes the students with ‘the Indian rural’ through literature, art, and cinema. The idea is to depict the diversity and multiplicity in ‘the Indian rural’ through various media. From depicting oppression, marginalization, complexity, to representing celebration, happiness, and contentment, the objective of the course is neither to consolidate the rural as a site of marginalization nor to eulogize it. 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.

It focuses on Practice-as-Research as a methodology drawing on insights from creative practice, art and process work. Through the sometimes messy and amorphous quality of the creative process, it becomes possible to de---polarise positions and break down binaries as new ways of experiencing material and thought comes to manifest. While starting points for the research are varied, there is an openness to allow what emerges from the practice to create the framework of the research output. PaR ‘employ variations of reflective practice, participant observation, performance ethnography, ethno---drama, biographical/ autobiographical/ narrative inquiry, and the inquiry cycle from action research. The course will also look at the concepts of time, labour, money and value as distinct categories of experiencing a sense of the rural. The focus of sensing the rural through art will also unfold in terms of a working with sensations and embodied experience through creative practice and self---reflection.

Course Outcomes:

On successful completion of this course students will be able to:

- Through creative practice enable the experience of the rural to alter or influence research paradigms and outputs.
- Enhance research capacities of scholars through resourcing creative potential, lateral thinking and artistic production.
- Enable interconnections between experience, theory and practice
- Explore interior scapes of the researcher through creative practice as a means to manifest unconscious connections in the research material
- Introduce scholars to PaR as a methodology well suited to research in Development Practice.

Brief description of modules/ Main modules:

Session 1: Sensing the Rural: The first session explores how art facilitates as an experience of the rural by highlighting its relevance for understanding the Rural through experience, theory, research, creative practice, self reflection.

Session 2: Introduction to Practice-as-Research: The second module begins with conceptual engagements across the binaries of Knowing and Doing, to trace the emergence of PaR in Academia and in Epistemic concerns etc. It further dwells into the intersections with earlier practice--based research methods and traditional qualitative methods to highlight its relevance to immersion experience and Development Practice.

Session 3: Immersion as Sensation The third session deals with workshops and performances of embodied practice as research, role of time, taste, smell, touch, spatial orientation, sound, sight, landscapes and soundscapes in knowing and how they embedded in writing, reflection and thinking.

Session 4: Mediatising the rural : The third module looks at how ICT has changed the ways of archiving the rural by looking at the relevance of media technology as reflected in the case of People's Archive of Rural India and some creative apps developed for rural needs such as Follow the Sheep etc. This allows students to understand role of documentation and mediatisation in the research process

Session 5: The rural in Literature: The final module looks as debates in Rural Development through Tagore and Gandhi through collective readings of *Red Oleander* OR *Raktakarabi*, *engaging with Tagore and Gandhi's debate on development through The wheel versus red oleander.*

Assessment Details with weights:

- **Presentation or written submission** interweaving at least two of the prescribed texts and that engages with a theoretical or methodological issue in ParR. Students are strongly encouraged to articulate this in the context of development practice. **(1 Credit) OR Class room participation in discussion and practical work may be assessed for 1 credit as well.**
- **Group & Individual Creative/ Practical presentations** where students will be invited

to form group of 3-5 members and find intersections in their immersion experience to create 15-25 minute presentations that include material from their field work in the form of video, photography, audio as well factual and experiential data gathered. They may choose to do this as an individual assignment as well. (2 Credits)

- **3500-5000 word Essay** documenting and critically assessing the creative process within appropriate theoretical and conceptual frameworks and information related to their research area. **(1 Credit)**

Reading List:

Stromsted, T. (2007) P. Pallaro, (Ed.) *Authentic Movement: Moving the body, moving the self, being moved*. London: Jessica Kingsley Publishers, pp. 202-220.

Ahmed, S. (2006). Orientations: Toward a queer phenomenology. *GLQ: A journal of Lesbian and Gay Studies*, 12(4), 543-574.

Cull, L. (2012). Performance as philosophy: Responding to the problem of 'application'. *Theatre Research International*, 37(1), 20-27.

Fleishman, M. (2012). The difference of performance as research. *Theatre Research International*, 37(1), 28-37.

Ramazanoglu, C., & Holland, J. (2002). *Feminist methodology: Challenges and choices*. Sage Publication: U.S.A.

Spatz, B. (2015). *What a body can do*. Routledge: London

Bourriaud, N., Pleasance, S., Woods, F., & Copeland, M. (2002). *Relational aesthetics* (p. 44). Dijon: Les presses du réel.

Roberts, E., & Townsend, L. (2016). The contribution of the creative economy to the resilience of rural communities: exploring cultural and digital capital. *Sociologia Ruralis*, 56(2), 197-219.

Jones, A. R. (1981). Writing the Body: Toward an Understanding of "L'Ecriture Feminine". *Feminist Studies*, 7(2), 247-263.

Cutaya, M. (2009). Situating Art: For a Rural Context. *Circa*, (127), 30-35.

Kester, G. H. (1999). The art of listening (and of being heard): Jay Koh's discursive networks. *Third Text*, 13(47), 19-26.

School of Human Studies and School of Development Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS3DP203

Title: Understanding the Rural

Type of Course: Theory based course

Cohort for which it is compulsory: MPhil Development Practice

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dr. Partha Saha

Email of course coordinator: partha@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of this course is to theoretically equip the student to grapple the complexity of contemporary Indian rural life worlds and to practically engage in it. In pursuing this aim, the course is primarily foregrounded in the notion to critically revisit the established binaries such as rural/urban, tradition/modern etc in the domain of social sciences and exploring a very fundamental question that is, how far these binaries would be useful to understand the contemporary rural life. It will be combined the strengths of sociology, anthropology, economics and history nevertheless, it intends to go beyond the uncritical assumptions constructed and dominated in these disciplines to look at the rural. So that the students will get an opportunity to look at the different layers of rural society, its institutions, practices, various constellations of power and forces, resources and social issues in a nuanced and idiosyncratic manner. The course is also envisioned to provide a background to Immersion I, which is to culminate in formulating an action research.

Course Outcomes:

(Sample Text)

On successful completion of this course students will be able to:

- To familiarize and understand the basic concepts with respect to rural society such as village, community, institutions, peasant, farmer, caste etc

- To look at the social issues such as poverty, deprivation, agrarian crisis, destitution, various kinds of discrimination etc from a non-conventional perspective
- To examine and critically approach the rural welfare programmes and legislations
- To revisit the binary construction of rural and urban and examine how far it is useful in understanding the existing rural society of India
- To engage with the tradition/modern debate with respect to rural society
- To provide an overview and critical examination of the previous studies on rural and situate them in the larger context of social science research in India
- To equip the students to identify the peculiar features of Indian rural society and facilitate them to build new frameworks to perceive and work with rural society

Brief description of modules/ Main modules:

Unit I: Basic Conceptual Categories referring to Rural Society

- Village
- Community
- Institution
- Farmer and Peasantry
- Adivasi and Tribal
- Social Structure
- Governance
- Caste and Class
- Social change and transformation
- Culture

Unit II: Indian Villages: History, Transformation and Contemporaneity

Unit III: Social and Political Institutions

- Family
- Marriage
- Caste
- Religion
- Education
- Economy
- Polity
- Self-Help Groups

Unit IV: Contemporary Issues: Social, Political, Economic and Cultural

- Poverty

- Discrimination: Different Manifestations
- Deprivation and Destitution
- Domestic Violence
- Farmers' Suicides
- Displacements
- Ecological Degradation and Environmental Issues
- Health Problems

Unit V: Rural Welfare Programmes and Legislations

- Mahathma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- Panchayat before and after 73rd amendment
- National Rural Health Mission
- National Rural Livelihood Mission
- Rural India and the 10th, 11th and 12th Five Year Plans
- Green Revolution and the Agrarian Society

Assessment Details with weights:

Reading List:

Fine, Gary Alan. 2010. "The Sociology of the Local: Action and its Publics". *Sociological Theory*, 28: 4, December, Pp. 355-376

Cruickshank A Jorn. 2009. "A play for rurality – Modernization versus local autonomy" *Journal of Rural Studies*, Volume 25, Issue 1, January 2009, Pages 98-107

Karant, G K. 1996. 'Caste in Contemporary Rural India'. In *Caste: Its Twentieth Century Avatar*, ed. M. N. Srinivas. New Delhi: Penguin

Phillips, Martin. "Habermas, Rural Studies and Critical Social Theory". In *Writing the Rural: Five Cultural Geographies* by Paul Cloke, Marcus Doel, David Matless, Nigel Thrift and Martin Phillips. London: Paul Chapman Publishing Ltd.

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Beteille, A. 1980. "The Indian Village: Past and Present" in *Peasants in History: Essays in Honour of Daniel Thorner* edited by E. J. Hobsbaum. Delhi: Oxford University Press.

Epstein, T Scarlett, A P Suryanarayana and T Thimmegowda. 1998. *Village Voices: Forty Years of Rural Transformation in South India*. New Delhi: Sage Publications

Diane P. Mines, P Diane and Nicolas Yazgi. 2010. Eds. *Village Matters: Relocating Villages in the Contemporary Anthropology of India*. London: Oxford University Press.

Banerjee, Kumar Asis. 2013. "Sustainable Poverty Reduction: Credit for the Poor". In *Development and Sustainability: India in a Global Perspective*. Eds. Sarmila Banerjee and Anjan Chakrabarti. New Delhi: Springer India

Mishra, Srijit. 2006. "Farmer Suicides in Maharashtra". *EPW*, 41 (), April, PP. 1538-

Mohanty, B B. 2005. "'We are Like the Living Dead': Farmer Suicides in Maharashtra, Western India". *Journal of Peasant Studies*, 32 (2): 243-76, April.

Rosenfeld, Jake. 2010. "'The Meaning of Poverty' and Contemporary Quantitative Poverty Research". *The British Journal of Sociology*. Pp. 103-110

Shucksmith, MarK. 2012. "Class, Power and Inequality in Rural Areas: Beyond Social Exclusion". *Sociologia Ruralis*. Vol. 52, No. 4, October Pp. 377-397.

Byres, T. J. 1972. "The Dialectics of India's Green Revolution". *South Asian Review*. 5(2): 99-106

Sarkhel, Prasenjit. 2013. "Employment Guarantee and Natural Vulnerability: A Study of MGNREGA in Indian Sundarbans" In *Development and Sustainability: India in a Global Perspective*. Eds. Sarmila Banerjee and Anjan Chakrabarti. New Delhi: Springer India

Zhang, Shulan. 2010. "Conceptualizing the Environmentalism in India: Between Social Justice and Deep Ecology". In *Eco-socialism as Politics: Rebuilding the Basis of Our Modern Civilisation*. Ed. Q Huan.

ADDITIONAL REFERENCE:

Desai, A R. 1969. *Rural Sociology in India*. Bombay: Popular Prakashan.

Jodhka, S. Surinder. (ed.). 2012. *Village Society*. New Delhi: Orient

Blackswan Scott, John. 2006. *Sociology: The Key Concepts*. Oxon:

Routledge.

Alexander, K C. Ed. 2000. *Rural Development Studies in the Eighties*. New Delhi: ICSSR and Manak Publication Pvt. Ltd.

Beteille, A. 1996. *Caste, Class and Power: Changing Patterns of Stratification in Tanjore Village*.

Delhi: Oxford University Press

Breman, J. Ed. 1997. *The Villages in Asia Revisited*. Delhi: Oxford University Press

Galesky, Boguslaw. 1972. *Basic Concepts of Rural Sociology*. Manchester: Manchester University Press.

Jodhka, S S. 1998. 'From "Book-View" to "Field-View": Social Anthropological Constructions of the Indian Village'. *Oxford Development Studies* 26 (3): 311-32

Lynch, Kenneth. 2005. *Rural-Urban Interaction in the Developing World*. London: Routledge

Ambedkar University Delhi

Course Outline

Time Slot : WINTER

SEMESTER (

Course code

Title: Gendering Disability Studies

Type of Course: Elective/ taught

Cohort for which it is compulsory: None

Cohort for which it is elective: All Programmes

Numer of Credits: 4

Semester to which offered: Winter semester (

Course Coordinator : Prof. Anita Ghai

Email of course coordinator: anitaghai@aud.ac.in,

Course Objective/ description

Aim: The course is designed with an approach to introduce the postgraduates of varied disciplines to the discourse of Disability Studies and gender. The course will be taught through psycho-social, political and cultural perspectives. Embodied with these perspectives, the students will be asked to engage with concepts like subjectivity and theories of disability, addressing issues related to the body, reproductive health, sexuality, lived reality and cultural understanding. Understanding the heterogeneity of disability as well as the significance of the intersection of disability with other social categories such as caste, class, gender and sexual orientation are also major objectives of the course. This course will encourage field orientation in which students will write a short story, a poem, a song or a biographical note in the context of the theoretical understanding that will evolve through the course

Outcomes

1. Think critically about the relationship between gender and disability
2. Demonstrate the capacity for self reflection and understanding of ability and disability
3. Work with women with disabilities on the issues of embodiment , violence , care, stigma , lack and sexuality
4. design and complete a short piece of research
5. work and research in disability studies with an intersectional approach

Brief description of modules/ Main modules.

1. This module will explore questions of disability and gender. It will begin with an understanding of the concept of a marginal identity and then proceed to an analysis of the intersection of gender and disability in the construction of marginality. It is important to mention, however, that while disabled women have been identified as a distinctly marginalized category, the role of disability in the construction of masculinity shall also be interrogated. There shall also be an exploration of the reasons why studies on the intersection of disability and gender have disproportionately tended to focus on women than on men.
2. Feminist disability studies allows for the exploration of several key aspects of disability studies. These include the ethics of care, the notion of relational autonomy, the relationship between the biological and the social in the construction of identity as well as the heterogeneity and the intersectional nature of disability. Thus, feminist approaches to disability allow for a deeper understanding of the meaning of embodiment as well as allow for a critical study of the intersection of disability with various other social categories such as class, caste, gender and sexual orientation.
3. This module will discuss embodiment with respect to disability. To mention biology, to admit pain and to confront impairments have been to risk the oppressive seizing of evidence that disability is really about physical limitations after all. In order to validate the impaired body within Disability Studies, the module will reflect on the notion of fluidity on which embodied subjectivity is formed and reformed. Through the readings and the classroom discussions, an attempt will be made to understand how the vulnerability of certain bodies and subjectivities poses a greater risk for violence and what the symbolic significance of that violence is. An attempt is also made to analyse different forms of violence that affect people with disabilities and the significance of these different forms.
4. Care and dependence will be discussed in the context of support and assistance for women with disabilities. Who is available to do the labor of care and who gets the care they require is contingent on the political and social organizations? Similarly, norms surrounding both the giving and receiving of care, while dictated in part by the nature of human need, have also been conditioned by cultural and ethical understandings and by economic and political circumstances. Finally care and interdependence do provide opportunities to rigorously interrogate the hegemony of autonomy and independence without delegitimizing them.
5. Sexuality for disabled people, and specifically for disabled women in India, is as much of a concern as it is for the West. This module will underscore the fact that the normative society has been a conspiracy of silence about the sexuality of disabled women. Sexuality has not been rated as being a high priority issue even amongst those who are active advocates of the cause of disability. Sexuality with respect to disability will be understood historically, culturally and discursively. The students will explore and question various issues affecting the sexual lives and subjectivities of women with disabilities including issues of forced desexualisation, sexual vulnerability and sexual and romantic relationships.
6. This module explores the concerns of eugenics and reproductive health care experiences faced by women with disabilities and explains how the reproductive health issue has often been ignored by the mainstream society. Ableist constructions of reproductive health tend to view women with

disabilities as asexual and infertile and, therefore, the need for reproductive health facilities and services is deemed redundant for them. The right to motherhood shall also be discussed since hysterectomies have become a common solution to regulate pregnancy in disabled women. In a certain sense, hysterectomies legitimize violence against women with disabilities in that they undermine sexual abuse that does not result in pregnancy.

.Assessment Details with weights (tentative):

Attendance : 10
Class participation: 10
Ongoing Presentations: 40%
End Term Exam/ Essay: 40%

Reading List

Readings

Asch, A. and Geller, G. (1996). Chapter 11: Feminism, bioethics and genetics. In S.M. Wolf (Ed.) *Feminism, bioethics: Beyond reproduction* (p. 318 – 350). Oxford, UK: Oxford University Press.

Bittman, M. and Folbre, N. (2004). Introduction . In Bittman, M. and Folbre, N. (eds.). *Family time: the social organization of care* (pp. 1 – 4). London: Routledge.

Breckenridge, C. A., and Vogler, C. (2001). The Critical Limits of Embodiment: Disabilities Criticism. *Public Culture*, 13(3), pp. 349 – 357.

Chakravarti, U. (2008). Burden of Caring Families of the Disabled in Urban India'. *Indian Journal of Gender Studies*, 15(2), pp. 341 – 363.

Chib, M. (2015). Chapter 4: I Feel Normal Inside. Outside, My Body Isn't! In Hans, A. (Ed.). *Disability, Gender and the Trajectories of Power* (pp. 93 – 112). New Delhi: SAGE.

Daruwalla, N., Chakravarty, S., Chatterji, S., More, N. S., Alcock, G., Hawkes, S., and Osrin, D. (2013). Violence Against Women With Disability in Mumbai, India: A Qualitative Study. *Sage Open*, 3(3), pp. 1 – 9. Retrieved July 2013

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Garland-Thomson, R. (2002). Integrating Disability: Transforming Feminist Theory. *NWSA Journal*, 14(3). pp. 1 – 32.

- Garland-Thomson, R. (2017). Chapter 2: Theorizing Disability: Feminist Theory, the Body and the Disabled Figure (p. 19 – 30). *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. New York: Columbia University Press.
- Ghai, A. (2002). Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia: Feminism and Disability, Part 2, 17(3)* pp. 49 – 66.
- Ghai, A. (2015). Chapter 3: Theorizing Disability (pp. 212 – 260). In *Rethinking Disability in India*. New Delhi: Routledge.
- Ghai, A. (2015). Chapter 4: At the Periphery: Marginalized Disabled Lives (pp. 101 – 165). In *Rethinking Disability in India*. India: Routledge.
- Ghai, A. (2011). *Women and Disability: conceptualizing a policy of care*. “Unpublished report, NMML”.
- Ghai, A. and Johri, R. (2008). Prenatal Diagnosis: Where Do We Draw the Line?. *Indian Journal of Gender Studies, 15(2)*, pp. 291 – 316.
- Ghosh, N. (2016). Chapter 2: Gender and Disability: Exploring Intersections (pp. 15 – 41). In *Impaired Bodies, Gendered Lives: Everyday Realities of Disabled Women*. New Delhi: RatnaSagar.
- Hall, K. Q. (2011). Introduction: Reimagining Disability and Gender through Feminist Disability Studies (pp. 1 – 10). in Hall, K. (ed.). *Feminist Disability Studies*
- Inckle, K. (2014). A lame argument: profoundly disabled embodiment as critical gender politics. *Disability & Society, 29(3)*, pp. 388- 401.
- Kafer, A. (2012). Desire and Disgust: My Ambivalent Adventures in Devoteeism. In McRuer, R. and Mollow, A. (Eds.) *Sex and Disability* (pp. 331 – 354). Durham: Duke University Press.
- Glover, J. (2006). Chapter 19: Disability and Genetic Choice. In *Choosing Children: Genes, Disability, and Design* (pp. 4 – 36). Suffolk, UK: Oxford University Press.
- Peuravaara, K. (2013). Theorizing the body: conceptions of disability, gender, and normality. *Disability and Society, 28(3)*, pp. 408 – 417.
- Saxton, M. (2002). Disability Rights and Selective Abortion. In Davis, L. (ed.) *The Disability Studies Reader, 2nd edition* (pp. 105 – 116) New York: Routledge.
- Siebers T. (2008). Chapter 4: Disability Studies and the Future of Identity Politics (pp. 70 – 95). *Disability Theory*. University of Michigan Press.

Shildrick, M. (2004). Silencing Sexuality: The Regulation of the Disabled Body. In Carabine, J. (Ed.) *Sexualities: Personal Lives and Social Policy* (pp. 123 – 156). The University of Bath: The Open University Press.

Shuttleworth, R., Wedgewood, N. and Wilson, N. J. (2012). The Dilemma of Disabled Masculinity. *Men and Masculinities*, 15(2), pp. 174 – 194.

School of Human Studies

Ambedkar University Delhi

Course Outline

Course Code: SHS*

Title: Situating Disability

Type of Course: Elective (Disability Studies)

Cohort for which it is compulsory: None

Cohort for which it is elective: All Programmes

No of Credits: 4

Semester and Year Offered: 1 and 3 Semester (Monsoon Semester 2017)

Course Coordinator : Prof. Anita Ghai

Email of course coordinator: anitaghai@aud.ac.in,

Pre-requisites: None.

The course is designed with an approach to introduce the M.A students of varied disciplines to the discourse of Disability Studies. It will incorporate psycho - social, political and cultural perspectives. Through the exploration of these perspectives, the students will be asked to engage with concepts such as subjectivity and theories of disability and issues related to childhood, care, gender and culture. As per the AUD's vision, theory and practice will be woven into all the modules. Drawing from the work of scholars from both the west and India, personal and professional experiences, the programme will engage with students in a transformative process of reflection, debate and discovery. This course will encourage a field orientation in which students will write a long essay, a short story, a poem, a song or a biographical note in the context of the theoretical understanding that will evolve through the course

Outcomes

1. The course will examine core concepts of Disability Studies and the emergence of disability as an onto-epistemology.
2. The aim is to immerse students in a highly participatory and provocative engagement with narratives, theory, policy, representation and culture seen through the lens of disability.
3. The course will make the students understand the question of what it means to be "human" and progresses to an understanding of disability in various contexts including childhood, the role of the family, the construction of subjectivity, personal narratives, and others.
4. Further, the course will expose the students to key definitions, terminology, certification mechanisms and theoretical orientations that comprise current research and scholarship in Disability Studies.

Brief description of Modules

1. This module will explore questions around what it is to be “human”? Is disability a human predicament? The module will attempt to understand disability as a fundamental human characteristic.
2. In Disability Studies, narratives enable us to develop a nuanced understanding of the lived realities of lives with disabilities.. Disability narratives teach us about what kinds of norms have historically been ascribed to bodies and minds.Disability scholars have developed a variety of models for understanding how narrative operates in the creation of disability as a socially contested category.
3. Theory is essentially a way to make sense of the world. This model will discuss the theoretical conceptualisation of disability. Disability, therefore, will be studied in its social, cultural, and historical context as much as the personal conditions of impairment and functioning must be studied in their medical and educational context. This module analyses disability and impairment and the relationship between the biological an the social in the understanding of disability. Further, we discuss the issues of definitions, terminology, and certification in the Indian context.
4. This module explores the ethics of responsibility and the role played by the family, society and the culture in creating disabled identity and analyses disability within the context of childhood.
5. What is the need to understand about gender in Disability Studies? What is the relationship between gender and disability? In this module, we understand that the experience ofdisability is always gendered and intersectional .
6. This module would attempt to explore the development of “special” segregated education and the subsequent challenges to this approach arising from educational issues of people with disabilities. Education continues to fight many battles of access, affordability and exclusion specifically of students with disabilities. While policies have advocated inclusion, CWD are still constructed as the "problems", thereby making a mockery of the supposed mainstreaming

Assessment Details with weights (tentative):

Attendance : 10

Class participation: 10

Ongoing Presentations: 40%

End Term Exam/ Essay: 40%

Readings

Bhattacharya, T. (2010) Re-examining Issue of Inclusion in Education.*Economic and Political Weekly*, 45(16),pp. 18 – 23, 25.

Gabel, S. L. (2005). Introduction: Disability Studies in Education (pp.1 – 20). In Gabel, S. L. (Ed.). *Disability Studies in Education: Readings in Theory and Method*. New York: Peter Lang.

Ghai, A. (2006) Education in a globalising era: Implications for disabled girl. *Social Change*, 36(3), pp. 161 – 176.

Wolbring, G. and Ghai, A. (2015) Interrogating the impact of scientific and technological development on disabled children in India and beyond. *Disability Global South*, 2, pp. 667 – 685.

film screening

Young, Setlla. "Inspiration porn and the objectification of disability."

https://www.youtube.com/watch?v=SxrS7-I_sMQ

Readings

Adams, R., Reiss, B. and Serlin, D. (2015). Introduction (pp. 1 – 4), Disability (pp. 5 – 11). In Adams, R., Reiss, B. and Serlin (Eds.) *Keywords for Disability Studies*. New York: New York University Press.

Ahuja, A. and Vaidya, S. (2016) Chapter 1: Disembodied Mothers: Rewriting the Maternal Metaphor through Goddess Iconography. *Embodying Motherhood: Perspectives from Contemporary India*. New Delhi: Sage.

Beauchamp-Pryor, K. (2011) Impairment, cure and identity: 'where do I fit in?'. *Disability and Society*, 26(1). pp. 5 – 17.

Brown, S. C. (2001). Participatory Action Research (pp. 145; 160 – 162). In Albrecht Seelman & Bury (eds), *Disability Studies Handbook*. Thousand Oaks: Sage.

Couser, G. T. (2009). Chapter 3: Rhetoric and Self-Representation in the Disability Memoir (pp. 31 – 48). In *Signifying Bodies: Disability in Contemporary Life Writing*. Ann Arbor: University of Michigan Press.

Davis, L. J. (2008). Chapter 1: The Grain of Sounds (pp. 1 – 15), Chapter 2: Language and the Word of My Father (pp. 16 – 32). *My Sense of Silence: Memoirs of a Childhood with Deafness*. Urbana and Chicago: University of Illinois Press

Davis, J.M. (2000). Disability Studies as Ethnographic Research and Text: Research Strategies and Roles for Promoting Social Change?. *Disability & Society*, 15(2), pp. 191– 206.

Davis, L.J. (2006). Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century (pp. 3 – 16). In In Davis, L.J. (ed.) *The Disability Studies Reader*. New York: Routledge.

Emanuel, C. (2016). Chapter 18: The Disabled and the Most Othered Other. In Goodman, D. M. and Severson, E. R. (Eds.). *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis* (pp. 270 – 285). New York: Routledge

Gable, A. (2014). Disability Theorising and Real-World Educational Practice: A Framework for Understanding. *Disability and Society*, 29(1). pp. 86 – 100.

Garland-Thomson, R. (2006). Integrating Disability, Transforming Feminist Theory (pp. 353 – 373). In Davis, L.J. (ed.) *The Disability Studies Reader*. New York: Routledge.

Ghai, A. (2002) Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia: Feminism and Disability, Part 2*, 17(3), pp. 49 – 66.

Ghai, A. (2015). Chapter 3: Theorizing Disability. (pp. 212 – 260). In *Rethinking Disability in India*. New Delhi: Routledge.

Ghai, A. (2015). Chapter 2: An Autobiographical Note: My Own Journey in Rethinking Disability in India (pp. 1 – 19). *Rethinking Disability in India* New Delhi: Routledge.

Hubbard, R. (2006). Abortion and Disability: Who Should and Should Not Inhabit the World?. In Davis, L.J. (ed.) *The Disability Studies Reader*. (pp. 107 – 119)

Wendell, S. (2006). Towards a Feminist theory of Disability. pp. (336 – 352) In Davis, L.J. (ed.) *The Disability Studies Reader*. New York: Routledge.

School Name

Ambedkar University Delhi

Course Outline

Time Slot: two hours

Course Code:

Title: Psychoanalytic Psychotherapy

Type of Course: Elective

Cohort for which it is compulsory: N.A

Cohort for which it is elective: M.A psychology

No of Credits: 4

Semester and Year Offered: Semester IV, M.A psychology Final year

Course Coordinator and Team: Neetu Sarin & Ashis Roy. Co-ordinator: Neetu Sarin

Email of course coordinator: neetu@aud.ac.in

Pre-requisites: Successful completion of the first three semesters of M.A psychology as well as Fieldwork in a University approved psychiatric/ psychological setting.

Objectives and Description: The course is a culmination of the psychodynamic journey across the four semesters. Participation in this course will provide the student with an introduction to the processes involved in clinical work and psychodynamic psychotherapy. In effect the course will initiate the participants into their future professional life, dispelling some myths about psychoanalytic work and enabling a sense of skill while staying close to the phenomena of psychic work.

Course Outcomes: On successful completion of this course students will be able to:

1. Identify key theorists in field of psychoanalytic psychotherapy
2. Demonstrate a knowledge of key ideas in psychoanalysis therapy such as empathy etc.
3. Demonstrate an awareness of psychotherapeutic skills required to engage with states of mental illness

Brief description of modules/ Main modules:

Unit-1

An Introduction to psychoanalytic psychotherapy: The Setting of psychoanalytic psychotherapy and its process. This constitutes an introduction to working alliance, setting, free association, resistance, dreams interpretation, transference and counter transference.

Unit-II

Psychodynamic understandings of psychoneurosis and treatment process- Obsessions, Phobias, Anxiety disorders etc.(During any given semester two symptom categories will be discussed in detail).

Unit-III

The emerging concern with self related pathologies and their healing: Narcissistic, depressive and schizoid states.

Narcissistic states to be taken up in detail a) clinical picture of narcissistic disorders. B) What is narcissism? C) Two major understandings on narcissism- The Kohutian and Kernbergian perspectives D) diagnosis of narcissistic states through the triad of i.symptoms ii.Defense Structures and iii. Use of countertransferential reactions and reveries. E) Drawing up a continuum of suffering in Borderline, Narcissistic , Anti-social and Hysterical states.

A variety of case presentations, peer supervisions and clinical vignettes are used to indicate the complexity of psychoanalytic work with narcissistic patients.

Unit-IV

Psychodynamic understandings of Psychotic states.

Unit: V

The place and method of psychodynamic work with children: An engaged look at the contributions of Melanie Klein, with special reference to paranoid schizoid positions and depressive states, the relationship between envy and gratitude and their role in human relationships.

References

1.Akhtar, S. Comprehensive dictionary of psychoanalysis. London: Karnac Publications,2009.

2.Anderson, R. Clinical lectures on Klein and Bion. New Library of psychoanalysis. Routledge. 1991.

3. Bach, S. Narcissistic states and the therapeutic process. Routledge, 2006
4. Blatt, S. J. (1999). Levels of object representation in analitic and Introjective depression.
5. Freud, S. (1913) On Beginning the treatment. Standard Edition 12:121-144.
6. Kernberg, O. (1981) Object Relations Theory and Clinical Psychoanalysis. New York: Jason Aronson.
7. Kohut, H. The Analysis of the Self. A systematic approach to the psychoanalytic treatment of narcissistic personality disorders. New York: International Universities Press, 1971.
8. Pine F. The Four Psychologies of Psychoanalysis. New York: International Universities Press, 1987.
9. McWilliams, N. Psychoanalytic psychotherapy. New York: Guilford Press, 2004
10. Renik, O. Practical psychoanalysis for therapists and patients. 2006
11. Levenson, R. The Fallacy of understanding: An inquiry into the changing structure of psychoanalysis. 1972.
12. Greenson, R. R. (1974) Explorations in Psychoanalysis.
13. Eigen, M. (1992) Coming through the whirlwind-case studies in psychotherapy. Illinois. Chiron Publications.
14. Bach, S. (1985) Narcissistic states and the therapeutic process. NJ: Jason Aronson Inc.

15. Bateman, A & Holmes (2001), J. An Introduction to psychoanalysis. NY: Routledge, 2001

16. Craib, I. A Critical introduction to psychoanalysis.

Assessment Details with weights: A variety of assessments can be used which include viva voce examinations, written home assessments, term papers and clinical case studies.

Written assignments: Assessment 1 (30%): The students are asked to elaborate the notions of subjectivity and diagnosis and empathy in a relational framework.

Assessment 2 (30%): Developing initial understandings about phenomena of hysteria and its underlying principles.

Assessment 3 (40%): Term Paper: Reflecting on a clinical case study through texts taught in the semester and class room discussions.

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot: 2 hours

Course Code:

Title: Psychotherapeutics

Type of Course: core course (Psychology)

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective: All other Masters students with a background in counselling/ clinical practice.

No of Credits: 4

Semester and Year Offered: Semester III (M.A Final Year)

Course Coordinator and Team: Neetu Sarin

Email of course coordinator: neetu@aud.ac.in

Pre-requisites: completion of courses from first two semesters

Course Objectives: To familiarize students with various schools and models of psychotherapy other than the psychoanalytic kind.

Course Outcomes:

- 1.it is envisaged that the students will emerge with a widened expanse of clinical theory and its interconnectedness with experience.
2. The development of skills pertaining to empathy and deep listening.
3. A well-versed familiarity with various schools of psychotherapy.

Brief description of modules/ Main modules:

1. **An introduction to psychotherapy:** the idea of therapy as a relational process, a communicative process geared at symptom relief, the significance of ego in therapy, the first few sessions , can everyone benefit from therapy?
2. **Essentials of Psychotherapy:** empathy, understanding, communication. Distinguishing therapy from identification, elaborating the significance of developmental psychological work in psychotherapeutic

work . eg the diff between self and object oriented empathy, the ability of a therapist to see the patient as a separate person.

3. **The traditions and antecedents of modern psychotherapy:** Insight oriented, reeducative, supportive psychotherapy etc.

4. **Schools of psychotherapy:**

a) Schema(CBT) therapy with borderline states,

b) Humanistic school of psychotherapy through the work of Carl Rogers

c) An introduction to existential therapy through Laing and Yalom

Assessment Details with weights:

1. Home Assignment: 40 percent
2. group presentation: 40 percent
3. class participation and attendance : 20 percent

Reading List:

1. Bluie, E. (1981). 'On empathy'. Journal of American Psychoanalysis. 29(2)
2. Laing, R.D. (1965) 'The Divided Self: An Existential Study of Sanity.
3. Kellog and Young (2006). Schema therapy with borderline adults. Journal of Clinical Psychology. april 62 (4)
4. Stern, A (1935). Psychoanalytic Investigation of and Therapy in the Border Line Group of Neuroses, The Psychoanalytic Quarterly, 7:4, 467-489, DOI: 10.1080/21674086.1938.11925367
5. Yalom, I. (2002). 'Gift of Therapy'. Harper Collins. NY
6. Rogers, C.(1961) On Becoming a person'. Houghton Mifflin. Boston

Ambedkar University Delhi

Course Outline

Time Slot : WINTER

SEMESTER (

Course code

Title: Gendering Disability Studies

Type of Course: Elective/ taught

Cohort for which it is compulsory: None

Cohort for which it is elective: All Programmes

Numer of Credits: 4

Semester to which offered: Winter semester (

Course Coordinator : Prof. Anita Ghai

Email of course coordinator: anitaghai@aud.ac.in,

Course Objective/ description

Aim: The course is designed with an approach to introduce the postgraduates of varied disciplines to the discourse of Disability Studies and gender. The course will be taught through psycho-social, political and cultural perspectives. Embodied with these perspectives, the students will be asked to engage with concepts like subjectivity and theories of disability, addressing issues related to the body, reproductive health, sexuality, lived reality and cultural understanding. Understanding the heterogeneity of disability as well as the significance of the intersection of disability with other social categories such as caste, class, gender and sexual orientation are also major objectives of the course. This course will encourage field orientation in which students will write a short story, a poem, a song or a biographical note in the context of the theoretical understanding that will evolve through the course

Outcomes

6. Think critically about the relationship between gender and disability
7. Demonstrate the capacity for self reflection and understanding of ability and disability
8. Work with women with disabilities on the issues of embodiment , violence , care, stigma , lack and sexuality
9. design and complete a short piece of research
10. work and research in disability studies with an intersectional approach

Brief description of modules/ Main modules.

7. This module will explore questions of disability and gender. It will begin with an understanding of the concept of a marginal identity and then proceed to an analysis of the intersection of gender and disability in the construction of marginality. It is important to mention, however, that while disabled women have been identified as a distinctly marginalized category, the role of disability in the construction of masculinity shall also be interrogated. There shall also be an exploration of the reasons why studies on the intersection of disability and gender have disproportionately tended to focus on women than on men.
8. Feminist disability studies allows for the exploration of several key aspects of disability studies. These include the ethics of care, the notion of relational autonomy, the relationship between the biological and the social in the construction of identity as well as the heterogeneity and the intersectional nature of disability. Thus, feminist approaches to disability allow for a deeper understanding of the meaning of embodiment as well as allow for a critical study of the intersection of disability with various other social categories such as class, caste, gender and sexual orientation.
9. This module will discuss embodiment with respect to disability. To mention biology, to admit pain and to confront impairments have been to risk the oppressive seizing of evidence that disability is really about physical limitations after all. In order to validate the impaired body within Disability Studies, the module will reflect on the notion of fluidity on which embodied subjectivity is formed and reformed. Through the readings and the classroom discussions, an attempt will be made to understand how the vulnerability of certain bodies and subjectivities poses a greater risk for violence and what the symbolic significance of that violence is. An attempt is also made to analyse different forms of violence that affect people with disabilities and the significance of these different forms.
10. Care and dependence will be discussed in the context of support and assistance for women with disabilities. Who is available to do the labor of care and who gets the care they require is contingent on the political and social organizations? Similarly, norms surrounding both the giving and receiving of care, while dictated in part by the nature of human need, have also been conditioned by cultural and ethical understandings and by economic and political circumstances. Finally care and interdependence do provide opportunities to rigorously interrogate the hegemony of autonomy and independence without delegitimizing them.
11. Sexuality for disabled people, and specifically for disabled women in India, is as much of a concern as it is for the West. This module will underscore the fact that the normative society has been a conspiracy of silence about the sexuality of disabled women. Sexuality has not been rated as being a high priority issue even amongst those who are active advocates of the cause of disability. Sexuality with respect to disability will be understood historically, culturally and discursively. The students will explore and question various issues affecting the sexual lives and subjectivities of women with disabilities including issues of forced desexualisation, sexual vulnerability and sexual and romantic relationships.
12. This module explores the concerns of eugenics and reproductive health care experiences faced by women with disabilities and explains how the reproductive health issue has often been ignored by the mainstream society. Ableist constructions of reproductive health tend to view women with

disabilities as asexual and infertile and, therefore, the need for reproductive health facilities and services is deemed redundant for them. The right to motherhood shall also be discussed since hysterectomies have become a common solution to regulate pregnancy in disabled women. In a certain sense, hysterectomies legitimize violence against women with disabilities in that they undermine sexual abuse that does not result in pregnancy.

.Assessment Details with weights (tentative):

Attendance : 10
Class participation: 10
Ongoing Presentations: 40%
End Term Exam/ Essay: 40%

Reading List

Readings

Asch, A. and Geller, G. (1996). Chapter 11: Feminism, bioethics and genetics. In S.M. Wolf (Ed.) *Feminism, bioethics: Beyond reproduction* (p. 318 – 350). Oxford, UK: Oxford University Press.

Bittman, M. and Folbre, N. (2004). Introduction . In Bittman, M. and Folbre, N. (eds.). *Family time: the social organization of care* (pp. 1 – 4). London: Routledge.

Breckenridge, C. A., and Vogler, C. (2001). The Critical Limits of Embodiment: Disabilities Criticism. *Public Culture*, 13(3), pp. 349 – 357.

Chakravarti, U. (2008). Burden of Caring Families of the Disabled in Urban India'. *Indian Journal of Gender Studies*, 15(2), pp. 341 – 363.

Chib, M. (2015). Chapter 4: I Feel Normal Inside. Outside, My Body Isn't! In Hans, A. (Ed.). *Disability, Gender and the Trajectories of Power* (pp. 93 – 112). New Delhi: SAGE.

Daruwalla, N., Chakravarty, S., Chatterji, S., More, N. S., Alcock, G., Hawkes, S., and Osrin, D. (2013). Violence Against Women With Disability in Mumbai, India: A Qualitative Study. *Sage Open*, 3(3), pp. 1 – 9. Retrieved July 2013

Fine, M. and Glendinning, C. (2005). Dependence, Independence or Interdependence? Revisiting the concepts of 'care' and 'dependency'. *Ageing and Society*, 25. pp. 601 – 621.

Garland-Thomson, R. (2002). Integrating Disability: Transforming Feminist Theory. *NWSA Journal*, 14(3). pp. 1 – 32.

- Garland-Thomson, R. (2017). Chapter 2: Theorizing Disability: Feminist Theory, the Body and the Disabled Figure (p. 19 – 30). *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. New York: Columbia University Press.
- Ghai, A. (2002). Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia: Feminism and Disability, Part 2, 17(3)* pp. 49 – 66.
- Ghai, A. (2015). Chapter 3: Theorizing Disability (pp. 212 – 260). In *Rethinking Disability in India*. New Delhi: Routledge.
- Ghai, A. (2015). Chapter 4: At the Periphery: Marginalized Disabled Lives (pp. 101 – 165). In *Rethinking Disability in India*. India: Routledge.
- Ghai, A. (2011). *Women and Disability: conceptualizing a policy of care*. “Unpublished report, NMML”.
- Ghai, A. and Johri, R. (2008). Prenatal Diagnosis: Where Do We Draw the Line?. *Indian Journal of Gender Studies, 15(2)*, pp. 291 – 316.
- Ghosh, N. (2016). Chapter 2: Gender and Disability: Exploring Intersections (pp. 15 – 41). In *Impaired Bodies, Gendered Lives: Everyday Realities of Disabled Women*. New Delhi: RatnaSagar.
- Hall, K. Q. (2011). Introduction: Reimagining Disability and Gender through Feminist Disability Studies (pp. 1 – 10). in Hall, K. (ed.). *Feminist Disability Studies*
- Inckle, K. (2014). A lame argument: profoundly disabled embodiment as critical gender politics. *Disability & Society, 29(3)*, pp. 388- 401.
- Kafer, A. (2012). Desire and Disgust: My Ambivalent Adventures in Devoteeism. In McRuer, R. and Mollow, A. (Eds.) *Sex and Disability* (pp. 331 – 354). Durham: Duke University Press.
- Glover, J. (2006). Chapter 19: Disability and Genetic Choice. In *Choosing Children: Genes, Disability, and Design* (pp. 4 – 36). Suffolk, UK: Oxford University Press.
- Peuravaara, K. (2013). Theorizing the body: conceptions of disability, gender, and normality. *Disability and Society, 28(3)*, pp. 408 – 417.
- Saxton, M. (2002). Disability Rights and Selective Abortion. In Davis, L. (ed.) *The Disability Studies Reader, 2nd edition* (pp. 105 – 116) New York: Routledge.
- Siebers T. (2008). Chapter 4: Disability Studies and the Future of Identity Politics (pp. 70 – 95). *Disability Theory*. University of Michigan Press.

Shildrick, M. (2004). Silencing Sexuality: The Regulation of the Disabled Body. In Carabine, J. (Ed.) *Sexualities: Personal Lives and Social Policy* (pp. 123 – 156). The University of Bath: The Open University Press.

Shuttleworth, R., Wedgewood, N. and Wilson, N. J. (2012). The Dilemma of Disabled Masculinity. *Men and Masculinities*, 15(2), pp. 174 – 194.

School of Human Studies

Ambedkar University Delhi

Course Outline

Course Code: SHS*

Title: Situating Disability

Type of Course: Elective (Disability Studies)

Cohort for which it is compulsory: None

Cohort for which it is elective: All Programmes

No of Credits: 4

Semester and Year Offered: 1 and 3 Semester (Monsoon Semester 2017)

Course Coordinator : Prof. Anita Ghai

Email of course coordinator: anitaghai@aud.ac.in,

Pre-requisites: None.

The course is designed with an approach to introduce the M.A students of varied disciplines to the discourse of Disability Studies. It will incorporate psycho - social, political and cultural perspectives. Through the exploration of these perspectives, the students will be asked to engage with concepts such as subjectivity and theories of disability and issues related to childhood, care, gender and culture. As per the AUD's vision, theory and practice will be woven into all the modules. Drawing from the work of scholars from both the west and India, personal and professional experiences, the programme will engage with students in a transformative process of reflection, debate and discovery. This course will encourage a field orientation in which students will write a long essay, a short story, a poem, a song or a biographical note in the context of the theoretical understanding that will evolve through the course

Outcomes

5. The course will examine core concepts of Disability Studies and the emergence of disability as an onto-epistemology.
6. The aim is to immerse students in a highly participatory and provocative engagement with narratives, theory, policy, representation and culture seen through the lens of disability.
7. The course will make the students understand the question of what it means to be "human" and progresses to an understanding of disability in various contexts including childhood, the role of the family, the construction of subjectivity, personal narratives, and others.
8. Further, the course will expose the students to key definitions, terminology, certification mechanisms and theoretical orientations that comprise current research and scholarship in Disability Studies.

Brief description of Modules

7. This module will explore questions around what it is to be “human”? Is disability a human predicament? The module will attempt to understand disability as a fundamental human characteristic.
8. In Disability Studies, narratives enable us to develop a nuanced understanding of the lived realities of lives with disabilities.. Disability narratives teach us about what kinds of norms have historically been ascribed to bodies and minds.Disability scholars have developed a variety of models for understanding how narrative operates in the creation of disability as a socially contested category.
9. Theory is essentially a way to make sense of the world. This model will discuss the theoretical conceptualisation of disability. Disability, therefore, will be studied in its social, cultural, and historical context as much as the personal conditions of impairment and functioning must be studied in their medical and educational context. This module analyses disability and impairment and the relationship between the biological an the social in the understanding of disability. Further, we discuss the issues of definitions, terminology, and certification in the Indian context.
10. This module explores the ethics of responsibility and the role played by the family, society and the culture in creating disabled identity and analyses disability within the context of childhood.
11. What is the need to understand about gender in Disability Studies? What is the relationship between gender and disability? In this module, we understand that the experience ofdisability is always gendered and intersectional .
12. This module would attempt to explore the development of “special” segregated education and the subsequent challenges to this approach arising from educational issues of people with disabilities. Education continues to fight many battles of access, affordability and exclusion specifically of students with disabilities. While policies have advocated inclusion, CWD are still constructed as the "problems", thereby making a mockery of the supposed mainstreaming

Assessment Details with weights (tentative):

Attendance : 10

Class participation: 10

Ongoing Presentations: 40%

End Term Exam/ Essay: 40%

Readings

Bhattacharya, T. (2010) Re-examining Issue of Inclusion in Education.*Economic and Political Weekly* , 45(16).pp. 18 – 23, 25.

Gabel, S. L. (2005). Introduction: Disability Studies in Education (pp.1 – 20). In Gabel, S. L. (Ed.). *Disability Studies in Education: Readings in Theory and Method*. New York: Peter Lang.

Ghai, A. (2006) Education in a globalising era: Implications for disabled girl. *Social Change*, 36(3), pp. 161 – 176.

Wolbring, G. and Ghai, A. (2015) Interrogating the impact of scientific and technological development on disabled children in India and beyond. *Disability Global South*, 2, pp. 667 – 685.

film screening

Young, Setlla. "Inspiration porn and the objectification of disability."

https://www.youtube.com/watch?v=SxrS7-I_sMQ

Readings

Adams, R., Reiss, B. and Serlin, D. (2015). Introduction (pp. 1 – 4), Disability (pp. 5 – 11). In Adams, R., Reiss, B. and Serlin (Eds.) *Keywords for Disability Studies*. New York: New York University Press.

Ahuja, A. and Vaidya, S. (2016) Chapter 1: Disembodied Mothers: Rewriting the Maternal Metaphor through Goddess Iconography. *Embodying Motherhood: Perspectives from Contemporary India*. New Delhi: Sage.

Beauchamp-Pryor, K. (2011) Impairment, cure and identity: 'where do I fit in?'. *Disability and Society*, 26(1). pp. 5 – 17.

Brown, S. C. (2001). Participatory Action Research (pp. 145; 160 – 162). In Albrecht Seelman & Bury (eds), *Disability Studies Handbook*. Thousand Oaks: Sage.

Couser, G. T. (2009). Chapter 3: Rhetoric and Self-Representation in the Disability Memoir (pp. 31 – 48). In *Signifying Bodies: Disability in Contemporary Life Writing*. Ann Arbor: University of Michigan Press.

Davis, L. J. (2008). Chapter 1: The Grain of Sounds (pp. 1 – 15), Chapter 2: Language and the Word of My Father (pp. 16 – 32). *My Sense of Silence: Memoirs of a Childhood with Deafness*. Urbana and Chicago: University of Illinois Press

Davis, J.M. (2000). Disability Studies as Ethnographic Research and Text: Research Strategies and Roles for Promoting Social Change?. *Disability & Society*, 15(2), pp. 191– 206.

Davis, L.J. (2006). Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century (pp. 3 – 16). In In Davis, L.J. (ed.) *The Disability Studies Reader*. New York: Routledge.

Emanuel, C. (2016). Chapter 18: The Disabled and the Most Othered Other. In Goodman, D. M. and Severson, E. R. (Eds.). *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis* (pp. 270 – 285). New York: Routledge

Gable, A. (2014). Disability Theorising and Real-World Educational Practice: A Framework for Understanding. *Disability and Society*, 29(1). pp. 86 – 100.

Garland-Thomson, R. (2006). Integrating Disability, Transforming Feminist Theory (pp. 353 – 373). In Davis, L.J. (ed.) *The Disability Studies Reader*. New York: Routledge.

Ghai, A. (2002) Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia: Feminism and Disability, Part 2*, 17(3), pp. 49 – 66.

Ghai, A. (2015). Chapter 3: Theorizing Disability. (pp. 212 – 260). In *Rethinking Disability in India*. New Delhi: Routledge.

Ghai, A. (2015). Chapter 2: An Autobiographical Note: My Own Journey in Rethinking Disability in India (pp. 1 – 19). *Rethinking Disability in India* New Delhi: Routledge.

Hubbard, R. (2006). Abortion and Disability: Who Should and Should Not Inhabit the World?. In Davis, L.J. (ed.) *The Disability Studies Reader*. (pp. 107 – 119)

Wendell, S. (2006). Towards a Feminist theory of Disability. pp. (336 – 352) In Davis, L.J. (ed.) *The Disability Studies Reader*. New York: Routledge.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Family and Identity in India

Type of Course: Core

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective: N/A

No of Credits: 4

Semester and Year Offered: 1st Semester, 1st Year.

Course Coordinator and Team: Mamatha Karollil

Email of course coordinator: mamatha@aud.ac.in

Pre-requisites: None

Aim:

This course examines the possibility of a culturally informed and politically inflexed psychoanalytical/psychological understanding of families in India and the possibilities of various identities that follow from it in the Indian context. The course enables students to appreciate the links between the personal (self and identity) and the social (family, culture, power). From the point of view of clinical work, the course enables students to relate to the psychosocial matrix that will enable a deep listening to personal narratives within their cultural locations. The course will explore queer, feminist, anti-caste critique of families and may draw from Western theoretical frameworks too where relevant.

Course Outcomes:

The key abilities of the students undertaking the course will be to:

1. Link the production of identity to familial dynamics in a cultural/social crucible.
2. Locate the place of power and hierarchy in culture to the production of identities in families at the centre and margins of Indian society.
3. Identify and examine diverse conceptions of the family in the Indian context
4. Understand different conceptual/theoretical entries to the question of the psychosocial-psychoanalytical, cultural/anthropological and social constructionist.

Brief description of modules/ Main modules:

Rethinking family, identity and culture. How can issues of cultural difference, gender and power be framed while thinking psychologically about family and identity ? The unit aims at leaving students with a methodological framework via classical texts on the family through which to interrogate these questions as they encounter later course through the remaining semesters of the programme.

Identity and Culture/Society in Psychoanalysis

The idea of identity is postulated as a minimum requirement to conceive of a subjectivities that are culturally, socially historically located.

The possibility of a culturally located psychoanalysis is discussed. This unit draws upon the Eriksonian idea of a psychosocial framework as essential for this framing. Fanon's psychoanalytical re-reading of the marginal black identity in a colonial context is discussed.

The 'inner world' of Indians: Childhood and Onwards.

The significance of infancy and early childhood as lived in the family is explored from the psychoanalytical and anthropological perspectives. Firstly, the significance of the mother-son relationship is contrasted with the life of the daughter in the upper-caste Hindu family. Marginalized caste family formations and its implicit and explicit critique of brahminical family formations are also discussed.

Marriage and intimate relations in the Indian family. The psychoanalytical reading of intimate relations in India forms the base . The question of gender and social change is introduced through select readings from a feminist perspective.

Assessment Details with weights:

Class Participation: 20%

Reflections/Essay: 40%

Presentations/Group work: 40%

Reading List:

Collier, J., Rosaldo, M. Yanagisako, S. (1997) Is there a family? New Anthropological Views. *Rethinking the family*. p.31-48.

Engels, F. (1184/1902). The Origin of Family, Private Property and the State.

Hollway, W. (2010) Relationality: The intersubjective foundations of Identity. Psychic Development and its Relationship with the Structure of the Family.

Erikson, E.H. (1969) *Identity, youth and crisis*. New York: Norton. Chapter: "The Life-Cycle: Epigenesis of an Identity"

Kakar, S. (1978) *The Inner World*. Delhi: OUP. Chapter "Mothers and Infants"

Roland, A. (1988) *In search of self in India and Japan: Toward a cross-cultural Psychology*. New Jersey: Princeton University Press.

(Chapters: "The Familial Self, Individualization and Modernization Process", "The Spiritual Self: Continuity and Counterpoint to the Familial Self")

Fanon, F. (1952) *Black Skin, White Masks*. London: Pluto Press. Chapter: "The Negro and Psychopathology".

Kancha Ilaiah (1996) *Why I'm not a Hindu*. Chapter: "Childhood Formations".

Serena Nanda (1999) *Neither Man Nor Woman: The Hijras of India*. London: Wadsworth Publishers. Chapters : "The Hijras As Neither Man Nor Woman" and "Social Organization and Economic Adaptation".

ADDITIONAL REFERENCE:

Erikson, E.H. (1950) *Childhood and society*. New York: Norton.

Kakar (1996) *Culture and psyche. Selected Essays*. OUP.

Kakar (2006) Culture in psychoanalysis. A personal journey. *Social Analysis*, vol.50,25-44.

- Nandy,A. (2004). Culture, voice and development. In A. Nandy(ed.) *Bonfire of creeds*.Delhi: OUP. p.304-311.
- Pine, F. (1985)The psychologies of drive, ego , object relations and self. *Developmental theory and clinical process*.
- Schlein,S. (1987) . *Erik H.Erikson. A way of looking at things. Selected papers*. New York: W.W. Norton and Company
- Shweder, R. (1991) The astonishment of anthropology. *Thinking through cultures: Expeditions in cultural psychology*. Boston: Harvard University Press. pp.1-23.
- Travick. M.(1990) *Love in a Tamil family*. California University Press.
- Winnicott, D.W. (1971) Psychopathology manifested in the area of transitional phenomenon. In L. Caldwell and A. Joyce (Ed) (2011) *Reading Winnicott*. New York: Routledge.p.116-124.
- Winnicott, D.W. (1989) *The family and individual development*.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Gender and Psychology

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: All MA Programmes

No of Credits: 4

Semester and Year Offered: 4th Semester, 2nd Year

Course Coordinator and Team: Mamatha Karollil

Email of course coordinator: mamatha@aud.ac.in

Pre-requisites: None

Aim: This course will look at the interface between gender *and* psychology. Where do we locate gender when looked at through the lens of *psychology*? What is gender, what are its origins and sites of reproduction, what possibilities for a feminist politics, when looked at through the lens of *psychoanalysis*? How does the psychology of gender connect to political economical structures that are typically addressed in feminist politics? A central question pursued through the readings will be: What new grounds for a better, just world does a cultural, social constructionist and/ or post-structuralist lens on our gendered and erotic subjectivities open up?

Course Outcomes:

At the end of the course, the students achieves the ability to:

1. Describe and critically assess the psychoanalytic accounts of the production of gender – femininities, masculinities and other genders.
2. Connect these revisions/ accounts to examine gendered power in everyday life, sites, relationships and experiences therein.

3. Use this understanding to illuminate (and suggest counters to) the problems in gendered relationships such as domestic violence, sexual harassment, sexism and discrimination on the basis of gender and sexuality.

Assessment Details with weights (tentative):

Attendance : 10
Class participation: 10
Ongoing Presentations: 40%
End Term Exam/ Essay: 40%

Brief description of modules/ Main modules:

Unit 1: Gendered Subjectivities and Psychoanalysis/ Psychology

We revisit classical psychoanalytic theorizing on masculinity and femininity through feminist and queer readings of these.

Readings:

Hook, Derek (2006). Psychoanalysis, sexual difference and the castration problematic [online]. London: LSE Research Online.

Irigaray (1980) This Sex Which is Not One

Chodorow (1985) Gender, Relation, and Difference in Psychoanalytic Perspective

Adrienne Harris. (2000) Gender as a Sort Assembly Tomboys' Stories, *Studies in Gender and Sexuality*, 1:3, 223-250

Suggested Readings:

Freud (1925) Some Psychological Consequences of the Anatomical Distinction Between the Sexes

Freud, S. (1905). Three Essays on the Theory of Sexuality. In *Freud- Complete Works* (p. 617-663).
Ivan Smith.

Freud (1933) Femininity

Freud (1931) Female Sexuality

Rubin, Gayle (1975). "The Traffic in Women: Notes on a Political Economy of Sex." In Rayna R. Reiter (ed.), *Toward an Anthropology of Women*. Monthly Review Press. pp. 157--210 (1975)

Unit 2: The Production of Gender at Everyday Sites and Practices

We examine various sites of the production of gender – through ethnographic work that shows its production in everyday sites (the streets, the home, the class-room) and at the intersections of religious and class/caste marked discourses of gender.

Readings:

Odeh, Lama Abu. 1993. Post-colonial feminism and the veil: Thinking the difference. In Gergen and Davis (ed) *Toward a New Psychology of Gender (A Reader)*.

Chopra, Radhika. 2007. *Invisible Men: Masculinity, Sexuality and Male Domestic Labour*.

Walkerdine, V (1997). *Feminity as Performance*. In Gergen and Davis (ed) *Toward a New Psychology of Gender (A Reader)*.

Unit 2 : Love, Sex and Politics : The Hard Eye on Heterosexuality/Heteronormativity

What are the masculine and feminine positions that we inadvertently take up in our love relationships? What makes for 'desirable' men and women? What's lost and gained in these positions? Where lies the possibilities of disruption of these positionings?

Readings:

Hollway, W. (1998) "Gender Difference and the Production of Subjectivity". In, Henriques, J. W. Hollway, C. Urwin, C. Venn and V. Walkerdine *Changing the Subject: Psychology, Social Regulation and Subjectivity*. 2nd edition with new 4,000 word foreword. pp352. London: Routledge. (1998)

Franco, F., Macwan, J., & Ramanathan, S. (2007). Marriage, Sexuality and Motherhood. In: N. Menon, ed., *Sexualities*. New Delhi: Women Unlimited, pp. 141-174. (for caste violence and desire.)

Ghai, A. (2015). Chapter 4: At the Periphery: Marginalized Disabled Lives (pp. 101 – 165). In *Rethinking Disability in India*. India: Routledge.

Kitzinger, Celia; Wilkinson, Sue (1994), "Virgins and Queers: Rehabilitating Heterosexuality?", *Gender & Society* 8 (Vol. 23): 444–462,

Suggested Readings:

Benjamin, J (1986) *The Alienation of Desire: Women's Masochism and Ideal Love*.

Rich, Adrienne. 1983. *Compulsory Heterosexuality and Lesbian Existence*.

Wetherell, M. (1995) 'Romantic discourse and feminist analysis: Interrogating Investment, Power and Desire'. In Sue Wilkinson and Celia Kitzinger (Eds), *Feminism and Discourse*, London: Sage.

Kakar, S. (2016). "The Engulfing Mother in Indian Mythology: Masculinity and Conflicting Desires". *Antyajaa: Indian Journal of Women and Social Change* 1(1), 60-64.

Prem Choudhry, 2007. "Lustful Women, Elusive Lovers: Identifying Males as Objects of Female Desire". In N. Menon, *Sexualities*, New Delhi: Kali for Women.

Unit 3 : Love, Sex and Politics: Violence Against Women and Other Sex Wars

Building on the previous section, here we closely examine the psychodynamics of relations called violent in the conventional sense- sexual harassment, domestic violence, sexual violence.

Readings

Kitzinger, C., & Thomas, A. (1995). Sexual harassment: A discursive approach. In S. Wilkinson & C. Kitzinger (Eds.), *Gender and psychology: Feminist and critical perspectives. Feminism and discourse: Psychological perspectives* (pp. 32-48). Thousand Oaks, CA, US: Sage Publications, Inc.

Goldner, V et al (1990) Love and Violence: Gender Paradoxes in Volatile Attachments. *Family Process*, 29, No (4): 343-36.

Kakar, Sudhir (1980) 'Scenes from Marriages' and 'The Sex Wars', *Intimate Relations*, New Delhi: Penguin Books.

Suggested Readings:

Frosh, S. (1994) *Sexual Difference: Masculinity and Psychoanalysis*. London and New York: Routledge. (Ch. 5, Seeds of Masculine Sexuality).

Kimmel, M.S. (1999) "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity. In Kupers, J.A. (ed.) *Men and Power*. New York: Prometheus.

Unit 4: Gender and Mental Illness: The Monstrous/ Impure/ Pathologized Body

Construction of the female body- power, discourse and women's bodies- psychopathology and the female body.

Readings:

Ussher, J.M. (1991) *Women's Madness: Misogyny or Mental Illness?* Amherst, MA, US: University of Massachusetts Press.

Susan Bordo (1996). "*Anorexia nervosa: psychopathology as the crystallization of culture*". In Mary M. Gergen, Sara N. Davis. *Toward a new psychology of gender*. Routledge

Suggested Readings:

Ussher, J. M. (2003b). The role of premenstrual dysphoric disorder in the subjectification of women. *Journal of Medical Humanities*, 24(1/2), 131–146.

Hare-Mustin, R. (1994). Discourses in the mirrored room: A postmodern analysis of therapy. *Family Process*, 33, 19-35.

Ram, K. (2001). *The Female Body of Possession: A Feminist Perspective on Rural Tamil Women's Experience*. In Davar, B.V. (Ed), *Mental Health from a Gender Perspective*, Sage Publications: London.

Reading List:

(Given above)

ADDITIONAL REFERENCE:

(Given above)

Minutes:

Women and Gender Studies & Centre for Women and Development Studies Meeting 2:
Winter, 2019

Place: Kashmere Gate

Date: 22-04-2019

Time: 1 PM

Members Present

| No | Members Present |
|----|------------------------------|
| 1 | Bindu K.C. |
| 2 | Bijoya Roy |
| 3 | Krishna Menon |
| 4 | Lovitoli Jimo |
| 5 | Mary E John |
| 6 | Neetha Narayana Pillai |
| 7 | Rachna Chaudhary |
| 8 | Seema Kazi |
| 9 | Vandana |

| N O | MINUTES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|---|----------------------|----------------------|------------------------------------|------|------------|---------|----------------------|------------|---|-----------|------------|-----------|---------------|---|-----------|-----------------|------------|--------------------------------|---|-----------|----------------------|------------|----------|---|-----------|-----------------|-----------|------------------|---|-----------|--------------|-----------|-----------|---|-----------|--------------|-----------|------------------------------------|---|-----------|------------------|-----------|-------------|---|-----------|--------------|-----------|-----------------|---|-----------|-----------------|-----------|----------------|
| 1 | <p data-bbox="298 405 766 443">1. Assigning of Supervisors</p> <p data-bbox="391 453 1430 537">Students of 2018 M Phil and Ph.D batches have been assigned the following supervisors.</p> <table border="1" data-bbox="250 558 1365 1381"> <thead> <tr> <th>S.No</th> <th>Enrollment</th> <th>Name</th> <th>Date of Registration</th> <th>Supervisor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>S184CWG01</td> <td>Abhishek</td> <td>30/7/2018</td> <td>Anita Ghai</td> </tr> <tr> <td>2</td> <td>S184CWG02</td> <td>Mansa</td> <td>30/7/2018</td> <td>Rachna Johri</td> </tr> <tr> <td>3</td> <td>S184CWG03</td> <td>Megha Rani</td> <td>08-01-2018</td> <td>Vandana</td> </tr> <tr> <td>4</td> <td>S184CWG04</td> <td>Priyanka Nirwan</td> <td>30/7/2018</td> <td>Shubhra Nagalia?</td> </tr> <tr> <td>5</td> <td>S184CWG05</td> <td>Rohini Tyagi</td> <td>30/7/2018</td> <td>Mary John</td> </tr> <tr> <td>6</td> <td>S184CWG07</td> <td>Soumya Johri</td> <td>30/7/2018</td> <td>Rachna Chaudhary and Lovitoli Jimo</td> </tr> <tr> <td>7</td> <td>S184CWG08</td> <td>Suparna Majumdar</td> <td>30/7/2018</td> <td>Rukmini Sen</td> </tr> <tr> <td>8</td> <td>S184CWG09</td> <td>Swati Ratnoo</td> <td>30/7/2018</td> <td>Shubhra Nagalia</td> </tr> <tr> <td>9</td> <td>S184CWG10</td> <td>Tanushri Barman</td> <td>30/7/2018</td> <td>Vebhuti Duggal</td> </tr> </tbody> </table> | | | | S.No | Enrollment | Name | Date of Registration | Supervisor | 1 | S184CWG01 | Abhishek | 30/7/2018 | Anita Ghai | 2 | S184CWG02 | Mansa | 30/7/2018 | Rachna Johri | 3 | S184CWG03 | Megha Rani | 08-01-2018 | Vandana | 4 | S184CWG04 | Priyanka Nirwan | 30/7/2018 | Shubhra Nagalia? | 5 | S184CWG05 | Rohini Tyagi | 30/7/2018 | Mary John | 6 | S184CWG07 | Soumya Johri | 30/7/2018 | Rachna Chaudhary and Lovitoli Jimo | 7 | S184CWG08 | Suparna Majumdar | 30/7/2018 | Rukmini Sen | 8 | S184CWG09 | Swati Ratnoo | 30/7/2018 | Shubhra Nagalia | 9 | S184CWG10 | Tanushri Barman | 30/7/2018 | Vebhuti Duggal |
| S.No | Enrollment | Name | Date of Registration | Supervisor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | S184CWG01 | Abhishek | 30/7/2018 | Anita Ghai | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | S184CWG02 | Mansa | 30/7/2018 | Rachna Johri | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | S184CWG03 | Megha Rani | 08-01-2018 | Vandana | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | S184CWG04 | Priyanka Nirwan | 30/7/2018 | Shubhra Nagalia? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | S184CWG05 | Rohini Tyagi | 30/7/2018 | Mary John | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | S184CWG07 | Soumya Johri | 30/7/2018 | Rachna Chaudhary and Lovitoli Jimo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | S184CWG08 | Suparna Majumdar | 30/7/2018 | Rukmini Sen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | S184CWG09 | Swati Ratnoo | 30/7/2018 | Shubhra Nagalia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | S184CWG10 | Tanushri Barman | 30/7/2018 | Vebhuti Duggal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" data-bbox="250 1440 1430 1858"> <thead> <tr> <th>No</th> <th>No</th> <th>Student</th> <th>Date of Registration</th> <th>Supervisor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>S185CWG01</td> <td>Ajeya Deep</td> <td>30/7/2018</td> <td>Krishna Menon</td> </tr> <tr> <td>2</td> <td>S185CWG02</td> <td>Alpaxee Kashyap</td> <td>08-01-2018</td> <td>Rachna Chaudhary Krishna Menon</td> </tr> <tr> <td>3</td> <td>S185CWG03</td> <td>Chaitanya Khandelwal</td> <td>30/7/2018</td> <td>Neetha N</td> </tr> <tr> <td>4</td> <td>S185CWG04</td> <td>Hemantika Singh</td> <td>30/7/2018</td> <td>Bindu K.C.</td> </tr> </tbody> </table> | | | | No | No | Student | Date of Registration | Supervisor | 1 | S185CWG01 | Ajeya Deep | 30/7/2018 | Krishna Menon | 2 | S185CWG02 | Alpaxee Kashyap | 08-01-2018 | Rachna Chaudhary Krishna Menon | 3 | S185CWG03 | Chaitanya Khandelwal | 30/7/2018 | Neetha N | 4 | S185CWG04 | Hemantika Singh | 30/7/2018 | Bindu K.C. | | | | | | | | | | | | | | | | | | | | | | | | | |
| No | No | Student | Date of Registration | Supervisor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | S185CWG01 | Ajeya Deep | 30/7/2018 | Krishna Menon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | S185CWG02 | Alpaxee Kashyap | 08-01-2018 | Rachna Chaudhary Krishna Menon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | S185CWG03 | Chaitanya Khandelwal | 30/7/2018 | Neetha N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | S185CWG04 | Hemantika Singh | 30/7/2018 | Bindu K.C. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|-----------|----------------------------|-----------|--------------------------------|
| 5 | S185CWG05 | Jasleen Arora | 30/7/2018 | Anita Ghai & Yogesh Snehi |
| 6 | S185CWG06 | Kunzang Angmo | 30/7/2018 | Seema Kazi |
| 7 | S185CWG07 | Riya Singh | 30/7/2018 | Mary John and Rachna Chaudhary |
| 8 | S185CWG08 | Shefali Kishore | 30/7/2018 | Bijoya Roy |
| 9 | S185CWG10 | Vandana Chaudhary Palta | 30/7/2018 | Rachna Chaudhary |

2

Reporting of Routine Events

Successful Defence through Viva Voce

Latika Vasisth

Submission of Dissertations

Garima

Nidhi Verma

Progress reports have been submitted of all the students. Also, RAC of all students have been conducted. We have also held progress presentations of the students in the following dates.

RAC of Ph.D WGS 2015 Batch are given below and presentation for the same were organized on 2nd of April, 2019.

| Sl.No | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|---------------|----------------------|------------|-----------------|---------------------|
| 1 | S155CWG02 | Aanchal Dhull | 22/01/2015 | Neetha N | Rachana Johri | Maitreyee Chaudhuri |
| 2 | S155CWG03 | Arpita Anand | 22/01/2015 | Mary John | Shubhra Nagalia | Maitrayee Chaudhuri |

RAC of Ph.D WGS 2016 Batch are given below and presentation for the same were organized 2nd of April, 2019.

| Sl.No | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|--------------|----------------------|------------|--------------|--------------|
| 1 | S165CWG0 | Aastha | 13/01/2016 | Rachna | Indu | Anshu |

| | | | | | | |
|---|---------------|-------------------|------------|---------------|---------------------|-----------------|
| | 4 | Dang | | Chaudhary | Agnihotri | Malhotra |
| 2 | S165CWG0 6 | Dona Biswas | 13/01/2016 | Bindu KC | Dharitry Narzary | Papori Bora |
| 3 | S165CWG0 1 | Himani Bajaj | 13/01/2016 | Rachana Johri | Bijoya Roy | Sadhana Arya |
| 4 | S165CWG0 2 | Nancy Yadav | 13/01/2016 | Rukmini Sen | Sanjay Sharma | Anuja Agrawal |
| 5 | S165CWG0 3 | Renu Singh | 13/01/2016 | Mary John | Bindu KC | Poonam Batra |
| 6 | S165CWG0 5 | Sudeshna Sengupta | 13/01/2016 | Neetha | Sumangala Damodaran | Rajni Palriwala |

RAC of Ph.D WGS 2017 Batch are given below and presentation for the same were organized on 3rd of April, 2018.

| Sl.No | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|-------------------|----------------------|-----------------|---------------|-------------------|
| 1 | S175CWG0 1 | Ashika Bhargav | 07/12/2016 | Renu Addlakha | Anita Ghai | Shubhangi Vaidya |
| 2 | S175CWG0 2 | G.S. Mamatha Devi | 07/12/2016 | Neetha N | Krishna Menon | T.G. Suresh |
| 3 | S175CWG0 3 | Sanjana | 07/12/2016 | Shubhra Nagalia | Mary John | Smita Patil |
| 4 | S175CWG0 4 | Shailly | 07/12/2016 | Krishna Menon | Anandini Dar | Sanjay Srivastava |
| 5 | S175CWG0 5 | T Khyochano Ovung | 07/12/2016 | Shubhra Nagalia | Mary John | Lovitoli Jimo |

Note: The following student who was asked to resubmit synopsis incorporating suggestions by March 30th, 2019. He has successful done that, finished his presentation on 15-3-2019.

| Sl.No. | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|--------|-------------------|--------------|----------------------|---------------|--------------|----------------|
| 1 | S175CWG 06 | Vikas Singh | 07/12/2016 | Anita Cherian | Bindu KC | Shikha Jhingan |

RAC of MPhil WGS 2017 Batch are given below and presentation for the same were organized on 3rd of April, 2019.

| Sl.No | Enrollment Number | Name | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|-----------------|--------------------------------|--|---|
| 1 | S174CWG0 1 | Aakanksha Dcruz | Krishna Menon (Professor, AUD) | Meenakshi Gopinath (Director, WISCOMP) | Rachna Chaudhary (Associate Professor, AUD) |
| 2 | S174CWG0 | Avni | Rachna Chaudhary | Shilpa Khatri | Divya Chopra |

| | | | | | |
|---|---------------|-----------------------|--|--|--|
| | 2 | Agarwal | (Associate Professor, AUD) | Babbar (Professor, VIPS (GGSIPU)) | (Assistant Professor (AUD)) |
| 3 | S174CWG0 3 | Bhanu Priya Gupta | Rachana Johri (Professor, ADU) | Renu Addlakha (Professor, CWDS) | Rukmini Sen (Assistant Professor, AUD) |
| 4 | S174CWG0 4 | Chitra Anand | Mary John (Professor, AUD) | Shivani Kapoor (Assistant Professor, Jindal) | Vandana (Assistant Professor, CWDS) |
| 5 | S174CWG0 5 | Isha Yadav | Bindu K C (Assistant Professor, AUD) | Vebhuti Duggal (Assistant Professor, AUD) | Bindu Menon (Assistant Professor, LSR) |
| 6 | S174CWG0 6 | Kanika Tyagi | N. Neetha (Professor, CWDS) | Deepita Chakraborty (Professor, AUD) | Rukmini Sen (Assistant Professor, AUD) |
| 7 | S174CWG0 7 | Ridhi Anupriya Turkey | Rachna Chaudhary (Associate Professor, AUD) & Lovitoli Jimo (Assistant Professor, AUD) | N. Neetha (Professor, CWDS) | Deepita Chakraborty (Professor, AUD) |
| 8 | S174CWG0 8 | Shambhavi Sharma | Rukmini Sen (Assistant Professor, AUD) | Mrinal Satish (Professor, NLU, Delhi) | Niharika Banerjea (Associate Professor, AUD) |
| 9 | S174CWG0 9 | Shrutika Lakshmi | Krishna Menon (Professor, AUD) | Sumangala Damodaran (Professor, AUD) | Rachana Johri (Professor, AUD) |

Course work Results Given for Publication in ERP

M Phil 2018 Admissions: Out of 9 students all students successfully completed the course work for semester 2.

Ph.D 2018 Admissions: Out of 9 students all students successfully completed the course work for semester 2.

Minutes:

Women and Gender Studies & Centre for Women and Development Studies Meeting 1:
Winter, 2019

Place: Kashmere Gate

Date: 21-01-2019

Time: 2 PM

Members Present

| No | Members Present |
|----|------------------------------|
| 1 | Anita Ghai |
| 2 | Bindu K.C. |
| 3 | Bijoya Roy |
| 4 | Krishna Menon |
| 5 | Lovitoli Jimo |
| 6 | Mary E John |
| 7 | Neetha Narayana Pillai |
| 8 | Rachna Chaudhary |
| 9 | Seema Kazi |

| | |
|----|---------|
| 10 | Vandana |
|----|---------|

| N O | MINUTES |
|----------------|--|
| 1 | <p data-bbox="297 548 846 583">2. Thanks to Rachna Chaudhary</p> <p data-bbox="391 596 1430 789">Dr. Rachna Chaudhary has been taking up the responsibility of M Phil Ph.D co-ordinator from September, 2015. The team is grateful to her for her exemplary role. The difficult task of getting a system running smoothly is much appreciated. Dr. Bindu K.C, took over M Phil Ph.D coordinatorship from 7-1-2019.</p> <p data-bbox="297 879 1040 915">1. Beginning of Admission Process for 2019</p> <p data-bbox="342 928 1430 1121">a. Constitution of the Committee: Prof. Krishna Menon (Dean, SHS), Dr. Bindu K.C. (Programme Coordinator) and Dr. Rachna Chaudhary (Member) will be part of the admissions committee, M Phil and PhD, WGS, 2019. CWDS members are Bijoya Roy and Seema Kazi.</p> <p data-bbox="342 1144 1430 1283">b. Number of seats for M Phil, WGS Women and Gender Studies and CWDS recommended to advertise for 10 M Phil seats (following AUD norms).</p> <p data-bbox="342 1306 1430 1444">c. Number of seats for Ph. D Women and Gender Studies and CWDS recommended to advertise for 10 Ph.D seats (following AUD norms) for 2019.</p> <p data-bbox="297 1535 873 1570">2. Planning for the Next Semester</p> <p data-bbox="297 1614 789 1650">a. Guided Study for 2018 Admissions</p> <p data-bbox="297 1719 1430 1858">i. Prospective supervisors and student lists have been circulated. This course is for 2 credits.</p> <p data-bbox="297 1829 1430 1858">ii. M Phil: M Phil 2018 students have been given an orientation by the programme</p> |

co-ordinator on possible electives.

- iii. **Ph.D:** The Ph.D students of 2018 have been exempted from having to do any other course.
- iv. Ph.D student Vandana (2018, Ph.D batch) is now in touch with Prof. Anita Ghai who is considering the possibility of being her Guided Study supervisor.

3. ICSSR fellowships

No: of successful candidates from 2018 Ph.D admissions @ Rs. 20,000/ per month = 5

| No | Name |
|----|----------------------|
| 1 | Chaitanya Khandelwal |
| 2 | Hemantika Singh |
| 3 | Jasleen Arora |
| 4 | Kunzang Angmo |
| 5 | Riya Singh |

2

Reporting of Routine Events

DAC of Ph.D WGS 2013 Batch are given below and presentation for the same were organized on 27th of November, 2018.

| Name of Student | Supervisor | RAC 1 | RAC 2 |
|-----------------|----------------|-----------------|---------------|
| Nidhi Varma | Prof Mary John | Saugata Bhaduri | Anita Cherian |

DAC of Ph.D WGS 2015 Batch are given below and presentation for the same were organized on 27th of November, 2018.

| Sl.No | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|---------------|----------------------|------------|-----------------|---------------------|
| 1 | S155CWG02 | Aanchal Dhull | 22/01/2015 | Neetha N | Rachana Johri | Maitreyee Chaudhuri |
| 2 | S155CWG03 | Arpita Anand | 22/01/2015 | Mary John | Shubhra Nagalia | Maitrayee Chaudhuri |

DAC of Ph.D WGS 2016 Batch are given below and presentation for the same were organized on 27th of November, 2018.

| Sl.No | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|-------------------|----------------------|------------------|---------------------|-----------------|
| 1 | S165CWG04 | Aastha Dang | 13/01/2016 | Rachna Chaudhary | Indu Agnihotri | Anshu Malhotra |
| 2 | S165CWG07 | Anasuya Sreedhar | 14/01/2016 | Rachna Chaudhary | Bijoya Roy | Annindita Datta |
| 3 | S165CWG06 | Dona Biswas | 13/01/2016 | Bindu KC | Dharitry Narzary | Papori Bora |
| 4 | S165CWG01 | Himani Bajaj | 13/01/2016 | Rachana Johri | Bijoya Roy | Sadhana Arya |
| 5 | S165CWG02 | Nancy Yadav | 13/01/2016 | Rukmini Sen | Sanjay Sharma | Anuja Agrawal |
| 6 | S165CWG03 | Renu Singh | 13/01/2016 | Mary John | Bindu KC | Poonam Batra |
| 7 | S165CWG05 | Sudeshna Sengupta | 13/01/2016 | Neetha | Sumangala Damodaran | Rajni Palriwala |

DAC of Ph.D WGS 2017 Batch are given below and presentation for the same were organized on 28th of November, 2018.

The same batch also finished their synopsis presentations and submissions.

| Sl.No | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|-------------------|----------------------|-----------------|---------------|-------------------|
| 1 | S175CWG01 | Ashika Bhargav | 07/12/2016 | Renu Addlakha | Anita Ghai | Shubhangi Vaidya |
| 2 | S175CWG02 | G.S. Mamatha Devi | 07/12/2016 | Neetha N | Krishna Menon | T.G. Suresh |
| 3 | S175CWG03 | Sanjana | 07/12/2016 | Shubhra Nagalia | Mary John | Smita Patil |
| 4 | S175CWG04 | Shailly | 07/12/2016 | Krishna Menon | Anandini Dar | Sanjay Srivastava |
| 5 | S175CWG05 | T Khyochano Ovung | 07/12/2016 | Shubhra Nagalia | Mary John | Lovitoli Jimo |

Note: The following student was asked to resubmit synopsis incorporating suggestions by March 30th, 2019.

| Sl.No. | Enrollment Number | Student Name | Date of Registration | Supervisor | RAC Member 1 | RAC Member 2 |
|--------|-------------------|--------------|----------------------|---------------|--------------|----------------|
| 1 | S175CWG06 | Vikas Singh | 07/12/2016 | Anita Cherian | Bindu KC | Shikha Jhingan |

RAC of MPhil WGS 2016 Batch are given below and presentation for the same were organized on 27th of November, 2018.

| Sl.No | Enrollment Number | Name | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|--------|------------|--------------|-------------------|
| 1 | S164CWG03 | Garima | Mary John | Bindu KC | Navaneetha Mokkil |

RAC of MPhil WGS 2017 Batch are given below and presentation for the same were organized on 28th of November, 2018.

The same batch also finished their synopsis presentations and submissions.

| Sl.No | Enrollment Number | Name | Supervisor | RAC Member 1 | RAC Member 2 |
|-------|-------------------|-----------------------|--|---|--|
| 1 | S174CWG01 | Aakanksha Dcruz | Krishna Menon (Professor, AUD) | Meenakshi Gopinath (Director, WISCOMP) | Rachna Chaudhary (Associate Professor, AUD) |
| 2 | S174CWG02 | Avni Agarwal | Rachna Chaudhary (Associate Professor, AUD) | Shilpa Khatri Babbar (Professor, VIPS (GGSIPU)) | Divya Chopra (Assistant Professor (AUD)) |
| 3 | S174CWG03 | Bhanu Priya Gupta | Rachana Johri (Professor, ADU) | Renu Addlakha (Professor, CWDS) | Rukmini Sen (Assistant Professor, AUD) |
| 4 | S174CWG04 | Chitra Anand | Mary John (Professor, AUD) | Shivani Kapoor (Assistant Professor, Jindal) | Vandana (Assistant Professor, CWDS) |
| 5 | S174CWG05 | Isha Yadav | Bindu K C (Assistant Professor, AUD) | Vebhuti Duggal (Assistant Professor, AUD) | Bindu Menon (Assistant Professor, LSR) |
| 6 | S174CWG06 | Kanika Tyagi | N. Neetha (Professor, CWDS) | Deepita Chakraborty (Professor, AUD) | Rukmini Sen (Assistant Professor, AUD) |
| 7 | S174CWG07 | Ridhi Anupriya Tirkey | Rachna Chaudhary (Associate Professor, AUD) & Lovitoli Jimo (Assistant Professor, AUD) | N. Neetha (Professor, CWDS) | Deepita Chakraborty (Professor, AUD) |
| 8 | S174CWG08 | Shambhavi Sharma | Rukmini Sen (Assistant Professor, AUD) | Mrinal Satish (Professor, NLU, Delhi) | Niharika Banerjee (Associate Professor, AUD) |
| 9 | S174CWG09 | Shrutika Lakshmi | Krishna Menon (Professor, AUD) | Sumangala Damodaran (Professor, AUD) | Rachana Johri (Professor, AUD) |

Course work Results Given for Publication in ERP

M Phil 2018 Admissions: Out of 9 students all students successfully completed the course work for semester 1. (One student, Abhishek, though successful in RMEW had missed one of the assessments due to. WGS reviewed his request favourably for a second chance to attempt the assessment he missed and requested AES for extension . AES has given the date of 14-2-2019 to submit his revised grades.

Ph.D 2018 Admissions: Out of 9 students all students successfully completed the course work for semester 1.

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS301105

Title: Feminist Theories

Type of Course: Core

Cohort for which it is compulsory: M Phil Women's and Gender Studies

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: 1

Course Coordinator and Team: Bindu K.C, Mary John and Seema Kazi

Email of course coordinator: bindukc@aud.ac.in

Pre-requisites:

Course Objectives/Description:

This course is designed to provide students with a genealogy of feminist theories and concepts, by examining the history of ideas on and different theoretical and disciplinary approaches to the study of women and gender. How has women's oppression been theorised by deploying new concepts or theoretical frames?

What sorts of debates and contestations have characterised such theories, whether in India or elsewhere? How have various strands of social thought (liberal, materialist, Marxist, psychoanalytic, poststructuralist, postcolonial, etc.) influenced conceptualizations of women and gender and how have feminists responded to key social thinkers from these perspectives? Course readings will include approaches to theorizing patriarchy, women, sex and gender as analytical constructs; the relationship of women and gender to other relations of difference/hierarchy/power, such as class, race, caste, nation, disability, among others; questions of universality, community/culture and so on; masculinity and femininity as social constructions; theorizing on sexualities and sexual identities; and feminism itself as a contested political term. One of the key aims of the course is to understand the linkages between core theoretical movements that have influenced feminist scholarship over the past several decades, and the challenges that they pose for the practice of feminist inquiry and modes of theorizing across the disciplines and in the Indian context.

Course Outcomes:

1. Identify major trends and theorists in Women's and Gender Studies
2. Become familiar with key concepts in feminist theories and the debates associated with them.
3. Become familiar with significant writings in feminist theories both in India and elsewhere
4. Learn how to identify arguments from key texts, present them orally and in writing through assessments.

Brief description of modules/ Main modules:

Introductory Module on Feminism, Liberalism and Marxism.

- 1] Laski, Harold (1949). *The Rise of European Liberalism*, London: George Allen Unwin.
- 2] Phillips, Anne (1987). *Feminism and Equality: Readings in Social and Political Theory*, Oxford: Basil Blackwell
- 3] Wendel, Susan, 1987. A Qualified Defense of Liberal Feminism. *Hypatia* 2(2):
- 4] Higgins, Tracy, 2004. Gender, Why Feminists Can't (or Shouldn't) be Liberals. *Fordham Law Review* 72 (5): 1629-1641.
- 5) Various chapters of Allison Jaggar *Feminist Politics and Human Nature* (1983)

Brief description of modules/ Main modules with readings:

1. *Women and Patriarchy*

This module will look at how the notion of patriarchy emerged as a category in both western and indian contexts, and discuss its usefulness both historically and today. (the readings by Uma Chakravarti, Gerda Lerner and Sylvia Walby are all available in the CWDS photocopied spiral bound volumes available in both libraries.)

Chakravarti, Uma. 2009 [2006]. "The Formation of Patriarchy and the Subordination of Women." Pp. 66-80 in *Gendering caste through a feminist lens*. Kolkata: Stree.

Lerner, Gerda. 1986. "The Creation of Patriarchy," pp.212-229 (Ch.11) in *The Creation of Patriarchy*. New York, Oxford: Oxford University Press.

Sangari, Kum-Kum. 1995. "Politics of Diversity: Religious Communities and Multiple Patriarchies," *Economic and Political Weekly*, Part-1: 30(51):3287- 310; and Part 2: 30(52):3381-89. Excerpted in Mary E John (ed.) *Women's Studies in India: A Reader*, Penguin 2008.

Walby, Sylvia. 1990. "Introduction/Patriarchy," pp. 19-21; and "From Private to Public Patriarchy," pp. 173-202 in *Theorizing Patriarchy*. Oxford, UK and Malden, MA: Wiley-Blackwell.

2. *Sex/Gender*

This module will explore the varied explanations for differences based on sex and gender while also examining the distinction and relations between these terms. Whether the cause of such differences is sought in other dualisms—such as nature/culture or the public/private—there is disagreement about the universality and nature of such distinctions. We will look to non-Western societies to examine the sex-gender distinction and to question the centrality of gender to society, and at practice based theories of gender that are less deterministic than those that draw on the body as synonymous with sex. (We will return to re-theorizing of 'gender' again when we address postmodernism & post-structuralism.)

Scott, Joan Wallach. 1988. "Gender: A Useful Category of Historical Analysis." Pp. 28-52 in *Gender and the Politics of History*. New York: Columbia University Press. (In the CWDS Photocopied Reader)

Ortner, Sherry. 1996b. "Making Gender: Toward a Feminist, Minority, Postcolonial, Subaltern, etc., Theory of Practice." Pp. 1-20 in *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon Press.

Oyewùmí, Oyèrónké. 1997. "Preface," pp. ix-xviii; and "Visualizing the Body: Western Theories and African Subjects," pp. 1-30 in *The Invention of Women: Making an African Sense of Western Gender Discourses*. Minneapolis: University of Minnesota Press.

Harrison, Wendy Cealey. 2006. "The Shadow and the Substance: The Sex/Gender Debate." Pp. 35-52 in *Handbook of Gender and Women's Studies*, edited by Kathy Davis, Mary Evans, and Judith Lorber. London: SAGE Publications Ltd. (in the CWDS photocopied Reader available in both libraries.)

3. *Caste, Race and Intersectionalities:*

this module will look at the relationship between issues of race and gender, and caste and gender in western and Indian contexts and discuss the usefulness of the concept of intersectionality.

Readings:

Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color, by Kimberle W. Crenshaw, pdf Paper.

Relating to Privilege: Seduction and Rejection in the Subordination of White Women and Women of Color by Aida Hurtado. *Signs*, Vol. 14, No. 4, (Summer, 1989), pp. 833-855;

Angela Y. Davis, The Myth of the Black Rapist, in *Women, Race and Class*.

Uma Chakravarti, *Gendering Caste from a Feminist Lens*.

Leela Dube, Caste and Women in M.N. Srinivas ed. *Caste: Its Twentieth Century Avatar* (OUP 1996). Excerpted in Mary E. John (ed.) *Women's Studies in India: A Reader*.

Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, by Sharmila Rege. *Economic and Political Weekly*. Vol – 33, No. 44, October 31, 1998. p.WS39-WS46;

Dalit Women Talk Differently, by Gopal Guru. *Economic and Political Weekly*. Vol – 30, No. 41-42, October 14-21, 1995.p.2548-2550.

4. *Class and Development Module:*

There will be two classes looking at how women and gender issues have firstly been related to questions of class and also to those of development.

Readings:

Heidi Hartmann “The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union” in Lydia Sargent (ed.) *Women and Revolution*, Boston: South End Press, 1981.

Lourdes Beneria and Gita Sen “Accumulation, Reproduction and Women’s role in Economic Development: Boserup Revisited” in R.E. Pahl (ed.) *On Work: Historical, Comparative and Theoretical Approaches*, New York: Basil Blackwell, 1988.

Miriam Sharma, Caste, Class and Gender: Women’s role in Agricultural Production in North India, working paper, 1984.

Bina Agarwal, “Why do women need independent rights in Land?” in *Women's Studies in India: A Reader* (ed.) Mary E. John, New Delhi: Penguin, 2008.

Rajni Palriwala and Neetha N., “The Political and Social Economy of Care in India” in Shahra Razavi and Silke Staab (eds.) *The Political and Social Economy of Care*, New York: Routledge, 2011.

Mary E. John, “Feminism, Poverty and the Emergent Social Order” reproduced in Raka Ray (ed.) *Handbook of Gender*, Delhi: Oxford University Press 2012.

5. *Feminism, Colonialism and Nationalism*

1] Tagore, Rabindranath (1918). *Nationalism*, London: Macmillan and Company.

- 2] Berlin, Isaiah (1998). Rabindranath Tagore and the Consciousness of Nationality in *The Sense of Reality: Studies in Ideas and their History*, New York: Farrar, Straus and Giroux.
- 3] Chatterjee, Partha (1989). 'Colonialism, Nationalism and the Colonized Women: The Contest in India', *American Ethnologist* 16 (4): 622-633.
- 4] Basu, Aparna (1995). Feminism and Nationalism in India 1917-1947, *Journal of Women's History* 7 (4): 95-107.
- 5] Yuval-Davis (1997). 'Theorizing Gender and Nation' in *Gender and Nation*, London: Sage.
- 6] Das, Runa (2004). 'Encountering Cultural Nationalism, Islam and Gender in the Body Politic of India,' *Social Identities* 10 (3): 369-398, Carfax Publishing (Taylor and Francis).

1. *Community, Culture and Universalism Module*

- 1] Kymlicka, Will (2012). *Multiculturalism: Success, Failure and the Future*, Migration Policy Institute, Washington D.C.
- 2] Bajpai, Rochana (2015). 'Multiculturalism in India: An Exception?' Institute of Culture, Religion and World Affairs.
- 3] Okin, Susan Moller (1998). 'Feminism and Multiculturalism: Some Tensions', *Ethics* 108 (4): 661-684, University of Chicago Press.
- 4] Kukathas, Chandran (2001). 'Distinguished Lecture in Public Affairs: Is Feminism Bad for Multiculturalism?' *Public Affairs Quarterly* 15 (2):

2. *Feminism and Poststructuralism Module*

This module will introduce students to some basic orientations to poststructuralism from a feminist perspective using both western and Indian examples;

Readings: Michel Foucault, Judith Butler, Lata Mani, Susie Tharu and Tejaswini Niranjana.

3. *Sexualities and Queer Theory*

This module familiarizes the students with different feminist perspectives varying from regarding sexuality as a site of danger and oppression for women to a site of desire, pleasure and agency. The

thrust is also upon understanding the implications of globalised capital in changing the modes and nature of objectification and its effect on the everyday practices.

Gayle S. Rubin (1984), "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance (ed.) *Pleasure and Danger: Exploring Female Sexuality*, New York, Routledge.

Mary E. John (2000), "Globalisation, Sexuality and the Visual Field: Issues and non-issues for cultural critique" in M. John and J. Nair (ed.) *A Question of Silence? The Sexual Economies of Modern India*, New Delhi, Kali for Women.

Charu Gupta (Feb., 2002), "(Im)possible Love and Sexual Pleasure in Late-Colonial North India" in *Modern Asian Studies*, Vol.36, No.1, pp.195-221.

Nivedita Menon(2007), " Introduction" in N. Menon (ed.) *Sexualities*, New Delhi, Women Unlimited.

Eve Kosofsky Sedgwick (1990), "Introduction: Axiomatic" in *Epistemology of the Closet*, Berkley, University of California Press.

Jasbir K. Puar (2007), "Introduction" in *Terrorist Assemblages: Homonationalism in Queer Times*, Durham, Duke University Press.

Arvind Narrain(2004), "Articulation of Rights around Sexuality and Health: Subaltern Queer Cultures in India in the Era of Hindutva" in *Health and Human Rights*, Vol. 7, No. 2, pp. 142-164.

4. Disability

This module looks at disability as an epistemic category and what it does to feminism and how feminism has dealt with it. It brings out the centrality of corporeality in identity formation. The questions of selfhood and autonomy are problematised along with questions of care, selection in context of abortion, sexuality, marriage, motherhood and labour. Negotiations in the context of state and citizenship are also theorized.

Rosemarie Garland-Thomson (Autumn, 2002), “Integrating Disability, Transforming Feminist Theory” in National Women’s Studies Association Journal, Vol. 14, No. 3, Feminist Disability Studies, pp. 1-32.

Anita Ghai (Summer, 2002), “Disabled Women: An Excluded Agenda of Indian Feminism” in Hypatia, Vol. 17, No. 3, Feminism and Disability, Part 2, pp. 49-66.

Tobin Siebers (Spring/Summer 2006), Disability Aesthetics in Journal for Cultural and Religious Theory, CRT 7.2, pp. 63-73.

10.Masculinities

In this module, Men’s relationship to feminism is problematised and the interface between Masculinity Studies and Women and Gender Studies and ruptures between the two areas are discussed. The significance of detaching Masculinity from men’s bodies is emphasized to comprehend the difference in context of different identity locations.

R.W. Connell (Oct., 1993), “The Big Picture: Masculinities in Recent World History” in Theory and Society, Vol. 22, No. 5, Special Issue: Masculinities, pp. 597-623.

Stephen Heath (2003), “Male Feminism” in Alice Jardine & Paul Smith (eds.) *Men in Feminism*, London, Routledge.

Assessment Details with weights:

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|-------------|------------------------------------|--|------------------|
| 1 | 1 st written assignment | Early October 2018 | 30% |
| 2 | 2 nd oral assignment | Early November 2018 | 30% |
| 3 | Final examination | Early December 2018 | 40% |

School of Human Studies
Ambedkar University Delhi
Course Outline

Time Slot _____

Course Code: SHS301109

Title: Guided Study

Type of Course: Core

Cohort for which it is compulsory: M Phil WGS

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: 2

Course Coordinator and Team: Bindu K.C. and team

Email of course coordinator: bindukc@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of this course is to enable students to develop their research interest in a focussed manner with individual attention such that by the end of the semester they are in a position to produce a research proposal towards the MPhil thesis.

Course Outcomes:

On successful completion of this course students will be able to:

1. Feel competent about the particular sub-field of research that interests them for their MPhil/PhD.
2. Summarise the key secondary literature both orally and in writing in the area of their chosen research.
3. Further develop their specific research questions in order to be able to come with with a worked out research proposal by the subsequent semester.

Brief description of modules/ Main modules:

Guided Study (Semester II)

The Guided Study course is an individually tailored course being offered to students of both the MPhil and PhD in their second semester. The course will be structured around the thematic subject focus of the student as well as questions relating to how they wish to conduct the proposed research. Thus, depending on the interest and preparedness of the student regular meetings will be held with the concerned faculty to discuss a) readings specific to the area of interest of the student's research and b) conducting pilot studies to test the research questions of the student in the field of choice (whether involving field work, archival research, textual or conceptual explorations). This is a 2 credit course and will have structured meetings with the faculty member assigned to the student. The student will be evaluated in terms of a presentation of the work undertaken, a piece of writing that is close to providing a fully worked out research proposal, and the process involved.

Assessment Details with weights:

| S.No | Weightage | Date/period in which Assessment will take place | Assessment |
|------|------------------|---|--------------|
| 1 | 30% presentation | Early April 2018 | Assesment 1 |
| 2 | 40% write up | End April/early May 2018 | Assesment 2 |
| 3 | 30% process | Based on entire course participation | Assessment 3 |

Reading List:

Individually tailored so not giving

(Re)Gendering

Gender Studies Department, School of Human Studies organized a 2-day festival **(Re)Gendering** on 11-12th October 2018 at AUD, Kashmere Gate Campus. Partnered with a local city-based art community Delhi Art Slam, (Re)Gendering is a makeshift visual art model, a project that lets you negotiate with gender through the medium of Art. It is an interactive art gallery with several visual forms interplay with negotiations of gender. WGS department envisions this makeshift art gallery as a comprehensive and innovative pedagogical model for public that helps engage with gender, through the mode of art and visual media. If implemented and created in cities like Delhi, it has the potential to serve as an active mode of education and awareness about gender, its nuances and the world around it. We created this in the university premise, invited students and there have been a variety of events in the two-day festival, details of which have been listed below.

1. (Re)Gendering

A 'Gender' themed Visual Art Slam

Curator: Isha Yadav

A multitude of visual artists in the city have come up and co-curated a 'Gender' themed art exhibition. An 'Art Slam' as we call it, is a movement of its kind. It means that Art does not require elite setting of a gallery or posh exhibitions. Neither does it belong to *Bhadralok*, not should be bounded by any classist premise. Art can be and should be everywhere, including the spaces which were not previously meant for art. Art should be in places that are open and participative for all, especially to those who see art as an outsider. An 'Art Slam' is an incredibly ingenious opportunity for interaction between an artist and art-enthusiast. One can engage with an artist; their thinking-process, their tools of visual language and commence their own art of *seeing*. When does the viewer become a thinker? How does an art space transform a viewer? What are the negotiations between them? Here, we are looking at various facets, negotiations and disparities in gender through art. What is Gender? What is its consequential existence in our world, and in our country? Who are its building blocks? What is the place of one gender with respect to others in our world? How is art a tool to resist gender conflicts? Does it help us articulate the disparities and the women's movements differently? Does the exhibition space become a site of protest? How are contemporary artists embracing these conflicts? How are they becoming a movement? How does art subvert the discomfort? This art space is an alternate museum that explores these conversations, engages with subaltern, the uncomfortable side of humanity, and lets you negotiate with the idea of re-gendering.

One of our students, Isha Yadav began the 'Art Slam' movement, similarly fashioned with ethos of a poetry slam, with her community called Delhi Art Slam, which is now a growing collective of over 400

artists in the city.



School of Human Studies
Ambedkar University Delhi
Course Outline for RMEW

Time Slot _____

Course Code: SHS301108 (M.Phil. WGS)

Title: Research Methods and Exemplary Works

Type of Course: Core Compulsory

Cohort for which it is compulsory: M Phil WGS

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2018

Course Coordinator and Team: Rachna Chaudhary (AUD) and Bijoya Roy (CWDS)

Email of course coordinator: rachna@aud.ac.in

Pre-requisites: Students should be registered to the MPhil WGS programme

Course Objectives/Description:

This course will focus on how Feminist research methodologies have emerged as a response to or as critique of existing research perspectives in the natural and social sciences and humanities. Consequently, the course will discuss key approaches in feminist research methodologies that actively engage with concepts like subjectivity of the researcher, individual experience, intersectionality the qualitative-quantities distinctions, power relations in research etc. Through thematic reading across chosen domains, the effort will be to understand how authors have developed methodologies to address their research questions; how they have used different kinds of primary/secondary and quantitative/qualitative data, analysed it and what makes their research feminist

Fieldwork is a critical aspect of RMEW coursework. The purpose is to learn the skills of doing fieldwork, share fieldwork experiences and reflect upon the process. Its purpose is to enable them to understand the diverse methodological approaches, complexity of the field in terms of access, power gradient between the researcher and the researched and ethical dilemmas. Finally the aim of fieldwork in RMEW is to deepen their understanding of how researchers' experience of the field can shape the research.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key approaches in feminist research methodologies.
2. Demonstrate comprehensive knowledge of key texts and topics related to Feminist Research Methodologies.
3. Engage with concepts such as subjectivity of the researcher, individual experience and intersectionality.
4. Demonstrate an awareness of critical skills required to read a range of texts.
5. Use different kinds of primary/secondary and quantitative/qualitative data.

Brief description of modules/ Main modules:

1. **Introduction and Critique of Science:** This module introduces the students to the concepts of science and their critique from a feminist lens. The claims of objectivity and truth are critically engaged with and students explore the link between science and research methodologies.
2. **Object and Subject of Research:** This module asks students to look into the making of objects of research enquiry. What makes a certain concept or category an object of research and who takes up what kind of questions to research.
3. **Method, Methodologies and Epistemologies:** This module explores feminist methodologies such as feminist standpoint epistemology and asks what are the linkages between method, methodologies and epistemology.
4. **Feminist Research and Quantitative Method:** This module trains the students to understand and use quantitative method. This entails engaging with a variety of data, interpreting it and using it for research.

Assessment Details with weights:

Assessment 1: Written of 40% weight

Assessment 2: Short Piece based on Field Diary of 30% weight

Assessment 3: Field Work Presentation of 30% weight

Reading List:

1. Donna Haraway (2004). *Situated Knowledges: The science question in Feminism and the privilege of partial perspective.* In Sandra Harding's (ed.), *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies.* New York: Routledge. Pp. 81-102.
2. Maria Mies (1991). *Women's research or Feminist Research? The debate surrounding feminist Science and methodology.* In Mary Margaret Fonow and Judith A Cook (eds.), *Beyond Methodology: Feminist Scholarship as Lived Research.* Bloomington: Indiana University Press. Pp. 60-84.

3. Brian Larkin, "Unstable Objects: The Making of Radio in Nigeria", from *Signal and Noise: Media, Infrastructure and Urban Culture in Nigeria*.
4. Purnima Mankekar (2002), "Epic Contests: Television and Religious Identity in India", in Faye D. Ginsburg, Lila Abu-Lughod, and Brian Larkin (eds.), *Media Worlds: Anthropology on New Terrain*, University of California Press, pp. 134-151
5. Sharlene Nagy Hesse-Biber, Patricia Leavy, and Michelle L. Yaiser, "Feminist Approaches to Research as a Process: Reconceptualizing Epistemology, Methodology, and Method"
6. Harding, Sandra. 1987. "Introduction: Is There a Feminist Method?" Pp. 1-14 and "Conclusion: Epistemological Questions," pp. 181-190 in Harding, Sandra. *Feminism and Methodology: Social Science Issues*. Bloomington: Indiana University Press, 1987
7. Bora, Papori. 2010. *Between the Human, the Citizen and the Tribal: Reading Feminist Politics in India's Northeast*," in *International Feminist Journal of politics*. Taylor and Francis. 12:3-4. Pp. 341-360.
8. Harding, S. Introduction. Standpoint theory as a site of political philosophic and scientific debate. In Harding S Ed. *The Feminist Standpoint Reader*.
9. Rege, S. (1998) *A Dalit Women Talk Differently. A critique of difference and towards a Dalit feminist standpoint position*.
10. Gatrell C (2006) *Interviewing Fathers: Feminist Dilemmas in Fieldwork*, *Journal of Gender Studies*, Vol. 15, No. 3 November, pp. 237–251
11. Mahmood C K (2002) *Anthropological Compulsions in a World in Crisis (Editorial)* *ANTHROPOLOGY TODAY* Vol 18 No 3, June
12. Choragudi, Rahul. 2017. 'The predicament of a Madiga ethnographer doing fieldwork in a multi-caste village in Andhra Pradesh' in *Knowing the Social World: Perspectives and Possibilities*, edited by N. Jayaram, 377-393. Delhi: Orient Blackswan.

ADDITIONAL REFERENCE:

Inhorn MC and Whittle K L (2001) *Feminism meets the new Epidemiologies: toward an appraisal of antifeminist biases in epidemiological research on women's health*, *Social Science and Medicine*, 53, 553-567

Gopal M and Lingam L (2002) *Missing Links in Women's Morbidity in India, A Critical Review of Selected Studies (1990-2000)* The Gender and Reproductive Health Research Initiative. CREA. New Delhi.

Hollen C V (2016) *Feminist Critical Medical Anthropology Methodologies: Understanding Gender and Healthcare in India*, *Economic & Political Weekly*, APRIL 30, 2016 Vol II, No 18

Kim Gutschow (2015) *Going 'Beyond the Numbers': Maternal Death Reviews in India*, *MEDICAL ANTHROPOLOGY* <http://dx.doi.org/10.1080/01459740.2015.1101460>

Conceptualising Conceptions (2016) In Bhardwaj A (2016) *Conceptions Infertility and Procreative Technologies in India*, Orient Black Swan, New Delhi.

My Vaidya and my Gynecologist: Agency, Authority and Risk in Quest of a Child. In *Asymmetrical Conversations: Contestations, Circumventions, and the Blurring of Therapeutic Boundaries*, ed. Harish Naraindas, Johannes Quack and William S. Sax, 118-161. New York: Berghahn, 2014

Martin S P, McDaid L M and Hilton S (2014) Double-standards in reporting of risk and responsibility for sexual health: a qualitative content analysis of negatively toned UK newsprint articles, *BMC Public Health*, 14:792 <http://www.biomedcentral.com/1471-2458/14/792>

Lupton D (1992) Discourse Analysis: A New Methodology for Understanding the ideologies of Health and illness, *Australian Journal of Public Health*, Vol.16., No.2

Lupton D (1994) Femininity, responsibility, and the technological imperative: Discourses on Breast Cancer in the Australian Press, *International Journal of Health Services*, Vol. 24, No. 1, 73-89.

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Listening, Communicating and Relating

Type of Course: Workshop Based Course

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 4th Semester, 2nd year

Course Coordinator and Team: Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites:

Aim: To learn the art of communication and to hone in the skills and sensibility of empathetic and deep listening

Course Outcomes:

1. Appreciating the storied and narrativized nature of human life.
2. Learning to listen to the articulations of the dynamic and receptive unconscious
3. Honing in the skill and sensibility for empathetic listening and working through blocks in communication; capacity to bear witness to trauma.

Brief description of modules/ Main modules:

1. Reading and **listening to the storied nature of human life** and to the depths of psyche through Literature, especially short stories and novellas: Suggestive readings of stories- Anton Chekov's *Grief*; D. H. Lawrence's *The Rocking Horse Winner*; Dostoevsky's- *White Nights/ The Underground Man*: In this module students will focus on listening to narratives of grief, loss, longing and to the complexities of the human psyche.

2. **Four Models of Psychoanalytic Listening:** *Objective, Interpersonal, Subjective and Empathetic* – In this module, students will be acquainted with different, though interrelated perspectives through which a psychoanalytic scholar and practitioner is trained to listen and receive human communication.
3. Listening from the standpoint of the **Dynamic and Receptive Unconscious:** Reflecting on the historical developments in the understanding of the unconscious, in this section an emphasis will be made on how articulations from the dynamic, receptive and cultural unconscious are appreciated and apprehended
4. **Bearing Witness and the vicissitudes of Listening:** Listening to historical survivors and testimonies of trauma
5. Listening to **lives at social peripheries and margins:** Special considerations while relating to narratives of disability, old age, child hood, queer sexuality, economic and social marginalization, among others.
6. Focusing on blocks, **failures and limits of relating and communicating:** The attempt here is to initiate thinking and feeling in students to reflect on the blocks, misunderstandings and limits of communication
7. **Self, other and the world:** In this module the relationship of the human to nature and non-human beings will be meditated on.

Assessment Details with weights:

Reflective and critical writing on any one of the literary narratives -40%

Ongoing class participation- 20%

Viva- 40%

Reading List:

1. Akhtar, Salman (2014). *Psychoanalytic Listening*. London: Karnac
2. Bollas, C. (2009) *The Evocative Object World*. Routledge: USA
3. Bollas, Christopher (2005). *The Infinite Question*. London: Routledge
4. Chekov, A (1954). *Short Stories*. New Delhi: Penguin
5. Dostoevsky, F. (1960). *The Underground Man*. U.K. : Penguin
6. Laub, Dori (1992) 'Bearing Witness or the Vicissitudes of Listening' in Shoshana Felman and Dori Laub, *Testimony: Crises of Witnessing in Literature, Psychoanalysis and History*. New York and London: Routledge.
7. Hanh, T.N. (1995) *Teachings on love*. New Delhi: Full Circle
8. Lawrence, D.H. (2003) *The Rocking Horse Winner*. In *Once Upon A Time* (Ed. Charu Sharma and Diamond Oberoi Vahali). Delhi: Cambridge Books

9. Ogden , T. (1989). *The Primitive Edge of Experience*.Northvale. NJ: Jason Aronson
10. Watkins, M and Shulman, H. (2008).*Toward Psychologies of Liberation*. Hampshire:
Palgrave Macmillian

ADDITIONAL REFERENCE:

11. Jain, J. & Jain T. (2012) *Bridge Across the Rivers: Tales of Partition from Either Side of the Border*. New Delhi: Niyogi Books

**School of Human Studies
Ambedkar University Delhi**

Course Outline

Time Slot-_____

Course Code: SHS201723

Title: Life at the Margins

Type of Course: Core (Psychology)

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Winter semester, 1st year

Course Coordinator and Team: Deepti Sachdev

Email of course coordinator: deepti@aud.ac.in

Pre-requisites:

Aim: Through a focus on the discourses, location and phenomenology of marginality, the course 'Life at the Margins' attempts to enable students to move beyond the mainstream psychology of the 'neuter individual' to a critical understanding of the self-in-process-in-context, including contexts of life within *real and imagined* marginalities. Through field work and ethnographic encounters with the margins and a close reading of narratives from the margins, the course will trace the shifting interstices of the psyche-in-class.

Course Outcomes:

1. Students will be able to discuss how subjectivity can be a useful tool of epistemology and ways in which psychoanalytic perspectives can be used to theorise lived experience
2. Students will be able to ask questions concerning power, positionality and representation in ethnographic work with the margins
3. Students will be able to conceptualise how clinical work can be taken to the community, outside of the psychoanalytic private clinic, and the challenges involved therein
4. Students will be able to appreciate the value of empathic listening skills and tolerance for states of not-knowing in working with the marginalized

Brief description of modules/ Main modules:

1. Introducing Critical Psychology; its convergences with depth psychology
2. The field and its vagaries. Positionality of the researcher- *Writing* culture and *listening* to loss.
3. Body and the City
4. Psychodynamic reflections on gender/class/ caste
5. Engaging with the world of the historical survivor
6. Identity and Leadership at the Margins

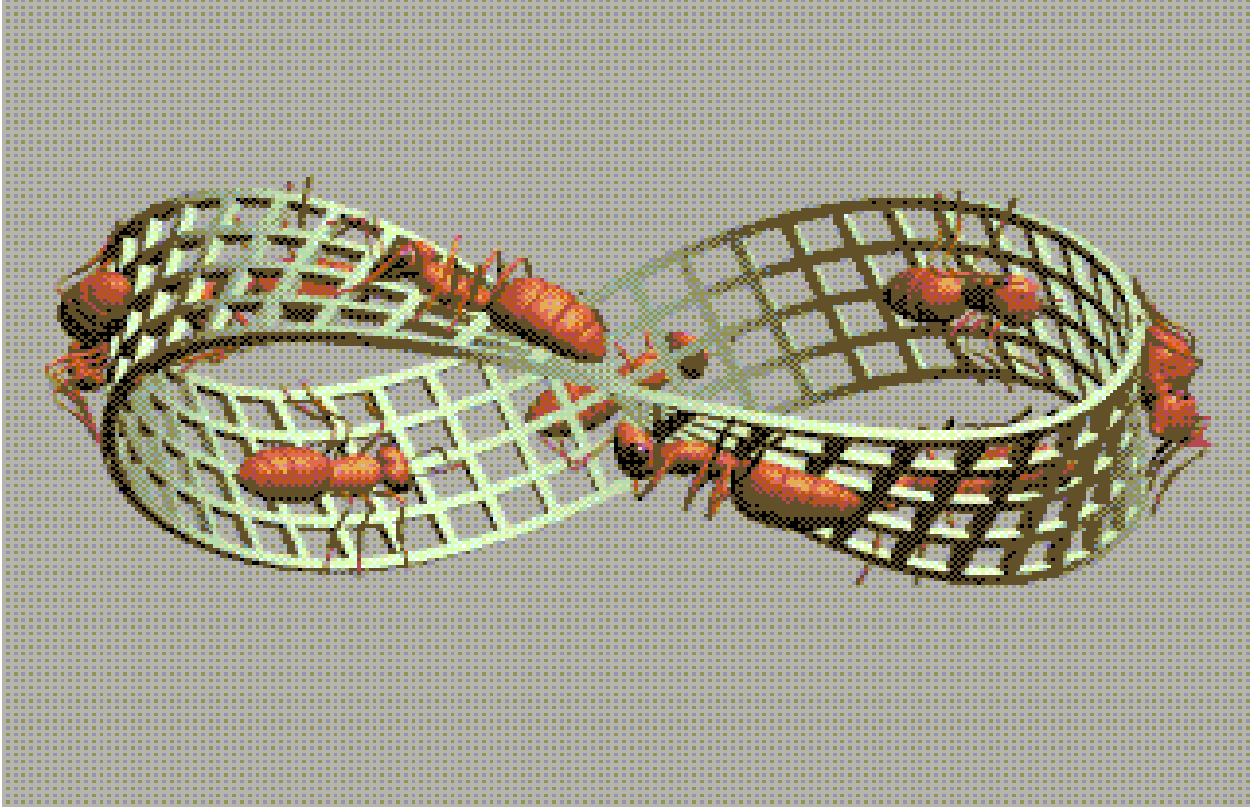
Assessment Details with weights:

1. Written assessment: 40 percent
2. Field work based group Presentations: 40 percent
3. Class participation/Reflections: 20 percent

Reading List:

- Danto, Elizabeth (2005) *Freud's Free Clinics: Psychoanalysis and Social Justice*. Columbia University Press, New York.
- Dhar, Anup. (2016) *At the Edge of (Critical) Psychology* Discourse Unit
- Hook, Derek, (2004) *Critical Psychology*, UCT Press
- Nandy, Ashis, (1997) *Essays in Politics and Culture: At the Edge of Psychology*. New Delhi: Oxford University Press
- Das Veena. (1992) (ed.), *Mirrors of Violence: Communities, Riots and Survivors in South Asia*, p. 69-93. Bombay: Oxford University Press.
- Das Veena (2007) *Life and Words: Violence and the Descent into the Ordinary*. Oxford University Press: New Delhi.
- Rosaldo, Renato (1989) *Culture and Truth: The Remaking of Social Analysis*, 1-21 and 46-67.
- Pile, Steve (1996) *Body and the City* Bodies: Desire and disgust in the flesh (P 173-210)
- Low, Setha (2001) *The Edge and the Center: Gated Communities and the Discourse of Urban Fear*: Setha M. Low
- Phadke, Shilpa (2009) *Why Loiter* Dissent and Cultural Resistance in Asias
- Lynne Layton (2006) *Psychoanalysis, Class and Politics*
- Altman, Neil () *Analyst in the Inner City*
- Fanon Franz (1959) *Black Skin, White Masks*
- Lifton, R.J. (1976) *The life of the Self: Toward a New Psychology*. Simon and Schuster: New York.
- Papadopoulos R. K., (2002) *Refugees home and trauma in Therapeutic Care for Refugees: No Place Like Home*, H Karnac (Books) Ltd., London
- Erikson, Erik (1968) *Identity Youth and Crisis*. Norton Inc: New York.

ADDITIONAL REFERENCE:



<https://giphy.com/gifs/mc-escher-mobius-strip-XDS6gnQ4ZOqhW>

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS201726

Title: Psychic Work: Paradox and Process

Type of Course: Self-reflection based; Based on personal insight

Cohort for which it is compulsory: M.A. Psychology (Psychosocial Clinical Studies)

Cohort for which it is elective: N/A

No of Credits: 2

Semester and Year Offered: 4th Semester, 2nd year

Course Coordinator and Team: Prof. Ashok Nagpal, Mr. Vikas Deepak

Email of course coordinator: ashonag@gmail.com

Pre-requisites: a curiosity about Intrapsychic as well as Intersubjective processes developed over three completed semesters.

Aim: To collectively arrive at an appreciation of Psyche as a fundamentally creative agency striving to manifest in its highest potential by transforming contradictions that belong to the seeming or real opposition between external reality and inner life.

Course Outcomes: On successful completion of this course the student will be able to:

1. Discover within oneself how the Psyche works towards dissolution of divisive opposites in ones lives to produce a hopefulness about being alive as a person, howsoever illusory or unbelievable yet real to oneself.
2. Observe the collapse of the Psyche towards stereotypically objective and literal dimensions of social discourse in the scenario when its creativity cannot be manifested and creative processes become evacuative processes.
3. Appreciate Paradoxes as emerging from the fact of absolute dependence of Self and Other.
4. Develop clinical neutrality in their work as practitioners by reaching out for the Paradox that can serve an integrative function for the patient's or client's presentation of a dialectic that is producing inner turmoil in their life.

Brief description of modules/ Main modules:

Though the teacher's interaction with the students is guided by prominent analytic thinkers -- such as Donald Woods Winnicott, Wilfred Bion, and Harold Searles -- who have written intensively about Paradoxes inherent in the Process of psychotherapeutic work, the modules are constituted participatively through a free associative engagement in the initial classes. However still, a trend can be seen in the constitution of modules over the years. This is as follows:

Students and teacher discuss thoughts and read texts that point toward one or more of the following paradoxical revelations encountered in clinical work

- A) In the process of becoming a Self one destroys repeatedly that which one is dependent upon (the writings of Winnicott are particularly conducive for this exploration)
- B) The psychoanalyst must abandon memory and desire (writings of Wilfred Bion help this exploration)
- C) The capacity to be alone emerges through a Presence (explored through Winnicott)
- D) Through an oscillation between the opposite poles of trust and mistrust one develops the capacity for hope (explored through writings of Erik Erikson)

Towards the conclusion of the course the free associative process moves to selecting and discussing either a movie or a short story. In the last edition of this course the short story 'The Last Leaf' by One. Henry was selected for study.

Assessment Details with weights:

Home Assignment - 40% ; In-Class Written Assessment - 40% ; Class Participation - 20%

Reading List:

Bion, W. (1988). Notes on memory and desire. In E. B. Spillius (Ed.), *New library of psychoanalysis, 8. Melanie Klein today: Developments in theory and practice, Vol. 2. Mainly practice* (pp. 17-21). Florence, KY, US: Taylor & Frances/Routledge.

Erikson, E. H. (1993). *CHILDHOOD AND SOCIETY*. Pub: W. W. Norton and Company.

Searles, H. (1975) 'The "dedicated physician in psychotherapy and psychoanalysis'. *Crosscurrents in Psychiatry and Psychoanalysis*, edited by Gibson RW. Great Britain, JB Lippincott, 128-143, 1967

Winnicott, D. W. (1963a). From dependence towards independence in the development of the individual. In: Winnicott, D. W., (1965) *The Maturational Processes and the Facilitating Environment*. Reprint. London: Karnac, 1990, pp. 83-92.

Winnicott, D. W. (1958). The capacity to be alone. *The International Journal of Psychoanalysis*, 39, 416-420.

Winnicott, D. (2017). *PLAYING AND REALITY*. London: Routledge.

ADDITIONAL REFERENCE:

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS201724

Title: Childhood, Identity and Society

Type of Course: Core (Psychology)

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Monsoon semester, 2nd year

Course Coordinator and Team: Deepti Sachdev; Anshumita Pandey

Email of course coordinator: deepti@aud.ac.in

Pre-requisites:

Aim: As it traverses then through three words – Childhood, Identity and Society – and how they come to impact one another, the course offers the student a glimpse of the deeply political discourse that surrounds and constructs childhood, impacts the everyday of the child, on one hand and on the other takes one to a critical engagement with the psychological processes of infancy and childhood - ‘the earliest’ and ‘the deepest’ within. CIS marks a re-turn to one’s ‘foundations (in observation)’ located in a psychosocial matrix that allows us to see each individual located within a culture and having a privately evolved but structured culture of his/her own. With a reading of Burman, Nieuwenhuys, Nandy and others, we begin by locating childhood within a confluence of discourses – historical, economic, legal, political. The social construction of childhood then marks the first entry into the world of the child and the themes that populate it. This is followed by a turn to Winnicott and Erikson who take the student to the ‘bi-personal field’ of the mother and child and the subjective processes of infancy and childhood. We get glimpses into the absoluteness of dependence, the pleasure – pain of separation, the arrival of ‘I’ and ‘me’ – the relational beginnings of psyche - ‘mind’ when it could at best ‘sense’ things. We find ourselves wondering - What is the ‘nature of the child’s tie to the mother’? ‘What is trauma for the child?’ ‘Why do children play?’ ‘Is there a relationship between playing and reality’? Through readings, film analyses and case discussions, we visit how a child, helped by the mother’s formative response begins to make the world his own, how playing – at once

precarious and robust – allows the child to consolidate his being, to find a way to exist as oneself and relate to the other as oneself, how in this space marked by a peculiar concentration that allows one to be lost, the child is creating a personal idiom that is alive and ‘feels real’. Erikson detailing a similar process that enables experiences to be organized in an individual ego gives to us the basics of identity, its formation and sensitively makes us see how such consolidation is routed through a culture’s collective behavior - historical memory, mythology, rituals or avoidance - that closely inform individual experience. Here one is not merely engaging with an oversimplified analogy of the relationship between the individual and the collective but making a case for how an individual, a child, is at all times an organism, an ego and a member of a society - each a crucial dimension of experience out of which identity is knitted. A special focus in the course becomes ‘childhood at the margins’ that we trace through individual life stories and their complex realities.

Course Outcomes: By the end of the course, the student is expected to:

1. come to have a critical appreciation of the life-world of the child and the entrenched nature of the discourses that surrounds childhood.
2. develop an empathic sense of an infant’s mode of being-in-the-world, the complexity of processes of infancy and childhood and the role they play in shaping self-experience.
3. acquire an understanding of key thinkers around childhood, namely, Winnicott, Erikson, Kakar, and Nandy.
4. supplement theoretical gleanings and sensitive (self) reflection so as to come to have a ‘sense of’ what working with children entails.
5. have a critical sensibility that allows one to deconstruct and reconstruct the relationship between childhood and society.

Brief description of modules/ Main modules:

Course Description: As it traverses then through three words – Childhood, Identity and Society – and how they come to impact one another, the course offers the student a glimpse of the deeply political discourse that surrounds and constructs childhood, impacts the everyday of the child, on one hand and on the other takes one to a critical engagement with the psychological processes of infancy and childhood - ‘the earliest’ and ‘the deepest’ within. CIS marks a re-turn to one’s ‘foundations (in observation)’ located in a psychosocial matrix that allows us to see each individual located within a culture and having a privately evolved but structured culture of his/her own. With a reading of Nieuwenhuys, Nandy, Marcuse to name a few, we begin by locating childhood within a confluence of discourses – historical, economic, legal, political. The social construction of childhood then marks the first entry into the world of the child and the themes that populate it. This is followed by a turn to Winnicott, Stern and Erikson who take the student to the ‘bi-personal field’ of the mother and child and the subjective processes of infancy and childhood. We get glimpses into the absoluteness of dependence, the pleasure – pain of separation, the arrival of ‘I’ and ‘me’ – the relational beginnings of psyche - ‘mind’ when it could at best ‘sense’ things. We find ourselves wondering - What is the ‘nature of the child’s tie to the mother’? ‘What is trauma for

the child?' 'Why do children play?' 'Is there a relationship between playing and reality'? Through readings, film analyses and case discussions, we visit how a child, helped by the mother's formative response begins to make the world his own, how playing – at once precarious and robust – allows the child to consolidate his being, to find a way to exist as oneself and relate to the other as oneself, how in this space marked by a peculiar concentration that allows one to be lost, the child is creating a personal idiom that is alive and 'feels real'. Erikson detailing a similar process that enables experiences to be organized in an individual ego gives to us the basics of identity, its formation and sensitively makes us see how such consolidation is routed through a culture's collective behavior - historical memory, mythology, rituals or avoidance - that closely inform individual experience. Here one is not merely engaging with an oversimplified analogy of the relationship between the individual and the collective but making a case for how an individual, a child, is at all times an organism, an ego and a member of a society - each a crucial dimension of experience out of which identity is knitted. A special focus in the course becomes 'childhood at the margins' that we trace through individual life stories and their complex realities.

Brief Description of Modules:

Unit 1: What is this thing called the child?

The opening unit of the course is meant to engage the student in a critical discussion around the constructed and deeply political nature of the discourse around childhood. An anasemic reading of 'development' – particularly as it is deployed in a structuration of 'children's lifeworlds' – informs this discussion. With a close reading of writings by Olga Nieuwenhuys, Herbert Marcuse and others, the attempt is to destabilize a naturalized single story of childhood.

Reading List:

- ~ *Global Childhood and the Politics of Contempt* Author(s): Olga Nieuwenhuys in *Alternatives: Global, Local, Political*, Vol. 23, No. 3 (July-Sept. 1998), pp. 267-289, Published by: Sage Publications, Inc.
- ~ *Toys, Mythologies*, Roland Barthes, Hill and Wang, New York, 2012
- ~ *The Historical Limits of the Established Reality Principle, Eros and Civilization*, Herbert Marcuse, Beacon Press, Boston, 1974
- ~ *Phantasy and Utopia, Eros and Civilization*, Herbert Marcuse, Beacon Press, Boston, 1974
- ~ *The Little Prince*, Antoine De Saint Exupery, Richard Howard, 2000

Additional Reference:

- ~ *From Useful to Useless: The Changing Social Value of Children; Pricing the Priceless Child: The Changing Social Value of Children* by Viviana A. Zelizer; Review by: Nancy Tomes in *American History*, Vol. 14, No. 1 (Mar., 1986), pp. 50-54 Published by: The Johns Hopkins University Press
- ~ "Grow up!": *The devaluation and stigmatization of childhood as a threat to progress in contemporary social thought* Author(s): Roger Neustadter in *Sociological Focus*, vol. 26, no. 4 (October 1993), pp. 301-314, Published by: Taylor & Francis, Ltd.
- ~ *Development Phallacies: Psychology, Gender and Childhood* Author(s): Erica Burman in *Agenda*, No. 22, *Families in Question* (1994), pp. 11-20 Published by: Agenda Feminist Media
- ~ *Born into Brothels, Documentary*, Zana Briski and Ross Kauffman, 2005

Unit 2: The child in the Indian Tradition

In continuation with the opening themes, the second unit too attempts to locate the attitudes and practices – the received ‘good sense’ – around childhood as we explore writings grounded within the Indian socio-cultural milieu. We attempt to locate the history of childhood in India and see childhood caught between traditional and modern scripts.

Reading List:

~*The child in Indian Tradition : Appendix, The Inner World: A Psychoanalytic Study of Childhood and Society in India, Sudhir Kakar, Oxford University Press, New Delhi, 1981*

~*Baby Icons: Forms and Figures of a New Generation, Freedom and destiny: Gender, family and Popular Culture in India, Patricia Uberoi, Oxford University Press, New Delhi, 2006*

~ *Reconstructing Childhood: A Critique of the Ideology of Adulthood, Traditions, Tyranny, and Utopias, Ashis Nandy, oxford university Press, New Delhi, 1992*

Unit 3: The inner world

Foregrounding the work of D.W. Winnicott and Daniel Stern, we take a closer look at the baby as a person and psychic accomplishments in this journey. We explore some critical themes as regards infantile experience:

~ The phenomenology of infancy

~ The nature of the child’s tie to its mother

~ “Me” and “Not Me”: Psyche’s relational beginnings

~ The significance of transitional spaces

Reading List:

~ *Baby as a Person, The Child and the Outside World, D. W. Winnicott, Penguin, 2000*

~*Further thoughts on Babies as Persons, The Child and the Outside World, D. W. Winnicott, Tavistock Publications, 1957*

~ *The Theory of Parent-Infant Relationship, Maturational Processes and The Facilitating Environment, D.W. Winnicott, International University Press, 1985*

~*From Dependence to Independence in the Development of Individual, Maturational Processes and The Facilitating Environment, D.W. Winnicott, International University Press, 1985*

~ *Ego Integration in Child Development, Maturational Processes and The Facilitating Environment, D.W. Winnicott, International University Press, 1985*

~ *Primitive Emotional Development, Through Paediatrics to Psychoanalysis, D.W. Winnicott, Karnac Books, 1984*

~ *Transitional Objects and Transitional Phenomena, Playing and Reality, D.W. Winnicott, Tavistock Publications, 1971*

Additional Reference:

~ *Real Making, Winnicott, Adam Phillips, Harvard University Press, 1988*

~ *The Appearing Self*, Winnicott, Adam Phillips, Harvard University Press, 1988

Unit 4: The Metaphor of Play

The aliveness of self and identity is explored through playful and creative living. We shift from the use/content of play to the significance of playing in life: as creating a self idiom, as a space of working through, as communication, as actively setting up a relationship with reality and with social scripts that populate the everyday. A crucial emphasis of the unit is on a child not being able to play. What is the work of therapy at such a moment? What substitutes playing? What is the relationship of this moment to a therapist's own ability to play?

Reading List:

~ *Why children play?*, *Child, Family and the Outside World*, DW Winnicott, Penguin, 2000

~ *Playing: A Theoretical Statement, Playing and Reality*, D. W. Winnicott, Tavistock Publications, 1971

~ *Ego Distortion in terms of True Self and False Self, Maturational Processes and The Facilitating Environment*, D.W. Winnicott, International University Press, 1985

~ *New Light on Children's Thinking, Psychoanalytic Explorations*, D.W. Winnicott, Harvard University Press, 1989

Additional Reference:

~ *Playing: Creative activity and the search for the self, Playing and Reality*, D. W. Winnicott, Tavistock Publications, 1971

~ *Aggression in relation to emotional development, Through Paediatrics to Psychoanalysis*, D.W. Winnicott, Karnac Books, 1984

~ *The Capacity to be Alone, Maturational Processes and The Facilitating Environment*, D.W. Winnicott, International University Press, 1985

~ *Play and Vision, Toys and Reasons: Stages in the Ritualization of Experience* by Erik H. Erikson, W.W. Norton & Company, New York, 1963

~ *String: A Technique of Communication, Maturational Processes and The Facilitating Environment*, D.W. Winnicott, International University Press, 1985

~ *The Squiggle Game, Collected Papers* by D.W. Winnicott

~ *Dibs in Search of Self*, Virginia M. Axline, Random House Publishing, New York, 1964

~ *The Play of Interpretation*, Winnicott, Adam Phillips, Harvard University Press, 1988

~ *Ponette*, 1996 (Film on the theme 'What happens when a child's mother dies?')

Unit 5: Steps In Identity Formation: Development in Erikson's Psychology

A closer look at Erikson's Life cycle approach to appreciate further the complex interplay between self and society.

Reading List:

~ *Eight Ages of Man, Childhood, Identity and Society*, Erik H. Erikson, W.W. Norton & Company, New York, 1963

~ *The Life Cycle: Epigenesis of Identity, Identity, Youth and Crisis*, Erik H. Erikson, W.W. Norton & Company, New York, 1968

~ *The Traditional Hindu View and the Psychology of Erik H. Erikson, Identity and Adulthood*, Sudhir Kakar, Oxford University Press, New Delhi, 1993

Assessment Details with weights:

- | | |
|-------------------------|------------------------------------|
| 1. Reflective writing | 30% (mid September) |
| 2. Group Presentations | 30% (throughout semester) |
| 3. In class examination | 40% (as per AUD academic calendar) |

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot- 11am – 1pm

Course Code: M12

Title: Clinical Lectures on Psychopathology

Type of Course: Seminar and Workshop based Course

Cohort for which it is compulsory: MA Psychosocial Clinical Studies (2nd semester)

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 1st Semester (1st Year)

Course Coordinator and Team: Ashis Roy

Email of course coordinator: ashis@aud.ac.in

Pre-requisites: NA

Aim: Clinical Lectures on Psychopathology is a course that attempts to bridge between psychodynamic and psychiatric models of engaging with mental health.

Course Outcomes:

1. Familiarizing students with states of human suffering such as neurosis, psychosis, personality disorders and with an emphasis on childhood experiences of emotional distress.
2. Diagnostic understanding and formulation of depressive disorders, borderline disorder, narcissistic disorder, bipolar disorder, schizophrenia, obsessive compulsive disorder and others from models of psychiatry and psychodynamic therapy.
3. Reflection on the clinical processes involved in long term and short term intervention.

Brief description of modules/ Main modules:

This is a two credit course that intends to create bridges between ways of thinking and engaging in psychodynamic work and those in psychiatry and mainstream clinical psychology. The workshops will

endeavour to familiarize the student with states of human suffering such as neurosis, psychosis, personality disorders and childhood experiences of emotional distress. They will be encouraged to think about clinical case formulation from vantage positions of psychiatry and psychodynamic psychotherapy. These sessions will be geared towards: facilitating young students to be increasingly curious and reflective about clinical processes at the same time, to appreciate long term clinical work as well as short term interventions into situations of psychic distress, to learn to formulate a diagnosis and appreciate its salience (as well as limits) from a psychiatric as well as psychotherapeutic perspective, to learn to communicate diagnosis to the patient and family.

Assessment Details with weights:

| | | |
|------------------------------------|-----|--|
| Attendance and Class Participation | 20% | |
| Mid Semester (Exam) | 40% | |
| End semester (Exam) | 40% | |

Reading List:

American Psychiatric Association. *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub, 2013.

Coleman, James Covington, James Neal Butcher, and Robert C. Carson. *Abnormal psychology and modern life*. Scott Foresman, 1980.

Eigen, Michael. *The psychotic core*. Karnac Books, 2004.

Freud, Sigmund. "Mourning and melancholia." *The Psychoanalytic Review (1913-1957)* 11 (1924): 77.

Kaplan, Harold I., and Benjamin J. Sadock. *Comprehensive textbook of psychiatry, Vols. 1-2*. Williams & Wilkins Co, 1989.

McWilliams, N. *Psychoanalytic Case Formulation*. New York: The Guilford Press. 1999.

Lucas, Richard. *The psychotic wavelength: A psychoanalytic perspective for psychiatry*. Routledge, 2013.

Phillips, Adam. *Equals*. Basic books, 2009.

Tarachow, Sidney. "An introduction to psychotherapy." 1963.

School Name-School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Experiencing the Self

Type of Course: Experience based, reflective

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective: MA Gender Studies

No of Credits: 4

Semester and Year Offered: 1st Semester, 1st year for Psychology and 3rd Semester for Gender Studies

Course Coordinator and Team: Rajinder Singh and Anshumita Pandey

Email of course coordinator: rajinder@aud.ac.in

Pre-requisites: Interest in engaging with one's self, emotional states and of others

Aim: To develop awareness about one's self which would contribute in relationships and life.

Course Outcomes:

1. Higher awareness about human predicaments and paradoxes of life and capacity to bear them.
2. To develop capacity to reflect and engage with one's life and that of others
3. Nascent understanding of interdependence in life.

Brief description of modules/ Main modules:

1. Introduction Experiential activities-the students will be introduced to the course and a free floating discussion will be generated in class, where in the course facilitators will attend to moments of living, these may be arrived at by focusing on dreams, fantasy, phantasy, crisis, falling in love, trauma, joy, exhilaration, sadness, suffering & grief etc. What is self? – An ever nebulous question to be engaged with & to be revoked again again, so how do we reach an experience of selfhood. An activity is introduced

2. Self in Psychoanalytic thinking-an engagement with some of the themes like- living, playing, form and formlessness, dreaming, fantasizing, void & trauma, desire body & sexuality, Self & its objects will be initiated through few selected writings.

3. Reflective Self- Existential Writings- An experiential exploration of themes of meaning, futility, acceptance, rebellion, choice and choicelessness, angst, loss, death etc will form the nucleus for this section through stories or novella.

4. Buddhist notion on Self- Interdependent self – co-existence, presence of all forms of existence in any one entity. The significance of appreciating the inherent emptiness of all of our existences. Living by approximating the non-self position, compassion & selfhood, reaching out to others.

5. Synthesizing the frameworks- In this section connections between Buddhism, Socially critical perspectives and experiential traditions on self are engaged with.

Assessment Details with weights:

1. Home assessment (autobiography)-35%

2. Term end Viva- 40%

3. Attendance and Class participation- 25%

Reading List:

Philips, A. (1988). On Flirtation. Cambridge, Mass: Harvard University Press. · Camus ,A. (1972). The Plague. London: Penguin books. ·

Camus , A. (1970). The Rebel. New Jersey: Routledge. ·

Epstein, M. (1995).. Thoughts without a Thinker: Psychotherapy from a Buddhist Perspective. New York:: Harper Collins Publishers. ·

Epstein, M. (2001). Going On Being. New York: Harper Collins Publishers. ·

Epstein, M. (1999). Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness. London: Thorsons.. ·

Frankl E. Victor.(1984). Man's Search for Meaning. New York: Beacon Press. · Gottlieb, R. S.(1999). A Spirituality of Resistance. New York: Temple Univ. Press. · Gyatso, T. (1995). Awakening the Mind: Lightening the Heart. New Delhi: Harper Collins. · Gyatso, T. (1997).. The Heart of Compassion. New Delhi: Full Circle. · Hanh, N Thich.(1999). Interbeing. Fourteen Guidelines for Engaged Buddhism. New Delhi: Full Circle. ·

Hanh, N Thich.(2001). Our Appointment with Life New Delhi: Full Circle.

Hesse Herman. (1978).Siddhartha. London: Penguin books. ·

Kafka, F. (1980). Metamorphosis and other stories. New York: Washington Square Press. ·

Winnicott, D. W. (1958). Collected Papers: Through Pediatrics to Psychoanalysis. New York: Basic Books.

Winnicott, D. W. (1965) Maturational Processes and the Facilitating Environment. New York: International Universities Press.

Winnicott, D. W.. (1971)Playing and Reality. London: Tavistock Publication

ADDITIONAL REFERENCE:

Wherever it will be possible, literary writings or movies/documentaries will strengthen and complement the readings.

School of Human Studies
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code:

Title: Summer Fieldwork

Type of Course: Internship

Cohort for which it is compulsory: MA Psychosocial Clinical Studies

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Semester 3, Year 2

Course Coordinator and Team: Ms. Neetu Sarin, Ms. Nikita Jain, Mr. Vikas Deepak

Email of course coordinator: neetu@aud.ac.in, nikitajain@aud.ac.in

Pre-requisites: NA

Aim: The purpose of this internship is to expose students to diverse settings in mental health which would help them acquire clinical and other skills. Additionally, students can make visits to places where indigenous processes of healing happen and document their observations and interviews. The objective is to provide the students a practical experience of working in the field, in sites such as hospitals, NGO's and Shelter Homes, to enable a psychosocial clinical engagement.

Course Outcomes:

- 1.** Understanding different states of patient-hood and psychological suffering through their work in the field
- 2.** Ability to connect empathically with the grave distinctions accompanying relationships in the community
- 3.** Developing detailed clinical case narratives as well as ethnographic accounts whilst remaining open to their subjective states and their flux after finishing the internship

Brief description of modules/ Main modules:

The internship is preceded by a subsidiary course – Preparing for a Clinical Work, which orients students to the field of clinical work through a predominantly practicum-based modality. We begin with an introduction to the ‘self’ of the clinician as an instrument for clinical work. From subversive readings on the history of insanity, to learning to listen to narrations of life-events of the ‘patient’ as against diagnosing and classifying symptoms, to becoming more open to self-reflective experiences as future clinicians, to acquainting oneself with the dynamics and vicissitudes of the human psyche, and finally, in learning to formulate a psychodynamic case history, as well as to analyze and interpret responses on projective tests, course participants will reflect on a range of human experiences and probable life situations, likely to be soon encountered by them in the professional field of their choice.

Students are trained to do fieldwork along various possibilities like self work, listening to dilemmas and crises of others including our friends, visiting communities to engage with adolescents, women and children in striving to develop a social rhythm against odds and disruptions, etc. Students would be expected to develop clinical case narratives as well as ethnographic accounts whilst remaining open to their subjective states and their flux.

After the second semester and during the summer break an intensive fieldwork will be initiated for a period of 30 days. Students are assisted in placement in various institutions such as hospitals and NGOs engaged in work on mental health, work with trauma, work with people affected by violence and process of restoration and rehabilitation. The purpose of this internship will be to expose students to diverse settings which would help them acquire clinical and other skills. Regular supervision will be provided to the students during the course of the internship. At the end of the internship students will be required to submit a detailed report based on their experiences.

Assessment Details with weights:

The assessment components are divided into a written report, evaluated by the supervisor and a reader, as well as a viva voce. Weightage is varied based on the range of experience of each batch.

Reading List:

1. McWilliams, N. *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. London: The Guilford Press, 1994.
2. *Psychoanalytic Case Formulation*. New York: The Guilford Press. 1999.
3. Winnicott, D. *Maturational Processes and the Facilitating Environment*. New York: International Universities Press, 1965.
4. Erikson H. Erik. *Insight and Responsibility: Lectures on the Ethical Implications of Psychoanalytic Insight*. New York: W.W. Norton. 1964.

ADDITIONAL REFERENCE:

1. Laing R.D. Politics of Experience and Birds of Paradise. London: Penguin Books, 1967.
2. Laing. R.D. The Divided Self. London:, Penguin Books, 1962.
3. Ogden H. Thomas, The Primitive Edge of Experience. London: Karnac, 2004.
4. Szasz, Thomas. Ideology and Insanity. New York: Routledge, 1970.
5. Winnicott, D. W. Collected Papers: Through Paediatrics to Psycho-analysis. New York: Basic Books,1958.

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot- 9 -11am

Course Code: PSY1

Title: Preparing for Clinical Work

Type of Course:

Cohort for which it is compulsory: MA Psychosocial Clinical Studies (2nd semester)

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: 2ND Semester (1st Year)

Course Coordinator and Team: Neetu Sarin and Nikita Jain

Email of course coordinator: neetu@aud.ac.in

Pre-requisites: Completion of 1st semester courses

Aim: This course will introduce and help students to acquaint themselves with the field of clinical work.

Course Outcomes:

1. To be able to listen to the whole self of the patient and formulate a case study. To be able to sensitively formulate and communicate a diagnosis, without making the therapeutic engagement diagnostic focused.
2. To become more open to self-reflective experiences as a future clinician by acquainting oneself with the dynamics and vicissitudes of the human psyche and self.
3. Thorough understanding of various healing traditions and historically examine insanity through important thinkers.

Brief description of modules/ Main modules:

Unit 1

Learning to listen to the person instead of categorizing symptoms. A look at four interrelated healing traditions – Humanistic, Existential, Psychoanalytic, Buddhist and indigenous healing traditions.

Self in clinical Work: An introductory exploration of transference and counter- transference in life in general and within the particularities of the clinical situation.

UNIT 2

Revisiting the history of insanity: Re-examining madness from the writings of Laing and Szasz.

UNIT 3

Psychodynamic case formulation: Readings from Nancy McWilliam, Winnicott, Gobbard & Ogden.

UNIT 4

An introduction to the case study approach.

Assessment Details with weights:

For the first assignment students will be asked to take case history from psychiatric and psychodynamic perspectives. They are supposed to talk to an individual for 3-4 sessions and submit a write on the same. (weightage 40 %)

For the second assignment students will be asked to speak to any one 3-4 times and then formulate a case. They were also asked to write their experiential understanding on the concepts like transference, counter transference, empathy, congruence and unconditional positive regard and also to locate them in the narrative. (weightage 40 %)

Class Participation: 10 %

Attendance: 10 %

Reading List:

McWilliams, N. *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. London: The Guilford Press, 1994.

McWilliams, N. *Psychoanalytic Case Formulation*. New York: The Guilford Press. 1999.

Winnicott, D. *Maturational Processes and the Facilitating Environment*. New York: International Universities Press, 1965.

Erikson H. Erik. *Insight and Responsibility: Lectures on the Ethical Implications of Psychoanalytic Insight*. New York: W.W. Norton. 1964.

Foucault Michel. *Madness and Civilization: A history of Insanity in the Age of Reason*. London: Penguin, 1971.

Laing R.D. *Politics of Experience and Birds of Paradise*. London: Penguin Books, 1967.

Laing. R.D. *The Divided Self*. London:, Penguin Books, 1962.

Ogden H. Thomas, *The Primitive Edge of Experience*. London: Karnac, 2004.

Szasz, Thomas. *Ideology and Insanity*. New York: Routledge, 1970.

Winnicott, D. W. *Collected Papers: Through Paediatrics to Psycho-analysis*. New York: Basic Books, 1958.

School of Human Studies (SHS)
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: PHS

Title: Psychology as a Human Science: History and Debates

Type of Course: Compulsory course

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective: NA

No of Credits: 4 (Four)

Semester and Year Offered: 1st semester course

Course Coordinator and Team: Gangmumei Kamei (earlier taught by Wrick, Anup, Rachana and Mamatha)

Email of course coordinator: gangmumei@aud.ac.in

Pre-requisites: None

Aim: To understand the *kind* of science psychology becomes in its various manifestations and to reflect on the meaning of shifting positions, of subjective experience and objective truth so as to locate new precepts of study in Psychology.

Course Outcomes: By the end of the course, the student is expected to

- 1) be familiar with key concepts such as positivism, scientism, subjects and objects, mind, self, historiography, critical thought and so on;
- 2) recognize the critical or defining moments in the evolution of psychology as a human science;
- 3) locate how structure (group, culture, language and other formations) are situated and debated in psychological discourse.

Brief description of modules/ Main modules: The course studies the *kind* of science psychology becomes in its various manifestations. After introducing 'mainstream' ideas about science itself, about psychology as a positivist science, and the methods associated with such a science, the course raises questions on the kind of science psychology has or can become, given that it involves a mind studying itself to create a theory of the self and of being. That this is only a start is evident since such a theory must inevitably accommodate (and convince) others (with their own minds). The complexities in processing and communicating this knowledge will be noted by reflecting on the meaning of shifting positions, of subjective experience and objective truth so as to locate new precepts of study. The student is encouraged to undertake a critical review of disciplinary practices.

Module 1: *Psychology as a Human Science* – Debates on Psychology as positivist science or human science, history and historiography of Psychology, the Philosophical and Biomedical Roots.

Module 2: *Pathways in Psychology: Evolutionary, Laboratory, Experimental* – Debates on the motifs central to the construction of psychology as a positivist science.

Module 3: *Pathways in Psychology: Clinical, Social, Cultural* – Debates on departing from the earlier positivist construction of psychology and the resulting psychologies along clinical, social and cultural axes.

Module 4: *Pathways in Psychology: Critical Perspectives* – Debates on critical psychology based on critical theory.

Module 5: *Society, Culture and Language* – Importance of society, culture and language in understanding Psychology.

Module 6: *Indian Psychology* – Indian perspectives in Psychology, east versus west debate on Psychology, indigenous Psychology.

Assessment Details with weights: (a) Chapter Review/Class Test – 20%, (b) Mid Semester Examination (40%), and (c) End Semester Examination (40%).

Reading List:

1. 'A System of Behavior' (B. F. Skinner, 1938, *History of Psychology*, Benjamin, pp. 281-286)
2. 'An Outline of Psychology' (Wilhelm Wundt, *History of Psychology*, Benjamin)
3. 'Between Discourse and Schema: Reformulating a Cultural-Historical Approach to Culture and Mind' (Holland and Cole, pp. 475-489)
4. 'Cattell and the Failure of Anthropometric Mental Testing 1890-1901' (*History of Psychology*, Benjamin, pp. 106-114)
5. 'Critical Psychology' (*Critical Psychology for Critical Action*, pp. 39- 60)
6. 'Does Language Embody a Philosophical Point of View?' (Landesman, pp. 617-636)
7. 'Embodiment' (*Social Psychology Matters*, pp. 173-198)
8. 'Ethical Relativism: Is There a Defensible Version?' (Shweder, pp. 205-218)
9. 'Evolutionary Psychology' (*Great Ideas in Psychology*, Moghaddam, pp. 295-312)
10. 'Expert Testimony: Law and Practice' (*Handbook of Psychology*, Goldstein, pp. 55-66)
11. 'From Aesthetics to Psychology: Notes on Vygotsky's "Psychology of Art"' (Lima, pp. 410-424)
12. 'From Control to Co-construction: New Narratives for the Social Sciences' (Gergen, pp. 101-103)
13. 'Historiography: Asking & Answering Historical Questions' (*History of Psychology*, Benjamin, pp.1-20)

14. 'Introduction: Working Out and Working In' (*Great Ideas in Psychology*, Moghaddam, pp. 1-12)
15. 'Linguistic Relativity' (Lucy, pp. 291-312)
16. 'Multicultural Psychology' (*Great Ideas in Psychology*, Moghaddam, pp. 280-294)
17. 'Personality Traits' (*Great Ideas in Psychology*, Moghaddam, pp. 194-212)
18. 'Philosophy of Psychology at the Turn of the Century' (*American Psychologist*, 2000, pp. 1018 – 21)
19. 'Psychology and End of History: A Critique and Proposal for the Psychology of Social Categorization' (Reicher and Hopkins, pp. 383-407)
20. 'Psychology as a Science' (*Handbook of Psychology*, Fuchs and Milar, pp. 1-20)
21. 'Psychology' (Rachana Johri, pp. 1-18)
22. 'Reconstructing the Subject' (*Rediscovering the History of Psychology*, Brock, pp. 19-32)
23. 'Recovering the Experiment' (Rom Harre, pp. 353-377)
24. 'Review: The Beleaguered Self' (Snow and Heirling, pp. 846-848)
25. 'Self' (*Social Psychology Matters*, pp. 119-145)
26. 'Social Constructionism' (*Great Ideas in Psychology*, Moghaddam, pp. 313-334)
27. 'Social Psychology of Identities' (Judith Howard, pp. 367-393)
28. 'Social Psychology: Past and Present' (*Social Psychology Matters*, pp. 1-32)
29. 'Tests of the Senses and Faculties' (*History of Psychology*, Benjamin, pp. 101-106)
30. 'The Cultural Psychology of Suffering: The Many Meanings of Health in Orissa, India (and Elsewhere)' (Shweder, pp. 60-77)
31. 'The First Course: Introducing How Many -- And Which -- Social Psychologies?' (McCall, pp. 127-138)
32. 'The Freudian Unconscious' (*Great Ideas in Psychology*, Moghaddam, pp. 42-62)
33. 'The Interpretation of Dreams' (Sigmund Freud, 1900, pp. 1-6)
34. 'The non-paradigmatic crisis in Indian psychology' (Ashis Nandy, *IJP*, 49: 1-20)
35. 'The Politics of Application and Social Relevance in Contemporary Psychology' (Nandy, pp. 129-137)
36. 'The present: Globalization, Psychology and History' (*History of Psychology* by Lawson, pp. 1-25)
37. 'The Psychology Laboratory' (*Great Ideas in Psychology*, Moghaddam, pp. 13-27)
38. 'The Scientific Status of American Psychology in 1900' (*American Psychologist*, 2000, pp. 1014-17)
39. 'The Stream of Thought' (William James, 1890 *History of Psychology*, Benjamin, pp. 84-87)
40. 'The Surprise of Ethnography' (Shweder, pp. 152-163)
41. 'Versions of Vygotsky' (Gillen, pp. 183-198)
42. 'What Is the Sapir-Whorf Hypothesis?' (Kay and Kempton, pp. 65-79)
43. 'What Makes Language Possible? Ethological Foundationalism in Reid and Wittgenstein' (Rom Harre, pp. 483-498)
44. 'Why Cultural Psychology?' (Shweder, pp. 62-73)
45. 'William James and Sigmund Freud: The Future of Psychology Belongs to Your Work' (Taylor, 1999)

46. Clinical: Psychotherapeutics and the Problematic Origins of Clinical Psychology in America (online)
47. Clinical: The Nineteenth Century (online)

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Reading Freud

Type of Course: Compulsory

Cohort for which it is compulsory: MA Psychology

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Winter Semester

Course Coordinator and Team: Prof Rachana Johri

Email of course coordinator: rachana@aud.ac.in

Pre-requisites: MA Semester 1 Courses

Aim: This course aims at familiarizing students with the writing of the first clinical thinker in the field of Psychology. Selected writings of Freud are read in the original. Through these readings, students will learn to understand the presence of unconscious processes in everyday life. The course will familiarize students with Freud's clinical models, psychotherapeutic process and technique, developmental processes and the relationship of the individual to society.

Course Outcome:

The student should be able to:

1. describe human development from a psychoanalytic perspective.
2. demonstrate the ability to discern unconscious processes in everyday life.
3. articulate the preliminaries of psychotherapy and the significance of language in human interaction.
4. critically read an original thinker from the perspective of method of observation and theorization.

Brief description of modules/ Main modules:

1. Introduction to Freud. This module will discuss the contemporary relevance of Freud both as a clinical thinker and as a philosopher of society.

2. Freud before Psychoanalysis.

Assessment Details with weights:

Term Paper 40 %

Group Presentation 40%

Class Participation 20%

Reading List:

1. Philips. Adam (2006) *Introduction*. Philips, Adam (Ed.) The Penguin Freud Reader. London: Penguin.
2. Freud, S. *Studies in Hysteria*.
3. Freud, S. (1900) *Interpretation of Dreams*. Selected chapters.
4. Freud, S. () *Lapses*
5. Freud S. (1912) *The dynamics of transference*
6. Freud, S. *Remembering , repeating and working through*. In Adam Philips (Ed.) The Penguin Freud Reader.
7. Freud, S. *Mourning and melancholia*
8. Outline of psychoanalysis

ADDITIONAL REFERENCE:

Manoni, O Freud

Lear, J. Freud

School Name: School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot- 9-11am

Course Code: SHS303802

Title: 2nd Experiential Immersion

Type of Course: Experience Based, Reflective Learning

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 3st Semester

Course Coordinator and Team: Honey Oberoi Vahali, Shifa Haq and Ashis Roy

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Interest in engaging with experiential states and preferably, participation in the first Experiential Immersion

Aim: To provide the trainees with a first-hand feel of experiential processes and to enhance their psychoanalytical sensibility.

Course Outcomes:

1. Experientially registering the presence of the unconscious and attending to the articulations from deeper experiential states of self and others.
2. Deepening of the trainee's capacity to engage with immersive states of experiential phenomena
3. Attending to group processes and empathizing with states of group members

Brief description of modules/ Main modules:

During the third (or fourth) semester students will explore the imaginations around the use and extensions of psychoanalytic ideas in socio-cultural contexts, or the relationship between culture, religion, spirituality, existentialism and psychoanalysis; sensitization to the field of disability studies and practice, queer sexuality, or the field of sexuality and body, in an intensive immersed form. Like the first reflective immersion- the theme for the second immersion too could vary from batch to batch. These could include field visits and/or readings from sites afflicted by war, violence, poverty, conflict and unbearable traumas. Alternatively the immersion could draw in reflections on culturally embedded forms of healing, engagement with spiritual traditions in India, the interface between religion, culture and psychotherapy, body, sexuality, disability etc. especially in the Southern part of the World. The above themes are only indicative and not exhaustive. The themes of the second immersion, like that of the first could vary from batch to batch depending on the needs of the cohort, significant emphases of the programme and the availability of facilitators. The introspective and analytic thrust of the immersion would enable one to feel, receive and work with experience. A focus on listening and sensing human themes would guide this process.

The purpose of the immersion will be to create a dense experiential axis around possibilities of work by going into texts, feeling states, readings done in group context. The 2nd immersion will deepen the work of the first immersion which would have been completed in the first year of their MPhil training. Like the 1st Experiential Immersion, the second experiential- reflective immersion may take place in a field site of mental healing, or any other cultural location, and/or at the university. Students may create a theatre performance or write scripts, make a film, submit notes and reflective accounts at the end of the immersion on themes carrying psychological and self-reflexive import. The above themes are only indicative and not exhaustive.

Assessment Details with weights:

Students will be given reflective exercises to perform/ observation and reflection based assignments and/or, field notes to write-50%

Participation in Group Processes-50%.

The exact nature of assessments may vary in accordance to the central focus and themes around which the experiential immersion would revolve for any given group of trainees

Reading List:

1. Buber, M (1937) *I and Thou*. Reprint Continuum International Publishing Group, 2004,

2. Ogden, H. T. (2005) *Conversations at the Frontiers of Dreaming*. USA: Routledge
3. Ogden, H. T, (1997) *Reverie and Interpretation: Sensing Something Human*. USA: Routledge
4. Rogers, C. (1984) *On Becoming a Person: A Therapist's View of Psychotherapy*. USA: Penguin

School Name: School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303836

Title: Clinical Research Methods

Type of Course: Taught and Discussion Oriented

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 4th Semester, 2nd year

Course Coordinator and Team: Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Working knowledge of Qualitative Research

Aim: The course aims to focus on clinical research methods, especially, the case study and life history approach.

Course Outcomes:

1. Acquisition of knowledge of qualitatively oriented, in depth, ideographic approaches to clinical and psychosocial research, such as clinical case studies, life histories, life writing, autobiographies, biographies, auto-ethnographies and culturally sensitive narratives.
2. Learning to apprehend the nuances of human subjectivity in research contexts.
3. Learning the art and science of how a researcher listens to affects and rhythms through which voice; subjectivity and selfhood acquire form in relationally oriented research paradigms.

Brief description of modules/ Main modules:

This course is guided by a clinical and psychosocial orientation, one which fosters the imagination of an engaged researcher working with a relational, self-reflexive and transformative potential. A stress on clinical psychoanalytic and experience-near ways of working with human beings in research contexts will be highlighted. A working knowledge of transference and

counter transference in research contexts will highlight the relational quality of the research process.

A stress on forgotten and neglected narratives of human life, especially those weighed down by political and social marginalization will find a place in the curriculum. It will be the aim of facilitator to help MPhil trainees/ candidates to think of their research topics in a self-reflexive manner and to appreciate the import of the same in their personal/autobiographical context.

1. Issues related to Self, Other and Research; nature of reality, relationship between researcher and researched, questions of power- who writes, who is written about, how is the other represented, to whom does the research belong? Has the participant a voice of her own? Stressing on Mutuality and rethinking power in research.
2. Research as an evolving field of processual knowledge. Research as a creative, engaged, dynamic, contextual, empathetic and involved process
3. Thinking of research questions, focusing on Method, Methodology, Process, sources of data, styles of writing and representing human narratives. The storied nature of the self.
4. Psychoanalytic emphasis: Clinical case study method, life history method; life history, autobiography, narrative based research and learning the art of writing biographies.
5. Auto-ethnography and reflexivity in psychodynamic research; working with preconceptions, protoideas, preconscious material.
6. Focusing on Unconscious and relational processes in research work
7. Ethics and philosophical considerations in clinical research

Assessment Details with weights:

Written assessment- 40%

Group presentations -20%

Writing a reflective journal on issues in research- 10%

Methodological review of a clinical case study/ life history- 30%

Reading List:

1. Erikson, E. H. (1968). *Life History and the Historical Moment*. New York: W.W.Norton & Company.
2. Erikson, E.H., (1971), *Gandhi's Truth: The origins of Militant Non-violence*. New York: W.W Norton & Company.
3. Erikson, E.H., (1973) *Young Man Luther*. New York: W.W.Norton & Company.
4. Greenspan. H (1998). *On listening to Holocaust Survivors*. Westport: Praeger Publishers.
5. Guru, G. (2009) *Humiliation*. New Delhi: Oxford University Press.
6. Karlekar Malavika (2004). "Search for Women's Voices: Reflections from Fieldwork", 1968-93 in Srivastava, V.K. (ed.) *Methodology and Fieldwork*. New Delhi: Oxford. 371-388.
7. Laub, Dori (1992) 'Bearing Witness or the Vicissitudes of Listening' in Shoshana Felman and Dori Laub, *Testimony: Crises of Witnessing in Literature, Psychoanalysis and History*. New York and London: Routledge.
8. Lifton, R. J. (2001) "Is there a place for death in psychological research". *International Journal of group Tensions*, 31 (2/4).
9. Lifton, R.J. (1969). *Death In Life: Survivors of Hiroshima*. New York: W.W. Norton & Company.
10. Rich, Adrienne (1984) *Of Woman Born*. New York: W.W. Norton and Company
11. Selected essays from Two birds and a crow- Alan Dudes
12. Srivastava, V.K. (2004). *Methodology and Fieldwork* (ed). New Delhi: Oxford University Press
13. Tsundue Tenzin (2004). *Kora: Stories and Poems*. Dharmsala: Tibet Works.
14. Watkins, M. and Shulman, H., (2008) *Toward Psychologies of Liberation*. New York: Palgrave
15. Winnicott, D.W. (1974). *Deprivation and Delinquency*. New York: Inlacs Publishers.

ADDITIONAL REFERENCE:

16. Mulk Raj Anand's *The untouchable* or selected short stories from the *Poisoned Bread* or Laxman Gaikward's *The Branded*.
17. Nandy, A. (2007) *Time Treks*. Permanent Black: New Delhi.
18. Ogden, H. Thomas (2003). *Conversations at the Frontiers of Dreaming*. New York, London: Karnac.
19. Ramaswamy Vijaya (ed.). (2003) *Researching Indian Women*. New Delhi: Manohar.
20. Roshomon (1967) Film by Kurusawa
21. Sonam Buchung (2006). *Muses in Exile: A collection on Poems*. New Delhi: Penguin.
- 22.

School Name- School of Human Studies and Centre for Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303942

Title: Clinical Seminar

Type of Course: Experience and discussion based

Cohort for which it is compulsory: M.phil Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 2+2

Semester and Year Offered: Semester 5th and 6th is assessed while Semester 3rd and 4th are non assessed but all are compulsory.

Course Coordinator and Team: Rajinder Singh and Neetu Sarin

Email of course coordinator: rajinde@aud.ac.in

Pre-requisites: a student should have been initiated into the clinical work at ehsaas

Aim: To develop the capacity to engage with the clinical material by using one's own emotional states. Also develop thinking through this engagement.

Course Outcomes:

1. Practitioner's capacity to engage with the clinical material develops
2. A practitioner would be able to engage with the experiential aspect of theory
3. The space of clinical seminar would emerge as a community for mutual learning and supervision

Brief description of modules/ Main modules:

Following are some of the themes covered during clinical seminars conducted:

- Presentation on the ehsaas procedures document.
- Introducing the first sessions and how to engage and think about the material being presented in the first session and how this material develops subsequently in therapy.
- Presentation on uses of the counter transference.
- Presentation on transference-countertransference matrix in the initial sessions (I conducted this seminar).

- Presentation on identifying borderline symptoms in young lives that visit ehsaas.
- Presentation on how to take the case for supervision.
- Presentation on Short term dynamic work
- Experiences from community internship
- Case presentation on Gender issues

Besides this each student is to make periodic case presentations which would be assessed.

Assessment Details with weights: a student practitioner is assessed on the basis of the clinical presentations made. These presentations are spread over two semesters. It would be collectively assessed by the clinical faculty and psychotherapists.

Reading List: ehsaas procedure document

Apart from this there is no preexisting reading list, readings are suggested on the basis of themes emerging out of discussions during the seminars.

1.

ADDITIONAL REFERENCE:

School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303902

Title: Community Based Internship

Type of Course: Practice based psychosocial clinical internship

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 6

Semester and Year Offered: Semester 3 to Semester 4, 2nd Year to 3rd Year

Course Coordinator and Team: Ms. Nikita Jain

Email of course coordinator: nikitajain@aud.ac.in

Pre-requisites: Interest in Engagement with social suffering at the psychosocial and economic margins

Aim: To enable the growth of a future mental health professional who is open and flexible and has a perspective vast and deep enough to see psychological distress as emanating from the bio-psycho-social matrix, the arena where human life and its compelling realities emanate from.

Course Outcomes:

1. Ability to relate, understand and intervene in contexts of social marginalisation.
2. Development of an ethic of social justice while working with social suffering
3. Understanding the dynamics of the community or the institution along with **one's own internalised notions of caste, class and group.**

Brief description of modules/ Main modules:

Following the theoretical orientation to community based psychodynamic work; the candidate will choose a field site in the vicinity of the University where they will continue to relate to the life of a community for a duration of one year. This, we hope will be a mutually transformative process, where one's own ways of life too will be re-imagined, just as one would hope to bring about some change in the life of the community.

Each student is required to do a one year long community based mental health work in one or two NGOs or in some other community based setting. The definition and rationale for such work should be an inherent part of the field internship. It should be expected that dealing with obstacles and resistance, internal and external, to organizing and carrying out the clinical work itself will be an inherent part of the journey.

A second part of the field based work will be more organizational: the establishment of a relationship between the School of Human Studies and an NGO or other community-based organization, to serve as a present and future placement site for practicum students, a site for research, and a potential site for employment for M.Phil. programme graduates. This work will be done in collaboration with and the under the supervision of faculty from AUD as well as the field guides. Here too, internal and external resistance is to be studied and learned from, i.e. taken as a learning opportunity.

Our training will provide a sensibility which is psychoanalytic to the student as she sets out to relate, understand and intervene in contexts of social marginalisation. A divide which has plagued the field of psychoanalysis is that of the psyche from the social. This has led to psychoanalytic elitism and created a situation of non-communication between social scientists on the one hand and psychoanalysts on the other. In India this becomes, all the more, a pressing concern. Given the fact that a large majority of people live in situations of social abjection and poverty, it becomes imperative for a psychotherapist to relate to these states of human life as well.

Interventions in community- Engaging closely, learning from, feeling its ways and then gradually responding to the needs of the community. We imagine this to be a journey of mutual relatedness and transformation.

At the end of the fourth semester, students will present a community based internship report paper containing some of what they have learned from the experience. They will be assessed and awarded on six credits for the community based work done by them.

Assessment Details with weights:

Assessment Components are divided into the written report of community work (40%), viva voce (25%), student's self evaluation (10%) and the supervisors' evaluation (20%) as a continuous process.

Reading List:

1. Altman, N. (2013) Psychoanalysis in and out of the office. *Psychoanalysis, Culture, and Society*.18: 128-139.
2. Altman, N. (2015) Psychoanalysis in times of accelerating change: From spirit possession to globalisation. London and New York: Routledge.

3. Bass, A. (2007) When the frame doesn't fit the picture. *Psychoanalytic Dialogues: The International Journal of Relational Perspectives* 17: 1-28.
4. Kakar, S. (1982) *Shamans, Mystics, and Doctors*. Chicago, IL: University of Chicago Press.
5. Kraemer, S. & Steinberg, Z. (2006) It's rarely cold in the NICU: the permeability of psychic space. *Psychoanalytic Dialogues* 16: 165-180.
6. Langer, M. (1989) *From Vienna to Managua: Journey of a Psychoanalyst*. London: Free Association Books.

ADDITIONAL REFERENCE:

7. Lipton, S. D. (1977) The advantages of Freud's technique as shown in his analysis of the Rat Man. *International Journal of Psychoanalysis* 58: 255-273.
8. Menzies, I. E.P. (1975) A case study in the functioning of social systems as a defense against anxiety.
In: A.D. Colman and W.H. Bexton (Eds.) *Group Relations Reader I* (pp. 281-312) Jupiter, FL: A.K. Rice Institute.
9. Sprince, J. (2000) Towards an integrated network. *Journal of Child Psychotherapy* 26:3 413-431.
10. Sprince, J. (2002) Developing containment: psychoanalytic consultancy to a therapeutic community for traumatized children. *Journal of Child Psychotherapy*. 28 (2) 147-161.
11. Watkins, M. & Shulman, M. (2008) *Toward Psychologies of Liberation*. Hampshire, U.K.: Palgrave-MacMillan.

School Name

Ambedkar University Delhi

Course Outline

Time Slot- Wednesdays 9-11am

Course Code: SHS303824

Title: Early Development of the Human Psyche – Infant Observation 1

Type of Course: seminar and practical

Cohort for which it is compulsory: Mphil Psychoanalytic Psychotherapy 1st semester

Cohort for which it is elective: none

No of Credits: two

Semester and Year Offered: Monsoon semester 2019

Course Coordinator and Team: Dr. Ashis Roy

Email of course coordinator: ashis@aud.ac.in

Pre-requisites: Admission to the Mphil Psychoanalytic Psychotherapy

Aim: To develop observation skills to become an observer – of infant, mother and themselves.

Course Outcomes:

1. To sustain regular weekly observation of infants in a family and maintain written notes
2. To base the understanding of psychoanalytic developmental theory on observations
3. To make links between observations of interactions between infant and adult caretakers and observations of their own internal emotional states

Brief description of modules/ Main modules:

This course has two parts that run simultaneously:

1. Each student approaches and requests a family that is expecting a child whether they would be comfortable with having them as an observer, once a week for a period of two semesters which is a little over six months. A weekly observation, of one hour per week is set up and continues for the duration. The aim is to begin the observation as close to birth as possible. In the time spent with the family /mother-child/ child-carer, the observer is to just observe without taking notes and engaging in minimal conversation with the adults. After the hour, the student writes

down a detailed description of what they have observed in the hour, including an observation of their own internal state but avoiding the temptation to theorise.

2. The class meets once a week for an infant observation seminar led by the faculty member. One student presents their observation and the classmates join the student and seminar-leader to reflect upon the experience and hold the feelings of the observer in order to help them think and feel but not react in the observation context – processes essential to the equipment of a psychotherapist. Here links with theory and sociocultural may be encouraged but the focus is very much on internal experience of the infant, mother and observer.

Over the semester, the student is expected to spend four hours per week engaged in infant observation related activities which include:

1. a one hour observation
2. writing the observations
3. a two hour seminar with the group.

Assessment Details with weights:

Students will be assessed on their developing capacities to:

- be fully present in the infant observation situation;
- avoid adult conversations;
- reflect upon the feelings generated in them from what they observe rather than react to them through action or the need to intervene in the family;
- make links between inner and outer experience, eg. What they observe and their feelings
- make links with aspects of their own personal histories

During the course of the semester, the course assessment will consist of :

Regularity of written record of weekly observations: 30%

Regularity of attendance at weekly seminars: 30%

Returned completed written assignment: 40%

Reading List:

1. Agarwal, U & Paiva, N.D. (2014). The uncomfortable subject. Observing the Indian girl child. *Infant Observation*
2. Williams, M.H. (Ed.), *Collected papers of Martha Harris and Esther Bick* (pp. 225–239). Perthshire: Clunie.
3. Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of the American Academy of Child Psychiatry*, 14, 387–421
4. Miller, L., Rustin, M.E; Rustin, M.J. & Shuttleworth J. (Eds.), *Closely observed infants* London: Duckworth.
5. Paiva N.D. (2018). *Love & Rage: the inner worlds of children*. Yoda Press: New Delhi
6. Paiva, N.D. (2014). *Who observes Whom? Infant observation observed. an experience of setting up*

- an infant observation training in India. Infant observation,
7. Winnicott, D.W. (1964) *The Child, The Family and The Outside World*. Penguin: London
 8. Winnicott, D.W. The observation of infants. In *From Paediatrics to Psychoanalysis*.
 9. Klein, M. (19??) On observing the Behaviour of Young Infants
 10. Waddell, M. (2002). *Inside Lives*. Karnac: London

ADDITIONAL REFERENCE:

Ambedkar University Delhi

Course Outline

Time Slot- _Wednesday 9-11am__

Course Code: SHS303829

Title: Early Development of the human – infant observation 2

Type of Course: Observation and seminar

Cohort for which it is compulsory: Mphil Psychoanalytic Studies

Cohort for which it is elective: N/A

No of Credits: 2

Semester and Year Offered: 2nd Semester (winter 2018)

Course Coordinator and Team: Dr. Ashis Roy

Email of course coordinator: ashis@aud.ac.in

Pre-requisites: Early development of the human 1

Aim: Brief description of modules/ Main modules:

In this semester, the module consists of student presentations of their weekly observations. Each week, two students present their observations of the infant and family to the class and a discussion is facilitated by the seminar leader.

The aim is to make links between observations of interactions between infant and adult caretakers and internal emotional states – of infant, mother and themselves. It helps to give the student a vivid experience of infantile states, as observed in the ordinariness of daily life; experienced as projections into the observer and as may become evident in clinical work with other patients – both children and adults.

Over two semesters, the student is expected to spend four hours per week engaged in infant observation related activities which include:

1. a one hour observation
2. writing the observations
3. a two hour seminar with the group.

Assessment Details with weights:

| | |
|--|-----|
| 1. End semester assignment | 40% |
| 2. Presentation of Infant observation in seminar | 30% |
| 3. Attendance at seminars | 30% |

Reading List:

1. Agarwal, U. Conference presentation 2017 (unpublished manuscript).
2. Tripathi, A. Conference presentation 2017 (unpublished manuscript)
3. Agarwal, U & Paiva, N.D. (2014). The uncomfortable subject. Observing the Indian girl child. *Infant Observation*
4. Williams, M.H. (Ed.), *Collected papers of Martha Harris and Esther Bick* (pp. 225–239). Perthshire: Clunie.
5. Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of the American Academy of Child Psychiatry*, 14, 387–421
6. Miller, L., Rustin, M.E; Rustin, M.J. & Shuttleworth J. (Eds.), *Closely observed infants* London: Duckworth.
7. Paiva, N.D. (2014). Who observes Whom? Infant observation observed. An experience of setting up an infant observation training in India. *Journal of Infant observation*
8. Winnicott, D.W. (1964) *The Child, The Family and The Outside World*. Penguin: London
9. Winnicott, D.W. (1941) *observation of infants in a set situation*.
10. Waddell, M. (2002). *Inside Lives*. Karnac: London

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot _____ **4-6pm** _____

Course Code: SHS303874

Title: Clinical Internship at Ehsaas

Type of Course: Immersion and Reflection based

Cohort for which it is compulsory: All

Cohort for which it is elective: None

No of Credits:4

Semester and Year Offered: Semester 6 Year: 2022

Course Coordinator and Team: Honey Oberoi and faculty

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Completion of prior courses

Course Objectives/Description:

Students are required to do clinical work at ehsaas and see cases for short term and long term clinical work. At the end of semester 6 they have to submit reports of intense clinical work with two long term cases. This has to be substantiated with process notes and comments by their clinical supervisor. The clinical work has to be documented in the long term psychoanalytic life historical framework which has been provided to the students.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify different diagnostic criteria in the patients that they work with.
2. Demonstrate a knowledge of initiating clinical work, doing the initial intake interview and subsequently navigating therapy through the different phases.
3. Should be able to identify transference-countertransference phenomena and explore unconscious dynamics in the cases.

4. The student should be able to carry a self reflexive stance and an empathic stance throughout their internship

Brief description of modules/ Main modules:

1. **Introduction to intake interview:** The module will have readings which will enable the student in attuning oneself to the patient and these readings will be created by the student and supervisor which introduces the student to the initiation of clinical work at ehsaas.
2. **Understanding transference- countertransference :** In this module the student will be introduced to nuances of transference and countertransference in the therapeutic relationship by the supervisor.
3. **Evolving the art of interpretations:** In this module the supervisor will explain to the students through readings the difference between suggestion, clarification and interpretation while closely evaluating the process notes of the student.

Assessment Details with weights:

Assessment 1: Written assessment: 60%

Assessment 2: VIVA : 40%

Reading List:

1. To be drawn individually between supervisor and student

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot _____ **4-6pm** _____

Course Code: SHS303904

Title: Clinical Internship at Ehsaas

Type of Course: Immersion and Reflection based

Cohort for which it is compulsory: All

Cohort for which it is elective: None

No of Credits:4

Semester and Year Offered: Semester 5 Year: 2021

Course Coordinator and Team: Honey Oberoi and faculty

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Completion of prior courses

Course Objectives/Description:

Students are required to do clinical work at ehsaas and see cases for short term and long term clinical work. At the end of semester 6 they have to submit reports of intense clinical work with two long term cases. This has to be substantiated with process notes and comments by their clinical supervisor. The clinical work has to be documented in the long term psychoanalytic life historical framework which has been provided to the students.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify different diagnostic criteria in the patients that they work with.
2. Demonstrate a knowledge of initiating clinical work, doing the initial intake interview and subsequently navigating therapy through the different phases.
3. Should be able to identify transference-countertransference phenomena and explore unconscious dynamics in the cases.

4. The student should be able to carry a self reflexive stance and an empathic stance throughout their internship

Brief description of modules/ Main modules:

1. **Introduction to intake interview:** The module will have readings which will enable the student in attuning oneself to the patient and these readings will be created by the student and supervisor which introduces the student to the initiation of clinical work at ehsaas.
2. **Understanding transference- countertransference :** In this module the student will be introduced to nuances of transference and countertransference in the therapeutic relationship by the supervisor.
3. **Evolving the art of interpretations:** In this module the supervisor will explain to the students through readings the difference between suggestion, clarification and interpretation while closely evaluating the process notes of the student.

Assessment Details with weights:

Assessment 1: Written assessment: 60%

Assessment 2: VIVA : 40%

Reading List:

1. To be drawn individually between supervisor and student

School Name: School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303801

Title: Ist Experiential Immersion

Type of Course: Immersive Reflective Learning

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 1st Semester

Course Coordinator and Team: Honey Oberoi Vahali, Neetu Sarin and Anshumita Pandey

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Working knowledge and interest in understanding the Human Psyche

Aim: To provide the trainees with a first-hand feel of experiential processes and to enhance their psychoanalytical sensibility.

Course Outcomes:

1. Enhancement of the trainee's capacity to immerse herself in and reflect on experiential phenomena
2. Honing in the sensibility to attend to nuances of feelings, including a heightened reception of bodily-somatic states as well as cultural narratives
3. Learning to attend to unconscious flows, refining the capacity to listen and sense crucial human themes in communication

Brief description of modules/ Main modules:

During the first year, generally in the first semester of the MPhil programme students will participate in an **Experiential Immersion-1**. The immersion will be an intensive experience, facilitated by a practitioner and thinker, spread over a few days (4 or 5) and equivalent to the duration of a two credit course. The purpose of the immersion will be to provide the candidates with a first-hand feel of psychoanalytic processes and to enhance their experiential sensibility. The reflective immersion may take place in a field site of mental healing, or any other cultural location, and/or at the university as a few days long intensive engagement into experiential phenomena, psychological narratives of pain, suffering, sexuality, literary stories, cinematic representations and their interpretations. Students may create a theatre performance or write scripts, submit notes and reflective accounts at the end of the immersion on themes carrying psychological and self-reflexive import. The reflective-experiential immersion may take the form of working with somatic states or a meditation on writing and processing of artistic, creative work. The themes of the immersion can vary from batch to batch depending on the needs of the cohort, significant emphases of the programme and the availability of facilitators. The introspective and analytic thrust of the immersion would enable one to feel, receive and work with experience. A focus on listening and sensing human themes would guide this process.

Assessment Details with weights:

Students will be given reflective exercises to perform and observation based assignments and field notes to write.

The specific nature of assessments may vary in accordance to the central focus and themes around which the experiential immersion would revolve for any given group of trainees

Reading List:

1. Bion, W (1984) *Learning from Experience*. London: Karnac Books
2. Kakar, S. (1982) *Shamans, Mystics and Doctors*. New Delhi: Viking
3. Kakar, Sudhir (1997). *Culture and psyche: Selected essays*. Delhi: Oxford University Press.
4. Schon, D, A (1985) *The Reflective Practitioner*. New York: Taylor and Francis

**School of Human Studies
Ambedkar University Delhi**

Course Outline

Time Slot- 11am-1pm

Course Code: SHS303820

Title: Introduction to Family Therapy

Type of Course: Taught Course

Cohort for which it is compulsory: M.Phil. in Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: Two (2)

Semester and Year Offered: 2nd Semester, 1st Year

Course Coordinator and Team: Yungpang, Neetu Sarin, Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Completion of 1st Semester courses

Aim:

The primary aim of the course is to introduce students to think about individuals as existing within a web of relationships and systems of relationally.

Course Outcomes:

1. Theoretically understanding of the key concepts on family therapy.
2. Developing systemic thinking to engage with families and couples, beyond an individual.
3. To be able to gather information, assess and make a intervention plan from systemic lens.

Brief description of modules/ Main modules:

Participants will be exposed to some key concepts from different schools of family work including Bowen, Structural, Strategic, the Milan Systemic Approach, and post-modern practice such as Narrative Therapy. The course will be focused on the initial stage of treatment – how to make an assessment and develop a treatment plan from a systemic lens. Students will learn to think beyond the “individual” to include the larger context of family, socio-economic and cultural background, gender and other beliefs systems. This family therapy course will include didactic presentations, discussions of the reading materials and case consultations. Students will have the opportunity to experiment with the practical

applications of the concepts, as well as engaging in experiential exercises such as role play, genograms and reflecting team. It will enable participants to incorporate systemic ideas and techniques into their learning and practice.

Assessment Details with weights: Viva- 50%; and Written Assignment – 50%

Reading List:

Ackerman. N. (1958) *The Psychodynamics of Family Life: Diagnosis and Treatment of Family Relationships*, Jason Aronson, Reprint Edition, 1994

Bateson. G (1972) *Steps to an Ecology of Mind*. University of Chicago Press.

Bowen. M., (1976) "Theory in the Practice of Psychotherapy", Chapter 3, *Family Therapy: Theory and Practice*. Eds. Guerin, P. New York: Gardner Press

Carter, E. and McGoldrick, M. (1989) *The Changing Family Life Cycle: A Framework for Family Therapy*. Boston: Allyn and Bacon.

Ceccin. G., (1987) *Hypothesing, Circularity, and Neutrality Revisited: An Invitation to Curiosity*. *Family Process*. December 1987

Doherty. W., (1991) *Family Therapy Goes Post Modern*, *Family Therapy Networker*

Goldner, V. (1990) *Love and Violence: Gender Paradoxes in Volatile Attachments*. *Family Process*, 29, 343-363.

Haley, J. (1976) "Therapy in Stages", Chapter 5, *Problem Solving Therapy*. San Francisco: Jossey-Bass.

Haley, L. (1973), Chapter 1, *Uncommon Therapy*. New York: Norton.

Hoffman, L., (1981) Pgs. 262 to 270, *Foundations of Family Therapy*. Basic Books.

Additional References:

Korman, S.L.&Stechler. G. (1985), "Making the Jump to Systems", Chapter1. *Handbook of Adolescent and Family Therapy*, Eds. Mirkin and Korman, New York: Gardner Press

Lax. W.D., (1992) *Postmodern Thinking in Clinical Practice, Therapy as Social Construction*. Eds. McManee and Gergen.K.,

Lebow, J. (1997) *The Integrative Revolution in Couple and Family Therapy*. *Family Process*, 36, 1-18.

McGoldrick M. (2008) *Genograms: Assessment and intervention*. 3rded. New York: Norton

Minuchin, S. (1974) *Families and Family Therapy*. Cambridge, Mass, Harvard University Press.

Nichols, M. & Schwartz, R.,(1998) Chapters 4, 5 and 8, *Family Therapy Concepts*, Fourth Edition, Boston: Allyn& Bacon.

Tomm, K. (1988) *Interventive Interviewing: Part III. Intending to Ask Lineal, Circular, Strategic or Reflexive Questions*. *Family Process*, 27, 1, 1-15.

Tomm, K., (1984) *One Perspective on the Milan Systemic Approach: Part 1. Overview of the Development, Theory and Practice*. *Journal of Marital and Family Therapy*, April 1984

Tomm, K., (1984) *One Perspective on the Milan Systemic Approach: Part 2. Description of Session Format, Interviewing Style and Interventions*. *Journal of Marital and Family Therapy*, July 1984

Wachtel, E., (1982) *The Family Psyche over Three Generations: The Genogram Revisited*. *Journal of Marital and Family Therapy*. July 1982

Walters, M., Carter, B., Papp, P. and Silverstein, O. (1988) *The Invisible Web. Toward a Feminist Perspective in Family Therapy; Gender and Patterns in Family Relationships*. London, Guilford Press.

Watzlawick, P., Beavin-Bavelas, J., & Jackson, D., (1967) *Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, & Paradoxes*, New York. W.W. Norton & Co.

White, M. and Epston, D. (1989) *Narrative Means to Therapeutic Ends*. Adelaide, Dulwich Centre Publications.

**School of Human Studies
Ambedkar University Delhi**

Course Outline

Time Slot- _____ **9-11AM** _____

Course Code: SHS303825

Title: Gender, body, subjectivity

Type of Course: Taught

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Semester 2

Course Coordinator and Team: Rachana Johri Mamatha Karollil

Email of course coordinator: rachana@aud.ac.in

Pre-requisites:

Aim: This course will foreground psychoanalytical and feminist thinking on the question of body. The course is premised on an understanding that gendered bodies are central to both psychoanalytical and feminist texts from the very moment of their origins.

Course Outcomes: After completing this course students should be able to

- 1. conceptualize the space of the body in psychic functioning**
- 2. understand why symptoms of psychic distress are expressed on the body**
- 3. conceptualize the relationship between gender, subjectivity and the experience of the body.**

Brief description of modules/ Main modules:

- 1.The body and body ego, the skin as surface
- 2.Cutting: the gendered body; the problematic of male and female binary
- 3.Sexuality and Bisexuality: The question of perversions?

4. Women, patriarchy and distressed bodies; Hysteria and Anorexia, Possession states
5. Motherhood and maternal subjectivity: Postnatal depression: the inability to care
6. Masculinity: its construction and crisis

Assessment Details with weights:

Class Presentation 40%

Term Paper 60%

Reading List:

1. Balsam, Rosemary. (2012) Women' bodies in Psychoanalysis. New York: Columbia University Press
2. Bordo, Susan (2003). Unbearable weight. Feminism, western culture and the body.
3. Diamond, Nicola (2002) *Between Skins: The Body in Psychoanalysis - Contemporary Developments*
4. Dimen, Muriel and Virginia Goldner (2001). *Gender in psychoanalytic space*. New York: Columbia University Press
5. Dimen, Muriel and Virginia Goldner (2001). *Gender in psychoanalytic space*. New York: Columbia University Press.
6. Freud, Sigmund. (1912) The ego and the id. Standard Edition of the Complete Works. U.K. Penguin
7. Foucault, M. () Docile Bodies.
8. Foucault, M. ()
9. Grosz, Elizabeth (1994). *Volatile Bodies. Towards a corporeal feminism*
10. Irigaray, L and Mary Green (2008) Teachings
11. Kakar Sudhir (1982) Shamans, Mystics and doctors. Viking: New Delhi
12. Ram Kalpana (2006) Fertile Disorder. Spirit Possession and Its Provocation of the Modern. U.S.A.: University of Hawaii Press.
- 13.

ADDITIONAL REFERENCE:

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot _____ **2-4pm** _____

Course Code: SHS303880

Title: Guided Reading Course 1

Type of Course: Taught and self taught

Cohort for which it is compulsory: All

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3 Year: 2020

Course Coordinator and Team: Honey Oberoi and faculty

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Completion of prior courses

Course Objectives/Description:

These would be based on a student's special interest for a specific area of work. The guided reading course in semester 3 will culminate into a special interest internship which will follow it closely. This will not be a taught course but one in which a mentor and a student create a reading list and subsequently the student involves oneself in work in the chosen clinical or psychosocial clinical field.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key theorists in the area where their special interest internship is situated.
2. Demonstrate a knowledge of key texts and topics related to that specific area.
3. Use written and oral skills to express their knowledge of that area.

4. Demonstrate an awareness of the questions that the field of special interest internship would open up.

Brief description of modules/ Main modules:

1. **Introduction to the area/field:** The module will have readings created by the student and supervisor which introduces the conceptual framework of the field to be studied.
2. **Understanding key thinkers :** In this module the key significant thinkers will be read and reviewed. .
3. **Articulation of arguments and debates:** In this module the main arguments around the area of study will be looked into by the student and evaluated by the supervisor

Assessment Details with weights:

Assessment 1: Written assessment: 50%

Assessment 2: Viva : 50%

Reading List:

1. To be drawn individually between supervisor and student

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot _____ **2-4pm** _____

Course Code: SHS303881

Title: Guided Reading Course 2/ Open Elective

Type of Course: Taught and self taught

Cohort for which it is compulsory: All

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 5 Year: 2021

Course Coordinator and Team: Dr Shifa Haq and faculty

Email of course coordinator: shifahaq@aud.ac.in

Pre-requisites: Completion of prior courses

Course Objectives/Description:

These would be based on the student's dissertation work. The guided reading course in semester 5 will culminate into the research dissertation. This will not be a taught course but one in which a mentor and a student create a reading list and subsequently the student involves oneself in work in the chosen clinical or psychosocial clinical field. The student can also opt for an elective course from any other School in the university instead of the guided reading course.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key theorists in the area where dissertation is situated.
2. Demonstrate a knowledge of key texts and topics related to that specific area.
3. Use written and oral skills to express their knowledge of that area.
4. Demonstrate an awareness of the questions that the field of their dissertation would open up.

Brief description of modules/ Main modules:

1. **Introduction to the area/field:** The module will have readings created by the student and supervisor which introduces the conceptual framework of the field to be studied in the dissertation.
2. **Understanding key thinkers :** In this module the key significant thinkers will be read and reviewed. .
3. **Articulation of arguments and debates:** In this module the main arguments around the area of study will be looked into by the student and evaluated by the supervisor

Assessment Details with weights:

Assessment 1: Written assessment: 50%

Assessment 2: VIVA : 50%

Reading List:

1. To be drawn individually between supervisor and student

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot _____ **2-4pm** _____

Course Code: SHS303882

Title: Guided Reading Course 3/ Open Elective

Type of Course: Taught and self taught

Cohort for which it is compulsory: All

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 6 Year: 2021

Course Coordinator and Team: Dr Shifa Haq and faculty

Email of course coordinator: shifahaq@aud.ac.in

Pre-requisites: Completion of prior courses

Course Objectives/Description:

These would be based on the student's dissertation work. The guided reading course in semester 6 will culminate into the research dissertation. This will not be a taught course but one in which a mentor and a student create a reading list and subsequently the student involves oneself in work in the chosen clinical or psychosocial clinical field. The student can also opt for an elective course from any other School in the university instead of the guided reading course.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key theorists in the area where dissertation is situated.
2. Demonstrate a knowledge of key texts and topics related to that specific area.
3. Use written and oral skills to express their knowledge of that area.
4. Demonstrate an awareness of the questions that the field of their dissertation would open up.

Brief description of modules/ Main modules:

1. **Introduction to the area/field:** The module will have readings created by the student and supervisor which introduces the conceptual framework of the field to be studied in the dissertation.
2. **Understanding key thinkers :** In this module the key significant thinkers will be read and reviewed. .
3. **Articulation of arguments and debates:** In this module the main arguments around the area of study will be looked into by the student and evaluated by the supervisor

Assessment Details with weights:

Assessment 1: Written assessment: 50%

Assessment 2: VIVA : 50%

Reading List:

1. To be drawn individually between supervisor and student

School Name- School of Human Studies and Centre for Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303790

Title: Personal Work

Type of Course: Experiential

Cohort for which it is compulsory: M.phil Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: Non credited

Semester and Year Offered: Throughout the M.phil Programme, a student/trainee has to complete 150-200 hours of personal work

Course Coordinator and Team:

Email of course coordinator:

Pre-requisites: In line with the psychoanalytic principle that the future healer too must go through the same process as one hopes to take one's patients' through, all students will undertake personal therapy on two times a week basis. The student will be encouraged to start with personal therapy from the beginning of the first semester.

Aim: To train reflective practitioners who is also self-reflexive.

Course Outcomes:

1. The practitioner would become self-reflexive
2. Practitioner would develop the capacity to use her own experiential states while being with the patient
3. Practitioner would become more compassionate and empathic towards the patienthood of oneself and others

Brief description of modules/ Main modules: N/A

Assessment Details with weights: N/A

Reading List: N/A

1.

ADDITIONAL REFERENCE:

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot _____ **9-11am** _____

Course Code: SHS303831

Title: Psychic Development of the human: pre latency stage and adolescence.

Type of Course: Taught

Cohort for which it is compulsory: All

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: Semester 3 Year: 2020

Course Coordinator and Team: Dr Ashis Roy

Email of course coordinator: ashis@aud.ac.in

Pre-requisites: Completion of prior courses

Course Objectives/Description:

This course begins with a summary of the Oedipal adjustment that ushers in the latency period with its immense cognitive growth and structural goals as seen in each half of this period. With increased drive pressure, puberty and adolescence reawaken psychic conflict, presenting the task of substantially relinquishing infantile objects and turning object needs towards peers. The final psychosexual structuralization of the ego-ideal is discussed in detail, which if successful, allows a successful early adult adjustment. Attention is paid to both healthy adjustments and levels and types of pathology. Theoretical issues will be organized around published and personal clinical material.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify different stages of latency and adolescence.
2. Demonstrate a knowledge of regressions and fixations leading to symptom formation in latency and adolescence

3. Develop clinical understanding of psychological milestones to be attained in these stages.
4. Demonstrate an awareness of different theoretical perspectives in understanding latency and adolescence.

Brief description of modules/ Main modules:

- 1 – Introductory remarks on the dissolution of the Oedipus complex and its link with the capacity to play, symbolise or its absence in a child's life.
- 2 – The stage of latency as a period in psychological development of the human.
- 3 – The individuation process in adolescence.
- 4 - The need and psychic function of the Ego Ideal
- 5 – Identity: Concerns and issues: Formation of identity and the role of positive and negative identifications. Identity formation and the process of mourning.
- 6 – Reflections on Late Adolescence

It is to be noted that in this course the course facilitator will pay special attention to special issues emerging during the latency and adolescent period in the Indian context. Classroom discussions would be geared towards a culturally embedded way of understanding these crucial life stages.

Assessment Details with weights:

Assessment 1: Written assessment: 50%

Assessment 2: Written assessment : 50%

Reading List:

- Frosch, A. (1998). Narcissistic injury and sadomasochistic compensation in a latency-age boy. In *Narcissistic*
- Shaw, L.N. (1998). A Boy in Analysis. *J. Clin. Psychoanal.*, 7:445-471.
- Blos, P. (1958). Preadolescent Drive Organization. *J. Amer. Psychoanal. Assn.*, 6:47-56.

Blos, P. (1962) Phases of adolescence In: *On Adolescence*. Middle years only. Free Press: New York

Blos, P. (1974). The Genealogy of the Ego Ideal. *Psychoanal. St. Child*, 29:43-88.

Blos, P. (1978). The concept of acting out in relation to the adolescent process. In *A developmental Approach*

Blos, P. (1979) Adolescent concretization - A contribution to the theory of delinquency. In: *The Adolescent*

Bornstein, B. (1951). On Latency. *Psychoanal. St. Child*, 6:279-285.

Disorders in Children and Adolescents - Diagnosis and Treatment. Beren, P. Editor, pp. 263-280.
Erikson, H. E. (1972) *Identity, Youth and Crises*. New York: W.W. Norton

Erlich, H.S. (1978). Adolescent Suicide—Maternal Longing and Cognitive Development. *Psychoanal. St. Child*.

Fischer, R.M. (1991). Pubescence: A Psychoanalytic Study of One Girl's Experience of Puberty. *Psychoanal.Inq.*, 11:457-479.

Freud, A. (1958). Adolescence. *Psychoanal. St. Child*, 13:255-278

Freud, S. Analysis of a phobia in a five-year-old boy. *S.E.* 10: 126-141, 144-145

Frosch, A. (1995). The Preconceptual Organization Of Emotion. *J. Amer. Psychoanal. Assn.*, 43:423-447.

Jacobson, E. The self and object world. Chapter 12 The influence of normal and unsuccessful adolescent conflict

Jemerin, J.M. (2004). Latency and the Capacity to Reflect on Mental States. *Psychoanal. St. Child*, 59:211-239.

Kakar, S. (1978). *The Inner World*. New Delhi: Viking.

Knight, R. (2005). The Process of Attachment and Autonomy in Latency: A Longitudinal Study of Ten Children.

Laufer, M. (1964). Ego Ideal and Pseudo Ego Ideal in Adolescence. *Psychoanal. St. Child*, 19:196-221.

Loewald, H.W. (1979). The Waning of the Oedipus Complex. *J. Amer. Psychoanal. Assn.*, 27:751-775.

Mahon, E.J. (1991). The "Dissolution" of the Oedipus Complex: A Neglected Cognitive Factor. *Psychoanal Q.*

Milrod, D. (1990). The Ego Ideal. *Psychoanal. St. Child*, 45:43-60.

Novick, K.K., Novick, J. (1994). Postoedipal Transformations: Latency, Adolescence, and Pathogenesis. *J.*

Phillips, A. (1999). *On kissing, tickling, and being bored: Psychoanalytic essays on the unexamined life*. Harvard University Press.

Ritvo, S. (1971). Late Adolescence—Developmental and Clinical Considerations. *Psychoanal. St. Child*, 26:241

Sandler, A. (1975). Comments on the Significance of Piaget's Work for Psychoanalysis. *Int. R. Psycho-Anal.*,

Székely, L. (1957). On the Origin of Man and the Latency Period. *Int. J. Psycho-Anal.*, 38:98-104.

the remodeling and growth of his psychic structures. p. 170-193.

To Problems of Acting Out. Rexford, E. (Ed.). pp. 153-182. IUP. NY

Tyson, P. (1982). A Developmental Line of Gender Identity, Gender Role, and Choice of Love Object. *J. Amer.*

Winnicott, D.W. (1971). *Playing and Reality*. Chapter 11 - Contemporary Concepts of Adolescent Development

School Name: School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303823

Title: Psychosocial Clinical Thinking and Practice

Type of Course: Taught, Discussion oriented

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Ist year, ist Semester

Course Coordinator and Team: Honey Oberoi Vahali, Deepti Sachdev and Shifa haq

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Acquaintance with the field of Psychosocial Studies

Aim:

The foundational pillar of the MPhil programme is the psychosocial clinical perspective as explored and consolidated in theory by psychoanalysis and related experience based perspectives, also those in critical psychoanalytic theorization. Coming in the first semester, this course aims to set the tune of the MPhil programme to follow. It aspires to be of central significance by asking students to engage with the layered meanings of the term psychosocial clinical and also, by taking them closer to an examination of work in this tradition.

Course Outcomes:

- 1. Familiarization with perspectives, debates and theories in the arena of psychosocial clinical studies.**
- 2. Acquaintance with issues and concerns of special significance in Indian context (marked as it is by cultural richness but also social suffering) around psychosocial clinical practice.**

3. IN depth knowledge of selected writings of Sudhir Kakar, Erik Erikson and a few other psychosocial thinkers, like Ashis Nandy

Brief description of modules/ Main modules:

As the MPhil Psychoanalytic Psychotherapy Programme situates itself in the intersections of unconscious processes as they play in the life history of individuals and groups, this course will examine the same in relation to experience, culture, history and political processes too. Thinkers who have traversed the distance between the clinical and the psychosocial will be foregrounded.

1. **Exploring the field of psychosocial clinical** studies across different contexts, and understanding the emergence of the same during the last three to four decades.
2. A focus on the wide spanning work of **Erik Erikson** will set the pace rolling. Students will be required to read some of the following essays in detail: *The First psychoanalyst; The Nature of clinical evidence, The Golden rule in the Light of New Insight, Foundations in Observation, Psychological Reality and Historical Actuality, Womanhood and Inner Space*; Erikson's theory of Identity, Life History and the historical moment and reading Freud through Erikson
3. By immersing themselves in Erikson's psychosocial emphasis, searching questions about the **ethics and philosophy of insight oriented clinical work** and research will be kept alive. His focus on the historical moment, intergenerational sequencing of experiences, the human life cycle and historical actuality will help the student think about cultural and psychological phenomena in Indian context.
4. **Reading Sudhir Kakar**, as a psychosocial clinical thinker of significance to setting the field of critical, cultural psychology in Indian context. Discussions will be based on some of his books, for instance, "The Indians", Shamans, Mystics and Doctors, Culture and Psyche, The Inner World. Intimate Relations and Mira and the Mahatma. A balance will be sought between texts which carry a clinical and those with a psychosocial emphasis.
5. Focusing on the unique manner in which psychoanalysis relates to **symptoms** as a means of deeper communication from the psyche. This frame of reference opens up the way to engage with the disavowed, the repudiated and the repressed. Ways of engaging with difficult human states from the unique psychoanalytic vantage position will be explored.
6. Deliberating on the **question of what constitutes experience**, what are the ways in which experience can be looked at from? When does a subject come into being? What is the relationship between experience and subjecthood? The purpose here would be to problematise the categories of experience, subjecthood and subjectivity. Readings from Ashis Nandy on the ethics of psychosocial work

Assessment Details with weights:

Reading List:

12. Erikson, E. H. (1964). *Insight and Responsibility*. New York: Norton
13. Erikson, E.H. (1967). *Childhood and Society*. New York: Norton
14. Erikson, E.H. (1972). *Identity, Youth and Crisis*. New York: Norton.
15. Frosh, S. and Baraitser, L (2008). Psychoanalysis and Psychosocial Studies. *Psychoanalysis, Culture and Society*, 13, pp. 346-365
16. Kakar, Sudhir & Nandy Ashis (1980). *Culture and personality*. In U.Pareek (ed.) *A survey of research in psychology, 1971-76* (pp.136-167). Bombay: Popular Prakashan.
17. Kakar, Sudhir (1978). *The inner world: A psychoanalytic study of childhood & society in India*. New Delhi. Oxford University Press.
18. Kakar, Sudhir (1980). Observations on the “Oedipal alliance” in a patient with a narcissistic personality disorder. *Samiksa*, 34, 47-53.
19. Kakar, Sudhir (1982). *Shamans, mystics and doctors: A psychoanalytic inquiry into India and its healing traditions*. New York: Knopf.
20. Kakar, Sudhir (1989). The maternal-feminine in Indian psychoanalysis. *International Review of Psychoanalysis*, 16, 355-362.
21. Kakar, Sudhir (1990). *Intimate relations: Exploring Indian sexuality*. Chicago: University of Chicago Press.
22. Kakar, Sudhir (1993). *Analyst and the mystic*. New Delhi: Viking Press.
23. Kakar, Sudhir (1997). *Culture and psyche: Selected essays*. Delhi: Oxford University Press.
24. Kakar, Sudhir (2003). Psychoanalysis and eastern spiritual healing traditions. *Journal of Analytical Psychology*, 48, 659-678
25. Kakar, Sudhir (2004). *Desire and spirituality*. Personal communication with the author.
26. Kakar, Sudhir(1995). *Colours of violence*. New Delhi: Viking Press.
27. Nandy, Ashis (1980). *At the edge of psychology: Essays in politics and culture*. Delhi: Oxford University Press.
28. Nandy, Ashis (1983). *The intimate enemy: Loss and recovery of self under colonialism*. Delhi: Oxford University Press.
29. Nandy, Ashis (1995b). *The savage Freud and other essays on possible and retrievable selves*. Princeton: Princeton University Press,

30. Nandy, Ashis(1995a) History's forgotten doubles. *History and Theory*, 34, 44-66.
31. Vahali, H. O. (2011), Landscaping a perspective: India and the Psychoanalytic Vista. In (Girishwar Misra, Ed.) *Theoretical perspectives in psychology*, Volume 4. 5th ICSSR Review of Psychology. New Delhi: Pearson. Pp. 1-99.

ADDITIONAL REFERENCE:

32. Ogden, T. (1989). *The Primitive Edge of Experience*. Northvale. NJ: Jason Aronson
33. Ogden, T. (1988). On the Dialectical Structure of experience: some clinical and theoretical implications. *Contemporary Psychoanalysis*. 24:17-45.
34. Rutter, M. & Madge, N. (1976). *Cycles of Disadvantage*. London: Heinemann.
35. Watkins, M and Shulman, H. (2008). *Toward Psychologies of Liberation*. Hampshire: Palgrave Macmillian
36. Winnicott, D.W. (1971) *Playing and Reality*. New York: Basic Books.

School name- School of Human Studies and Centre for Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303832

Title: Psychoanalytic ideas in Indian culture: Girindrashekar Bose and a non- European imagination of psychoanalytic work

Type of Course: Taught Course

Cohort for which it is compulsory: M.phil Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 2 credits

Semester and Year Offered: 3rd Semester, 2nd year

Course Coordinator and Team: Prof. Anup Dhar

Email of course coordinator: anup@aud.ac.in

Pre-requisites:

Course objectives and description:

Taking off from the Bose-Freud *correspondence* this course tries to see how Bose was "experimenting with a psychological method of treatment of mental patients which was *akin* to psychoanalysis". What was distinctive of Bose's method and his research into the Indian psyche? On the other hand, who was Freud? What were his (cultural) moorings? Were they Judaic/Hellenic? Was Freud a critique of Christianity? Did Freud's critique of Christianity make possible the dialogue between Freud and Bose - dialogue between a 'Western self that was at the same time a critique of Christianity' and a (pagan) self, a 'non-Western self not tainted altogether by the Christianizing of the pagan world'?

Aim: This course is about the dialogue between Girindrasekhar Bose and Sigmund Freud. The course will examine, why was there a dialogue in the first place? Why did the dialogue fail and where did it fail? In an examination of this, the course will foreground a non-European imagination of psychoanalysis.

Course Outcomes:

1. Engaging with Psychoanalysis from a non-European lens.
2. Distinctiveness of Indian Psychoanalysis emerging through Freud-Bose correspondence
3. Exploring the Universal aspect of Psychoanalysis which is not governed by Christianity in its entirety.

Brief description of modules/ Main modules:

1.The Origin of Psychoanalysis ‘in India’

As the first theme to be explored this would help to carve out an outline for the overall structure of the course. We would discuss the reason for setting up an engagement with the question of ‘subjectivity’ and that too in a ‘colonial context’.

2.Girindrasekhar Bose and a ‘New Theory’ of Mental Life

This reading would attempt to track a few questions: what was the 'culture of psychoanalysis' that had evolved in India? How did such thinking inform the question of (colonial) subjectivity

3.An ab-original/aboriginal philosophy of mind?

What makes psychoanalysis aboriginal? What conceptual displacements are necessary to address aboriginality? Being merely ‘other than the western original’ does not necessarily make psychoanalysis aboriginal. What was Bose doing? Through the *Yoga-Sutras*, was he making a move towards an aboriginal philosophy of mind?)

This theme hopes to invoke 'aboriginalization' in a two-fold manner. The first is about the now-known history of the 'aboriginalization of certain cultures' during the colonial era. The second is about a possible post-Orientalist episteme. Participation at this level will help students realize that in the writing of research, our objective is not to just make micro-changes in western theories, keeping its architectonics intact; but to aboriginalize its very archi-texture.

4.Putting Ab-Original/Aboriginal Thought in Context

A few questions to be explored herein are: what was 'our' relation to Freudian psychoanalysis? What was the relation of 'our' understanding and invocation of psychoanalysis to what was or what emerged as 'our' (or as the 'Oriental') understanding of mind-self-subject? Does Freudian psychoanalysis colonize 'our' subjectivity? Does it colonize our ‘understanding’ of subjectivity?)

5.Alternative sciences/Alternative selves

We will endeavor to relate Bose’s work to another contemporary, Jagadish Chandra Bose, and try to understand how he too was thinking through the problem of the self of science and the science of the self.

The Politics of (Secret) Selves in Colonial India

Focusing on the research based writings of the well-known contemporary thinker and writer Ashis Nandy, certain aspects of the Indian culture and psyche will be delved into.

The Race of Psychoanalysis and an exploration into Psychoanalysis as a philosophy of *sexual difference*

By returning to the writings of India's *Savage Freud* Girindrasekhar Bose (1886-1953) and his 'aboriginal theory of mental life' (he called it *A New Theory of Mental Life*) we will attempt to grasp how he offers a different and distinctive understanding of sexual difference and sexed subjectivity. In that sense, reflection on this theme brings together (i) psychoanalysis (which marks its own difference with medicine, psychiatry and psychology), (ii) sexual difference (which marks its own difference with 'feminisms of equality' and generates its own kind of *opposite* positionality with respect to psychoanalysis) and (iii) cultural difference to overdetermination in a (post)colonial context.

6. Whither Critical Psychology?

What can India offer to the field of Critical Psychology? Can we evolve and offer our own critical reading (a critical reading premised on 'cultural difference') of the qualitative methodology? Moreover, can India offer to the somewhat sedate and contractual clinical setting of the west, the wholly/holy Other – provisionally termed 'faith healing'. What does faith healing do to the clinical setting that critical psychology wishes to re-form? How are relationships of suffering-healing organized in faith driven settings? What clues do they offer to a modern culture that now sees the clinic as the *only* site of cure, and that has stripped itself of all other resources and imaginations of healing?

In this course, we would also like to suggest that the tradition of critical psychology in India cannot just rely on a critique of psychiatry or mainstream psychology. It has to be, simultaneously, a critique of Orientalism. Critical psychology in India is thus premised on a *dual critique*. It is critique of both the hegemonic Occident and the Occident's hegemonic description of the Orient.

Assessment Details with weights:

Reading List:

Akhtar, S. (ed.). 2005. "Introduction" in *Freud Along the Ganges: Psychoanalytic Reflections on the People and Culture of India*, pp. 3-25 (Stanza: New Delhi).

Basu, Amit Ranjan. 1999. 'The Coming of Psychoanalysis in Colonial India: The Bengali Writings of Dr. Girindrasekhar Bose' in *Culture and the Disciplines: Papers from the Cultural Studies Workshops* (ed. Tapati Guha Thakurta), pp. 36-54 – Enreca Occasional Papers Series (5) – Centre for the Studies in Social Sciences, Calcutta.

Bose G., Excerpts from *Yoga-Sutras* – Indian Psychoanalytic Society.

Bose, Girindrasekhar (1921). *Concept of Repression*. Calcutta: Sri Gauranga Press and London: Kegan Paul, Trench, Troubner and Co.

Bose, Girindrasekhar (1931). Gita. In *Pravasi*. Part 2(1), pp. 9-16.

Bose, Girindrasekhar (1948). A New Theory of Mental Life. *Samiksha*, Vol 2, No

Bose, Girindrasekhar (1949). Ambivalence. *Samiksha*, Vol 3, No 2.

Bose, Girindrasekhar (1951). The Nature of the Wish. *Samiksha*, Vol 5, No 4.

Bose, Girindrasekhar (1952). Analysis of Wish. *Samiksha*, Vol 6, No 1.

Bose, Girindrasekhar (1952). Pleasure in Wish. *Samiksha*, Vol 6, No 2.

Bose, Girindrasekhar (1952). Sex and Anxiety. *Samiksha*, Vol 6, No 3.

Bose, Girindrasekhar (1966). *The Yoga Sutras*. Calcutta: The Indian Psychoanalytic Society.

Bose, Girindrasekhar (1980). *Svapna*. Calcutta: Bangyia Sahitya Parisha.

Bose, Girindrasekhar (2001). *Agranthito Girindrasekhar: Girindrasekhar Boser Nirbachito Rachana*. ed. Basu, Kolkata: A. Granthalay Pvt Ltd

Bose, G. 1966. Excerpts from "A New theory of Mental Life" in *Samiksha: Journal of the Indian Psychoanalytic Society* (ed. T. C. Sinha), Volume 20, Number 1.

Derrida, J. 1998. "Geopschoanalysis: "... and the rest of the world" in Christopher, L. (ed.) *The Psychoanalysis of Race*, pp. 65-90 (New York: Columbia University Press)

Dhareshwar, V. 1996. "Trial of the Pagans" in *Cultural Dynamics* Vol. 8, No. 2.

Freud, S. 1990 (1939 [1934-38]). 'Moses, His People and Monotheist Religion' in *Moses and Monotheism: Three Essays in The Origins of Religion*, pp. 295-386 (London: Penguin Books)

Hartnack, C. 2001. 'The Use of Psychoanalysis in the Treatment of Indian Patients' in *Psychoanalysis in Colonial India*, pp. 120-162 (OUP).

Nandy, A. 1995. 'Defiance and Conformity in Science: The World of Jagadish Chandra Bose' in *Alternative Sciences: creativity and authenticity in two Indian scientists*, pp. 17-87 (Delhi: OUP).

Nandy, A. 2004. 'The Savage Freud: The First Non-Western Psychoanalyst and the Politics of Secret Selves in Colonial India' in *Bonfire of Creeds: The Essential Ashis Nandy*, pp. 339-393. OUP.

Nandy, A. 2004. 'Towards an Alternative Politics of Psychology', in *Bonfire of Creeds: The Essential Ashis Nandy*, pp. 324-338. OUP.

Said, E. 2003. *Freud and the Non-European*, pp. 13-55 (Verso: London and New York).

Spivak, G. C. 1994. "Psychoanalysis in the Left Field and fieldworking: examples to fit the title" in *Speculations after Freud: Psychoanalysis, philosophy and culture* (ed. Sonu Shamdasani and Michael Munchow), pp. 41-75 (New York and London: Routledge).

Vahali Oberoi, Honey. 2010. "Landscaping a Perspective: India and the Psychoanalytic Vista" – 5th ICSSR review of psychology in India. Delhi: Pearson

Vaidyanathan, T. G. and Kripal, J. K. (ed.). 1999. 'Psychoanalysis and Hinduism: Thinking Through Each Other' in *Vishnu on Freud's Desk: A Reader in Psychoanalysis and Hinduism*, pp. 438-452 (Delhi: OUP).

ADDITIONAL REFERENCE:

Supplementary Readings (see <http://www.samiksha.cusp.net.in/default.html>)

Centre for Psychotherapy and Clinical Research (CPCR)

Ambedkar University Delhi

Course Outline

Time Slot- 9-11am

Course Code: SHS303826

Title: Introduction to Psychoanalytical Psychotherapy in Indian Context

Type of Course: Taught Course

Cohort for which it is compulsory: M.Phil. in Psychoanalytical Psychotherapy

Cohort for which it is elective: NA

No of Credits: 4 Credits

Semester and Year Offered: 2nd Semester/ 1st Year

Course Coordinator and Team: Ms. Neetu Sarin, Dr. Honey Oberoi Vahali, Dr. Rachna Johri

Email of course coordinator: neetu@aud.ac.in

Pre-requisites: Completion of 1st Semester Courses

Aim: The main aim of this course is to set in place a thinking and preparing students to questions of critical therapeutic import, as they set themselves up for clinical work in the Indian setting.

Course Outcomes:

1. To be able to appreciate the contributions from non-European and North American cultures, enriching the body of knowledge in psychoanalysis and psychoanalytic psychotherapy.
2. To be able to question the culture and psyche within healing traditions of India. And reflect back on therapeutic processes in Indian context.
3. To be able to look at the relation between psychotherapy and variations of psychoanalysis and to be able to move towards psychoanalytical diagnosis and brief psychodynamic work.

Brief description of modules/ Main modules:

This unit will deepen the discussion of the previous semester, even as the course facilitator will focus on a range of ways in experience is worked with in the therapeutic process. The course is anchored on four major aspects - History of psychoanalysis and psychoanalytic psychotherapy, psychoanalytically oriented diagnosis, interface of Indian culture and psyche, relation between psychoanalysis and psychotherapy

History of psychoanalysis and psychoanalytic psychotherapy: In this unit, the instructor will help students look at the history of psychoanalytic psychotherapy in cultures European and North American (the major discourse) as well as those which depart from there. Latin American, Asian (Indian, Japanese and Chinese) and East European (Russian and other cultural questions to the main body of psychoanalysis will be given salience. Of significance in this historical journey would be questions which the psychoanalytic tradition has generally ignored and avoided.

The course will continue the thrust of the previous course in semester 1, "On becoming a practitioner". Students would share their concerns about patients they are seeing at the clinic. They would also be required to focus on Assessing Developmental Issues, Developmental Levels of Personality Organization and Clinical Implications of Developmental Levels of Organization. All of this would help them to form a psychoanalytically oriented diagnosis. An emphasis on oedipal issues, object relations and the manifestation of unconscious clinical phenomena in the consultation room will help them prepare for responding to emotional crisis in brief work while keeping the axis of long term work alive.

Concerns with respect to culture and psyche would be foregrounded. Based on experience of working with Indian patients, this part of the course would take care of attending to the subtle ways in which expressions of emotional life are lived out in our particular context. The experience of clinical practice and the thinking around it would help students reflect on- the kinds of patients who come for help in India, the issues they bring forth, their needs, their worldview, the relationship between psychotherapy, faith, religion and traditional forms of healing. The possibility of dialoguing between culture, psychotherapy and psychoanalysis would be explored. Some additional questions to be thought through could be -Who gets missed out- how do we reach out to them. Is there a life historical dimension through which Indians talk about their self? How is the mystical cosmic notion of self lived out here? Who is the analytical subject here? Questions around transference, representation of unconscious material, issues related to sexuality and termination of clinical work will be touched upon. Of particular relevance here would be the contributions of Sudhir Kakar and other Indian psychoanalysts. Of relevance here will also be experience of the psychoanalytic forays in cultures similar to ours.

Even as core values and ethics of clinical practice are delved in, the relationship between psychoanalysis and psychotherapy would be highlighted. From principles of psychoanalytic psychotherapy to processes of therapy, this part of the course would lay the ground from where practice in our context could take its roots. As against psychoanalysis proper, variations of psychoanalytic psychotherapy would be of focus herein. Students would be acquainted with Balint's model of brief psychodynamic work.

Assessment Details with weights: Viva – 50% ; and Written Assignment – 50%

Reading List:

Abend, S. M. (1979). Unconscious Fantasy and Theories of Cure. *Journal of the American Psychoanalytic Association*, 27, pp. 579-596.

Arlow, J. (1969). Unconscious fantasy and disturbances of conscious experience. *Psychoanalytic Quarterly*, 38, pp. 1-27

Balint, M. The Basic Fault (pp. 127-131)

Basch, MF (1980). *Doing Psychotherapy*. Basic Books, New York

Blanck and Blanck (1973). *Ego Psychology, Theory and Practice* Columbia University Press, New York

Blanck and Blanck (1979). *Ego Psychoanalytic Development Psychology*. Columbia University Press, New York.

Davanloo, H Ed by, (1994). *Basic Principles and Techniques in Short term Dynamic Psychotherapy*

Psychoanalysis and Symbolization: Legacy or Heresy? In: C. Ellman, S. Grand, M. Silvan & S. J. Ellmans (Eds.) *The Modern Freudians: Contemporary Psychoanalytic Technique* (pp. 79-97). Northvale, NJ: Jason Aronson.

Krystal, H. (1975). Affect Tolerance. *The Annual of Psychoanalysis*, 4, pp.172-219.

Additional References:

Joseph, B. (1983). On Understanding and Not Understanding: Some Technical Issues. *International Journal of Psychoanalysis*, 64, pp. 291-298.

Novick, K. K. (1990). Access to Infancy: Different Ways of Remembering. *International Journal of Psychoanalysis*, 71, pp.335-349.

Kakar, S. (1982) *Shamans, Mystics and Doctors: A Psychological inquiry into India and her healing traditions*. New Delhi: oxford University press.

Kakar, S (1996) *Culture and Psyche*. New Delhi: Oxford University Press

Kakar, S. (1998) *The Analyst and the Mystic*, New Delhi: Viking

Roland, A, (1996) *Psychoanalysis and Cultural Pluralism*. New York: Routledge

Roland, A (2013) *Journeys to Foreign Selves* New York: Routledge

Sandler, J. & Sandler, A.-M. Phantasy and its transformations: A contemporary Freudian view. In: R. Steiner (Ed.), *Unconscious Phantasy* (pp. 77-88). *Psychoanalytic Ideas* series. London: Karnac.

McWilliams. *Plea for a Measure of Abnormality*. New York: Guilford press pp. 46)

Pine, F. (1990). *Drive, Ego, Object, and Self: A Synthesis for Clinical Work* (pp. 22-113). New York, NY: Basic Books.

Richards, A. (1992). Unconscious Fantasy: An Introduction to the Work of Jacob A. Arlow, M. D., and to the Symposium in His Honor. *Journal of Clinical Psychoanalysis*, 1(4), pp. 505-512.

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303822

Title: Psychological Assessment: A focus on projective techniques

Type of Course: Taught Course

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: 1st Semester, 1st Year

Course Coordinator and Team: Ms. Nikita Jain, Ms. Shefali Singh

Email of course coordinator: nikitajain@aud.ac.in

Pre-requisites: Interest in using psychological assessments in clinical contexts

Aim: The aim of this course is to familiarise students to some of the important projective techniques and to deepen their acquaintance in clinical and related contexts with a few selected ones. They will be familiarised with test administration, scoring, interpretation and report writing. The use of tests for psychotherapeutic purposes will be highlighted.

Course Outcomes:

1. Learning to use psychological tests to understand the dynamics which underline human motivation, desire and conflict
2. Understanding the use of tests in different contexts- in hospital based work, in private clinics, in community and as an additional tool in psychoanalytic psychotherapy
3. Ability to integrate test findings with clinical history and understand its implications for psychotherapy and related treatment.

Brief description of modules/ Main modules:

Projective techniques have a long history associated with the psychodynamic and psychoanalytic tradition. They have been considered important means of assessing and understanding the dynamics which underline human motivation, desire and conflict. They also remain informed by a clinical sensibility in which history taking acquires a vibrancy even as the psycho-diagnostician and the patient spend several hours together in understanding the latter's personality structure.

The objective of this course is to familiarize the student with projective techniques and to deepen their acquaintance in clinical and related contexts with a few selected ones. The following modules will be covered across the span of the course:

1. **Understanding Projection and its use in Projective Techniques:** Projection is an unconscious psychic mechanism in which without knowing, all of us attribute our psychological characteristics to the external world of persons, objects and phenomena. Projective techniques are time tested means of understanding the human personality and using test descriptions, scores and patterns in a dynamic and qualitative manner.
2. **Scope of Using Projective Psychological Tests:** In the hospital and psychosocial testing, one of the most acceptable ways in which the unconscious as a dynamic concept (and its etchings in the form of motivation and issues) is through projective testing. The qualitative use of tests will be discussed, even as students would be taken through the issues which beseech the field of testing. The use of tests in different contexts- in hospital based work, in private clinics, in community and as an additional tool in psychoanalytic practice would be discussed.
3. **Administration, Interpretation and Report Writing:** Methods of test administration, scoring, quantitative and qualitative interpretation and the writing of a dynamically informed report will be taught. It's assimilation with clinical history will be reflected on through the tradition of Erikson, Rappaport, Gill and Schafer. The implications of patterns of personality for psychotherapy and related treatment too will be emphasised.
4. **Selected list of Projective tests:**
 - i. Rorschach Ink Blot test
 - ii. Murray's Thematic Apperception Test –along with Indian adaptation
 - iii. Bellak's Children's Apperception Test- along with Indian Adaptation
 - iv. Draw a person Test
5. **Selected List of Semi Projective techniques:**
 - i. Sentence Completion Test
 - ii. Raven's controlled Projective Technique
 - iii. Rosenzweig's Picture Frustration Test

Assessment Details with weights:

Reading List:

1. David Rapaport (1952), Projective Techniques and the Theory of Thinking. *J. Proj. Tech.*, 16:269-275. Also in *Psychoanalytic Psychiatry and Psychology; Clinical and Theoretical Papers*, Austen Riggs Center, Vol. 1, ed. R. P. Knight & C. R. Friedman. New York: International Universities Press, 1954, pp. 196-203. Also in *Collected Papers (1967)*, pp. 461-469.
2. David Rapaport (1948), Discussion in "The Psychologist in the Clinic Setting" Roundtable. *Amer. J. Orthopsychiat*, 18:493-497, 521. Also in *Collected Papers (1967)*, pp. 299-303.
3. Hoffman, B. (1962), *The Tyranny of Testing*. New York: Crowell-Collier.
4. Murray, H. A. (1938), *Explorations in Personality*. New York: Oxford University Press.
5. Murray, H. A. (1943), *Thematic Apperception Test*. Cambridge: Harvard University Press.
6. Rorschach, H. (1921), *Psychodiagnostics*. New York: Grune & Stratton, 1949.

ADDITIONAL REFERENCE:

1. Holt, R. R. (1951), The Thematic Apperception Test. In *An Introduction to Projective Techniques*, ed. H. H. & G. L. Anderson, New York: Prentice-Hall, pp. 181-229.
2. Holt, R. R. (1961a), The Nature of TAT Stories as Cognitive Products: A Psychoanalytic Approach. In *Contemporary Issues in Thematic Apperceptive Methods*, ed. J. Kagan & G. Lesser. Springfield, Ill.: Charles C Thomas, pp.3-43
3. Rosenwald, G. C. (1963), Psychodiagnostics and Its Discontents. *Psychiatry*, 26:222-240.
4. Rosenzweig, S. (1943), The Ghost of Henry James: A Study in Thematic Apperception. *Character & Pers.*, 12:779-100.
5. Sanford, R. N. (1942), Thematic Apperception Test. Directions for Administration and Scoring. Cambridge: Harvard Psychological Clinic. Mimeographed. Their Implications for Diagnostic Testing. *J. Proj. Tech.*, 24:254-266.
6. Tomkins, S. S. (1947), *The Thematic Apperception Test*. New York: Grune & Stratton.
7. David Rapaport (1948), The Status of Diagnostic Psychological Testing. *J. Consult. Psychol.*, 12:1-3.

8. Rapaport, D., Schafer, R., & Gill, M. M. (1944-1946), *Manual of Diagnostic Psychological Testing*, 2 vols. New York: Josiah Macy, Jr. Foundation.

School of Human Studies
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code:

Title: Introduction to models of Psychosocial Research

Type of Course: Taught

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: None

No of Credits: 2

Semester and Year Offered: Semester3

Course Coordinator and Team: Rachana Johri

Email of course coordinator: rachana@aud.ac.in

Pre-requisites: Completion of theoretical courses in last 2 semesters.

Aim: To prepare students to develop a research proposal using a psychosocial framework

Course Outcomes:

At the end of the course students should be able to

- 1. provide a rationale for psychosocial orientation to research.**
- 2. distinguish between the epistemological orientations of various psychosocial thinkers**
- 3. develop a tentative research proposal**

Brief description of modules/ Main modules:

1. Early psychosocial thinking. Erikson

Assessment Details with weights:

Draft research proposal 20%

Presentation of final research proposal 60%

Participation in discussion 20%

Reading List:

1. Bondi, L. (2014) Understanding feelings: Engaging with unconscious communication embodied knowledge. *Emotion, space and society*,10,44-54.
2. E. H. Erikson () *Foundations in Observation*.
3. Hollway et al (2004) *Changing the Subject*.
4. Laub, Dori. *Bearing Witness*.

ADDITIONAL REFERENCE:

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303828

Title: Reading Freud: Relating to States of Psychic Conflict

Type of Course: Taught

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: 2nd Semester, 1st year

Course Coordinator and Team: Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Introductory knowledge of Psychoanalysis and of the works of Sigmund Freud

Aim:

Course Outcomes:

1. Enabling students to familiarise themselves with the method of clinical case study by reflecting on some of Freud's most rigorously worked on clinical case studies and selected papers.
2. Understanding technique and practice of psychoanalytic work through the writings of Sigmund Freud and selected post Freudian thinkers
3. Honing in the sensibility to explore and examine roots of conflict in the psyche, as presented in hysteria, obsessive compulsive disorder, phobias and related states of disturbance.

Brief description of modules/ Main modules:

It is only too well known that Sigmund Freud's advents into the human psyche laid the foundations of psychoanalysis as a conceptual and therapeutic tradition. His work made it

possible for future psychotherapists to think of psychological disturbances and their aetiology, the technique of clinical work and the method of psychoanalytic and psychotherapeutic research-reflective observation and self-reflexive introspection. His clinical case studies provide a foundational edifice to the future clinician to understand states of psychic conflict and to also grapple with the processes involved in the working through of emotional trauma and conflict.

The course content will revolve around three- fold emphases

(1) Students will **read selected papers from Freud's corpus** of "Papers on Techniques" written between 1904 and 1919. Of particular significance would be "Remembering, Repeating and Working Through" and "Observations on Transference Love", "On Beginning the treatment".

(2) Out of Freud's well celebrated **case histories, any three will be read** in any intensive manner- "Fragment of an Analysis of a case of Hysteria" (1905), Analysis of a Phobia in a Five Year old Boy (1909), Notes upon a Case of Obsessional Neurosis (1909), Psychoanalytic Notes on an Autobiographical Account of a Case of Paranoia (1911), From the History of an Infantile Neurosis (1914). The case studies will serve as a model- a way of thinking about human life through the flow as well as the undulations of a narrative. They will also help to foreground the aetiology of neurotic illnesses. This will be the third angle of significance in the course.

(3) By **closely relating with the clinical material**, students will delve into a nuanced reflection into the conflicts which lead to psychic distress and explore psychoanalytic metapsychology from the standpoint of the dynamic unconscious .

(4) **Post Freudian reflections on Freud's reading** of clinical case material will help students learn to look at psychic concerns and processes of therapy from an enriched perspective – be it from the angle of the Ego, the Object or the Self. The thoughts of radical thinkers from psychoanalysis and also from related disciplines would be instructive to examine the above listed concerns.

Assessment Details with weights:

Written Assessment on critically appreciating Freud's case studies- 40%

Ongoing Class participation-20%

Group Presentations on selected writings and themes in the work of Sigmund Freud- 40%

As this is a MPhil level course, the assignments may vary in accordance to the emphasis and requirement of any particular cohort

Reading List:

1. Freud, Sigmund (1896b) "Further Remarks on the Neuro-Psychoses of Defence", *G.W.* 1:379-403; *S.E.* 3: 157-185
2. Freud, Sigmund (1905e[1901]) "Fragment of an Analysis of a Case of Hysteria (Dora)", *G.W.* 5:163-286; *S.E.* 7:1-122.
3. Freud, Sigmund (1907b) "Obsessive Actions and Religious Practices", *G.W.* 7:129-139; *S.E.* 9: 115-127.
4. Freud, Sigmund (1909b) "Analysis of a Phobia in a Five-Year-Old Boy ('Little Hans')". *G.W.* 7:243-377; *S.E.* 10:1-147.
5. Freud, Sigmund (1909b) "Notes upon a Case of Obsessional Neurosis", *G.W.* 7:381-463; *S.E.* 10:151-249.
6. Freud, Sigmund (1911c) "Psycho-Analytic Notes on an Autobiographical Account of a Case of Paranoia (Dementia Paranoides)". *G.W.* 8:240-316; *S.E.* 12:1-79.
7. Freud, Sigmund (1912b) "The Dynamics of Transference", *G.W.* 8:364-37, *S.E.* 12: 97-108.
8. Freud, Sigmund (1912e) "Recommendations to Physicians Practicing Psycho-Analysis", *G.W.* 8: 376-387; *S.E.* 12: 109-120.
9. Freud, Sigmund (1913c) "On Beginning the Treatment", *G.W.* 8: 454-478; *S.E.* 12: 121-144.
10. Freud, Sigmund (1913i) "The Disposition to Obsessional Neurosis", *G.W.* 8: 442-452; *S.E.* 12: 311-326.
11. Freud, Sigmund (1914g) "Remembering Repeating and Working-Through", *G.W.* 10: 126-136; *S.E.* 12: 145-156.
12. Freud, Sigmund (1915a[1914]) "Observations and Transference-Love", *G.W.* 10: 306-321; *S.E.* 12: 159-171.
13. Freud, Sigmund (1918b[1914]) "From the History of an Infantile Neurosis (The 'Wolf-Man')", *G.W.* 12: 29-157; *S.E.* 17: 1-122.
14. Schreber, D. (1903) *Memoirs of my Nervous Illness*, trans and ed. R. Macalpine and I. A. Hunter, London: Dawson & Sons (1955); Cambridge, MA: Harvard University Press (1988)

Tous, J. M. (1996) "Hysteria one hundred years on", Panel report, *International Journal of Psycho-Analysis*, 77: 75-79

ADDITIONAL REFERENCE:

15. Blacker, K. H. and Abraham, R. (1982) "The Rat Man Revisited: Comments on Maternal Influences", *International Journal of Psychoanalysis and Psychotherapy*, 9:267-285.
16. Breuer, J. and Freud, S. (1893) "On the Psychological Mechanism of Hysterical Phenomena: Preliminary Communication", in Freud, S and Breuer, J. (1895d) *Studies on Hysteria, The Standard Edition of the Complete Psychological Works of Sigmund Freud*, vol. 2, London: Hogarth Press and The Institute of Psycho-Analysis.
17. Etchegoyen, R. H. (1991) *The Fundamentals of Psychoanalytic Technique*, London and New York: Karnac.
18. Fairbairn, R. D. (1956) "Considerations Arising out of the Schreber Case", *British Journal of Medical Psychology*, 19: 113-127.
19. Grover, E. (1955) *The Technique of Psycho-Analysis*, New York: International Universities Press and London: Bailliere, Tindall & Cox.
20. Racker, H. (1953) "A Contribution to the Problem of Counter-transference", *International Journal of Psycho-Analysis*, 34: 313-324.

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot- 2-4pm

Course Code: SHS303820

Title: On becoming a Practitioner: Reflections on Starting Clinical Work

Type of Course: Taught and Workshop Based

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 1st semester, 1st year

Course Coordinator and Team: Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Interest in clinical practice of psychotherapy

Aim: The primary aim of the course is to help a student approach a clinical encounter from an experiential perspective keeping in mind self-reflection/awareness, empathy and separating the above from projection and projective identification. The course will reflect on how to build a relationship in the psychotherapeutic context keeping in mind structure and ethics. Certain special considerations related to short term and long term practice in psychodynamic psychotherapy will be focused on. The aim of the course is to help students attain competence in initiating clinical work and sustaining it.

Course Outcomes:

1. Understanding relational processes and frames of practice in psychodynamic psychotherapy.
2. Attaining initial knowledge so as to be able to initiate psychodynamic psychotherapy.
3. Enhancement of self-reflexivity and theoretical and ethical considerations related to clinical practice.

Brief description of modules/ Main modules:

The focus will be on discussing different clinical modalities and settings and broadly focusing on an introduction to psychotherapy. The student will be initiated into ways of record keeping and thinking about psychotherapeutic processes. Students would be asked to focus on their experience, expectations, excitement, fears and fantasies about clinical work. In initiating them to the world of practice, a special focus will be kept alive on the Indian socio-economic cultural context.

The following modules will be taken up across the course-

1. **What is psychotherapy?** Different types of psychotherapy and the differences between them and psychoanalysis. Thinking about the process of psychotherapy and the use of the psychotherapist's self. A reflection on the goals, aims and outcomes of psychotherapy-with a special focus on emotional processing in different forms of therapy- be it BT, CBT, Humanistic and Existential will inform the first unit.
2. **The analytic process:** Differences and similarities in the analytic process and psychoanalytic therapy and psychoanalysis. An introduction to the development of the individual self and the process of mentation. Fantasy and Defense, Transference and Counter-transference.
3. **5. Introduction to the four major theories;** basics of understanding personality organisation and character development. Four major theories used to understand symptoms, personality organisation and character development. Different motivational systems which inform transference-countertransference. Drive, Ego, Object, Self, Attachment
4. **Initial encounter with the patient.** The Intake process. Intake procedure, writing up the intake, process recording. Setting up sessions, fee, making referrals etc.
5. **Introduction to psychic functioning:** Levels of anxiety, nature of conflict, developmental deficits and different kinds of defence.
6. **Core values and ethics in psychotherapy:** Considerations for reflective practice.

Assessment Details with weights:

Written Assignment- 50%

Group presentation/ Role Play and ongoing Class Participation-50%

Reading List:

1. McDougal, J. (2000). Plea for a measure of abnormality in *Plea for a measure of abnormality*, Brunner Mazel, 978 pp. 463-486
2. McWilliams, N. (1999). *Psychoanalytic Case Formulation*. Introduction - Chap 3. Pp1-64
3. McWilliams, N.(1994), *Psychoanalytic Diagnosis*, Guildford,. Chapter 2 pp.19-38, Chap 3 pp.40-56
4. O. Fenichel, (1946). *The Psychoanalytic Theory of Neurosis*, WW Norton and Co., New York. Part II, Sections A and B (Traumatic Neuroses, Psychoneuroses, The Neurotic Conflict: The motives of defence, The mechanisms of defence, The direct clinical symptoms of the neurotic conflict)
5. Pine, F. (1990), *Drive, Ego, Object, Self*. Basic Books, pp.13-115, part I, Sections 2-6
6. Sandler, Ann-Marie, Fred Pine etc: *Developmental perspectives in Psychoanalytic Practice*(panel Presentation. Contemporary Psychoanalysis, V28. Number 2, April 1992

ADDITIONAL REFERENCE:

7. Greenacre, P. (1952): *Some factors producing different types of genital and pregenital organisation*, Trauma, Growth and Personality, USA: Norton.
- 8.
9. Greenspan and Cullander (1973) *A systematic Metapsychological Assessment of the Personality - its application to the problem of analysability*, JAPA.
10. Hurvich, M. (1989) *Traumatic moment, basic danger and annihilation anxiety*. *Psychoanalytic Psychology*, 6,pp.309-323.
11. Jacobs, Theodore (1980) *Secret alliances and family fictions: some psychoanalytic observations*. JAPA 28 21-41

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot- 2-4pm

Course Code: SHS303820

Title: On becoming a Practitioner: Reflections on Starting Clinical Work

Type of Course: Taught and Workshop Based

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 1st semester, 1st year

Course Coordinator and Team: Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Interest in clinical practice of psychotherapy

Aim: The primary aim of the course is to help a student approach a clinical encounter from an experiential perspective keeping in mind self-reflection/awareness, empathy and separating the above from projection and projective identification. The course will reflect on how to build a relationship in the psychotherapeutic context keeping in mind structure and ethics. Certain special considerations related to short term and long term practice in psychodynamic psychotherapy will be focused on. The aim of the course is to help students attain competence in initiating clinical work and sustaining it.

Course Outcomes:

1. Understanding relational processes and frames of practice in psychodynamic psychotherapy.
2. Attaining initial knowledge so as to be able to initiate psychodynamic psychotherapy.
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Brief description of modules/ Main modules:

The focus will be on discussing different clinical modalities and settings and broadly focusing on an introduction to psychotherapy. The student will be initiated into ways of record keeping and thinking about psychotherapeutic processes. Students would be asked to focus on their experience, expectations, excitement, fears and fantasies about clinical work. In initiating them to the world of practice, a special focus will be kept alive on the Indian socio-economic cultural context.

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2. **The analytic process:** Differences and similarities in the analytic process and psychoanalytic therapy and psychoanalysis. An introduction to the development of the individual self and the process of mentation. Fantasy and Defense, Transference and Counter-transference.
3. **5. Introduction to the four major theories;** basics of understanding personality organisation and character development. Four major theories used to understand symptoms, personality organisation and character development. Different motivational systems which inform transference-countertransference. Drive, Ego, Object, Self, Attachment
4. **Initial encounter with the patient.** The Intake process. Intake procedure, writing up the intake, process recording. Setting up sessions, fee, making referrals etc.
5. **Introduction to psychic functioning:** Levels of anxiety, nature of conflict, developmental deficits and different kinds of defence.
6. **Core values and ethics in psychotherapy:** Considerations for reflective practice.

Assessment Details with weights:

Written Assignment- 50%

Group presentation/ Role Play and ongoing Class Participation-50%

Reading List:

1. McDougal, J. (2000). Plea for a measure of abnormality in *Plea for a measure of abnormality*, Brunner Mazel, 978 pp. 463-486
2. McWilliams, N. (1999). *Psychoanalytic Case Formulation*. Introduction - Chap 3. Pp1-64
3. McWilliams, N.(1994), *Psychoanalytic Diagnosis*, Guildford,. Chapter 2 pp.19-38, Chap 3 pp.40-56
4. O. Fenichel, (1946). *The Psychoanalytic Theory of Neurosis*, WW Norton and Co., New York. Part II, Sections A and B (Traumatic Neuroses, Psychoneuroses, The Neurotic Conflict: The motives of defence, The mechanisms of defence, The direct clinical symptoms of the neurotic conflict)
5. Pine, F. (1990), *Drive, Ego, Object, Self*. Basic Books, pp.13-115, part I, Sections 2-6
6. Sandler, Ann-Marie, Fred Pine etc: *Developmental perspectives in Psychoanalytic Practice*(panel Presentation. Contemporary Psychoanalysis, V28. Number 2, April 1992

ADDITIONAL REFERENCE:

7. Greenacre, P. (1952): *Some factors producing different types of genital and pregenital organisation*, Trauma, Growth and Personality, USA: Norton.
- 8.
9. Greenspan and Cullander (1973) *A systematic Metapsychological Assessment of the Personality - its application to the problem of analysability*, JAPA.
10. Hurvich, M. (1989) *Traumatic moment, basic danger and annihilation anxiety*. *Psychoanalytic Psychology*, 6,pp.309-323.
11. Jacobs, Theodore (1980) *Secret alliances and family fictions: some psychoanalytic observations*. JAPA 28 21-41

School Name: School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot- 2-4pm

Course Code: SHS303820

Title: On becoming a Practitioner: Reflections on Starting Clinical Work

Type of Course: Taught and Workshop Based

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 1st semester, 1st year

Course Coordinator and Team: Honey Oberoi Vahali

Email of course coordinator: honey@aud.ac.in

Pre-requisites: Interest in clinical practice of psychotherapy

Aim: The primary aim of the course is to help a student approach a clinical encounter from an experiential perspective keeping in mind self-reflection/awareness, empathy and separating the above from projection and projective identification. The course will reflect on how to build a relationship in the psychotherapeutic context keeping in mind structure and ethics. Certain special considerations related to short term and long term practice in psychodynamic psychotherapy will be focused on. The aim of the course is to help students attain competence in initiating clinical work and sustaining it.

Course Outcomes:

1. Understanding relational processes and frames of practice in psychodynamic psychotherapy.
2. Attaining initial knowledge so as to be able to initiate psychodynamic psychotherapy.
3. Enhancement of self-reflexivity and theoretical and ethical considerations related to clinical practice.

Brief description of modules/ Main modules:

The focus will be on discussing different clinical modalities and settings and broadly focusing on an introduction to psychotherapy. The student will be initiated into ways of record keeping and thinking about psychotherapeutic processes. Students would be asked to focus on their experience, expectations, excitement, fears and fantasies about clinical work. In initiating them to the world of practice, a special focus will be kept alive on the Indian socio-economic cultural context.

The following modules will be taken up across the course-

1. **What is psychotherapy?** Different types of psychotherapy and the differences between them and psychoanalysis. Thinking about the process of psychotherapy and the use of the psychotherapist's self. A reflection on the goals, aims and outcomes of psychotherapy-with a special focus on emotional processing in different forms of therapy- be it BT, CBT, Humanistic and Existential will inform the first unit.
2. **The analytic process:** Differences and similarities in the analytic process and psychoanalytic therapy and psychoanalysis. An introduction to the development of the individual self and the process of mentation. Fantasy and Defense, Transference and Counter-transference.
3. **5. Introduction to the four major theories;** basics of understanding personality organisation and character development. Four major theories used to understand symptoms, personality organisation and character development. Different motivational systems which inform transference-countertransference. Drive, Ego, Object, Self, Attachment
4. **Initial encounter with the patient.** The Intake process. Intake procedure, writing up the intake, process recording. Setting up sessions, fee, making referrals etc.
5. **Introduction to psychic functioning:** Levels of anxiety, nature of conflict, developmental deficits and different kinds of defence.
6. **Core values and ethics in psychotherapy:** Considerations for reflective practice.

Assessment Details with weights:

Written Assignment- 50%

Group presentation/ Role Play and ongoing Class Participation-50%

Reading List:

1. McDougal, J. (2000). Plea for a measure of abnormality in *Plea for a measure of abnormality*, Brunner Mazel, 978 pp. 463-486
2. McWilliams, N. (1999). *Psychoanalytic Case Formulation*. Introduction - Chap 3. Pp1-64
3. McWilliams, N.(1994), *Psychoanalytic Diagnosis*, Guildford,. Chapter 2 pp.19-38, Chap 3 pp.40-56
4. O. Fenichel, (1946). *The Psychoanalytic Theory of Neurosis*, WW Norton and Co., New York. Part II, Sections A and B (Traumatic Neuroses, Psychoneuroses, The Neurotic Conflict: The motives of defence, The mechanisms of defence, The direct clinical symptoms of the neurotic conflict)
5. Pine, F. (1990), *Drive, Ego, Object, Self*. Basic Books, pp.13-115, part I, Sections 2-6
6. Sandler, Ann-Marie, Fred Pine etc: *Developmental perspectives in Psychoanalytic Practice*(panel Presentation. Contemporary Psychoanalysis, V28. Number 2, April 1992

ADDITIONAL REFERENCE:

7. Greenacre, P. (1952): *Some factors producing different types of genital and pregenital organisation*, Trauma, Growth and Personality, USA: Norton.
- 8.
9. Greenspan and Cullander (1973) *A systematic Metapsychological Assessment of the Personality - its application to the problem of analysability*, JAPA.
10. Hurvich, M. (1989) *Traumatic moment, basic danger and annihilation anxiety*. *Psychoanalytic Psychology*, 6,pp.309-323.
11. Jacobs, Theodore (1980) *Secret alliances and family fictions: some psychoanalytic observations*. JAPA 28 21-41

School Name
Ambedkar University Delhi
Course Outline

Course Code:

Time Slot: N/A

Title: Special Interest Internship

Type of Course: Experiential Based Component

Cohort for which it is compulsory: M.phil in Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 4 credits

Semester and Year Offered: Semester 4, during their vacations

Course Coordinator and Team: Shefali Singh

Email of course coordinator: shefali@aud.ac.in

Pre-requisites: a student should have completed the guided reading course in Semester 3 from which the Special Interest Internship site culminates

Aim: To allow the students to immerse themselves into the actualities and challenges which psychosocial-clinical field is behest with.

Course Outcomes:

1. to allow the chosen field to emerge as a site where theory and practice can meet, each coloring the other
2. to engage with the challenges and rigor of the field in the specific area which the students have chosen, thereby familiarizing themselves with the grassroots realities and appropriate spaces of intervention
3. to lay the foundations of a dissertation structure on the lines of an action oriented frame of research where psychosocial and clinical come together to start a reflective process

Brief description of Modules/ Main Modules:

There are no modules per se as the structure of this course differs from other taught courses. It all depends on a student's special interest for a specific area of work and it is not a taught course. This course can be seen as emerging from guided reading course from 3rd semester where, following theoretical immersion, students work closely with their assigned supervisors from the

starting of the semester to decide on the site. Simultaneously, students will be attended by two faculty members for an hour's session twice in a month to help them verbalize their anxieties, concerns and blocks while deciding on the field. Students may choose with in a school, in homes for mentally challenged persons, orphanages, old age homes, neuropsychiatric rehabilitation centers, halfway homes, homes for the dying or any other special field of their calling.

Once the field is decided, students will undertake an internship of 4-6 weeks during their vacation period. The student-supervisor duo will work closely to further reflect on what is emerging from the experience of the student in the field. This deep engagement with the community will allow the students to apply the theoretical knowledge that they have gained in the field and understand the challenges of the specific area of work they have chosen for themselves.

Assessment Details with weights:

The assessment for this course has been divided into three components:

1. Immersion in Field: 20% weightage
2. Report Writing: 50% weightage
3. Viva: 30% weightage

Reading List:

As mentioned above, it is an individualized course based on special interest areas of the students and the readings are suggested to each student by his/her supervisor to accommodate their needs and interests while giving more importance to the experience of the student on the field and making sense of that experience.

School of Human Studies
Ambedkar University Delhi
Course Outline

Course Code: SHS303941
1pm

Time Slot: 11am-

Title: Clinical Lectures

Type of Course: Experiential & Discussion Based Component

Cohort for which it is compulsory: M.phil in Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 2 credits

Semester and Year Offered: throughout 3 years

Course Coordinator and Team: Neetu Sarin & Shefali Singh

Email of course coordinator: neetu@aud.ac.in; shefali@aud.ac.in

Pre-requisites: N/A

Aim: to introduce students to various other schools of thoughts and practices in psychotherapy

Course Outcomes:

1. to prepare students to work cohesively with patients while registering their various needs
2. to prepare students to imagine other clinical sites for their patients
3. to prepare students to work with a diversified population of patients

Brief description of Modules/ Main Modules:

Special lectures series have been designed especially for students to introduce them to materials that is not inclusive in their course and to introduce them to various specialized areas with the help of experts. Some of the themes of the lectures imagined include introduction to psychiatry, how to differentiate between organic states, use of medication- when and how, care for the elderly and those with terminal illness, how to differentiate between an organic disorder, clinical states, role of medication, how to apply CBT, how to work with LGBTQ population in clinics, etc. Through the medium of these lectures, students also get to work with mentors in crisis intervention model, learns to do brief supportive-insight based therapy and various other modes of psychotherapy.

Assessment Details with weights:

This is a non-assessment based component of the program in which students will be awarded 2 credits in the 6th semester for their presence throughout.

Reading List:

There is no pre-existing reading list. The readings are suggested by the speakers and faculty based on the topic of the lecture which are then distributed to the students.

School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303902

Title: Community Based Internship

Type of Course: Practice based psychosocial clinical internship

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 6

Semester and Year Offered: Semester 3 to Semester 4, 2nd Year to 3rd Year

Course Coordinator and Team: Ms. Nikita Jain, Prof. Honey Oberoi Vahali, Dr. Shifa Haq, Ms. Shefali Singh, Mr. Rajinder Singh

Email of course coordinator: nikitajain@aud.ac.in, honey@aud.ac.in, shifahaq@aud.ac.in

Pre-requisites: Interest in Engagement with social suffering at the psychosocial and economic margins

Aim: To enable the growth of a future mental health professional who is open and flexible and has a perspective vast and deep enough to see psychological distress as emanating from the bio-psycho-social matrix, the arena where human life and its compelling realities emanate from.

Course Outcomes:

1. Ability to relate, understand and intervene in contexts of social marginalisation.
2. Development of an ethic of social justice while working with social suffering
3. Understanding the dynamics of the community or the institution along with one's own internalised notions of caste, class and group.

Brief description of modules/ Main modules:

Following the theoretical orientation to community based psychodynamic work; the candidate will choose a field site in the vicinity of the University where they will continue to relate to the life of a community for a duration of one year. This, we hope will be a mutually transformative process, where

one's own ways of life too will be re-imagined, just as one would hope to bring about some change in the life of the community.

Each student is required to do a one year long community based mental health work in one or two NGOs or in some other community based setting. The definition and rationale for such work should be an inherent part of the field internship. It should be expected that dealing with obstacles and resistance, internal and external, to organizing and carrying out the clinical work itself will be an inherent part of the journey.

A second part of the field based work will be more organizational: the establishment of a relationship between the School of Human Studies and an NGO or other community-based organization, to serve as a present and future placement site for practicum students, a site for research, and a potential site for employment for M.Phil. programme graduates. This work will be done in collaboration with and the under the supervision of faculty from AUD as well as the field guides. Here too, internal and external resistance is to be studied and learned from, i.e. taken as a learning opportunity.

Our training will provide a sensibility which is psychoanalytic to the student as she sets out to relate, understand and intervene in contexts of social marginalisation. A divide which has plagued the field of psychoanalysis is that of the psyche from the social. This has led to psychoanalytic elitism and created a situation of non-communication between social scientists on the one hand and psychoanalysts on the other. In India this becomes, all the more, a pressing concern. Given the fact that a large majority of people live in situations of social abjection and poverty, it becomes imperative for a psychotherapist to relate to these states of human life as well.

Interventions in community- Engaging closely, learning from, feeling its ways and then gradually responding to the needs of the community. We imagine this to be a journey of mutual relatedness and transformation.

At the end of the fourth semester, students will present a community based internship report paper containing some of what they have learned from the experience. They will be assessed and awarded on six credits for the community based work done by them.

Assessment Details with weights:

Assessment Components are divided into the written report of community work (40%), viva voce (25%), student's self evaluation (10%) and the supervisors' evaluation (20%) as a continuous process.

Reading List:

1. Altman, N. (2013) Psychoanalysis in and out of the office. *Psychoanalysis, Culture, and Society*.18: 128-139.

2. Altman, N. (2015) *Psychoanalysis in times of accelerating change: From spirit possession to globalisation*. London and New York: Routledge.
3. Bass, A. (2007) When the frame doesn't fit the picture. *Psychoanalytic Dialogues: The International Journal of Relational Perspectives* 17: 1-28.
4. Kakar, S. (1982) *Shamans, Mystics, and Doctors*. Chicago, IL: University of Chicago Press.
5. Kraemer, S. & Steinberg, Z. (2006) It's rarely cold in the NICU: the permeability of psychic space. *Psychoanalytic Dialogues* 16: 165-180.
6. Langer, M. (1989) *From Vienna to Managua: Journey of a Psychoanalyst*. London: Free Association Books.

ADDITIONAL REFERENCE:

7. Lipton, S. D. (1977) The advantages of Freud's technique as shown in his analysis of the Rat Man. *International Journal of Psychoanalysis* 58: 255-273.
8. Menzies, I. E.P. (1975) A case study in the functioning of social systems as a defense against anxiety. In: A.D. Colman and W.H. Bexton (Eds.) *Group Relations Reader I* (pp. 281-312) Jupiter, FL: A.K. Rice Institute.
9. Sprince, J. (2000) Towards an integrated network. *Journal of Child Psychotherapy* 26:3 413-431.
10. Sprince, J. (2002) Developing containment: psychoanalytic consultancy to a therapeutic community for traumatized children. *Journal of Child Psychotherapy*. 28 (2) 147-161.
11. Watkins, M. & Shulman, M. (2008) *Toward Psychologies of Liberation*. Hampshire, U.K.: Palgrave-MacMillan.

School of Human Studies and Centre of Psychotherapy and Clinical Research

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303822

Title: Psychological Assessment: A focus on projective techniques

Type of Course: Taught Course

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: 1st Semester, 1st Year

Course Coordinator and Team: Ms. Nikita Jain, Ms. Shefali Singh

Email of course coordinator: nikitajain@aud.ac.in

Pre-requisites: Interest in using psychological assessments in clinical contexts

Aim: The aim of this course is to familiarise students to some of the important projective techniques and to deepen their acquaintance in clinical and related contexts with a few selected ones. They will be familiarised with test administration, scoring, interpretation and report writing. The use of tests for psychotherapeutic purposes will be highlighted.

Course Outcomes:

1. Learning to use psychological tests to understand the dynamics which underline human motivation, desire and conflict
2. Understanding the use of tests in different contexts- in hospital based work, in private clinics, in community and as an additional tool in psychoanalytic psychotherapy
3. Ability to integrate test findings with clinical history and understand its implications for psychotherapy and related treatment.

Brief description of modules/ Main modules:

Projective techniques have a long history associated with the psychodynamic and psychoanalytic tradition. They have been considered important means of assessing and understanding the dynamics which underline human motivation, desire and conflict. They also remain informed by a clinical sensibility in which history taking acquires a vibrancy even as the psycho-diagnostician and the patient spend several hours together in understanding the latter's personality structure.

The objective of this course is to familiarize the student with projective techniques and to deepen their acquaintance in clinical and related contexts with a few selected ones. The following modules will be covered across the span of the course:

1. **Understanding Projection and its use in Projective Techniques:** Projection is an unconscious psychic mechanism in which without knowing, all of us attribute our psychological characteristics to the external world of persons, objects and phenomena. Projective techniques are time tested means of understanding the human personality and using test descriptions, scores and patterns in a dynamic and qualitative manner.
2. **Scope of Using Projective Psychological Tests:** In the hospital and psychosocial testing, one of the most acceptable ways in which the unconscious as a dynamic concept (and its etchings in the form of motivation and issues) is through projective testing. The qualitative use of tests will be discussed, even as students would be taken through the issues which beseech the field of testing. The use of tests in different contexts- in hospital based work, in private clinics, in community and as an additional tool in psychoanalytic practice would be discussed.
3. **Administration, Interpretation and Report Writing:** Methods of test administration, scoring, quantitative and qualitative interpretation and the writing of a dynamically informed report will be taught. It's assimilation with clinical history will be reflected on through the tradition of Erikson, Rappaport, Gill and Schafer. The implications of patterns of personality for psychotherapy and related treatment too will be emphasised.
4. **Selected list of Projective tests:**
 - i. Rorschach Ink Blot test
 - ii. Murray's Thematic Apperception Test –along with Indian adaptation
 - iii. Bellak's Children's Apperception Test- along with Indian Adaptation
 - iv. Draw a person Test
5. **Selected List of Semi Projective techniques:**
 - i. Sentence Completion Test
 - ii. Raven's controlled Projective Technique
 - iii. Rosenzweig's Picture Frustration Test

Assessment Details with weights:

The assessments are usually planned around the written reports of tests administered, interpreted and analysed, as well as an essay on projective testing. There is also some weightage accorded to class participation and engagement. However, the exact nature of assessments vary slightly within a given range in each batch.

Reading List:

1. David Rapaport (1952), Projective Techniques and the Theory of Thinking. *J. Proj. Tech.*, 16:269-275. Also in *Psychoanalytic Psychiatry and Psychology; Clinical and Theoretical Papers*, Austen Riggs Center, Vol. 1, ed. R. P. Knight & C. R. Friedman. New York: International Universities Press, 1954, pp. 196-203. Also in *Collected Papers (1967)*, pp. 461-469.
2. David Rapaport (1948), Discussion in “The Psychologist in the Clinic Setting” Roundtable. *Amer. J. Orthopsychiat*, 18:493-497, 521. Also in *Collected Papers (1967)*, pp. 299-303.
3. Hoffman, B. (1962), *The Tyranny of Testing*. New York: Crowell-Collier.
4. Murray, H. A. (1938), *Explorations in Personality*. New York: Oxford University Press.
5. Murray, H. A. (1943), *Thematic Apperception Test*. Cambridge: Harvard University Press.
6. Rorschach, H. (1921), *Psychodiagnostics*. New York: Grune & Stratton, 1949.

ADDITIONAL REFERENCE:

1. Holt, R. R. (1951), The Thematic Apperception Test. In *An Introduction to Projective Techniques*, ed. H. H. & G. L. Anderson, New York: Prentice-Hall, pp. 181-229.
2. Holt, R. R. (1961a), The Nature of TAT Stories as Cognitive Products: A Psychoanalytic Approach. In *Contemporary Issues in Thematic Apperceptive Methods*, ed. J. Kagan & G. Lesser. Springfield, Ill.: Charles C Thomas, pp.3-43
3. Rosenwald, G. C. (1963), Psychodiagnostics and Its Discontents. *Psychiatry*, 26:222-240.
4. Rosenzweig, S. (1943), The Ghost of Henry James: A Study in Thematic Apperception. *Character & Pers.*, 12:779-100.

5. Sanford, R. N. (1942), Thematic Apperception Test. Directions for Administration and Scoring. Cambridge: Harvard Psychological Clinic. Mimeographed. Their Implications for Diagnostic Testing. *J. Proj. Tech.*, 24:254-266.
6. Tomkins, S. S. (1947), *The Thematic Apperception Test*. New York: Grune & Stratton.
7. David Rapaport (1948), The Status of Diagnostic Psychological Testing. *J. Consult. Psychol.*, 12:1-3.
8. Rapaport, D., Schafer, R., & Gill, M. M. (1944-1946), *Manual of Diagnostic Psychological Testing*, 2 vols. New York: Josiah Macy, Jr. Foundation.

School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303838

Title: Psychological Complexity of the Human: Reflections in Literature, Art and Film

Type of Course: Core

Cohort for which it is compulsory: MPhil Psychoanalytic Psychotherapy

Cohort for which it is elective: None

No of Credits: 2

Semester and Year Offered: Semester 4/ 2nd year of the MPhil programme

Course Coordinator and Team: Anshumita Pandey

Email of course coordinator: anshumita@aud.ac.in

Pre-requisites: Completion of theoretical courses of the first year.

Aim: The course aims to sensitize and acquaint students to the flow and depth that literature, cinema and art forms have to offer as they delve into the intricacies and complexities of the human psyche. It opens up the shared borders between psychoanalysis, the literary and visual arts for exploration and discussion. Thus routing itself through a critical engagement with forms of literary and artistic expression, it explores ‘the work of art’ in a dual sense: the specific nuances of literary and artistic pieces that imbue it with a pulsating evocative intensity as well as what each renders possible, sense-able by birthing critique and re-writing conditions of the possible. Through such bivalent engagement, the course aims to set up an interface between the domains of psychoanalysis and aesthetics while affirming the aesthetic-creative potential inherent to life.

Course Outcomes: By the end of the course, the student will be able to

1. come to have an appreciation of literature, art and film as distinct mediums that story life-texts and contexts and learn to acknowledge their distinctive takes on questions of human subjectivity.
2. articulate and critically locate the conceptual category of the aesthetic.
3. appreciate and create a reflexive portrayal of the psyche as processual and creative.
4. Translate themes of playing and creativity into everyday living by exploring life itself as work of art.

Brief description of modules/ Main modules

- **Module 1: The Uncanny Interface: Psychoanalysis and Aesthetics**
- **Module 2: Writing as an aesthetic of the Self: Questions of Fiction and Biography**
- **Module 3: Art and the Unconscious: Breton, Ernst and The Surrealist Manifesto**
- **Module 4: The Author Function**
- **Module 5: The Receptive Unconscious :Receiving the human psyche through explorations in Literature, Art & Film**
- **Module 6: Meditations on the Aesthetic Dimension: The impulse to play and creative living**

Assessment Details with weights:

Individual Presentations & Write up – 50%

Reflective writing – 50%

Reading List:

- Freud, S. (1917-19), Strachey, J. ed. (2001), The Uncanny, The Standard Edition of the Complete Works of Sigmund Freud, Volume XII. Vintage Books: London
- Cixous, H. (1976), Fiction and its Phantoms: A Reading of Freud's Das Unheimliche (The "Uncanny"), New Literary History, Vol. 7, No. 3, John Hopkins University Press.
- Johnson, B. (2014), 'My Monster/ My Self', A Life with Mary Shelley, Stanford University Press.
- Breton, A. (1972), Manifesto of Surrealism(1924), Manifestoes of Surrealism, University of Michigan Press.
- Rainbow, P (ed) (1984), Foucault, M, 'What is an author?', The Foucault Reader, Random House.
- Marcuse, H (1974), 'The Aesthetic Dimension', Eros and Civilization, Beacon Press, Boston, USA
- Deleuze, G. (1998), Literature and Life, Essays Critical and Clinical, Verso,UK
- Wild strawberries, Film, Ingmar Bergman, 1957
- Frankenstein, Film, Sam Hall & Dan Curtis, 1973
- Tariq Ali on Surrealism: https://www.youtube.com/watch?v=5H39e_iYZqE
- Anne Umland on Max Ernst: How to see the artist
(<https://www.youtube.com/watch?v=sWAzhHQQX5c>)

ADDITIONAL REFERENCE:

- Freud, S. (1911-13), Strachey, J. ed. (2001), Remembering, Repeating and Working Through: The Standard Edition of the Complete Works of Sigmund Freud, Volume XII. Vintage Books: London
- Bollas, C. (2007) The Freudian Moment. Karnac Books: London
- Kristeva, J (1980), 'How does one speak to Literature?', Desire in Language: A semiotic approach to Literature and Art, Columbia University Press, New York
- Kristeva, J (1980), 'Novel as Polylogue', Desire in Language: A semiotic approach to Literature and Art, Columbia University Press, New York

- Johnson, B. (2014), *A Life with Mary Shelley*, Stanford University Press.
- Felman, S. (2003), *Writing and Madness: Literature, Philosophy and Psychoanalysis*, Stanford University Press.
- Marcuse, H (1974), 'The Images of Orpheus and Narcissus', *Eros and Civilization*, Beacon Press, Boston, USA
- Winnicott, DW (1971,) 'Playing: Creative activity and the search for the self', *Playing and Reality*, Tavistock Publications, 1971
- Bollas, C (2008), *The Evocative Object World*, Routledge.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS303931

Title: Dissertation

Type of Course: Research based

Cohort for which it is compulsory: M.Phil. Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 12

Semester and Year Offered: 5th and 6th Semester; 3rd Year

Course Coordinator and Team: Prof. Rachana Johri, Dr. Ashis Roy, Prof. Honey Oberoi Vahali

Email of course coordinator: rachana@aud.ac.in

Pre-requisites: knowledge of research methods and ethics

Aim: production of reliable data and knowledge on a specific clinical or psychosocial topic to make a meaningful contribution to theory and/or practice.

Course Outcomes:

1. A full thesis that provides relevant directions and a meaningful perspective to the research question(s) that the student has engaged with.
2. Develop a capacity to engage in productive exchange with allied disciplines based on the relevance of the research findings to these disciplines.
3. Nuancing of research skills to engage in research in future, particularly at the doctoral level.

Brief description of modules/ Main modules:

Relying on the supervisory process between teacher and student, the research dissertation is a culmination of the overall M.Phil. training, its focus being on a specific clinical or psychosocial topic. It could be based on exploratory work, theoretical contributions clinical work. Students may like to explore other modalities of working on a dissertation apart from it being a written document. It could for instance be a film or a theatre production they make on issues of relevance to mental health. They could also create an art based work on themes of psychosocial clinical.

Assessment Details with weights: (Written thesis + viva) - 100%

Reading List:

The reading list is formulated between supervisor and student depending on the research topic and method.

ADDITIONAL REFERENCE:

School Name

Ambedkar University Delhi

Course Outline

Time Slot- 2-4pm

Course Code: SHS303827

Title: Preparing to work in the Community

Type of Course: taught-course; involves field-work

Cohort for which it is compulsory: M.Phil. Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 6

Semester and Year Offered: 2nd Semester, 1st Year

Course Coordinator and Team: Dr. Shifa Haq

Email of course coordinator: shifahaq@aud.ac.in

Pre-requisites: familiarity with basic psychoanalytic concepts and basic group psychology

Aim: to introduce students to think about communities and marginal spaces in society through an experience-near lens so that they can begin to initiate authentic contact in field sites and sustain work of benefit to the community, even as they open themselves to be touched and transformed through this journey.

Course Outcomes: On successful completion of this course students will be able to

1. Appreciate psychoanalysis as not only an intensely intrapsychic discipline but also a way of thinking about the suffering created by splitting processes between communities, groups, and nations.
2. Engage with social processes and experiential phenomena likely to be missed out and neglected by the mainstream socio-economic and political discourse.
3. Develop skills to begin and sustain contact, with the aim of psychosocial well-being, with groups/communities with a complementary attitude towards other form of community work such as Community Social Work practice.

Brief description of modules/ Main modules:

1. *History of psychotherapy and psychoanalysis from a European/North American Perspective.* Of relevance will be an examination of how mental health practitioners have avoided looking at questions of race, class and gender.

2. *Perspectives from Asia and Latin America-* struggles of psychotherapists to engage with the lives of ordinary people will be foregrounded; Students will be acquainted with the perspective of liberation psychology and the mode of dialoguing as a way of reaching neglected forms of experience.

3. *Re-examining the frame:* When the frame does not fit the picture. In this unit, students will be made to critically reflect on the rigid assumptions of psychotherapy and the discordant tune it sets when the private practice model remains alienating to millions of lives. The attempt here would be to take psychoanalysis outside into the community and to review the assumptions which function as resistances in the model itself.

4. *Money, Globalization, and Mental Health:* Once again the course instructor and the students will open themselves to ask uncomfortable questions which have so far been naturalised and essentialized in the teaching as practice of psychotherapy- especially of a psychoanalytic nature.

5. *Community-based Clinical Work:* Students would be encouraged to think of possibilities of community based work. They will simultaneously start visiting sites where future work is to be sustained.

Each student will be required to do a one and half year long community based mental health work in one or two NGOs or in some other community based setting.

Assessment Details with weights: Written - 50% ; Viva - 50%

Reading List:

Altman, N. (2013) Psychoanalysis in and out of the office. *Psychoanalysis, Culture, and Society*.18: 128-139.

Altman, N. (2015) Psychoanalysis in times of accelerating change: From spirit possession to globalisation. London and New York: Routledge.

Bass, A. (2007) When the frame doesn't fit the picture. *Psychoanalytic Dialogues: The International Journal of Relational Perspectives* 17: 1-28.

Kakar, S. (1982) *Shamans, Mystics, and Doctors*. Chicago, IL: University of Chicago Press.

Kraemer, S. & Steinberg, Z. (2006) It's rarely cold in the NICU: the permeability of psychic space. *Psychoanalytic Dialogues* 16: 165-180.

Langer, M. (1989) *From Vienna to Managua: Journey of a Psychoanalyst*. London: Free Association Books.

Lipton, S. D. (1977) The advantages of Freud's technique as shown in his analysis of the Rat Man. *International Journal of Psychoanalysis* 58: 255-273.

Menzies, I. E.P. (1975) A case study in the functioning of social systems as a defense against anxiety. In: A.D. Colman and W.H. Bexton (Eds.) *Group Relations Reader I* (pp. 281-312) Jupiter, FL: A.K. Rice Institute.

Sprince, J. (2000) Towards an integrated network. *Journal of Child Psychotherapy* 26:3 413-431.

Sprince, J. (2002) Developing containment: psychoanalytic consultancy to a therapeutic community for traumatized children. *Journal of Child Psychotherapy*. 28 (2) 147-161.

Watkins, M. & Shulman, M. (2008) *Toward Psychologies of Liberation*. Hampshire, U.K.: Palgrave-MacMillan.

ADDITIONAL REFERENCE:

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____2-4pm_____

Course Code: SHS303834

Title: Transference, Dreaming, and Unconscious Communication

Type of Course: taught-course

Cohort for which it is compulsory: M.Phil. Psychoanalytic Psychotherapy

Cohort for which it is elective: N/A

No of Credits: 2

Semester and Year Offered: 3rd Semester; 2nd Year

Course Coordinator and Team: Prof. Ashok Nagpal, Prof. Honey Oberoi Vahali

Email of course coordinator: rachana@aud.ac.in

Pre-requisites: familiarity with basic psychoanalytic concepts, in particular the topographical model of the mind.

Aim: This course will help the student to “feel and think” through the unconscious routes of communication while foregrounding how transference and dreaming are furthering healing processes in the clinical context, as in life in general too.

Course Outcomes: On successful completion of this course the student will be able to

1. Work with positive transference and negative transference; Become aware of transference patterns while working in cross-cultural, cross-class and cross-caste contexts.
2. Develop a sense of the ongoing transferences and relating them to the life of the patient, patterns of transference in borderline patients and states of psychosis.
3. Appreciate the importance of attending to the patient’s free association through the analyst’s/psychotherapist’s reveries, free floating and evenly suspended attention.

Brief description of modules/ Main modules:

Module 1: Transference: Listening to the rhythms of one's counter-transference: explorations into the notion of counter-transference and its evolving meaning, as well as a glimpse of specific forms of counter-transference with specific patient groups.

Module 2: Dreaming and Dream-Work: Freudian reflections on dreams and processes of dream interpretation. Relationship between Dreams, symptoms, creativity and the unconscious, Dream as a universal psychic activity.

Module 3: Unconscious Communication: reflections on symptoms, dreams, jokes, and slips as productions of the unconscious; Discussion of Freud's writings on communication between the patient's and the analyst's unconscious

Assessment Details with weights: Written - 50% ; Viva - 50%

Reading List:

Bollas, C. (1996). *Cracking Up: the work of Unconscious Experience*. Psychology Press.

Freud, S., & Strachey, J. (1991). *The interpretation of dreams*. London: Penguin Books.

Green, A. (2005). *Psychoanalysis: A Paradigm for Clinical Thinking*. Free Association Books.

Searles, H. (1994). *My Work with Borderline Patients*. Jason Aronson Publishers

Searles, H. (1999). *Countertransference and Related Subjects*. International Universities Press.

Ogden, T. (1999). *Reverie and Interpretation*. London: Karnac Books.

ADDITIONAL REFERENCE:

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS _____

Title: Culture, Subjectivity and Psychoanalysis

Type of Course: Theory based course

Cohort for which it is compulsory: PhD Psychology

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester 1

Course Coordinator and Team: Dr. Anup Dhar

Email of course coordinator: <anup@aud.ac.in>

Pre-requisites:

Course Objectives/Description:

Course 801: Culture, Subjectivity and Psychoanalysis

This course is designed to think the "politics of (secret) selves in colonial India". In that sense, this course is not just about 'explicit selves'; it is also about 'secret selves'. It is not just about 'bounded-bonded selves' - about selves explicitly marked by a certain *Christianizing of the pagan world*. It is also about 'elusive selves' - about selves not marked altogether by a (Christian) science of pagan practices. Was Girindrasekhar Bose such a self? It is also about marginal moments in European selves – moments in late Michel Foucault's works, Gilles Deleuze and Felix Guattari's works – who could not accept either Christianity or its secularized fusion of morality and religion or its claim to provide a theoretical foundation of practices. Was Freud-Lacan such a self?

Put in another way, this course is about the (failed) dialogue between Girindrasekhar Bose and Sigmund Freud. Why was there a dialogue in the first place? Why did 'psychoanalysis' become the *placeholder* for the dialogue? Why did the dialogue fail? Where did it fail? What was the source of the misunderstanding? Was it because Bose and Freud were two different selves

emerging out of two modes-of-going-about-in-the-world? Taking off from the Bose-Freud correspondence this course tries to see how Bose was “experimenting with a psychological method of treatment of mental patients which was *akin* to psychoanalysis”. This course thus tries to see what Bose’s ‘method’ was? What was his ‘philosophy of mind’? In other words, it tries to see who Bose was? What was his self? On the other hand, who was Freud? What were his (cultural) moorings? Were they Judaic/Hellenic? Was Freud a critique of Christianity? Did Freud’s critique of Christianity make possible the dialogue between Freud and Bose - dialogue between a Western self that was at the same time a critique of Christianity *and* a (pagan) self, a non-Western self not tainted altogether by the Christianizing of the pagan world?

Put in yet another way, this course is about the inauguration of a certain attitude-mindset in the social sciences – an attitude-mindset that inaugurates, in turn, a turn to subjectivity (as against objectivist accounts). It is that which inaugurates a turn to intersubjectivity as a ground and condition of knowledge. It inaugurates a turn to ‘thought’ as against ‘knowingness’. It inaugurates a turn to the Socratic question – “Who am I?” “How should I live?” It inaugurates an attention to the “work of the self on the self, an elaboration of the self by the self, a progressive transformation of the self by the self for which one takes responsibility in a long labor of *askesis*”.

Course Outcomes:

On successful completion of this course students will be able to:

1. Critically engage with basic concepts of psychoanalysis with respect to the question of culture
2. Understand the history, experience and practice of psychoanalysis in the context of questions of culture
3. Have an in-depth understanding of *Psychoanalysis in India* as also *Indian Psychoanalysis*
4. Read texts rigorously and deconstructively as also set up doctoral level research questions

Module I:

The Origin of Psychoanalysis ‘in India’: an origin that made room for ab-original/aboriginal psychoanalysis!

This session would begin with an outline of the particular structure of the course. We would discuss the reason for setting up an engagement with the question of ‘subjectivity’ and that too in

a 'colonial context' (what is of course the 'colonial context'? one would have to ask – in that sense, this course is also about 'coloniality' – about “what coloniality is”). We would discuss the reason for setting up an engagement with psychoanalysis' understanding of subjectivity and the psychoanalyst's (here Freud-Bose-Lacan's) understanding of (sexed) subjectivity. We would also discuss the reason for taking off from the Bose-Freud Correspondence and linking it thereafter with Lacan's Return to Freud.

Readings:

The Beginnings of Psychoanalysis in India: Bose-Freud Correspondence – *Indian Psychoanalytic Society*, pp. 1-28.

Supplementary Readings:

Those who think – “But we have to first know the basics of Freud and Psychoanalysis” – please attend a Film Screening titled *Sigmund Freud: The Archaeology of the Unconscious*. This film would help us get a grip of the problems Freud had encountered in his medical career; it would also help us see why a medical doctor flirting with questions related to the neurological moves after the aphasia book to questions relating to the 'logic of the mind', a logic menaced by the restlessness of the illogical; it would also show how Freud's 'method' differs fundamentally from other epistemo-affective intersubjective encounters. Also, read Lear, J. 2005. *Freud* (New York and London: Routledge). Read as well Lear, J. 1998. *Open Minded: Working Out the Logic of the Soul*, pp. 1-55 (Harvard University Press), containing three chapters – (a) Preface: The King and I, (b) On Killing Freud (again) and (c) Knowingness and Abandonment: An Oedipus of Our time. Chapter 3. The supplementary readings would help us understand and comprehend further the problem the course is trying to think through.

Modules 2 and 3:

Girindrasekhar Bose and a 'New Theory' of Mental Life: An ab-original/aboriginal theory?

Readings:

Bose, G. 1966. Excerpts from “A New theory of Mental Life” in *Samiksha: Journal of the Indian Psychoanalytic Society* (ed. T. C. Sinha), Volume 20, Number 1.

(This reading would like to track a few questions: what was the 'culture of psychoanalysis' that had evolved in India? What was the 'psychoanalysis of culture' that emerged in the process? How did such thinking inform the question of (colonial) subjectivity? We would like to see Bose's work as a particular moment within the broader general of a thinking of 'Subjectivity and Psychoanalysis'.)

Module 4:

An ab-original/aboriginal philosophy of mind?

Readings:

Bose G., Excerpts from *Yoga-Sutras* – Indian Psychoanalytic Society.

(What makes psychoanalysis aboriginal? What conceptual displacements are necessities to address aboriginality? Would the psychoanalytic approach/attitude be a ground for attending to aboriginal subjects? Being merely 'other than the original', being merely 'other than the western original' does not necessarily make psychoanalysis aboriginal. Does psychoanalysis, as that approach/attitude that thinks the subject and culture in their mutual constitutivity, offer conceptual ground to think the aboriginal (not just the ab-original), think the aboriginal of culture and subject? But then, to think the (psycho)analysis of the aboriginal one first needs to aboriginalise psychoanalysis. What was Bose doing? Through the *Yoga-Sutras*, was he making a move towards an aboriginal philosophy of mind?)
Guzeldere, G. 1998. 'The Many Faces of Consciousness' in *The Nature of Consciousness: Philosophical Debates* (ed. Ned Block, Owen Flanagan and Guven Guzeldere), pp. 1-45. (A Bradford Book – The MIT Press: Cambridge, Massachusetts, London).

Supplementary Reading:

'What Makes Us Think: A Neuroscientist (Jean-Pierre Changeux) and a Philosopher (Paul Ricœur) Argue about Ethics, Human Nature and the Brain'.
(These readings would show what the western counterpart is thinking in terms of the nature and

logic of consciousness – what the western counterpart is thinking in terms of ‘what consciousness is’.)

Module 5:

Putting Ab-Original/Aboriginal Thought in Context

Readings:

Akhtar, S. (ed.). 2005. “Introduction” in *Freud Along the Ganges: Psychoanalytic Reflections on the People and Culture of India*, pp. 3-25 (Stanza: New Delhi).

Harnack, C. 2001. 'The Use of Psychoanalysis in the Treatment of Indian Patients' in *Psychoanalysis in Colonial India*, pp. 120-162 (OUP).

Vaidyanathan, T. G. and Kripal, J. K. (ed.). 1999. 'Psychoanalysis and Hinduism: Thinking Through Each Other' in *Vishnu on Freud's Desk: A Reader in Psychoanalysis and Hinduism*, pp. 438-452 (Delhi: OUP).

These readings would explore a few questions: what was 'our' relation to Freudian psychoanalysis? What was the relation of 'our' understanding and invocation of psychoanalysis to what was or what emerged as 'our' (or as the 'Oriental') understanding of mind-self-subject? While 'our' psychoanalysis was perhaps 'ab-original' (i.e. different from the western original), was it at the same time 'aboriginal'; was it 'aboriginal psychoanalysis' and not just 'ab-original' psychoanalysis? The other question that one could pursue in this context is whether Freud's awareness of other cultures was inflected by the Judeo-Hellenic tradition that gave it its peculiarly “Western” stamp. Is there a whitening out of race-culture-coloniality? Is there a lack of questioning of how aspects of the constitution of subjectivity in terms of ‘cultural-colonial-sexual difference’ might complicate our understandings of psychoanalysis? Does Freudian psychoanalysis colonize 'our' subjectivity? Does it colonize our ‘understanding’ of subjectivity?)

Supplementary Readings:

Basu, Amit Ranjan. 1999. 'The Coming of Psychoanalysis in Colonial India: The Bengali Writings of Dr. Girindrasekhar Bose' in *Culture and the Disciplines: Papers from the Cultural Studies Workshops* (ed. Tapati Guha Thakurta), pp. 36-54 – Enreca Occasional Papers Series (5) – Centre for the Studies in Social Sciences, Calcutta. [Link found here](#)

Oberoi, Honey. 2008. 'Landscaping a Perspective: India and the Psychoanalytic Vista'– Working Paper.

Session 6:

Alternative sciences/Alternative selves

Readings:

Nandy, A. 1995. 'Defiance and Conformity in Science: The World of Jagadish Chandra Bose' in *Alternative Sciences: creativity and authenticity in two Indian scientists*, pp. 17-87 (Delhi: OUP).

(This reading is trying to relate Bose's work to another contemporary – to how another contemporary was trying to think through the problem of the self of science and the science of the self.)

Session 7:

The Politics of (Secret) Selves in Colonial India

Readings:

Nandy, A. 2004. 'The Savage Freud: The First Non-Western Psychoanalyst and the Politics of Secret Selves in Colonial India' in *Bonfire of Creeds: The Essential Ashis Nandy*, pp. 339-393. OUP (Call# 320.954 NAN)

Nandy, A. 2004. 'Towards an Alternative Politics of Psychology', in *Bonfire of Creeds: The Essential Ashis Nandy*, pp. 324-338. OUP (Call# 320.954 NAN)

Supplementary readings:

We would like to supplement this session with the audio recording of an interview of Ashish Nandy taken on the 23rd and the 24th of June, 2008.

Session 8:

The Intimate Enemy: Loss and recovery of self under colonialism

Readings:

Nandy, A. 1998. 'The Psychology of Colonialism: Sex, Age and Ideology in British India' in *Exiled at Home*, pp. 1-63 (New Delhi: OUP)

Session 9:

Culture, Subjectivity and Psychoanalysis: The Politics of Other Selves

Readings:

Fanon, F. 1967. Excerpts from the 'The Negro and Psychopathology in *Black Skin, White Masks*, pp. 141-209. (New York: Grave Press)

Mbembe, A. 2001. 'Time on the Move' in *On the Postcolony*, pp. 1-23. (Berkeley: University of California Press)

Roland, A. 1989. 'Psychoanalysis in India and Japan' in *In search of self in India and Japan: toward a cross-cultural psychology*, pp. 55-88 (Princeton University Press).

(These readings would show that the psychoanalytic approach is not 'One', but conflict-ridden from its inception; psychoanalysis itself spans from the meta-psychological to the hermeneutic, from the Anglo-American to the Franco-German, from those stemming from more North-Western spaces to those emerging from more colonial contexts-locations (at present we have three approaches in mind – the Indian (G. Bose), the Algerian (F. Fanon) and the Japanese.)

Session 10:

The Politics of the National/De-colonial Self: Swaraj in Idea(l)s

Readings:

Nandy, A. 2004. Excerpts from 'The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self' in *Bonfire Creeds: The Essential Ashish Nandy* (New Delhi: OUP).pp.324-338 [Link found here](#)

Session 11:

Subjectivity and Psychoanalysis

Screening of Luis Bunuel's Un Chien Andalou [1928]

Readings:

Calvino, I. 1983. "Reading a Wave" in *Mr. Palomar*, pp. 1-3

Kafka, F. 1916. *Metamorphosis*, pp. 11-52

Nagel, T. 1974. 'What is it like to be a Bat' in *The Philosophical Review* LXXXIII, 4, pp. 435-50

Messer, S. B., Sass, L. A. and Woolfolk, R. L. 1990. 'If Persons are Texts' in *Hermeneutics and Psychological Theory: Interpretative Perspectives on Personality, Psychotherapy and Psychopathology*, pp. 28-50 (New Brunswick and London: Rutgers University Press)

Haraway, D. 1997. 'A Manifesto for Cyborgs: Science, technology, and socialist feminism in the 1980s' in *The Postmodern Turn: New Perspectives on Social Theory*, ed. Steven Seidman, pp. 82-118 (Cambridge: Cambridge University Press).

Flax, J. 1993. 'Multiples: On the Contemporary Politics of Subjectivity' in *Disputed Subjects: Essays on Psychoanalysis, Politics and Philosophy*, pp. 92-110 (New York and London: Routledge).

Session 12:

The Subject of Repression-Disavowal-Foreclosure

Readings:

Freud, S. 1925. 'A Note on the Mystic Writing Pad' in *General Psychological Theory*, Chapter XIII, pp. 207-212.

Lear, J. 1998. 'Restlessness, Phantasy, and the Concept of Mind' in *Open Minded: Working out the Logic of the Soul*, pp. 80-122. (Cambridge: Harvard University Press).

Lacan, J. 2006. 'The Subversion of the Subject and the Dialectic of Desire in the Freudian Unconscious' in *Ecrits* (trans. Bruce Fink), pp. 671-702 (New York, London: W. W. Norton and Company).

Session 13:

Epimeleia Heautou

Readings:

Foucault, M. 2005. *The Hermeneutics of the Subject : lectures at the College de France, 1981-1982*, pp. 1-41 (Palgrave Macmillan).

Session 14:

The race of psychoanalysis: The psychoanalysis of race

Readings:

Freud, S. 1990 (1939 [1934-38]). 'Moses, His People and Monotheist Religion' in *Moses and Monotheism: Three Essays in The Origins of Religion*, pp. 295-386 (London: Penguin Books)

Said, E. 2003. *Freud and the Non-European*, pp. 13-55 (Verso: London and New York).

Dhareshwar, V. 1996. "Trial of the Pagans" in *Cultural Dynamics* Vol. 8, No. 2.

Derrida, J. 1998. "Geopschoanalysis: "... and the rest of the world" in Christopher, L. (ed.) *The Psychoanalysis of Race*, pp. 65-90 (New York: Columbia University Press)

Spivak, G. C. 1994. "Psychoanalysis in the Left Field and fieldworking: examples to fit the title" in *Speculations after Freud: Psychoanalysis, philosophy and culture* (ed. Sonu Shamdasani and Michael Munchow), pp. 41-75 (New York and London: Routledge).

Assessment Details with weights:

Critical Review (1000 words): Of Concept and Theories {30%}

Reflective Piece (1000 words): Develop Theoretical Framework {30%}

Presentation of 3000 word paper: {40%}

School of Human Studies

AmbedkarUniversity Delhi

Course Outline for RMEW

Time Slot _____

Course Code: SHS310108 (Ph.D WGS)

Title: Research Methods and Exemplary Works

Type of Course: Core Compulsory

Cohort for which it is compulsory: Ph.D WGS

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2018

Course Coordinator and Team: RachnaChaudhary (AUD) and Bijoya Roy (CWDS)

Email of course coordinator: rachna@aud.ac.in

Pre-requisites: Students should be registered to the MPhil WGS programme

Course Objectives/Description:

This course will focus on how Feminist research methodologies have emerged as a response to or as critique of existing research perspectives in the natural and social sciences and humanities. Consequently, the course will discuss key approaches in feminist research methodologies that actively engage with concepts like subjectivity of the researcher, individual experience, intersectionality the qualitative-quantities distinctions, power relations in research etc. Through thematic reading across chosen domains, the effort will be to understand how authors have developed methodologies to address their research questions; how they have used different kinds of primary/secondary and quantitative/qualitative data, analysed it and what makes their research feminist

Fieldwork is a critical aspect of RMEW coursework. The purpose is to learn the skills of doing fieldwork, share fieldwork experiences and reflect upon the process. Its purpose is to enable them to understand the diverse methodological approaches, complexity of the field in terms of access, power gradient between the researcher and the researched and ethical dilemmas. Finally the aim of fieldwork in RMEW is to deepen their understanding of how researchers' experience of the field can shape the research.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key approaches in feminist research methodologies.
2. Demonstrate comprehensive knowledge of key texts and topics related to Feminist Research Methodologies.
3. Engage with concepts such as subjectivity of the researcher, individual experience and intersectionality.
4. Demonstrate an awareness of critical skills required to read a range of texts.
5. Use different kinds of primary/secondary and quantitative/qualitative data.

Brief description of modules/ Main modules:

5. **Introduction and Critique of Science:** This module introduces the students to the concepts of science and their critique from a feminist lens. The claims of objectivity and truth are critically engaged with and students explore the link between science and research methodologies.
6. **Object and Subject of Research:** This module asks students to look into the making of objects of research enquiry. What makes a certain concept or category an object of research and who takes up what kind of questions to research.
7. **Method, Methodologies and Epistemologies:** This module explores feminist methodologies such as feminist standpoint epistemology and asks what are the linkages between method, methodologies and epistemology.
8. **Feminist Research and Quantitative Method:** This module trains the students to understand and use quantitative method. This entails engaging with a variety of data, interpreting it and using it for research.

Assessment Details with weights:

Assessment 1: Written of 40% weight

Assessment 2: Short Piece based on Field Diary of 30% weight

Assessment 3: Field Work Presentation of 30% weight

Reading List:

13. Donna Haraway (2004). *Situated Knowledges: The science question in Feminism and the privilege of partial perspective.* In Sandra Harding's (ed.), *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies.* New York: Routledge. Pp. 81-102.
14. Maria Mies (1991). *Women's research or Feminist Research? The debate surrounding feminist Science and methodology.* In Mary Margaret Fonow and Judith A Cook (eds.), *Beyond Methodology: Feminist Scholarship as Lived Research.* Bloomington: Indiana University Press. Pp. 60-84.

15. Brian Larkin, "Unstable Objects: The Making of Radio in Nigeria", from *Signal and Noise: Media, Infrastructure and Urban Culture in Nigeria*.
16. Purnima Mankekar (2002), "Epic Contests: Television and Religious Identity in India", in Faye D. Ginsburg, Lila Abu-Lughod, and Brian Larkin (eds.), *Media Worlds: Anthropology on New Terrain*, University of California Press, pp. 134-151
17. Sharlene Nagy Hesse-Biber, Patricia Leavy, and Michelle L. Yaiser, "Feminist Approaches to Research as a Process: Reconceptualizing Epistemology, Methodology, and Method"
18. Harding, Sandra. 1987. "Introduction: Is There a Feminist Method?" Pp. 1-14 and "Conclusion: Epistemological Questions," pp. 181-190 in Harding, Sandra. *Feminism and Methodology: Social Science Issues*. Bloomington: Indiana University Press, 1987
19. Bora, Papori. 2010. *Between the Human, the Citizen and the Tribal: Reading Feminist Politics in India's Northeast*, in *International Feminist Journal of politics*. Taylor and Francis. 12:3-4. Pp. 341-360.
20. Harding, S. Introduction. Standpoint theory as a site of political philosophic and scientific debate. In Harding S Ed. *The Feminist Standpoint Reader*.
21. Rege, S. (1998) *A Dalit Women Talk Differently. A critique of difference and towards a Dalit feminist standpoint position*.
22. Gatrell C (2006) *Interviewing Fathers: Feminist Dilemmas in Fieldwork*, *Journal of Gender Studies*, Vol. 15, No. 3 November, pp. 237–251
23. Mahmood C K (2002) *Anthropological Compulsions in a World in Crisis (Editorial)* *ANTHROPOLOGY TODAY* Vol 18 No 3, June
24. Choragudi, Rahul. 2017. 'The predicament of a Madiga ethnographer doing fieldwork in a multi-caste village in Andhra Pradesh' in *Knowing the Social World: Perspectives and Possibilities*, edited by N. Jayaram, 377-393. Delhi: Orient Blackswan.

ADDITIONAL REFERENCE:

- Inhorn MC and Whittle K L (2001) *Feminism meets the new Epidemiologies: toward an appraisal of antifeminist biases in epidemiological research on women's health*, *Social Science and Medicine*, 53, 553-567
- Gopal M and Lingam L (2002) *Missing Links in Women's Morbidity in India, A Critical Review of Selected Studies (1990-2000)* The Gender and Reproductive Health Research Initiative. CREA. New Delhi.
- Hollen C V (2016) *Feminist Critical Medical Anthropology Methodologies: Understanding Gender and Healthcare in India*, *Economic & Political Weekly*, APRIL 30, 2016 VolII, No 18
- Kim Gutschow (2015) *Going 'Beyond the Numbers': Maternal Death Reviews in India*, *MEDICAL ANTHROPOLOGY* <http://dx.doi.org/10.1080/01459740.2015.1101460>
- Conceptualising Conceptions (2016)* In Bhardwaj A (2016) *Conceptions Infertility and Procreative Technologies in India*, Orient Black Swan, New Delhi.

My Vaidya and my Gynecologist: Agency, Authority and Risk in Quest of a Child. In *Asymmetrical Conversations: Contestations, Circumventions, and the Blurring of Therapeutic Boundaries*, ed. Harish Naraindas, Johannes Quack and William S. Sax, 118-161. New York: Berghahn, 2014

Martin S P, McDaid L M and Hilton S (2014) Double-standards in reporting of risk and responsibility for sexual health: a qualitative content analysis of negatively toned UK newsprint articles, *BMC Public Health*, 14:792 <http://www.biomedcentral.com/1471-2458/14/792>

Lupton D (1992) Discourse Analysis: A New Methodology for Understanding the ideologies of Health and illness, *Australian Journal of Public Health*, Vol.16., No.2

Lupton D (1994) Femininity, responsibility, and the technological imperative: Discourses on Breast Cancer in the Australian Press, *International Journal of Health Services*, Vol. 24, No. 1, 73-89.

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS310105 (Ph.D Women's and Gender Studies)

Title: Feminist Theories

Type of Course: Core

Cohort for which it is compulsory: Ph.D Women's and Gender Studies

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: 1

Course Coordinator and Team: Bindu K.C, Mary John and Seema Kazi

Email of course coordinator: bindukc@aud.ac.in

Pre-requisites:

Course Objectives/Description:

This course is designed to provide students with a genealogy of feminist theories and concepts, by examining the history of ideas on and different theoretical and disciplinary approaches to the study of women and gender. How has women's oppression been theorised by deploying new concepts or theoretical frames?

What sorts of debates and contestations have characterised such theories, whether in India or elsewhere? How have various strands of social thought (liberal, materialist, Marxist, psychoanalytic, poststructuralist, postcolonial, etc.) influenced conceptualizations of women and gender and how have feminists responded to key social thinkers from these perspectives? Course readings will include approaches to theorizing patriarchy, women, sex and gender as analytical constructs; the relationship of women and gender to other relations of difference/hierarchy/power, such as class, race, caste, nation, disability, among others; questions of universality, community/culture and so on; masculinity and femininity as social constructions; theorizing on sexualities and sexual identities; and feminism itself as a contested political term. One of the key aims of the course is to understand the linkages between core theoretical movements that have influenced feminist scholarship over the past several decades, and the challenges that they pose for the practice of feminist inquiry and modes of theorizing across the disciplines and in the Indian context.

Course Outcomes:

1. Identify major trends and theorists in Women's and Gender Studies
2. Become familiar with key concepts in feminist theories and the debates associated with them.
3. Become familiar with significant writings in feminist theories both in India and elsewhere
4. Learn how to identify arguments from key texts, present them orally and in writing through assessments.

Brief description of modules/ Main modules:

Introductory Module on Feminism, Liberalism and Marxism.

- 1] Laski, Harold (1949). *The Rise of European Liberalism*, London: George Allen Unwin.
- 2] Phillips, Anne (1987). *Feminism and Equality: Readings in Social and Political Theory*, Oxford: Basil Blackwell
- 3] Wendel, Susan, 1987. A Qualified Defense of Liberal Feminism. *Hypatia* 2(2):
- 4] Higgins, Tracy, 2004. Gender, Why Feminists Can't (or Shouldn't) be Liberals. *Fordham Law Review* 72 (5): 1629-1641.
- 5) Various chapters of Allison Jaggar *Feminist Politics and Human Nature* (1983)

Brief description of modules/ Main modules with readings:

3. *Women and Patriarchy*

This module will look at how the notion of patriarchy emerged as a category in both western and indian contexts, and discuss its usefulness both historically and today. (the readings by Uma Chakravarti, Gerda Lerner and Sylvia Walby are all available in the CWDS photocopied spiral bound volumes available in both libraries.)

Chakravarti, Uma. 2009 [2006]. "The Formation of Patriarchy and the Subordination of Women." Pp. 66-80 in *Gendering caste through a feminist lens*. Kolkata: Stree.

Lerner, Gerda. 1986. "The Creation of Patriarchy," pp.212-229 (Ch.11) in *The Creation of Patriarchy*. New York, Oxford: Oxford University Press.

Sangari, Kum-Kum. 1995. "Politics of Diversity: Religious Communities and Multiple Patriarchies," *Economic and Political Weekly*, Part-1: 30(51):3287- 310; and Part 2: 30(52):3381-89. Excerpted in Mary E John (ed.) *Women's Studies in India: A Reader*, Penguin 2008.

Walby, Sylvia. 1990. "Introduction/Patriarchy," pp. 19-21; and "From Private to Public Patriarchy," pp. 173-202 in *Theorizing Patriarchy*. Oxford, UK and Malden, MA: Wiley-Blackwell.

4. *Sex/Gender*

This module will explore the varied explanations for differences based on sex and gender while also examining the distinction and relations between these terms. Whether the cause of such differences is sought in other dualisms—such as nature/culture or the public/private—there is disagreement about the universality and nature of such distinctions. We will look to non-Western societies to examine the sex-gender distinction and to question the centrality of gender to society, and at practice based theories of gender that are less deterministic than those that draw on the body as synonymous with sex. (We will return to re-theorizing of 'gender' again when we address postmodernism & post-structuralism.)

Scott, Joan Wallach. 1988. "Gender: A Useful Category of Historical Analysis." Pp. 28-52 in *Gender and the Politics of History*. New York: Columbia University Press. (In the CWDS Photocopied Reader)

Ortner, Sherry. 1996b. "Making Gender: Toward a Feminist, Minority, Postcolonial, Subaltern, etc., Theory of Practice." Pp. 1-20 in *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon Press.

Oyewùmí, Oyèrónké. 1997. "Preface," pp. ix-xviii; and "Visualizing the Body: Western Theories and African Subjects," pp. 1-30 in *The Invention of Women: Making an African Sense of Western Gender Discourses*. Minneapolis: University of Minnesota Press.

Harrison, Wendy Cealey. 2006. "The Shadow and the Substance: The Sex/Gender Debate." Pp. 35-52 in *Handbook of Gender and Women's Studies*, edited by Kathy Davis, Mary Evans, and Judith Lorber. London: SAGE Publications Ltd. (in the CWDS photocopied Reader available in both libraries.)

3. *Caste, Race and Intersectionalities:*

this module will look at the relationship between issues of race and gender, and caste and gender in western and Indian contexts and discuss the usefulness of the concept of intersectionality.

Readings:

Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color, by Kimberle W. Crenshaw, pdf Paper.

Relating to Privilege: Seduction and Rejection in the Subordination of White Women and Women of Color by Aida Hurtado. *Signs*, Vol. 14, No. 4, (Summer, 1989), pp. 833-855;

Angela Y. Davis, The Myth of the Black Rapist, in *Women, Race and Class*.

Uma Chakravarti, *Gendering Caste from a Feminist Lens*.

Leela Dube, Caste and Women in M.N. Srinivas ed. *Caste: Its Twentieth Century Avatar* (OUP 1996). Excerpted in Mary E. John (ed.) *Women's Studies in India: A Reader*.

Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, by Sharmila Rege. *Economic and Political Weekly*. Vol – 33, No. 44, October 31, 1998. p.WS39-WS46;

Dalit Women Talk Differently, by Gopal Guru. *Economic and Political Weekly*. Vol – 30, No. 41-42, October 14-21, 1995.p.2548-2550.

4. *Class and Development Module:*

There will be two classes looking at how women and gender issues have firstly been related to questions of class and also to those of development.

Readings:

Heidi Hartmann “The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union” in Lydia Sargent (ed.) *Women and Revolution*, Boston: South End Press, 1981.

Lourdes Beneria and Gita Sen “Accumulation, Reproduction and Women’s role in Economic Development: Boserup Revisited” in R.E. Pahl (ed.) *On Work: Historical, Comparative and Theoretical Approaches*, New York: Basil Blackwell, 1988.

Miriam Sharma, Caste, Class and Gender: Women’s role in Agricultural Production in North India, working paper, 1984.

Bina Agarwal, “Why do women need independent rights in Land?” in *Women's Studies in India: A Reader* (ed.) Mary E. John, New Delhi: Penguin, 2008.

Rajni Palriwala and Neetha N., “The Political and Social Economy of Care in India” in Shahra Razavi and Silke Staab (eds.) *The Political and Social Economy of Care*, New York: Routledge, 2011.

Mary E. John, “Feminism, Poverty and the Emergent Social Order” reproduced in Raka Ray (ed.) *Handbook of Gender*, Delhi: Oxford University Press 2012.

5. *Feminism, Colonialism and Nationalism*

1] Tagore, Rabindranath (1918). *Nationalism*, London: Macmillan and Company.

- 2] Berlin, Isaiah (1998). Rabindranath Tagore and the Consciousness of Nationality in *The Sense of Reality: Studies in Ideas and their History*, New York: Farrar, Straus and Giroux.
- 3] Chatterjee, Partha (1989). 'Colonialism, Nationalism and the Colonized Women: The Contest in India', *American Ethnologist* 16 (4): 622-633.
- 4] Basu, Aparna (1995). Feminism and Nationalism in India 1917-1947, *Journal of Women's History* 7 (4): 95-107.
- 5] Yuval-Davis (1997). 'Theorizing Gender and Nation' in *Gender and Nation*, London: Sage.
- 6] Das, Runa (2004). 'Encountering Cultural Nationalism, Islam and Gender in the Body Politic of India,' *Social Identities* 10 (3): 369-398, Carfax Publishing (Taylor and Francis).

5. *Community, Culture and Universalism Module*

- 1] Kymlicka, Will (2012). *Multiculturalism: Success, Failure and the Future*, Migration Policy Institute, Washington D.C.
- 2] Bajpai, Rochana (2015). 'Multiculturalism in India: An Exception?' Institute of Culture, Religion and World Affairs.
- 3] Okin, Susan Moller (1998). 'Feminism and Multiculturalism: Some Tensions', *Ethics* 108 (4): 661-684, University of Chicago Press.
- 4] Kukathas, Chandran (2001). 'Distinguished Lecture in Public Affairs: Is Feminism Bad for Multiculturalism?' *Public Affairs Quarterly* 15 (2):

6. *Feminism and Poststructuralism Module*

This module will introduce students to some basic orientations to poststructuralism from a feminist perspective using both western and Indian examples;

Readings: Michel Foucault, Judith Butler, Lata Mani, Susie Tharu and Tejaswini Niranjana.

7. *Sexualities and Queer Theory*

This module familiarizes the students with different feminist perspectives varying from regarding sexuality as a site of danger and oppression for women to a site of desire, pleasure and agency. The

thrust is also upon understanding the implications of globalised capital in changing the modes and nature of objectification and its effect on the everyday practices.

Gayle S. Rubin (1984), "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance (ed.) *Pleasure and Danger: Exploring Female Sexuality*, New York, Routledge.

Mary E. John (2000), "Globalisation, Sexuality and the Visual Field: Issues and non-issues for cultural critique" in M. John and J. Nair (ed.) *A Question of Silence? The Sexual Economies of Modern India*, New Delhi, Kali for Women.

Charu Gupta (Feb., 2002), "(Im)possible Love and Sexual Pleasure in Late-Colonial North India" in *Modern Asian Studies*, Vol.36, No.1, pp.195-221.

Nivedita Menon(2007), " Introduction" in N. Menon (ed.) *Sexualities*, New Delhi, Women Unlimited.

Eve Kosofsky Sedgwick (1990), "Introduction: Axiomatic" in *Epistemology of the Closet*, Berkley, University of California Press.

Jasbir K. Puar (2007), "Introduction" in *Terrorist Assemblages: Homonationalism in Queer Times*, Durham, Duke University Press.

Arvind Narrain(2004), "Articulation of Rights around Sexuality and Health: Subaltern Queer Cultures in India in the Era of Hindutva" in *Health and Human Rights*, Vol. 7, No. 2, pp. 142-164.

8. *Disability*

This module looks at disability as an epistemic category and what it does to feminism and how feminism has dealt with it. It brings out the centrality of corporeality in identity formation. The questions of selfhood and autonomy are problematised along with questions of care, selection in context of abortion, sexuality, marriage, motherhood and labour. Negotiations in the context of state and citizenship are also theorized.

Rosemarie Garland-Thomson (Autumn, 2002), “Integrating Disability, Transforming Feminist Theory” in National Women’s Studies Association Journal, Vol. 14, No. 3, Feminist Disability Studies, pp. 1-32.

Anita Ghai (Summer, 2002), “Disabled Women: An Excluded Agenda of Indian Feminism” in Hypatia, Vol. 17, No. 3, Feminism and Disability, Part 2, pp. 49-66.

Tobin Siebers (Spring/Summer 2006), Disability Aesthetics in Journal for Cultural and Religious Theory, CRT 7.2, pp. 63-73.

10.Masculinities

In this module, Men’s relationship to feminism is problematised and the interface between Masculinity Studies and Women and Gender Studies and ruptures between the two areas are discussed. The significance of detaching Masculinity from men’s bodies is emphasized to comprehend the difference in context of different identity locations.

R.W. Connell (Oct., 1993), “The Big Picture: Masculinities in Recent World History” in Theory and Society, Vol. 22, No. 5, Special Issue: Masculinities, pp. 597-623.

Stephen Heath (2003), “Male Feminism” in Alice Jardine & Paul Smith (eds.) *Men in Feminism*, London, Routledge.

Assessment Details with weights:

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|-------------|------------------------------------|--|------------------|
| 1 | 1 st written assignment | Early October 2018 | 30% |
| 2 | 2 nd oral assignment | Early November 2018 | 30% |
| 3 | Final examination | Early December 2018 | 40% |

ADDITIONAL REFERENCE:

See above

School of Human Studies
Ambedkar University Delhi
Course Outline for Guided Study (Ph.D.)

Time Slot _____

Course Code: SHS310109

Title: Guided Study

Type of Course: Core

Cohort for which it is compulsory: Ph.D. WGS

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: 2

Course Coordinator and Team: Bindu K.C. and team

Email of course coordinator: bindukc@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of this course is to enable students to develop their research interest in a focussed manner with individual attention such that by the end of the semester they are in a position to produce a research proposal towards the MPhil thesis.

Course Outcomes:

On successful completion of this course students will be able to:

1. Feel competent about the particular sub-field of research that interests them for their MPhil/PhD.
2. Summarise the key secondary literature both orally and in writing in the area of their chosen research.
3. Further develop their specific research questions in order to be able to come with with a worked out research proposal by the subsequent semester.

Brief description of modules/ Main modules:

Guided Study (Semester II)

The Guided Study course is an individually tailored course being offered to students of both the MPhil and PhD in their second semester. The course will be structured around the thematic subject focus of the student as well as questions relating to how they wish to conduct the proposed research. Thus, depending on the interest and preparedness of the student regular meetings will be held with the concerned faculty to discuss a) readings specific to the area of interest of the student's research and b) conducting pilot studies to test the research questions of the student in the field of choice (whether involving field work, archival research, textual or conceptual explorations). This is a 2 credit course and will have structured meetings with the faculty member assigned to the student. The student will be evaluated in terms of a presentation of the work undertaken, a piece of writing that is close to providing a fully worked out research proposal, and the process involved.

Assessment Details with weights:

| S.No | Weightage | Date/period in which Assessment will take place | Assessment |
|------|------------------|---|--------------|
| 1 | 30% presentation | Early April 2018 | Assesement 1 |
| 2 | 40% write up | End April/early May 2018 | Assesement 2 |
| 3 | 30% process | Based on entire course participation | Assessment 3 |

Reading List:

Individually tailored so not giving

School Name- School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: (SHS202801)

Title: Introduction to Gender

Type of Course: Core compulsory course for M A Gender Studies program

Cohort for which it is compulsory: For all cohorts of Gender Studies it is compulsory

Cohort for which it is elective:-

No of Credits:- 4

Semester and Year Offered: 1st semester, 2019

Course Coordinator and Team: Krishna Menon

Email of course coordinator: krishnamenon@aud.ac.in

Pre-requisites: Students should be registered for the course.

Course Objectives/Description:

Introduction to Gender is a course that intends to, as the title suggests, introduce students to the various aspects of the term gender. It seeks to familiarize students with some of the major academic debates on the concept of gender. The course also seeks to share with students a historical account of the changing nature of the understanding of the term gender.

Gender is a word that has like most other words, a complex history and associated politics. It has changing connotations and meanings. This course aims to unravel and understand this evolution and mark some of the important milestones. It seeks to sensitize the student to a gendered way of thinking and understanding society. The course aims to share a toolkit that would help the students

Course Outcomes:

On successful completion of this course students will be able to:

- to unpack the category of gender,
- to understand the evolution of gender studies as a discipline and,
- to acquire a basic understanding of some key concepts in gender studies
- to become familiar with some key debates while pursuing Gender Studies as an academic field

Brief description of modules/ Main modules:

Module 1

Understanding Gender: This module will explore the evolution of the term gender with a special focus on the sex versus gender debate. How have scholars and writers, activists and others understood the two categories? The implication of how gender is understood would determine the what could be studied, how does it have to be studied and why should it be studied? This would be explored by using appropriate reading materials in the form of essays and book chapters.

Module 2

Women's Studies/Gender Studies: This module will engage with the idea of women's studies/gender studies. The debate around questions whether this is a perspective or is it a discipline? This debate would be placed in the larger historical and political context of feminist politics. The status of gender studies/women's studies in India would also be addressed.

Module 3

Is time gendered?: Social science investigations are determined to a very great extent by the two matrices of time and space. This module will try and look at the matrix of time from a gendered perspective. Is time universal and uniform, or is it experienced by human being differently. What is the politics of time?

Module 4

Is space gendered? : Continuing from the above theme, this module aims to look at the category of space from a gendered vantage point. There is of late considerable feminist writing on the gendered construction, use and conception of space and the resulting marginalization and exclusion that occurs. The debates on the use and access to spaces of certain kinds, especially urban spaces have become the focus of great deal of academic attention and writing. This module seeks to familiarize students with some aspects of this current debate.

Module 5

Some basic concepts (i) - Intersectionality: This module would be focussed on one of the conceptual categories that is used very often and very effectively in gender studies classrooms- that of intersectionality. This module will try and explore the meaning of the term and the various debates on the concept of intersectionality.

Module 6

Some basic concepts (ii) – Caste: This module will try to address the debates and politics centred on the idea, practice and institution of caste. This module would try to map the ‘imagination of equality’ with reference to the politics of caste/gender/ sexualities/religion /work and so on.

Assessment Details with weights:

First Assessment – Class Test- 40%

Second Assessment- Critical Essay – 40%

Third Assessment- Class participation and attendance- 20%

Reading List:

Module 1

- Alison M Jagger and Iris Marion Young- A Companion to Feminist Philosophy (chapter 29 'Gender' by Linda Nicholson). Blackwell.
- Gender in Political Theory by Judith Squires. (Chapter 2, Framing Gender)
- Blackwell Companion to Gender Studies edited by Essed, Goldberg and Kobayashi. (Iris Marion Young-Lived Body versus Gender)

Module 2

- Blackwell Companion to Gender Studies edited by Essed, Goldberg and Kobayashi. (Mary Maynard- Women' Studies)
- Handbook of Gender and Women's Studies edited by Kathy Davis, Mary Evan and Judith Lorber (Introduction and chapters 1, 2 and 3)
- Women's Studies in India edited by Mary E. John. Introduction
- Women's Studies in India: An Overview. Rekha Pappu
- Handbook of Gender and Women's Studies edited by Kathy Davis, Mary Evan and Judith Lorber (Chapter 26, Utopian Visions)

Module 3

- Gender and the Politics of Time. Valerie Bryson (Introduction, Chapter 4, 7,8 and 9)
- Space, Place and Gender by Dorren Massey (Chapter 11)

Module 4

- Handbook of Gender and Women's Studies edited by Kathy Davis, Mary Evan and Judith Lorber (Chapter 34 by Tovi Fenster)

- Space, Place and Gender by Dorren Massey- Chapter 8-11.
- Gender, Caste and the Imagination of Equality- edited by Anupama Rao (Caste, Gender and Spatial Politics by V Geetha, Urban Displacement and the Remaking of Caste and Gender)

Module 5

- Oxford Handbook of Gender and Politics edited by Waylen, Kantola and Weldon (Chapter 2, Intersectionality)
- Nivedita Menon-
<http://www.epw.in/journal/2015/17/perspectives/feminism-about-women.html>
- Mary John-
<http://www.epw.in/journal/2015/33/discussion/intersectionality.html>

Module 6

- Gendering Caste Through a Feminist Lens by Uma Chakravarti
- Gender, Caste and the Imagination of Equality- edited by Anupama Rao (Following chapters)
 - 1) Introduction.
 - 2) Caste, Masculinity and Alternate Genealogies of the Feminist Subject.
 - 3) Queering Caste. The ‘Madness of Manu’: Unpacking the Riddle of Graded Violence against Women.
 - 4) Pasmanda Politics and Muslim (Minority) Discourse in India.

ADDITIONAL REFERENCE:

Module 1

- <https://www.youtube.com/watch?v=8kX5vNmat7Q>
- <https://www.coursera.org/learn/gender-sexuality/lecture/M0YbW/gender>
- <https://www.youtube.com/watch?v=WRw4H8YWoDA>

Module 2

- <https://www.brainpickings.org/2017/04/26/the-mushroom-hunters-neil-gaiman/>

Module 3

- <https://www.theguardian.com/inequality/2018/feb/17/dirty-secret-why-housework-gender-gap>
- <https://www.theguardian.com/world/2017/may/26/gender-wars-household-chores-comic>

Module 4

- <https://patari.pk/home/song/Girls-at-Dhabas-Episode-1>
- <https://www.youtube.com/watch?v=wahE2b3aJh8>

Module 5

- https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

School of Human Studies
Ambedkar University Delhi
Course Outline - Family

Time Slot _____

School of Human Studies

Course Code: SHS20280

Title: Family

Type of Course: compulsory

Cohort for which it is compulsory: MA Gender Studies, Semester I

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Semester I, 2019

Course Coordinator and Team: Shubhra Nagalia and Rachna Chaudhary

Email of course coordinator: shubhra@aud.ac.in; rachna@aud.ac.in

Pre-requisites: Students should be registered to MA Gender Studies programme

Course Objectives/Description:

This course takes up family as both a site and ideology and traces the philosophical debates in idealist and materialist theorizations of family. The philosophical debates set up the discussion in the following sections of the course in which we explore ways in which Family becomes an object of enquiry in different disciplinary framings. What are the implications, if any, of such disciplinary framings for Gender Studies in which Family is a key site for reinforcing heteronormativity and gender reproduction? How do familial patriarchies get configured in conjunction with market and state patriarchies? The course will look at how feminists have historicized the institution of family which is simultaneously a critical engagement with other disciplines as it is to emphasize multiple patriarchies at work of which family is a crucial part.

The emphasis would be on understanding law as one register of power through which family is constituted both materially and ideologically. Law is that modality of power which enables some of the most enduring confluences of state, family and market regimes. Yet it is also a terrain with which women's movement has most intensely engaged with for redressal and justice. An attempt would be made to highlight the 'permeability' of the family to the power of the state and to comprehend the workings of law as the instrument of that power.

Course Outcomes:

1. Familiar with the philosophical debates in idealist and materialist theorizations of family.
2. Learn how Family becomes an object of enquiry in different disciplinary framings.
3. Analyse Family as a key site for reinforcing heteronormativity and gender reproduction.
4. Learn about various feminists theorisations of family including historicizing the institution.
5. Understanding law as one register of power through which family is constituted both materially and ideologically.

Brief description of modules/ Main modules:

1. Family in Philosophy: This module takes up philosophical debates as part of looking at the ways in which Family becomes an object of enquiry in different disciplinary framings. The module asks what the implications are of theorizing Family in different disciplinary settings.

2. Family as the Object of Inquiry: How does Family become an object of enquiry for different disciplines? Feminists have also theorized Family as a site of reproduction of gender ideologies. The course tracks these journeys.

3. Historicising Family/ The Family in History: The module looks at how feminists have historicized the institution of family which is simultaneously a critical engagement with other disciplines. Significant events such as the Uniform Civil Code debate, that have led to theorization of Family as an object in history, are taken up.

4. The Theory and ‘Workings’ of Law: The module engages students with understanding law as one register of power through which family is constituted both materially and ideologically. Students are trained to highlight the ‘permeability’ of the family to the power of the state and to comprehend the workings of law as the instrument of that power.

Assessment Details with weights:

Assessment 1: Written with 30% weight

Assessment 2: Class Presentation with 30% weight

Assessment 3: Written paper of 40% weight

Reading List:

- Hegel – The Family from Philosophy of Right, retrieved from <https://www.marxists.org/reference/archive/hegel/works/pr/prfamily.htm>
- On Hegel, Women and Irony- Seyla Benhabib in Shanley and Pateman, *Feminist Interpretations and Political Theory*, Penn State University Press, 1990.
- Engels- Selections from *The Origin of the Family, Private Property and the State*, https://www.marxists.org/archive/marx/works/download/pdf/origin_family.pdf, Chapter II- The family
- Gayle Rubin, *The Traffic in Women: Notes on the Political Economy of Sex* –In Rayna R. Reiter (ed.), *Toward an Anthropology of Women*. Monthly Review Press. pp. 157--210 (1975)
- John Rawls – Selections from *A Theory of Justice*, Chapter VIII
- John Rawls: *Justice as Fairness – For Whom?* – Susan Moller Okin, “Feminist Interpretations and Political Theory” in in Shanley and Pateman, *Feminist Interpretations and Political Theory*, Penn State University Press, 1990.
- Pius Malekandathil, *Woman, Church and the Syrian Christian Households in Pre-Modern Kerala*, Kumkum Roy (ed.), *Looking Within Looking Without: Exploring Households in the Subcontinent Through Time*, Primus Books, Delhi, 2015, pp 253-276.

- David Lelyveld, *Aligarh's First Generation: Muslim Solidarity in British India*, Oxford University Press, New Delhi, 2003 – selections- Chapter VI- Brothers of the Akhara
- Uma Chakravarti, “Exploring a ‘No-Conflict’ Zone: Interest, Emotion and the Family in Early India”, in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of ‘Ancient’ India*, Tulika Books, New Delhi, 2012, pp. 253- 274.
- Rachel Sturman, *Property and Attachments: Defining Autonomy and the Claims of Family in Nineteenth Century Western India*, *Comparative Studies in Society and History*, Vol. 47(3), July 2005, pp. 611-637
- Collier, Jane and Rosaldo, Michelle Z. 2002. Is there a Family: New Anthropological Views. In Thorne, Barrie and Yalom, Marilyn. 2002. *Rethinking the Family: Some Feminist Questions*. Boston: Northeastern University Press. Pp. 31-48.
- Thorne, Barrie. 2002. Feminism and the Family: Two Decades of thought. In Thorne, Barrie and Yalom, Marilyn. 2002. *Rethinking the Family: Some Feminist Questions*. Boston: Northeastern University Press. Pp. 3-30.
- Menon, Nivedita. 2012. “Family” in *Seeing like a Feminist*. New Delhi: Zubaan (Penguin Books). 1-49.
- Rapp, Rayna, Examining Family History. In *Feminist Studies*, Vo. 5, No. 1. Pp. 174-181.
- Kannabiran, Kalpana, 2006. ‘Three-Dimensional Family: Remapping a Multidisciplinary Approach to family studies’ in *Economic and political weekly*, vol. 41 No. 42. Pp. 4427-4433.
- Janet Halley and Kerry Rittich, *Critical Directions in Comparative Family Law: Genealogies and Contemporary Studies of Family Law Exceptionalism* *Critical Directions in Comparative Family Law* (Fall 2010), Vol. 58 (4) pp. 753-775.
- Nivedita Menon, *Recovering Subversion: Feminist Politics Beyond the Law*, Permanent Black, 2011, pp 1-25.
- Kumkum Sangari, *Politics of Diversity: Religious Communities and Multiple Patriarchies* *Economic and Political Weekly*, Vol. 30, No. 52 (Dec. 30, 1995), pp. 3381-3389
- Kumkum Sangari, *Politics of Diversity Religious Communities and Multiple Patriarchies*, *Economic and Political Weekly* December 23, 1995, 3287- 3310.

- Feminism and Multicultural Dilemmas in India: Revisiting the Shah Bano Case
Author(s): Siobhan Mullally Source: Oxford Journal of Legal Studies, Vol. 24, No. 4
(Winter, 2004), pp. 671-692

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202804

Title: Sexualities

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Gender Studies Students

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: 1st Semester

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: Students should be registered for MA Gender Studies

Course Objectives/Description:

The aim of the course is to perform a genealogy of the word “sexuality”? When does sexuality and the formation of human subject and identity become interlinked with each other? How does identity uproot itself from the sphere of nation, class and other placeholders to join itself with an identity through sexuality? Moreover, what kind of politics therefore sexuality/sexualities inaugurate? How does sexuality therefore bleed into structures of rights, governmentality and more importantly, how do structures of power reshape it to make it governable? The purpose of the course with a larger political bend in mind and an argument against a politics of identity. Rather than proposing counter-publics, marginalized solidarities, the course moves away from recognition and solidarity through identities, forcefully articulating its pitfalls and proposes a politics where identity is absolved from a political sphere. It moves from a politics of representation to a politics of immanence.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of Sexualities in theory and practice.
2. Demonstrate ability to engage with diverse sexualities.
3. Learn to develop critical questions and link this with the question of sexualities.
4. Demonstrate a knowledge of skills required to read a range of perspectives on sexualities.
5. Capability to understand the idea of alternative sexualities.

Brief description of modules/ Main modules:

- The first part of the course unpacks the word “sexuality” through several lenses. When did talking about sex gain prominence? And what ways was it talked about? Exculpating the contours through medicine, psychiatry, demography studies, the first part of the course punctuates with the emergence of homosexual as a “sexual identity”.
- In the second part of the module, the course begins the journey through this queer identity. Predicated on two words “to be in a closet” and “kinships outside marriage”, the course probes the question of when , how and what does it mean by “coming out” or in a different vein “ should one make this identity recognizable.
- The third part of the course shifts to this politics of intimacy and with it the problematization of public and private. Beginning with a history of dating, the course looks at production and governing of families through sex.
- Finally the last part of the course fleshes it politics, a departure from ‘resentment’ articulated in identity politics towards different ways of navigation and collectivization.

Assessment Details with weights:

1. 40% for presentation
2. 40% for written submission
3. 20% class attendance and participation

Reading List:

Foucault, M. :History of Sexuality Volume 1

Donzelot, J. :The policing of Families

Sedgwick, E : Epistemology of the Closet

Butler, J. : Is kinship always already heterosexual?

Weigel, Moira : History of Dating

Deleuze G. and Guattari Felix. Anti-Oedipus : Preface and Introduction

Deleuze G. and Guattari Felix. A Thousand Plateaus : Selection of Plateaus to be taught

Halberstam, J. In a Queer time and place: Transgender Bodies, Subcultural Lives. New York: NYU Press. Chapter 1

Dinshaw, Carolyn, et al. "Theorizing queer temporalities: A roundtable discussion." GLQ: A Journal of Lesbian and Gay Studies 13.2 (2007): 177-195.

January 24^[SEP]Bodies^[SEP]Foucault, Michel. The birth of biopolitics: lectures at the Collège de France, 1978-1979. Springer, 2008. Chapter One.

Repo, Jemima. "The life function: The biopolitics of sexuality and race revisited." Theory & Event 16.3 (2013).

Butler, Judith. "I: Critically Queer." glq 1 (2000): 17-32.

Butler, Judith. "Sexual politics, torture, and secular time." The British journal of sociology 59.1 (2008): 1-23.

Names^[SEP]Bhan, Gautam. "Seeking Chaos: The Birth and Intentions of Queer Politics." Sarai Reader 6 (2006): 401-406.

^[SEP]Foucault, Michel, and Jay Miskowiec. "Of other spaces." diacritics 16.1 (1986): 22-27.

Berlant, Lauren, and Michael Warner. "Sex in public." Critical inquiry 24.2 (1998): 547-566.

Phadke, Shilpa. "'You Can Be Lonely in a Crowd' The Production of Safety in Mumbai." *Indian Journal of Gender Studies* 12.1 (2005): 41-62.

Puar, Jasbir. "Citation and censorship: The politics of talking about the sexual politics of Israel." *Feminist Legal Studies* 19.2 (2011): 133-142.

Ahmed, Sara. "Orientations: Toward a queer phenomenology." *GLQ: A journal of Lesbian and Gay Studies* 12.4 (2006): 543-574.

Narrain, Arvind. "The articulation of rights around sexuality and health: Subaltern queer cultures in India in the era of Hindutva." *Health and Human Rights* (2004): 142-164.

April 4^{[[L]]}_{[[SEP]]} Music^{[[L]]}_{[[SEP]]} Muñoz, José Esteban. *Disidentifications: Queers of color and the performance of politics*. Vol. 2. U of Minnesota Press, 1999. Chapter 1, 2

Halberstam, J. Jack. *Gaga feminism: Sex, gender, and the end of normal*. Vol. 7. Beacon Press, 2012. Introduction.

Shange, Savannah. "A king named Nicki: strategic queerness and the black femmecee." *Women & Performance: a journal of feminist theory* 24.1 (2014): 29-45.

Pabón, Jessica N., and Shanté Paradigm Smalls. "Critical intimacies: hip hop as queer feminist pedagogy." *Women & Performance: a journal of feminist theory* 24.1 (2014): 1-7.

Venkit, Varun Ramnarayan, Anand Sharad Godse, and Amruta Anand Godse. "Case study: the value of group drumming for women in sex work in Mumbai, India." *Oxford Textbook of Creative Arts, Health, and Wellbeing: International Perspectives on Practice, Policy and Research* (2015): 325.

April 11^{[[L]]}_{[[SEP]]} Art^{[[L]]}_{[[SEP]]} Muñoz, José Esteban. *Disidentifications: Queers of color and the performance of politics*. Vol. 2. U of Minnesota Press, 1999. Chapter 3,4^{[[L]]}_{[[SEP]]} Satpathy, Sumanyu. "Ethics of represeNtATION: media and the Indian queer." (2005).

Cullity, Jocelyn, and Prakash Younger. "Sex appeal and cultural liberty: A feminist inquiry into MTV India." *Frontiers: A Journal of Women Studies* 25.2 (2004): 96-122.

Moffatt, Ken. "Dancing without a Floor: The Artists Politic of Queer Club Space." *Canadian Online Journal of Queer Studies in Education* 2.1 (2006).

Zizek, Slavoj. "The Sexual is Political." The Salon Magazine. Philosophicalsalon.com. 1 Aug 2016. Web. 2 Nov. 2016

Dave, Naisargi N. "Activism as ethical practice: Queer politics in contemporary India." Cultural Dynamics 23.1 (2011): 3-20.

Narrain, Arvind. "Rethinking Citizenship A Queer Journey." Indian Journal of Gender Studies 14.1 (2007): 61-71.

School of Undergraduate Studies

Ambedkar University Delhi

Course Outline Monsoon Semester (August to December 2019)

Time Slot-_____

Course Code:

Title: Reading Feminist Texts

Type of Course: Compulsory

Cohort for which it is compulsory: M.A. Gender Studies

Cohort for which it is elective:

No of Credits: 2 Credit Course

Semester and Year Offered: 1st Semester

Course Coordinator and Team: Shelly Pandey

Email of course coordinator: shellypandey@aud.ac.in

Pre-requisites:

Course Outcomes:

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

1. What does reading a text has come to mean in the contemporary.
2. What does reading a text has come to mean in the contemporary.
3. Perform the task of reading and reading critically.
4. Understand the politics of reading and to locate that what makes any text a feminist text.
5. Read one or at best two texts critically, page by page to extract and identify concepts.

Brief description of modules/ Main modules:

The first part deals with histories of reading, reading and genre, reading and criticality. The second part of the course tries to identify what makes a text feminist; is it its content or the various structures in which it gets impregnated. Thirdly the course reads at least two texts critically to perform a reading of feminist life.

Assessment Details with weights:

Assessment : 40 %

Assessment 2: 40%

Assessment 3: 20 %

Reading List:

1. Barber Karen. (2007). The Constitution of Oral Texts Anthropology of Texts, Persons and Publics, Chapter 3, in The Anthropology of Texts, Persons and Publics . Retrieved from http://complit.utoronto.ca/wp-content/uploads/COL100H_Karin_Barber.pdf
2. Manguel, Alberto (1996) A History of Reading, Penguin USA.
3. Derrida, J. (2016). *Of grammatology*. JHU Press. Translated by Spivak, G : Of Grammatology (Preface by Spivak) Retrieved from <https://is.muni.cz/el/1421/jaro2016/DU2794/um/Grammatology.pdf>
4. Deleuze, G., Guattari, F., & Brinkley, R. (1983). What is a minor Literature?. *Mississippi Review*, 11(3), 13-33.
5. Deleuze, G. (2004). *Anti-oedipus*. A&C Black. (Introduction and Preface)
6. Guattari, F., & Deleuze, G. (2000). *A thousand plateaus: capitalism and schizophrenia*. London: Athlone Press. (Plateau on Minor)

Additional Readings

Reading one of the texts critically and identify themes and concepts through that

1. Foucault, M. (1990). The history of sexuality: An introduction, volume I. *Trans. Robert Hurley*. New York: Vintage.

2. Wollstonecraft, M. (1992). A Vindication of the Rights of Woman. 1792. *The Works of Mary Wollstonecraft*, 5, 79-266.
3. Solanas, V., & Ronell, A. (2004). *SCUM manifesto*. Verso.

School of Human Studies
Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS201703

Title: Ways of Human

Type of Course: Foundation

Cohort for which it is compulsory: M.A Gender Studies, M .A Psychosocial Clinical Studies

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Winter (second semester)

Course Coordinator and Team: Bindu K.C. and Bibinaz Thokchom

Email of course coordinator: bindukc@aud.ac.in / bibinaz@aud.ac.in

Pre-requisites: None

Course Description:

How do we study human and their ways of ‘being’ and ‘non-being’ that they contain? This course looks at the concept of the human. This is achieved not directly but through a hovering around the limits of the category. The unattainable and godly, the disgusting, the frightening and the ones to be shunned/unrecognised as ‘Human Proper’ – in other words, “the other” that apparently comes as an opposite but is often the self setting its limits – is what we deal with in this course. The dystopic, the mechanical, the chaotic, the bestial and the otherworldly - these fearful imaginative productions of the other, the course argues, is often the production of our human selves trying desperately to define what it is. Instead of approaching only the philosophical through the logical, we also try to enter it through the imaginative and marginal experiences of *Human*, thus read literary texts and texts capturing the marginal realities of lived experiences through the course. The course will also examine what makes an experience

and action possible and further oscillate between the construction of structures and articulation of experiences to unravel the contentious question of ‘why do we act as we do’.

Aim: To deconstruct the concept of ‘Human’ as conceptual category.

Course Outcomes:

On successful completion of this course students will be able to:

1. Look at the “Human” as a conceptual category.
2. Learn the art of deconstruction by entering a category not directly but through its limits, especially through what is *not* human.
3. Read concepts through imaginative texts like cultural texts especially the literary
4. To identify ways in which the larger discourses of the social and physical sciences have shaped or elaborated on central psychological concepts such as the ‘self’.
5. To revisit, familiarise and further question some of the core human lifeways that are only articulated at the marginal space of the entire spectrum of human experiences.
6. To open to learners multifarious possibilities human creates for their own sense of continuity of existence.

Brief description of modules/ Main modules:

Module I: Boundaries of the Human

a: Theoretical Framework

We begin by introducing the theoretical framework that we will be using throughout the course with a reading of Sheehan and Sosna who deal with the boundaries of humanity.

Sheehan, James J. and Morton Sosna (Eds). *The Boundaries of Humanity: Humans, Animals, Machines*. Berkeley: University of California Press, 1991.

b: The Animal and the Human

In attempts to define 'Human', we resort to elaborating on what is 'Not Human'. Human distinguishes themselves from animals, or as special kind of animal, by their capacity to organise and articulate experience through well developed meaningful gestures, languages structures and cultures having a history of these constructs. How would it be for a human to think of encountering moments that puts them under the gaze of an animal? Would the gaze be simply a gaze, a seeing or human's attempt to interpret the gaze through their own looking glasses? Who follows whom, animals follow humans or humans follow them? Or is there even a binary relationship between animals and Humans at all? Such questions will be examined through the text, 'The Animal That Therefore I am' by Jacques Derrida who questions the very nature of differentiation made between Humans and Animals.

Jacques Derrida. "The Animal that Therefore I am." David Wills (Trans.) *Critical Inquiry*, Vol. 28, No. 2. (Winter, 2002), pp. 369-418.

Haraway, Donna Jeanne. "Introduction: The Persistence of Vision." In *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. New York: Routledge, 1989. Pp: 1-15. (Google Books).

Kafka, Franz. "A Report to the Academy." Ian Johnston (Trans.) <http://www.kafka-online.info/a-report-for-an-academy.html> accessed on 20-12-2018.

"A Report to an Academy." https://en.wikipedia.org/wiki/A_Report_to_an_Academy accessed on 20-12-2018.

Suggested documentary film: 'Animals are beautiful people' written and directed by Jamie Uys (1974) *Fandry*. Film.

c: The "Unhuman"

In this module, we enter the world of the "unhuman" in order to see the limits of the category human. What is the superhuman, the subhuman, the monstrous, the bestial and the inanimate – the "unhuman?" This entry is convenient to see the limits of our fearful, desperate managing of the human category's limits. Thus, we enter the world of gods, monsters, aliens and "the other" – to look at the self, the human. We try to dive into this world through the "illogic" of fictional narratives.

The particular story that we take for detailed analysis looks at sex/gender/desire as an organising category of naming us human. In a post sexuality revolution period, human desire and its “perversities” prove to set limits here. We end with Manto’s own vision of the dystopic from South Asia’s huge historical heaving – the birth of the postcolonial nations in the “unhuman” – the sexual violence of partition.

“Aye, and Gomorrah.” https://en.wikipedia.org/wiki/Aye,_and_Gomorrah accessed on 20-12-2018.

Delany, Samuel R. “Aye, and Gomorrah .” in Harlan Ellison. (Ed.) *Dangerous Visions*. London: Gateway, 2012. First Published in 1967.

“Brief Analysis of “Aye, and Gomorrah.” <https://pallavishankar.wordpress.com/2014/02/15/brief-analysis-of-aye-and-gomorrah/> accessed on 20-12-2018.

“Fantastic transmissions E004 – Aye, and Gomorrah... by Samuel R. Delany.” <https://offmichaelsbookshelf.wordpress.com/2018/03/13/fantastic-transmissions-e004-aye-and-gomorrah-by-samuel-r-delany/> accessed on 20-12-2018.

Rubin, Gayle. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality.” <http://sites.middlebury.edu/sexandsociety/files/2015/01/Rubin-Thinking-Sex.pdf> accessed on 21-12-2018.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990. Pp: 1-34.

Manto, Sadat Hasan. “Khol Do.” <https://urduwallahs.wordpress.com/2014/08/02/khol-do-saadat-hasan-manto/> accessed on 20-12-2018.

d: Language: The Limit of the Human?

In this module, we look at one of the major “achievements” of humanity – language as a category limit. In continuation with the earlier module, we look at the disturbances produced of the liminal - animals who speak and claim humanity, humans who stop speaking and thus regress into the “unhuman” and the problems of using speech as metaphor, as we are doing. We also ask the question of what is language? Is it a tool to communicate as it pretends? Or, is it a tool that produces us while we play at communicating? What happens to powerless languages? Are they recognized as languages or human communication at all? Do they push its speakers out of the realm of the human? Does entities like the state, fearful with its extraordinary powers over human lives, actually institute Orwellian “newspeaks” that makes us believe what we cannot?

“Why humans run the world | Yuval Noah Harari.” <https://www.youtube.com/watch?v=nzj7Wg4DAbs> accessed on 21-12-2018.

“Human Language Vs. Animal Communication.” <https://owlcation.com/stem/The-difference-between-animal-and-human-communication> accessed on 21-12-2018.

Butler, Octavia E. "Speech Sounds." *Bloodchild and Other Stories*. New York: Seven Stories Press, 1996. pp. 87–110.

“Speech Sounds.” https://en.wikipedia.org/wiki/Speech_Sounds accessed on 20-12-2018.

Arrival. Film. – the idea of free will becomes useless if we start reading the future.

Lovecraft, H.P. “The Colour out of Space.” <http://www.hplovecraft.com/writings/texts/fiction/cs.aspx>

“The Colour Out of Space.” https://en.wikipedia.org/wiki/The_Colour_Out_of_Space accessed on 20-12-2018.

e: The Different as the Self: Monsters, Freaks and Ghouls

This part of the course deals with the question of difference as the terrifying other. It asks the question of why the category of the self (human) has to frighteningly mark its boundary by creating monsters that it is not. Using disability theory framework, this part examines the making of “freaks” that are perhaps the fear of one’s own mortality. Hatred of the other, as Jewel sings, can only emerge from self hatred.

Atwood, Margaret. “Lusus Naturae.” <https://www.theaustralian.com.au/arts/review/lusus-naturae-a-short-story-by-margaret-atwood/news-story/98d64e54ad8e8a960e0eed64d8e969f4> accessed on 20-12-2018.

Thomson, Rosemarie Garland. “The Cultural Work of American Freak Shows, 1835-1940.” In *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. New York: Columbia University Press, 1997. Pp: 55-78.

“Examined Life - Judith Butler & Sunaura Taylor 720p.avi.” <https://www.youtube.com/watch?v=k0HZaPkF6qE> accessed on 20-12-2018.

Jewel. "Pieces Of You (lyrics)." <https://www.youtube.com/watch?v=gkLRojxQ0Ks> accessed on 20-12-2018.

Ghoul. Netflix originals.

Module 2: The Human as Memory and Mortality

Who are we as humans? Do we call ourselves human because we have memory? How do we deal with the fearful presence of memory as fragmented pieces? Doesn't it make us unwholesome degenerate beings who are broken pieces? Isn't the ultimate fear the wiping out of memory itself? Isn't mortality our human condition?

Poe, Edgar Allan. "Ligeia." <https://www.eapoe.org/works/tales/ligeia.htm> accessed on 20-12-2018.

Eternal Sunshine of the Spotless Mind. Film.

"Be Right Back." Episode from Black Mirror series.

Baez, Joan - Diamonds and Rust <https://youtu.be/1ST9TZBb9v8> accessed on 20-12-2018.

Module 3: The 'others' in grief:

Classic traditional anthropologists study cultures by focusing on explaining cultures as outsiders, rather than trying to understand them by being a part of the culture. Is grieving different from culture to culture? Or are the differences only in manifestations having a common underlying rage? Or perhaps, some cultures simply ignore the rage underlying grief? What would sobbing uncontrollably, punching on a wall, rolling on the floor hysterically or going on a drinking binge, mean to an observer? How does one address these questions in order to find 'the other' in us? Some of these questions will be addressed in this module through the texts of 'Culture and Truth: The remaking of social analysis' by Renato Rosaldo.

Rosaldo, Renato. "Grief and a Headhunter's Rage." <http://paas.org.pl/wp-content/uploads/2014/07/Rosaldo-Grief-and-a-Headhunters-Rage.pdf> accessed on 20-12-2018.

Suggested video:

<https://www.youtube.com/watch?v=ZxyabzopQi8> Judith Butler: Speaking of Rage and Grief (2014)

Module 4: State, Nation and Progress: Imaginations of Total Control?

How can we exclude the imaginations of societies totally controlled by a larger entity – be it nation, or the state or a dystopic future/presents where the human is left in the mad, imaginary lines drawn between nation states? Can it sometimes be alternative imaginations of power? The idea of progress is what has actually produced many dystopic visions. We examine that through the story the tower of Babylon.

V for Vendetta. Film.

Saga of Dharmapuri.

Manto, Sadat Hasan. “Toba Tek Singh.”

Madhavan, N.S. “Blue Pencil – A Short Story.” https://thewire.in/culture/babri-masjid-demolition-2/amp/?_twitter_impression=true

In Time. Film.

Court. Film.

Chiang, Ted. “Tower of Babylon.” <http://gws.soonlabel.com/misc/Ted%20Chiang%20-%20Tower%20Of%20Babylon.pdf> accessed on 20-12-2018.

Hossain, Rokeya Sakhawat. “Sultana's Dream.” <https://digital.library.upenn.edu/women/sultana/dream/dream.html> accessed on 20-12-2018. First published 1905.

Agamben, Giorgio. *Homo Sacer: Sovereign Power and Bare Life*. Daniel Heller-Roazen (Trans). Stanford: Stanford University Press, 1993.

‘Are you a man?’ Performing Naked Protest in India by Deepti Misri, The university of Chicago press journals, 2011.

‘Shooting the Sun: A Study of Death and Protest in Manipur’ by Jogendro Ksh, Economic and Political weekly, 2009.

Oppenheimer, Joshua. “The Act of killing” .

‘Are you a man?’ Performing Naked Protest in India by Deepti Misri, The university of Chicago press journals, 2011.

‘Shooting the Sun: A Study of Death and Protest in Manipur’ by Jogendro Ksh, Economic and Political weekly, 2009.

‘Life and words: Violence and the descent into the ordinary’ (chapter 1 & 2) by Veena Das.

Module 5: Virtual vs Real Human:

Why do we need to study virtual being? How strong is the relationship between human and technologies? Artificiality and creativity is natural to human beings. Technology can degrade human life as well as emancipate allowing them to live out their fantasies. So, is real really only real and virtual simply virtual? What happens when the virtual meets the real? In contemporary time, the virtual world is becoming essential to the real world. This module will explore the extended possibilities of human existence beyond their physical and actual interactional domains and how the virtual is gradually dominating the real world allowing technology to absorb us.

‘Personhood: The self-the life course- Avatars and alts-embodiment-gender and race-Agency (chapter-5 from Coming of age in Second life)’ by Tom Boellstorff, Princeton University press, 2008.

‘The Virtual: the virtual human-Culture and the online-Simulation-Fiction and design-The massively multiple- Toward an anthropology of virtual worlds (chapter-9 from Coming of age in second life)’ by Tom Boesllstorff, Princeton University press, 2008.

Suggested readings:

“A Cyborg Manifesto: science, technology and Socialist-feminism in the late twentieth century’ by Donna Haraway, University of Minnesota press. 2016.

Avatar by James Cameron (2009)

The matrix (Triology) by Lana Wachowski & Lilly Wachowski,

Nick Bostrom – the transhuman ideas to see how they derive from evolutionary biology discourse of progress of human race.

Braidioti, Rosi. *Posthuman Feminism*. Polity Press, 2018.

Halberstam, Judith M., Ira Livingston. *Posthuman Bodies*. Indiana University Press,1995.

Assessment Details with weights:

There are 3 types of assessments.

1. Weekly Diary (25%)
2. Term paper – This is the major assignment and is also divided into three parts – the plan of the term paper should be presented as a. visual representation (10%) b. Abstract of a page (20%) c. Final assignment as term paper (30%)
3. Attendance and participation – 15% - the active participation is noticed and graded.

Reading List:

1. Module I: Boundaries of the Human:

a: Theoretical Framework

- Sheehan, James J. and Morton Sosna (Eds). *The Boundaries of Humanity: Humans, Animals, Machines*. Berkeley: University of California Press, 1991.

b: The Animal and the Human

- Jacques Derrida. “The Animal that Therefore I am.” David Wills (Trans.) *Critical Inquiry*, Vol. 28, No. 2. (Winter, 2002), pp. 369-418.
- Haraway, Donna Jeanne. “Introduction: The Persistence of Vision.” In *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. New York: Routledge, 1989. Pp: 1-15. (Google Books).

c: The “Unhuman”

- “Aye, and Gomorrah.” https://en.wikipedia.org/wiki/Aye,_and_Gomorrah accessed on 20-12-2018.
- Delany, Samuel R. “Aye, and Gomorrah .” in Harlan Ellison. (Ed.) *Dangerous Visions*. London: Gateway, 2012. First Published in 1967.
- “Brief Analysis of “Aye, and Gomorrah.”” <https://pallavishankar.wordpress.com/2014/02/15/brief-analysis-of-aye-and-gomorrah/> accessed on 20-12-2018.

- “Fantastic transmissions E004 – Aye, and Gomorrah... by Samuel R. Delany.” <https://offmichaelsbookshelf.wordpress.com/2018/03/13/fantastic-transmissions-e004-aye-and-gomorrah-by-samuel-r-delany/> accessed on 20-12-2018.
- Rubin, Gayle. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality.” <http://sites.middlebury.edu/sexandsociety/files/2015/01/Rubin-Thinking-Sex.pdf> accessed on 21-12-2018.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990. Pp: 1-34.
- Manto, Sadat Hasan. “Khol Do.” <https://urduwallahs.wordpress.com/2014/08/02/khol-do-saadat-hasan-manto/> accessed on 20-12-2018.

d: Language: The Limit of the Human?

- “Why humans run the world | Yuval Noah Harari.” <https://www.youtube.com/watch?v=nzj7Wg4DAbs> accessed on 21-12-2018.
- “Human Language Vs. Animal Communication.” <https://owlcation.com/stem/The-difference-between-animal-and-human-communication> accessed on 21-12-2018.
- Butler, Octavia E. "Speech Sounds." *Bloodchild and Other Stories*. New York: Seven Stories Press, 1996. pp. 87–110.
- “Speech Sounds.” https://en.wikipedia.org/wiki/Speech_Sounds accessed on 20-12-2018.
- *Arrival*. Film. – the idea of free will becomes useless if we start reading the future.
- Lovecraft, H.P. “The Colour out of Space.” <http://www.hplovecraft.com/writings/texts/fiction/cs.aspx>
- “The Colour Out of Space.” https://en.wikipedia.org/wiki/The_Colour_Out_of_Space accessed on 20-12-2018.

e: The Different as the Self: Monsters, Freaks and Ghouls

- Atwood, Margaret.
“Lusus Naturae.” <https://www.theaustralian.com.au/arts/review/lusus-naturae-a-short-story-by-margaret-atwood/news-story/98d64e54ad8e8a960e0eed64d8e969f4> accessed on 20-12-2018.

- Thomson, Rosemarie Garland. “The Cultural Work of American Freak Shows, 1835-1940.” In *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. New York: Columbia University Press, 1997. Pp: 55-78.
- “Examined Life - Judith Butler & Sunaura Taylor 720p.avi.”<https://www.youtube.com/watch?v=k0HZaPkF6qE> accessed on 20-12-2018.
- Jewel. “Pieces Of You (lyrics).”<https://www.youtube.com/watch?v=gkLRojxQ0Ks> accessed on 20-12-2018.
- *Ghoul*. Netflix originals.

Module 2: The Human as Memory and Mortality

- Poe, Edgar Alan. “Ligeia.” <https://www.eapoe.org/works/tales/ligeiag.htm> accessed on 20-12-2018.
- *Eternal Sunshine of the Spotless Mind*. Film.
- “Be Right Back.” Episode from Black Mirror series.
- Baez, Joan - Diamonds and Rust <https://youtu.be/1ST9TZBb9v8> accessed on 20-12-2018.

Module 3: The ‘others’ in grief:

- Rosaldo, Renato. “Grief and a Headhunter’s Rage.” <http://paas.org.pl/wp-content/uploads/2014/07/Rosaldo-Grief-and-a-Headhunters-Rage.pdf> accessed on 20-12-2018.
- Suggested video:
- <https://www.youtube.com/watch?v=ZxyabzopQi8> Judith Butler: Speaking of Rage and Grief (2014)

Module 4: State, Nation and Progress: Imaginations of Total Control?

- *V for Vendetta*. Film.
- *Saga of Dharmapuri*.
- Manto, Sadat Hasan. “Toba Tek Singh.”
- Madhavan, N.S. “Blue Pencil – A Short Story.” https://thewire.in/culture/babri-masjid-demolition-2/amp/?_twitter_impression=true

- *In Time*. Film.
- *Court*. Film.
- Chiang, Ted. "Tower of Babylon." <http://gws.soonlabel.com/misc/Ted%20Chiang%20-%20Tower%20Of%20Babylon.pdf> accessed on 20-12-2018.
- Hossain, Rokeya Sakhawat. "Sultana's Dream." <https://digital.library.upenn.edu/women/sultana/dream/dream.html> accessed on 20-12-2018. First published 1905.
- Agamben, Giorgio. *Homo Sacer: Sovereign Power and Bare Life*. Daniel Heller-Roazen (Trans). Stanford: Stanford University Press, 1993.
- 'Are you a man?' Performing Naked Protest in India by Deepti Misri, The university of Chicago press journals, 2011.
- 'Shooting the Sun: A Study of Death and Protest in Manipur' by Jogendro Ksh, Economic and Political weekly, 2009.
- Oppenheimer, Joshua. "The Act of killing".
- 'Are you a man?' Performing Naked Protest in India by Deepti Misri, The university of Chicago press journals, 2011.
- 'Shooting the Sun: A Study of Death and Protest in Manipur' by Jogendro Ksh, Economic and Political weekly, 2009.
- 'Life and words: Violence and the descent into the ordinary' (chapter 1 & 2) by Veena Das.

Module 5: Virtual vs Real Human:

- 'Personhood: The self-the life course- Avatars and alts-embodiment-gender and race-Agency (chapter-5 from Coming of age in Second life)' by Tom Boellstorff, Princeton University press, 2008.
- 'The Virtual: the virtual human-Culture and the online-Simulation-Fiction and design-The massively multiple- Toward an anthropology of virtual worlds (chapter-9 from Coming of age in second life)' by Tom Boesllstorff, Princeton University press, 2008.
- Suggested readings:
- "A Cyborg Manifesto: science, technology and Socialist-feminism in the late twentieth century' by Donna Harraway, University of Minnesota press. 2016.
- *Avatar* by James Cameron (2009)
- *The matrix (Triology)* by Lana Wachowski & Lilly Wachowski,

- Nick Bostrom – the transhuman ideas to see how they derive from evolutionary biology discourse of progress of human race.
- Braidotti, Rosi. *Posthuman Feminism*. Polity Press, 2018.
- Halberstam, Judith M., Ira Livingston. *Posthuman Bodies*. Indiana University Press, 1995.

ADDITIONAL REFERENCE:

Added module-wise suggested readings above.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202803

Title: Gender, Work and Labour

Type of Course: Core Compulsory for MA Gender Studies

Cohort for which it is compulsory: For all cohorts of Gender Studies

Cohort for which it is elective: All cohorts of Gender Studies MA programme

No of Credits: 4

Semester and Year Offered: 2nd semester 2010

Course Coordinator and Team: Shubhra Nagalia

Email of course coordinator: shubhra@aud.ac.in

Pre-requisites: Students should be registered to the programme

Course Objectives/Description:

The course will take up 'work,' 'labour,' 'gender' as critical terms, as categories of analysis that open up our understanding of caste, sexuality, citizenship to name a few objects of enquiry. The distinctions between work and labour have important theoretical implications which the course aims to look at. Further the course aims to foreground the contested terrain of labour through feminist debates that took place in the 70s and continue till date. Feminists looked at labour systems and the role of the force of gender in its sustenance and ongoing reconstitutions.

The course looks at the political economy of the production and reproduction of social identities. Simultaneously, the argument will also be that social identities and cultural meanings and practices significantly organize labour and class processes. Who does what work? What is recognized, valued and productive is also made possible by the multiple cultural, moral, ethical and social meanings. Daily regeneration of life and of death, of societies and institutions is made possible by laboring bodies. Bodies framed by stigmas, shame, disgust, terror and worship. The broad aim of the course is to find multiple points of entry into debates on culture and labour as categories of analysis and see possibilities of a feminist appropriation to think through strategies for feminist politics.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify the key concepts like gender, work and labour.
2. Demonstrate knowledge of key texts and topics related to political economy.
3. Use written and oral skills to apply to an academic argument
4. Demonstrate an awareness of critical skills required to read a range of texts.
5. Apply research skills to source materials for class presentations and assessment tasks.

Brief description of modules/ Main modules:

1. **Feminist theorization of gender, work and labour:** This module will look at key theories like sexual division of labour, domestic labour debate and social reproduction theory. Feminists have looked at the relationality between the key concepts and have shown how imbricated each is into the other categories.
2. **Political Economy of Race-Caste and Gender:** This module looks at the ways in which social identities such as race and caste are constituted by and in turn constitute gender. Who does what work and why are questions that unveil the connection between these.
3. **Gendered emotions, Affective Labour and Expectations of Care:** In this module, the course unpacks the political economy of gendered emotions. What kind of affective labour structures our entire experience of work and its environment? Care is not a value free act or emotion. The course interrogates the unmarked understanding of affect and care.
4. **Contemporary Labour Relations and Sexual Politics:** The module takes up contemporary work relations and work spaces such as those in the academia, commute to work, corporate sector and so on and looks at the sexual politics that structure them. The module focuses on certain industries and asks one to consider how these workplaces and the labour of workers is gendered/sexualized.

Assessment Details with weights:

Assessment 1 of 30% weightage: A paper of 3000 words on the first unit.

Assessment 2 of 30% weightage: Team (5-6 students per team) presentation on Unit 2.

Assessment 3 of 40% weightage: Term paper of 5000 words on Units 3 and 4.

Reading List:

1. Mintz, W Sydney () *Sweetness and Power. The Place of Sugar in Modern History*, Penguin Books. Introduction
2. Wolkowitz, Carol (October 2009) 'Challenging Boundaries: An Autobiographical Perspective on the Sociology of Work', *Sociology*, Vol. 43, No. 5, Special Issue on *Re-thinking Sociologies of Work: Past, Present and Future*, pp. 846-860, Published by: Sage Publications, Ltd.
3. Jeffrey, Craig (2010) *Timepass. Youth, Class and the Politics of Waiting in India*, Cambridge University Press India Pvt. Ltd. New Delhi. Selections
4. Mies, Maria (1981) 'Dynamics of Sexual Division of Labour and Capital Accumulation. Women Lace Workers of Narsapur', *EPW*, Annual Number, March 1981, pp487-500.
5. Christine Delphy (1984) 'Patriarchy, Domestic Mode of Production, Gender, and Class', translated by Diana Leonard in *Close to Home. A Materialist Analysis of Women's Oppression*; Amherst: University of Massachusetts Press.
6. Silvia Federici (2012) 'Wages Against Housework' and 'On Sexuality as Work' in *The Commoner*, (www.thecommoner.org); "Care Work" And The Commons, Issue 15, Winter, pp74-94.
7. Lise Vogel (2000) 'Domestic Labor Revisited', *Science & Society*, Vol. 64, No. 2 (2000), pp. 151-170.
8. Heidi I. Hartmann () 'The Unhappy Marriage of Marxism and Feminism. Towards a More Progressive Union.'
9. Lucy Ferguson (2010) 'Social Reproduction and Unfree Labour in Global Political Economy,' SGIR 7th Pan-European International Relations Conference, Stockholm, September 9-11.
10. Rubin, Gayle (2011) 'The Traffic in Women. Notes on the "Political Economy" of Sex' in *Deviations. A Gayle Rubin Reader*, Duke University Press Durham & London, pp 33-65
11. Sharmila Rege, 'Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra', *Economic and Political Weekly*, Vol. 37, No. 11 (Mar. 16-22, 2002), pp. 1038-1047
12. Death of two persons engaged in the cleaning of a soak pit in Kenchamma Hoskote, Alur Taluk, Hassan District : Fact-finding Report by the People's Union for Civil Liberties- Karnataka
13. Jenny Rowena, 'The 'Dirt' in Dirty Picture'; (<http://www.dalitweb.org/?p=736>) OR Jai Bheem Comrade
14. Meena Gopal 'Caste, sexuality and labour: The troubled connection'; 2012 60: 222 *Current Sociology*
15. Omvedt, Gail (2005) 'Capitalism and Globalisation. Dalits and Adivasis', *Economic and Political Weekly*, Vol. 40, No. 47 (Nov. 19-25), pp. 4881-4885
16. Gorringe, Hugo and Rafanell, Irene (2007) 'The Embodiment of Caste: Oppression, Protest and Change' *Sociology*, Volume 41(1): 97–114, Sage Publications
17. Tania Das Gupta with Rebecca Hagey and Jane Turritin, "Racial Discrimination in Nursing" in *Interrogating Race and Racism*, Vijay Agnew, eds. Toronto: University of Toronto Press, 2007, p.261-301.
18. Borooah, Vani K., Amaresh Dubey, and Sriya Iyer. "The effectiveness of jobs reservation: caste, religion and economic status in India." *Development and change* 38.3 (2007): 423-445.

19. Yan Hairong (2003) 'Spectralization of the Rural. Reinterpreting the labor mobility of rural young women in post-Mao China,' *American Ethnologist* 30(4):578-596; American Anthropological Association.
20. Hochschild, Arlie. Hochschild, Arlie Russell. *The managed heart: Commercialization of human feeling*. Univ of California Press, 2003. Introduction, Chapter1.
21. Charmaine Williams. "The Angry Black Woman Scholar":
https://www.researchgate.net/profile/Charmaine_Williams2/publication/236751399_The_Angry_Black_Woman_Scholar/links/54d0fad80cf29ca81104157b.pdf
22. "Girlfriend, Mother, Professor?"
23. http://opinionator.blogs.nytimes.com/2016/01/25/girlfriend-mother-professor/?_r=0

ADDITIONAL REFERENCE:

- McRobbie, Angela. "Notes on 'What Not To Wear' and post-feminist symbolic violence." *The Sociological Review* 52.s2 (2004): 97-109.
- Jeffrey, Craig, Roger Jeffery, and Patricia Jeffery. "Degrees without freedom: The impact of formal education on Dalit young men in north India." *Development and Change* 35.5 (2004): 963-986.
- Chopra, Rohit. "Neoliberalism as doxa: Bourdieu's theory of the state and the contemporary Indian discourse on globalization and liberalization." *Cultural studies* 17.3-4 (2003): 419-444.
- Žižek, Slavoj. "Multiculturalism or the Logic of Multinational Capitalism." *New Left Review*, I, 225, September-October 1997. Online Resource. Last Accessed: August 26, 2015.
<http://newleftreview.org/I/225/slavoj-Žižek-multiculturalism-or-the-cultural-logic-of-multinational-capitalism>
- Thorat, Sukhadeo, and Katherine S. Neuman. *Blocked by caste: economic discrimination in modern India*. Oxford University Press, 2012. Chapter One.
- The Indian LGBT Workplace Climate Survey Report, 2016. Mingle: Mission for Lesbian and Gay Empowerment. Web 3 November 2016
http://mingle.org.in/_workplace-report-2016.php
http://mingle.org.in/pdf/Indian_LGBT_Workplace_Climate_Survey_2016.pdf
- Mitra, Rahul, and Vikram Doctor. "Passing in Corporate India: Problematizing Disclosure of Homosexuality at the Workplace." *Sexual Orientation and Transgender Issues in Organizations*. Springer International Publishing, 2016. 307-320.
- McKenna-Buchanan, Tim, and Sara Baker. "'You Are on Your Own': Magnifying Co-Cultural LGB/TQ Microaggressions in the Workplace." *Contemporary studies of sexuality & communication: eoretical and applied perspectives*. Dubuque, IA: Kendall Hunt.

Willis, Paul. "Witnesses on the periphery: Young lesbian, gay, bisexual and queer employees witnessing homophobic exchanges in Australian workplaces." *Human Relations* 65.12 (2012): 1589-1610.

Frank, Miriam. "Hard Hats & Homophobia: Lesbians in the Building Trades." *New Labor Forum*. Labor Resource Center, Queens College, City University of New York, 2001.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202808

Title: State, Nation, Citizenship and Law (SNCL)

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Gender Studies students

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: 2nd Semester

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: Any Post Graduate student

Course Objectives/Description:

This course aims to unpack the gendered nature of some of the key concepts (State, Nation, Citizenship and Law) that are central to politics and impinges upon almost all aspects of life in contemporary times. In order to unsettle the established conventions about the nature of the 'political' the course will employ the insights of feminist theory. The course seeks to demonstrate how the conventional terms of reference for debating these concepts has been significantly transformed by a feminist critique. It is in this context that this course also seeks to examine some of the complexities of gender questions beyond the simple binary of masculinity and femininity.

The course will also examine the nature of feminist debates in India on the State, nation, citizenship and law by raising some important questions:

What does the discussion on the Indian State look like from feminist perspectives? How does the debate on the Indian nation and questions of nationalism appear in this context? What is the nature of Indian citizenship when evaluated from a feminist perspective and last but not the least what has been the nature of feminist engagement with law in India?

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of the dimensions of the State & State-apparatus.
2. Demonstrate awareness of key texts and topics related to the State, the Nation, Citizenship and Law.
3. Trained to use specific research tools for specific State-related topics of interest.
4. Demonstrate a knowledge of skills required to read a range of perspectives of the State and the Nation.
5. Apply innovative skills to source materials on contemporary readings of the Law and Citizenship.

Main modules:**Module 1**

Understanding the State

Module 2

Understanding the Nation

Module 3

Understanding Citizenship

Module 4

Understanding Law

Assessment Details with weights:

Assessment 1: 40%

Assessment 2: 40%

Class participation and attendance: 20%

Reading List:

- Johanna Kantola- *Feminists Theorize the State*. Palgrave. 2006. Chapters 1 and 2.
- Catherine A. MacKinnon- *Toward a Feminist Theory of the State*. Harvard University Press. 1989. Chapter 3 pages 155- 170.
- Veronique Mottier- *Feminism and Gender Theory: The Return of the State in Political Theory* edited by Gerald F. Gaus and Chandran Kukathas. Sage, 2004.
- [Nirmala Banerjee](#)- *Whatever Happened to the Dreams of Modernity-The Nehruvian Era and Woman s Position*. Vol. 33, Issue No. 17, 25 Apr, 1998. *Economic and Political Weekly*
- Nivedita Menon and Aditya Nigam- *Power and Contestation*. Orient Longman. 2007. Chapters 3 and 4.
- Jyoti Puri- *Sexual States*. Orient Blackswan. 2016. Chapters 1, 5 and 6: *Governing Sexuality, Constituting States (chapter 1), Pivoting toward the State Phase One of the struggle against Section 377 (chapter 5), State vs. Sexuality (chapter 6)*
- Nira Yuval-Davis- 2003 (PDF available) *Nationalist Projects and Gender (Nar. umjet. 40/1, 2003, pp. 9-36, N. Yuval-Davis, Nationalist Projects and Gender)...*
- Suruchi Thapar –Bjorkert- *Gender, Nations and Nationalism from The Oxford Handbook of Politics and Gender*. 2013.
- Kumari Jayawardena-*Feminism and Nationalism in the Third World. Kali for Women*. 1986. Introduction.
- Mrinalini Sinha- *Gendered Nationalism: from women to gender and back again?* (Routledge Handbook of Gender in South Asia) edited by Leela Fernandes. 2014.
- Judith Squires – *Gender in Political Theory*. Polity Press. 2008. Chapter 6- *Citizenship*.
- Birte Siim- *Citizenship from The Oxford Handbook of Politics and Gender*. 2013.
- Niraja Gopal Jayal- *Citizenship and its Discontents*. Permanent Black. 2013. Chapter 2.
- Anupama Roy- *Gendered Citizenship*. Orient Longman. 2005. Chapters five and six.
- Naila Kabeer (edited) - *Inclusive Citizenship*. Zubaan. 2005. Chapter 1.
- Judith A. Baer- *Feminist Theory and The Law from Oxford Handbook of Law and Politics*. 2008
- Catherine A. MacKinnon- *Toward a Feminist Theory of the State*. Harvard University Press. 1989. Chapter 13 *Feminist Jurisprudence*.
- Nivedita Menon- *Recovering Subversion*. Permanent Black. 2004. pages 17-21, 54-59, 204-208
- *Because I Have a Voice-* edited Arvind Narrain and Gautam Bhan. Yoda. 2012. Chapter 2 -*Challenging the Limits of Law*
- Jyoti Puri- *Sexual States*. Orient Blackswan. 2016. Part 2, Chapters 3 and 4- *Sexual lives of Juridical Governance*

School Name- School of Human Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202831

Title: Feminist Movements in South Asia

Type of Course: Elective (internal to the program)

Cohort for which it is compulsory: Internal elective compulsory for MA Gender Studies

Cohort for which it is elective: Internal elective compulsory for MA Gender Studies

No of Credits: 4

Semester and Year Offered: 2nd, 2019

Course Coordinator and Team: Krishna Menon

Email of course coordinator: krishnamenon@aud.ac.in

Pre-requisites: enrolled as a PG or research student in AUD

Course Objectives/Description:

Feminist Movements in South Asia is a course designed to help students critique and engage with the category of the nation-state as framed by the plural histories of South Asia from a feminist vantage point. The course would seek to demonstrate that Our understanding of social, economic, cultural, ecological and political conflicts on the one hand and the possibility of change and transformation on the other hand are impacted by our vantage point. The nation-state more often than

not has been a favored vantage point to understand feminist movements. What would feminist movements look like if these boundaries were to be disregarded? Is there a possibility of doing so? These along with many related questions would be discussed in this course.

This course would firmly advocate that a perspective that moves beyond the boundaries of the cartographic certainties imposed by the nation-state would yield a different and probably a more textured understanding of our times. This course would argue that such boundaries are more likely to be accompanied by power, surveillance, control, regulation and violence. How does the idea of the nation-state impact feminist politics, and how does feminist politics destabilize and sidestep the idea of the nation-state, while being mindful of the differences that abound?

South Asia is an interesting ground for the study of feminist movements because of its complexities, similarities and differences. Studying this region from a gendered perspective would yield very fascinating insights. It is a region that has on the one hand produced important women politicians and heads of states, while also being witness to some very brutal and harsh attacks on women based on caste, ethnicity, language and religion. The course seeks to demonstrate patterns of feminist struggles and triumphs both at the local as well as the national and regional levels and in doing so it seeks to study the patterns of feminist politics and mobilization in this region.

Located within the interdisciplinary program of Gender Studies, the course would draw upon the cultures, literature, music , cinema and fine arts among others to establish the constructed nature of both the category of the nation state and its gendered expressions.

Course Outcomes:

On successful completion of this course students will be able to:

1. Critique the category of South Asia and gain familiarity with the wide ranging debates on the use of the term South Asia

2 Gain an understanding of the some of the important aspects of gender in the South Asian context ranging from aspects such as the nation, religion, economy, military , violence and peacebuilding.

3 Demonstrate a knowledge of some of the most important academic literature in the English language that is concerned with South Asia written from a feminist perspective

3. Acquiring critical reading and writing skills through the exposure to a diverse range of materials for discussion in the classroom

4. Apply research skills to source materials for class presentations and assessment tasks

5 Be able to analyse and spot trends in South Asia pertaining to employment, migration, violence and militarism, political mobilization, religious movements from a gendered lens.

Brief description of modules/ Main modules:

1. **Unpacking the idea of South Asia-** This module will examine the complicated and varied history of the term South Asia. It will attempt to engage with some of the major debates on the question of is there a South Asia- some important academic essays will be employed to examine this category.

2. **Nationalism, State and Gender in South Asia-** The second module examines the intimate linkages between the project of state formation, national identity and nationalism on the one hand and the gendered regimes that govern these projects. It would seek to examine the gendered nature of nation state formation in South Asia , while also deliberating upon the ways in which gendered identities are themselves bearers of nationalist politics and agenda.

3. Women's Activism and Religion in South Asia- This module highlights the important role played by religion in the consolidation of gender in South Asia and the deeply inscribed presence of religion in the gender landscapes across this region. It seeks to examine the ways in which feminists in South Asia have engaged with religion, and particularly ask the question whether religion could be deployed for progressive and emancipatory ends.

4 Questions of Labour, Economy and Gender in South Asia- The fourth module is intended to familiarize the student with questions of labour, economy and gender in South Asia. Here, one of the main concerns would be the gendered ways in which economy is organized across the region impacting the nature of labour, work and wages that men, women and others have access to and the assumptions surrounding the political economy of gender, labour and economy in South Asia.

5 Southasian Feminisms- Challenges and Possibilities- In this module the aim is to ascertain whether or not a solidarity forged across the contentious national borders based on a feminist sensibility would be possible. The challenges that are faced by such attempts as well as the possibilities offered by this would be examined.

6 Militarism, Conflict, Peacebuilding and Gender in South Asia- The challenges posed to feminist politics by the excessive use of militarism and the militarization of the nation-states across South Asia would be discussed in this module. The gendered nature of militarism and its impact on the social and cultural life of South Asia would be discussed in this module. The fact that South Asia is one of the most militarized zones in the world makes this discussion very pertinent- and hence the aim is to learn how the military is gendered on the one hand, and on how on the other hand it impacts gender relations in South Asia. The module will also seek to map the nature of feminist solidarities and resistance across South Asia to the scourge of militarism and violence- perpetrated both by state and non-state actors.

Assessment Details with weights:

First Assessment- Class test- 40%

Second Assessment- Critical Essay Writing – 40%

Third Assessment- Attendance and Class participation- 20%

Reading List:

First Module:

1. Introduction by Paul R. Brass from Routledge Handbook of South Asian Politics, New York. 2010.
2. Aminah Mohammad-Arif, Introduction. Imagination and Constructions of South Asia: An Enchanting Abstraction? South Asia Multidisciplinary Academic Journal (SAMAJ) 10 (2014)
3. Introduction: Re-conceptualizing nation and Region in Modern South Asia. Kamala Viswesaran in Perspectives on Modern South Asia* (PMSA) Wiley-Blackwell. United Kingdom. 2011
4. Manish Desai. Critical Cartography, Theories and Praxis of Transnational Feminisms. The Oxford Handbook of Transnational Feminist Movements. Edited by Rawwida Baksh and Wendy Harcourt. 2015

Second Module:

- Mrinalini Sinha. Gendered nationalism: from women to gender and back again? pp 13-27 in Routledge Handbook of Gender in South Asia. Edited by Leela Fernandes. 2014.
- Ritu Menon and Kamla Bhasin. Abducted Women, the State and Questions of Honor: Three Perspectives on the Recovery Operations in Post-Partition India. Pp 119-133. PMSA
- Naila Kabeer. The Quest for National Identity: women, Islam and the State in Bangladesh. Pp 139-153. PMSA

- Qadri Ismail. *Contesting Nation, Contesting Nationalism: The Southern Tamil (Woman) and Separatist Tamil Nationalism in Sri Lanka*, from the *Subaltern Studies Volume XI*. Ed Partha Chatterjee and Pradeep Jeggannathan. Permanent Black, New Delhi. 2000.

Third Module:

- Seira Tamang, *The Politics of ‘Developing Nepali Women’*. PMSA
- Kanchana N. Ruwanpura, *Global Governance initiatives and garment sector workers in Sri Lanka: tracing its gender and development politics*. *Routledge Handbook of Gender in South Asia*. Edited by Leela Fernandes. 2014. Pp 2017-219
- Smitha Radhakrishnan. *Gendered opportunity and constraint in India’s IT industry: the problem of too much ‘headweight’*. In *Routledge Handbook of Gender in South Asia*. Edited by Leela Fernandes. 2014. pp 234-246.
- Lamia Karim. *NGOs, State and neoliberal development in South Asia: the paradigmatic case of Bangladesh in a global perspective*. *Routledge Handbook of Gender in South Asia*. Edited by Leela Fernandes. 2014. pp 260-274

Fourth Module:

- Mariz Tadros. *From Secular Reductionism to Religious Essentialism: Implications for the Gender Agenda*. *The Oxford Handbook of Transnational Feminist Movements*. Edited by Rawwida Baksh and Wendy Harcourt. 2015
- Shail Mayaram. *Being Hindu and Muslim in South Asia*. PMSA. Pp 16-22.
- Amrita Chhachhi *The State, Religious Fundamentalism and women-Trends in South Asia*, *Economic and Political Weekly*, Vol. 24, Issue No. 11, 18 Mar, 1989
- Amrita Basu. *Resisting the Sacred and the Secular*, from *Resisting the Sacred and the Secular* by Patricia Jeffrey and Amrita Basu Eds, Kali for Women, New Delhi. 2001.
- Farida Shaheed. *Women’s Experiences of Identity, Religion and Activism in Pakistan* from *Resisting the Sacred and the Secular* by Patricia Jeffrey and Amrita Basu Eds, Kali for Women, New Delhi. 2001
- Saadia Toor. *The Political Economy of moral regulation in Pakistan: religion, gender and class in postcolonial context*. *Routledge Handbook of Gender in South Asia*. Edited by Leela Fernandes. 2014. pp 129-142

Fifth Module:

- Amrita Chhachhi and Sunila Abeyasekera. Forging a New Political Imaginary: Transnational Southasian Feminisms. Routledge Handbook of Gender in South Asia. Edited by Leela Fernandes. 2014. pp 553-577
- Sunila Abeyasekera. Social Movements, Feminist Movements and the State: A Regional Perspective.
- Kamla Bhasin and Nigat Said Khan. Some Questions on Feminism and its Relevance in South Asia. Kali for Women, New Delhi. 1986.
- Moon Charania. Feminism, sexuality and the rhetoric of Westernization in Pakistan: precarious citizenship. Routledge Handbook of Gender in South Asia. Edited by Leela Fernandes. 2014. pp 318-332

Sixth Module:

- Linda Etchart. Demilitarizing the Global: Women's Peace Movements and Transnational Networks. The Oxford Handbook of Transnational Feminist Movements. Edited by Rawwida Baksh and Wendy Harcourt. 2015
- . Seema Kazi. South Asia's gendered 'war on peace'. The Oxford Handbook of Transnational Feminist Movements. Edited by Rawwida Baksh and Wendy Harcourt. 2015
- Sharika Thriangama. Female militancy: Reflections from Sri Lanka. Routledge Handbook of Gender in South Asia. Edited by Leela Fernandes. 2014. pp 115-128.
- Rita Manchanda. Gender, Conflict and Displacement. EPW. September 11, 2004.

ADDITIONAL REFERENCE:

Zubaan Series on Sexual Violence and Impunity in South Asia

School Name
Ambedkar University Delhi
Course Outline

Time Slot _____

Course Code: SHS202832

Title: Global Feminism

Type of Course: Internal Elective

Cohort for which it is compulsory: MA Gender Studies Students

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: 2nd Semester

Course Coordinator and Team: Rachna Chaudhary

Email of course coordinator: rachna@aud.ac.in

Pre-requisites: Students should be registered for MA Gender Studies

Course Objectives/Description:

The course asks the question, is there global feminism? The multiple images that form at the invocation of the word include, among others, seeing it as an idea for the purpose of representation, a movement, with representational logic as well as embodied practices. The possibility of it being both is also not unimaginable. What does it represent and to whom and to what effect? It will attempt to understand the unintended/intended effects of the global on the local/national/regional feminisms and the relationship between these strands.

The course traces some of the important moments in the making of “global feminism” as a category – the radical feminist moment of the 70s USA, where a feminist like Robin Morgan came up with the slogan, “sisterhood is global” and the U.N. development decades of the 60s and 70s which “added” women globally into development goals for the globe. The “global” of the former moment emerges from a theorization of patriarchy as universal. The developmental moment, on the other hand, imagines individual nation states as responsible for the “improvement” of their respective subjects and therefore, the logic of adding up national state driven initiatives for women adding up to form the entity called global feminism.

The idea of global is being continuously critiqued for producing a universal understanding of feminism, assuming homogeneity and producing a universal idea of its subject of this feminism, the universal woman, who needs to be uplifted, empowered, ‘made’ independent. The paradigm of development then becomes a mode of legitimizing Western intervention in ‘empowering’ women of the Third World. The importance of solidarity and advocacy is important, but the positions of power inherent are also to be recognized.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key issues coalesced around global feminism.
2. Demonstrate ability to engage with different aspects of feminist movements all over the globe.
3. Learn to understand the linkages between the global and local.
4. Demonstrate an awareness of critical skills required to read a range of texts
5. Capability to build a sharp focus of how issues get formed into a movement and how feminist movements are also sites of knowledge..

Brief description of modules/ Main modules:

1. **Making of Global Feminism:** The “Second Wave” Moment in the West was important in shifting the liberal emphasis of women’s movements across the world. The second wave was that of radical feminism and this module engages students with the ideas of radical moment of global feminism as they originated in the West and its implication for non-western contexts.
2. **Global Women’s Movement:** This module focuses on the development debates which have been very significant in shaping the thrust and agenda of women’s movements. Making of “Third world” Feminism
3. **Universalism/Feminism:** This module takes up the contemporary debates and takes up the binary of universalism and feminism and engages students with the necessity of universalisms as well as its vicissitudes. The universalizing impulse of feminism has been thoroughly critiqued by non-western worlds and these debates have borne rich results.
4. **Globalizing difference:** This is a very important part of feminist journey. The module exposes students to the central significance of difference as having implications epistemologically.

Assessment Details with weights:

1st assessment 40%
2nd assessment 40%
Attendance and class participation 20%

Reading List:

- Morgan, Robin. “Planetary Feminism: The Politics of the 21st Century.” In *Sisterhood is Global: The International Women’s Movement Anthology*. New York: The Feminist Press, 1989. pp: 1-38.
- Bell Hooks. “Sisterhood: Political Solidarity between Women.” *Feminist Review*, No. 23, (Summer, 1986), pp. 125-138.
- Mary Wollstonecraft, Chapter 13 (“Folly which the ignorance of women generates”), *A Vindication of the Rights of Woman*(1792).
- *The Bostonians* or *Iron Jawed Angels* - Films, both available on Youtube
- Sojourner Truth. “Ain’t I a Woman? Women’s Convention, Akron, Ohio, 28-29. May 1851.

- Goldman, Emma. *The Tragedy of Woman's Emancipation*
<https://www.marxists.org/reference/archive/goldman/works/1906/tragedy-women.htm>
Luxemburg, Rosa. "Women's Suffrage and Class Struggle."
- <http://www.marxists.org/archive/luxemburg/1912/05/12.htm>
- Leila Rupp and Verta Taylor, 'Forging Feminist Identity in an International Movement: A Collective Identity Approach to Twentieth-Century Feminism', *Signs*, 1999.
- Kollontai, Alexandra. "Communism and the Family." 1920
<https://www.marxists.org/archive/kollonta/1920/communism->
- Zetkin, Clara. "Only in Conjunction With the Proletarian Woman Will Socialism Be Victorious." (1896) <http://www.marxists.org/archive/zetkin/1896/10/women.htm>
- Ghodsee, Kristen. "Red Nostalgia? Communism, Women's Emancipation, and Economic Transformation in Bulgaria." *L'Homme Z. F. G.* 15, 1 (2004).pp: 21-36.
- Antrobus, Peggy. *The Global Women's Movement: Origin, Issues, Strategies.* Bangalore: Books for Change, 2004.
- Walby, Sylvia. "Feminism in a Global Era." *Economy and Society Volume 31 Number 4 November 2002: 533-557.*
- Rathgeber, Eva M. "WID, WAD, GAD: Trends in Research and Practice." *The Journal of Developing Areas*, Vol. 24, No. 4 (Jul., 1990), pp. 489-502.
- Escobar, Arturo. "Power and Visibility: Tales of Peasants, Women, and the Environment." *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, 1995. 154-211.
- Saunders, Kriemild *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism, and Representation*. New York: The Feminist Press, 2002.
- Gibson-Graham, J. K. . *A Postcapitalist Politics*. University of Minnesota Press, 2006 (Selections)
- Ong, Aihwa. *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia*. Albany: State University of New York Press, 1987. Pp: p xiii_p 10.
- Mohanty, Chandra Talpade. *Under Western Eyes*.(Excerpts).
- Narayan, Uma. *Dislocating Cultures*.(Excerpts).
-
- John, Mary. *Discrepant Dislocations*.(Excerpts).
- Jayawardena, Kumari;. *Feminism and Nationalism in the Third World*. Zed Books, 1986.(Excerpts).
- Saba Mahmood, Introduction *Politics of Piety* [selections] -
- Benhabib in *Feminist Contentions – Feminist problem with postmodernism*
- Nancy Fraser, "Feminism, Capitalism, and the Cunning of History"
- Pandita Ramabai, "The Condition of Women", in *The Peoples of the United States*, in Meera Kosambi, ed. and trans., *Pandita Ramabai's American Encounter* (Bloomington: Indiana UP, 2003). –
- Susan Moller Okin, 'Is Multiculturalism Bad for Women?'
- Kimberle Crenshaw, 'Intersectionality, Identity Politics and Violence against Women', *Stanford Law Review*.

ADDITIONAL REFERENCE:

School Name

Ambedkar University Delhi

Course Outline

Time Slot_____

Course Code: SHS202821

Title: Introduction to Research Methods (IRM)

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Gender Studies students

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: 2nd Semester

Course Coordinator and Team: Rachna Chaudhary

Email of course coordinator: rachna@aud.ac.in

Pre-requisites:

Course Objectives/Description:

The aim of this course is to introduce students to the fundamentals of research in the social sciences and humanities. Students engage with a variety of texts and different research methodologies. This requires a multi-layered approach beginning with engaging students with the idea of research, the conventional research paradigm developed within positivism, the critique of the conventional perspective from a range of positions particularly feminist epistemology. This would serve as an introduction to the concept of research. The course will enable students to have comprehensive knowledge and skills in the area of research methods and train themselves to apply them towards writing their dissertation.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of Research Methods.
2. Demonstrate knowledge of key texts and topics related to Research Methods.

3. Trained to deploy specific research methods for specific research enquired.
4. Demonstrate an awareness of critical skills required to read a range of texts
5. Apply research skills to source materials for class presentations and assessment tasks

Brief description of modules/ Main modules:

1. Thinking about Research: This module will initiate the process of thinking of research areas and animating that process with linking it with research methods.
2. Meanings and Aspects of Methodology: The focus of this module is to discuss the meaning and aspects of research method and their significance in doing research.
3. An Introduction to Epistemology: This module introduces students to the theoretical basis of methodologies,
4. Data and Basic Processes of data collection: This is an exposure of students to processes of quantitative research and equips the students to deal with and use basic statistical tools and concepts.
5. Designing a Research Project: This is the practical aspect of the course whereby students develop a research project and explain why and which research methodologies they will be using.

Assessment Details with weights:

Annotated Bibliography: 40%

Term Paper/Research Proposal: 40%

Class participation and attendance – 20%

Reading List:

- Harding, Sandra. 1987. "Introduction: Is There a Feminist Method?" In, *Feminism and Methodology* (pp. 1-14). Bloomington: Indiana University Press. Pp. 1-3.
- Prabha Kotiswaran, "Dangerous Sex, Invisible Labor: An Introduction," *Dangerous Sex, Invisible Labor: Sex Work and the Law in India* (New Delhi: OUP, 2012).
- Shahid Amin, "prologue and epilogue", in *Event, Metaphor, Memory: ChauriChaura 1922-1992* (New Delhi: Oxford University Press. 1995).
- Ranjana Padhi, "Introduction," *Those Who Did Not Die: Impact of the Agrarian Crisis on Women in Punjab* (New Delhi: Sage, 2012).

- Emile Durkheim, "What is a Social Fact?", in Steven Lukes, trans. *The Rules of the Sociological Method* (New York: Free Press, 1982).
 - Karl Marx, "The Method of Political Economy", *Grundrisse: Foundations of the Critique of Political Economy*.
 - Max Weber, "The Meaning of „Ethical Neutrality“ in Sociology and Economics," in *Methodology of the Social Sciences*.
 - Dorothy E. Smith, "A peculiar Eclipsing: Women's Exclusion from Man's Culture" in *The everyday world as problematic: A feminist Sociology*. Boston: Northeastern University (1987). Pp. 17-43.
 - Claude Levi-Strauss, *Tristes Tropiques*(selections)
 - Gopal Guru, "How Egalitarian are the Social Sciences in India?, in *Economic and political weekly*. Vol. 37, No. 50 (2002). Pp. 5003-5009.
 - Mahasweta Devi, "Witch-Hunting in West Bengal: In Whose Interest?" in *Dust on the Road* (Calcutta: Seagull, 2010).
 - Emily Martin, *The Egg and the Sperm*
 - Ann Oakley, "Interviewing women: A contradiction in terms," in Helen Roberts ed., *Doing Feminist Research* (London: Routledge, 1981).
 - Renato Rosaldo, "From the door of His Tent: The Fieldworker and the Inquisitor". Pp. 77-97.
 - Palriwala, Rajni. 2005. "Fieldwork in a Post-Colonial Anthropology: Experience and the Comparative." In *Social Anthropology*. European Association of Social Anthropology. 13, 2. Pp. 151-170.
- Module 5: Quantitative Research: Basic Statistical Tools and Concepts
- Sachar Committee Report (selections) 2003.
 - Charles R. Hale, "What is activist research?", *SSRC Vol. 1, Nos. 1- 2*.
 - Pierre Bourdieu, selections from *Distinction: A social Critique of the Judgment of Taste*. Pp. 13-96.

ADDITIONAL REFERENCE:

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code:

Title: Summer Internship

Type of Course:

Cohort for which it is compulsory: M A Gender Studies

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: 3rd Semester, 2nd year

Course Coordinator and Team: Bindu K.c.

Email of course coordinator: bindukc@aud.ac.in

Pre-requisites:

Course Objectives/Description:

In Internship, each student completes 30 days of their work and engagement with institutions and organizations of their broad area of interest. It is an endeavour to provide an opportunity to our students to gain learning and practical experience from a wide variety of organizations and individuals, including NGOs, research institutions, consultancy organizations, activist groups, public sector organizations and government agencies.

The course is an effort towards fulfilling AUD's vision to build partnerships with the world of practice as an essential pillar of learning about gender, power, state and society. The faculty who is the internship co-ordinator, is closely involved with the students and the partner organizations in designing the exact nature of each specific partnership and internship arrangement. This enables the host institutions to build partnerships with the faculty and students in ways that suit their own long term vision and immediate requirements. Some institutions may wish to invest in young minds wanting to explore their inner selves as well as social reality, while others may want a specific output delivered. All these requirements are met through our internship programme depending on the kind of association the host organization intends.

Our focus is also to help students acquire skills that would enhance their employability as well-trained, thinking, aware, socially conscious and sensitive citizens in the profession they choose eventually.

Course Outcomes:

On successful completion of this course students will be able to:

1. Clearly write a CV and Cover letters
2. Apply for jobs
3. Have a month of experience working in a an organisation
4. Critically evaluate their working situation
5. Translate theory into a practice based situation

Brief description of modules/ Main modules:

Since the course is based on practice based model we cannot give modules. But, we can present our work in the following ways:

Module 1

CV writing and Cover letter

The students will be able to make a CV and write an intelligent cover letter to apply for internships.

Module 2

Practice based Internship with specific organisation for 30 days

Module 3

Daily log and Daily diary – recording of their daily activities in the form of a log and diary

Module 4

Writing an analytical report

Assessment Details with weights:

The assessment pattern adopted is in keeping with both the University's philosophy of continuous assessment and the specific teaching and learning strategies practised in Gender Studies. With the aim of assessing and enhancing the students' abilities to individually and collectively produce, interpret and challenge knowledge and knowledge systems from a gender aware lens, and to articulate and critically reflect on these both verbally and in writing, a range of assessment situations were created. These include a daily log, a daily diary and an analytical report along with the external supervisor's report and grading.

Reading List:

1.

ADDITIONAL REFERENCE:

School of Human Studies
Ambedkar University Delhi

Course Outline Course Code: SHS202806

Title: Masculinities

Type of Course: Gender Studies

Cohort for which it is compulsory: MA Gender Studies, Sem 3

Cohort for which it is elective: All other Masters students

No of Credits: 2 credits

Semester and Year Offered: 3rd Semester (Monsoon Semester 2016)

Course Coordinator and Team: Dr. Shelly Pandey

Email of course coordinator: shellypandey@aud.ac.in

Pre-requisites: Graduation in any of the disciplines

Masculinity as a field of enquiry is important to theorise gender as a category of analysis. The discourse of masculinity as a dominant and superior gender position is produced at a number of sites and has specific consequences for 'other' genders especially its perceived antithesis, femininity. This course will explore various cultural, political and social contexts through which ideas of masculinity / masculinities circulate and take shape. It is not just the snap shot view of synchronic categories, which can be imagined as fixed in the contemporary, but also the process view of categories, evolving and changing in time, historically that needs to be there in analysis. India has seen the rise of studies on masculinities from mid 90s onwards. The course would be a review of the important studies from India, pitching it firmly within a feminist framework, which means, analysing power operating in the construction and performances of masculinities.

Course Outcomes;

On Successful completion of this course, Students will be able to

1. Understand Masculinity as framework of analysis.
2. Learn about masculinity in the historical context
3. Identify that how masculinity is constructed.
4. Understand how masculinity is associated with sexuality, violence and honor.
5. Demonstrate how masculine is performed through different Art forms like, cinema poetry.

Main Modules

Unit 1: Masculinity and Masculinities: Definitions and Frameworks of Analysis

- Gender as a Relationship Between Men, Women and Other Genders
- Masculinities and Power
- Masculinities and Feminism

Unit 2: Masculinity and History: Pre-Colonial, Colonial and Post-colonial Contexts

- Indian Masculinities before Colonialism
- Masculinities and the Colonial Era: the Making of Indian Men
- Post-colonial Masculinities: The Nation and its Men

Unit 3: Learning to be a Man

- Family
- Schooling
- Religion
- Work

Unit 4: Masculinity and Sexuality

- Men, Women and Sexuality
- Heterosexuality, Homosexuality and Masculinity

Unit 5: Masculinities, 'Honour' and Violence

- Losing Masculinity, Maintaining Masculinity
- War and Masculinity

Unit 6: Filmic and Masculinities in India

- Men as Movie Audiences
- Poets and Angry Young Men

Unit 7: Masculinities, Beauty, Physicality and Fitness

- Making-up the Male Body
- Masculinity in Performance

Assessment Details with weights:

Assessment 1: 40%

Assessment 2: 40%

Class participation and attendance: 20%

Readings:

Alter, J. (1992). Hanuman: Shakti, Bhakti and Brahmacharya. In *The Wrestler's Body: Identity and Ideology in North India*. Berkeley: University of California Press.

Bandhopadhyay, M. (2006). 'Competing Masculinities in a Prison, *Men and Masculinities* 9 (2): 186-203.

Bannerjee, S. (2005). 'Cultural Nationalism, Masculine Hinduism and Contemporary Hindutva' in *Make me a Man! Masculinity, Hinduism and Nationalism in India*. New York: SUNY Press.

Bastick, M., Karin Grimm and Rahel Kunz (2007). *Sexual Violence in Armed Conflict – Global Overview and Implication for the Security Sector*. Geneva: Centre for the Democratic Control of Armed Forces

Blackwood, E. (1998). Tombois in West Sumatra: Constructing masculinity and erotic desire. *Cultural Anthropology*, 13(4):491-521.

Carstairs, M. (1958). *The Twice Born*. London: Hogarth Press.

Chopra, R. (2006). 'Invisible Men: Masculinity, Sexuality and Male Domestic Labour', *Men and Masculinities*, 9 (2): 152-167.

Connell, R.W. (Oct., 1993), "The Big Picture: Masculinities in Recent World History" in *Theory and Society*, Vol. 22, No. 5, Special Issue: Masculinities, pp. 597-623.

Cornwall, A and Lindisfarne, N. (1994). 'Dislocating Masculinity: Gender, Power and Anthropology'. In *Dislocating Masculinity. Comparative Ethnographies*. Abingdon: Routledge.

De Neeve, G. (2003). 'The Workplace and the Neighbourhood' Locating Masculinities in the South Indian Textile Industry'. In Osella,C.,Chopra, R. and Osella, R. (eds.) *South Asian Masculinities. Contexts of Change, Sites of Continuity*. Delhi: Women Unlimited.

Deckha, N. (2007). 'From Artist-as-Hero to the Creative Young Man: Bollywood and the Aestheticization of Indian Masculinity'. In Gurbir Jolly, Zenia Wadhvani and Deborah Barretto (eds.) *Once Upon a Time in Bollywood. He Global Swing in Indian Cinema*. Toronto: TSAR Books.

Derne, S. (2000). 'Globalization and Masculine Space in India and Fiji'. In Bettina Van Hoven and Kathrin Horschelmann (eds.) *Spaces of Masculinities*. London and New York: Routledge.

Faizan Ahmed, S.M (2006). 'Making Beautiful: Male Workers in Beauty Parlours', *Men and Masculinities*, 9 (2): 168-185.

- Forrest, D. (1994). 'We're here, We're Queer and we're not Going Shopping: Changing Gay Male Identities in Contemporary Britain'. In Cornwall and Lindisfarne (Ed) *Dislocating Masculinity. Comparative Ethnographies*. Abingdon: Routledge
- Gerami, S. (2004). "Islamist Masculinity and Muslim Masculinities". In M. Kimmel, J. Hearn and RW Connell (Eds.) *Handbook of studies on men and masculinities*. Thousand Oaks: Sage.
- Halberstam, Judith (1998), "An Introduction to Female Masculinity" in *Female Masculinity*, Durham, Duke University Press
- Heath, Stephen (2003), "Male Feminism" in Alice Jardine & Paul Smith (eds.) *Men in Feminism*, London, Routledge.
- Jain, K. (2004). 'Muscularity and its Ramifications: Mimetic Male Bodies in Indian Mass Culture'. In Sanjay Srivastava (ed.) *Sexual Sites, Seminal Attitudes. Sexualities, Masculinities and Culture in South Asia*. New Delhi: Sage.
- Kandiyoti, D. (1994). 'The Paradoxes of Masculinity: Some Thoughts on Segregated Societies', in Cornwall and Lindisfarne (Ed). *Dislocating Masculinity. Comparative Ethnographies*. Abingdon: Routledge.
- Kimmel, Michael S. (September 1987), "Men's Responses to Feminism at the Turn of the Century" in *Gender and Society*, Vol.1, No.3, pp. 261-283.
- Krishnan, H. (2009). 'From Gynemimesis to Hypermasculinity'. In Jennifer Fisher Anthony Shay (eds.) *When Men Dance. Choreographing Masculinities Across Borders*. New York: Oxford University Press.
- Lu, Sheldon, H. (2001). 'Soap Opera: The Transnational Politics of Visuality, Sexuality, and Masculinity'. In *China, Transnational Visuality, Global Postmodernity*. Stanford: Stanford University Press.
- Messner, M. (2000). 'Men and Masculinities'. In *Politics of Masculinities*. Lanham: AltaMira Press.
- O'Hanlon, R. (1997). "Issues of Masculinity in North India History." *Indian Journal of Gender Studies*, 4: 1-19.
- Osella, C and Osella, F. (2006). 'Introduction: Masculinities in South Asia'. In *Men and Masculinities in South India*. London: Anthem Press.

Osella, C. And Osella, F. (2003). Young Malayalee Men and their Movie Heroes'. In Osella, C., Chopra, R. and Osella, F. (Eds.) *South Asian Masculinities. Contexts of Change, Sites of Continuity*. Delhi: Women Unlimited.

Parker, L. (1997). "Engendering School children in Bali." *The Journal of the Royal Anthropological Institute*, 3 (3): 497-516.

Rosselli, J. (1980). "The Self-image of effeteness: Physical Education and Nationalism in Nineteenth-Century Bengal." *Past and Present* 86: 121-148.

Schmidt, J. (2001). ' Redefining Fa'afafine: Western Discourses and the Construction of Transgenderism. In Samoa', *Intersections: Gender, History, Culture in the Asian Context*(<http://intersections.anu.edu.au/issue6/schmidt.html>). Issues 6.

Sen, P. (2005). "Crimes of Honour, Value and Meaning". In Lynn Welchman and Sarah Hossain, (eds.) *'Honour'. Crimes, paradigms, and violence against women*. London: Zed Books.

Sharma (1993). 'Blood, Sweat and Tears: Amitabh Bachchan, Urban Demi-God'. In P. Kirkham and J. Thumin (eds.) *You Tarzan: Masculinities, Movies and Men*. New York: St. Martin's Press.

Srivastava, S. (1996). 'The Garden of Rational Delights: The Nation as Experiment, Science, as Masculinity'. *Social Analysis*, No. 39, April.

Walle, T. (2003). 'Virginity vs. Decency" Continuity and Change in Pakistani Men's Perception of Sexuality and Women'. In C. Osella, R. Chopra and F. Osella (eds.) *South Asian Masculinities. Contexts of Change, Sites of Continuity*. Delhi: Women Unlimited.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code:

Title: Health

Type of Course: Elective

Cohort for which it is compulsory:

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: 3rd Semester, 2010

Course Coordinator and Team: Shubhra Nagalia

Email of course coordinator: shubhra@aud.ac.n

Pre-requisites: All students should be registered for the course

Course Objectives/Description:

The course is about unpacking and critically understanding the concept of health. It looks at health as our subjective histories, social and historical level. It will enable students to ask questions such as what happens when the concepts of normality and abnormality extends its judgment to behaviour, life style and mental health? Medicine and medical practice can then become both caring and controlling. The course aims to study questions of health, norms, knowledge production, and institutions through the ways they are produced by and produce selves and marginality.

The course equips Humanities and Science students to study questions of health, norms, knowledge production, and institutions through the ways they are produced by and produce selves and marginality. Students will be trained to problematise modern medicine, feminist critique and resistance to medical practices and knowledge. It will give an overview of critical issues in public health and will foreground women, especially the more vulnerable strata of women, to mark an entry point into debates around science, modern medicine, illness, well-being and offer critiques and alternatives to the current challenges of envisioning a people oriented health care system.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key conceptual terms in the study of 'Health'
2. Demonstrate knowledge of key texts and topics related to Health
3. Use written and oral skills to apply on an academic argument
4. Demonstrate an awareness of critical skills required to read a range of texts
5. Apply research skills to source materials for class presentations and assessment tasks

Brief description of modules/ Main modules:

1. **The Concept of Health:** This unit will look at the concept called 'health.' It will critically ask if dominant definition of 'health' is the absence of disease or our personal history and medical conditions or about where we come from and who we are.
2. **Health as Biosocial:** In continuation with previous unit the course asks how do policies judge, address, and repair the 'health of the society?' Modern medicine's promise of curing all that is pathological or dysfunctional has enabled a certain way of understanding the human body. Medicine and medical practice can then become both caring and controlling.
3. **Social Determinants of Health:** Does Health vary by age, gender, caste, or race? Would we study health at a social and historical level? It will train students to look at the ways in which the health of certain populations – like women, gay men, and the poor – comes to be tied to their subjection and the continuation of structures of power/knowledge.
4. **Ethics of Care:** The course will, from the point of view of ethics of care, give an overview of critical issues in public health and will foreground women, especially the more vulnerable strata of women, to mark an entry point into debates around science, modern medicine, illness, well-being and offer critiques and alternatives to the current challenges of envisioning a people oriented health care system. It will look at ways in which bio-medical discourse produces race, gender, caste and class and differentially structures women and men's experiences of health.

Assessment Details with weights:

Assessment 1 of 30% weightage: A paper of 3000 words on the first unit.

Assessment 2 of 30% weightage: Team (5-6 students per team) presentation on Unit 2.

Assessment 3 of 40% weightage: Term paper of 5000 words on Units 3 and 4.

Reading List:

1. Judith Butler (1993), *Bodies That Matter*, Preface (pg ix-xii) and Introduction (pg 1-23), Routledge, NY, London.
2. Michel Foucault (1978), 'Right of Death and Power over Life' from *History of Sexuality*, Vol. 1, Pantheon Books, New York, (pg 135-159).
3. Jeffery, Patricia and Roger Jeffery (2010), 'Only when the boat has started sinking: A maternal death in rural north India', *Social Science and Medicine*, Vol. 71, pp. 1711-1718.
4. Banerji, Nirmala and Jain, Devaki (2001), "Indian Sex Ratio through time and space: Development from Women's Perspective", in Mazumdar, Veena and Krishnaji, N. (ed.). *Enduring Conundrum: India's Sex Ratio: Essays in Honour of Asok Mitra*, Delhi, Rainbow, pp 73-119. (CWDS/AUD library)(Team Reading)
5. Jay Prosser, 'Skin Memories' from Sara Ahmed ed *Thinking Through The Skin*, Routledge, NY, London, pg 52-68.
6. Satya's letter to Angelina Jolie (<http://timesofindia.indiatimes.com/home/sunday-times/deep-focus/A-letter-to-Angelina-Jolie-by-an-Indian-Transman/articleshow/20389952.cms>)
7. Swatija, M & Shah, C. (1996) 'Towards a New Perspective on Women's Bodies. Learning and Unlearning Together,' *EPW*, Vol XXXI, Nos. 16 and 17, April 20-27, pp WS 35-38.
8. Susie Tharu et al., *Towards a Critical Medical Practice*, Introduction
9. Ulrich Beck (1992), *Risk Society*, Introduction and Preface, Sage Publications, London, pg 3-16.
10. Mary Douglas and Aaron Wildavsky (1983), *Risk and Culture*, Risks are Hidden, University of California Press, LA, London, pg 16-28.
11. Peter Conrad (2007), 'Medicalization: Context, Characteristics, and Changes' in *The Medicalisation of Society*, John Hopkins University Press, US, pg 3-22.
12. Veena Das and R. Das, *Pharmaceuticals in Urban Ecologies* in Adriana Petryna et al. ed. *Global Pharmaceuticals*
13. Joao Biehl (2005), 'Technologies of Invisibility' in Jonathan Xavier Inda ed. *Anthropologies of Modernity* Blackwell Publishing, pg 248-271.
14. Rama Baru et al. *Inequities in Access to Health Services in India*, *EPW*
15. Didier Fassin (2003), *The Embodiment of Inequality*, *Science and Society*, Pg 1-6.
16. Sarah Hodges ed., *Reproductive Health in India*, Chapters 1, 2, and 5
17. Patricia Jeffery et al. *Disputing Contraception*, *Modern Asian Studies*
18. Arlie Hochschild (1983), *The Managed Heart*, University of California Press, NY, London, pg 76-86/162-184.
19. Didier Fassin (2008), *The Elementary Forms of Care*, *Social Science & Medicine*, pg 262-270.
20. Ann Cvetkovich (2012), *Depression*, Duke University Press, Durnham, London, pg 74-84.

ADDITIONAL REFERENCE:

- a) Judith Butler, *Undoing Gender*, *Doing Justice to Someone*
- b) Nicholas Rose, *The Politics of Life Itself*, *Selections*
- c) Lauren Berlant, *Slow Death*

- d) Michel Foucault, The Birth of Biopolitics from Ethics
- e) Roberto Esposito, Immunitas, Selections
- f) Beatriz Preciado, Testo Junkie, Selections
- g) Lawrence Cohen, The Kothi Wars
- h) Ehrenreich, Barbara and Deirdre English (1973) *Witches, Midwives and Nurses: A History of Women Healers*, New York: The Feminist Press.
- i) Veena Das, Affliction, Chapters 1 and 6
- j) Graham Burchell et al, The Foucault Effect, Chapter 4, 10, 11, and 14.
- k) Douglas Crimp, AIDS Cultural Analysis, Selections
- l) Adriana Petryna et al. ed. Global Pharmaceuticals, Introduction
- m) Joao Biehl, Pharmaceuticalisation
- n) J. Devika, Individuals Households Citizens, Chapter 3
- o) Kumkum Sangari, Solid Liquid, Selections (surrogacy)
- p) Rao, M and Sexton, S (2010) "Introduction: Population, Gender, And Health In Neo-Liberal Times" in Mohan Rao, Sarah Sexton (eds) *Markets And Malthus : Population, Gender, And Health In Neo-Liberal Times*, Sage Publication, New Delhi, pp. 1-30
- q) Donna Haraway, Encounters with Companion Species
- r) Arlie Hochschild, Global Care Crisis
- s) Didier Fassin et al., At the Heart of the State, Introduction and Conclusion
- t) Anmarie Mol, The Logic of Care, Selections

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202823

Title: Feminist Research Methods

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Gender Studies Students

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: 3rd Semester

Course Coordinator and Team: Rachna Chaudhary

Email of course coordinator: rachna@aud.ac.in

Pre-requisites: Students should be registered for MA Gender Studies

Course Objectives/Description:

This course continues with the issues and debates from the IRM course that is offered in the second semester. We will turn to feminist problematizations and elaborations of the basic research paradigms presented in the earlier course: The course will introduce students to feminist critiques of and debates about research methodologies across the spectrum of disciplines in the natural and social sciences as well as in the humanities. Beginning with criticisms regarding the exclusion of women as subjects of (and in) research, the debate has shifted to what feminist research that includes women might look like. There is a consensus that what makes research 'feminist' is not the specific research *methods* that are deployed (i.e. the techniques of gathering evidence), since these are neither new nor specific to feminist research. Rather, what distinguish feminist scholarship are the *methodologies* (i.e. theoretical approaches to research) and *epistemologies* (theories about and approaches to knowledge) that are used.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of their research interest.
2. Demonstrate ability to engage with different methodologies of research.
3. Learn to develop research questions and link this with the question of methodologies.
4. Demonstrate an awareness of critical skills required to read a range of texts
5. Capability to build a research idea and research methodology.

Brief description of modules/ Main modules:

1. What is Feminist Research?: This module begin the process of interrogating if research can be feminist. It takes up feminist research scholars and debates the idea. This module develops the debate along questions such as what are feminist methodologies and how to do feminist research.
2. Feminist Critiques of Science: The module enquires into the questions of who and what of 'Women' and where they are in research. These questions pertain to both, women as researchers and women as objects of research enquiry.
3. Method, Methodology, and Epistemology: This modules makes clear the crucial distinction between concepts such as method, methodology and asks if they can be understood in relation with epistemology.
4. Feminist Standpoint Epistemologies: The module takes the crucial feminist standpoint theory into account and exposes students to such feminist research epistemologies so that they are able to distinguish between social science methodologies and the feminist critiques of them.

Assessment Details with weights:

1. 30% for presentation
2. 40% for written submission
3. 10% Supervisor grading for interaction/meeting etc
4. 20% Dissertation workshop and participation

Reading List:

- Harding, Sandra. 1987. "Introduction: Is There a Feminist Method?" In S. Harding (Ed.), *Feminism and Methodology* (pp. 1-14). Bloomington: Indiana University Press. Pp. 1-14
- Reinhartz, Shulamit. 1992 "Introduction." In *Feminist Methods in Social Research*. New York: OUP. Pp. 3-18.
- Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypes," *Signs*, Spring 16 (3): 485-501..
- Caroline and Filippo Osella (2006), "How to make a Man?", in *Men and masculinities in South India*. New Delhi: Anthem Press. Pp. 29-52.
- Maria Mies (1991). Women's research or Feminist Research? The debate surrounding feminist Science and methodology. In Mary Margaret Fonow and Judith A Cook (eds.), *Beyond Methodology: Feminist Scholarship as Lived Research*. Bloomington: Indiana University Press. Pp. 60-84.
- Harding, Sandra. 1987. "Conclusion: Epistemological Questions." in *Feminism and Methodology: Social Science Issues*, edited by Sandra Harding. Bloomington: Indiana University Press. Harding, Sandra. Pp. 181-190.
- Joan Acker, Kate Barry and Johanna Esseveld. (1991). Objectivity and truth: Problems in doing feminist research. In Mary Margaret Fonow and Judith A Cook (eds.), *Beyond Methodology: Feminist Scholarship as Lived Research*. Bloomington: Indiana University Press. Pp. 133-153.
- Klien, Renate Duelli. 1983. "How To Do What We Want To Do: Thoughts about Feminist Methodology," *Theories of Women's Studies*, edited by Gloria Bowles and Renate Duelli Klein. Boston: Routledge and Kegan Paul. pp. 88-104.
- DeVault, Marjorie. 1996. "Talking Back to Sociology: Distinctive Contributions of Feminist Methodology." *Annual Review of Sociology* 22(1996):29-50.
- Bora, Paporii. 2010. Between the Human, the Citizen and the Tribal: Reading Feminist Politics in India's Northeast," in *International Feminist Journal of politics*. Taylor and Francis. 12:3-4. Pp. 341-360.
- Rege, Sharmila. 1998. "Dalit women talk differently: A critique of 'difference' and towards a Dalit feminist standpoint position." *Economic and Political Weekly*, (October 31):39-46.
- Tezenlo Thong, "To raise the savage to a higher level': The westernization of the Nagas and their Culture', *Modern Asian Studies*, 46,4 (2012). Pp. 893-918.
- Mohanty, Chandra Talpade (2003). "Under Western Eyes: Feminist scholarship and colonial discourses," pp. 17-42, In *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. New Delhi: Zubaan.

ADDITIONAL REFERENCE:

- Gopal Guru, "Dalit Women Talk Differently"

- Collins, Patricia Hill. (2004). learning from the outsider within: the sociological Significance of Black feminist thought. In Sandra Harding's (ed.), *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York: Routledge. Pp. 103-126.
- Hekman, Susan. 1997. "Truth and Method: Feminist Standpoint Theory Revisited." In *The Feminist Standpoint Theory Reader: Intellectual and political controversies*, Ed. By Sandra Harding. London: Routledge. Pp. 225-242.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202833

Title: Dissertation Workshop

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Gender Studies Students

Cohort for which it is elective:

No of Credits: 2

Semester and Year Offered: 3rd Semester

Course Coordinator and Team: Lovitoli Jimo

Email of course coordinator: Lovitoli@aud.ac.in

Pre-requisites: Students should be registered for MA Gender Studies

Course Objectives/Description:

This course will facilitate students in thinking about their areas of research interest and arrive at their research questions. The students will be trained to engage with a variety of texts and learn to formulate their questions for enquiry. Many scholars will be invited to share their work and more significantly share how they arrived at their objects of enquiry. The course will encourage students to share their ideas with their peers and also learn from each other. The aim is to equip them to write a dissertation using a feminist lens in the following semester. This course will proceed in a workshop model with taught elements.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of their research interest.
2. Demonstrate an ability to have a dialogue with peers and scholars.
3. Learn to build an argument and apply it to their writing skills.

4. Demonstrate an awareness of critical skills required to read a range of texts
5. Capability to work in a team and also as a researcher in class presentations and assessment tasks

Brief description of modules/ Main modules:

1. Introduction to Research: This module will bring diverse research areas to students to enable them to think of their own area of interest.
2. Reading and writing: This module will train students to take certain topics of research and learn how to write and sharpen their research questions.
- 3 The Disciplinary: Archives, Ethnography, Textual Analysis, Quantitative data etc will be dealt with in this module.
4. Workshop by Gender Studies and other faculty on how they arrived at their research topics.

Assessment Details with weights:

1. 30% for presentation
2. 40% for written submission
3. 10% Supervisor grading for interaction/meeting etc
4. 20% Dissertation workshop and participation

Reading List:

The reading list will be according to diverse research interests of the students and those that invited scholars will ask to be circulated before their lecture.

ADDITIONAL REFERENCE:

**School of Human Studies
Ambedkar University Delhi
Course Outline**

Time Slot_____

Course Code: SHS202809

Title: Bodies

Type of Course: Internal Elective

Cohort for which it is compulsory: NA

Cohort for which it is elective: MA Gender Studies Students

No of Credits: 2

Semester and Year Offered: 4th Semester

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: Students should be registered for MA Gender Studies

Course Objectives/Description:

This course will explore the concept of the body from a gendered perspective. It will ask the question what is body? Is it a biological base of the self that is irreducible further?, isn't it the right material of study for disciplines like biology or medical science? What does Human Studies, veering right now, towards Humanities and Social Sciences, have to do with Bodies? The course further asks the question, is this "base" available to us apart from the stories that make us see the body in particular ways? Is the irreducibility of the flesh – the biological base - itself a story? Who says this story? Society/culture? Or, persons in the body-self, who are written by society/culture but who are also telling their own stories, sometimes in assonance, sometimes, rarely in dissonance of this master story? In other words, is flesh a finished product on which culture writes stories? Or, is flesh itself an unfinished process constantly interacting with culture and telling stories about itself (and others)? How does one hear these stories? What are the meanings sent out by different bodies? Are bodies saying gendered stories? Always? Are bodies and minds different? Which is above which? Who says so? From when onwards? What are the implications of this story? Especially for gender subordinated like women, trans people, queers etc? Or, race and caste subordinated in society? What does all

this mean for the imperfect(ed) bodies? Would that allow an escape into the mind for them,? Or prevent it altogether?

What about self and other? Do we start and end with the surface of our skins? Then, why do people end themselves for relationships? What is this connectedness that we experience with each other that makes our own inhabitation of particular bodies meaningful? Are we so separate from each other? Does this connection extend only to humans? What about humans and animals? Are we so distant and distinct from each other? What about technology and body that mediate with each other? Do we need a human body to feel having a self? Or, does a “selfie” suffice? Or, is the selfie more important than the materially bodied self itself? Was it always so? Or, only in the time of facebook?

To come back to the questions we started with: Are bodies writing their own stories that might be compliant with large narratives that make them possible? What happens when they do not completely comply? Will it be recognized as a body at all? Will it be abjection itself? Will it break the boundary of the human, a little bit?

Is the body available to us only through these stories? Are we caught in the flesh or the stories of being caught in the flesh? What is the “real” question about the body? Is it the classic question of who are we? or who am I? Is it a question of subjectivity or identity itself?

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key issues centred around bodies.
2. Demonstrate ability to engage with different aspects of bodies.
3. Learn to understand the connections between the internal and external as well as human and non-human.
4. Demonstrate a knowledge of critical skills required to read a range of texts, narratives & perspectives.
5. Capability to build a nuanced understanding of how issues & concerns get formed into embodiments and how these embodiments are also sites of knowledge.

Main modules:

1. **“Seeing” the Body: Introductory Lecture**
2. **“Thinking” through the Body**
3. **“Talking” the Body:** Science as Rhetoric -- Biology
4. **“Making” the Body:** Social Construction and the Body as well as Critique of Feminist Construction of the Body – Dieting
5. **Body Language**
6. **“Other” Bodies** – Embodiments of Caste, Disability, Sexuality
7. **Visuality and Female Body**
8. **The Body Not as Singular**
9. **Bodyless Bodies: Cyborgs**

Assessment Details with weights:

- 1st assessment 40%
- 2nd assessment 40%
- Attendance and class participation 20%

Reading List:

- The Problem of Dualism – Descartes Meditations – 2
- Grosz, Elizabeth. . “Refiguring Bodies.” In *Volatile Bodies: Towards a Corporeal Feminism*. Bloomington: Indian University Press, 1994. pp:3-26.
- Martin, Emily. “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.” *Signs*, Vol. 16, No. 3 (Spring, 1991), pp. 485-501Published
- Turner, Bryan S. “Virtue and the Body: The Debate over Nature and Nurture” *Body and Society: Explorations in Social Theory*. Los Angeles: Sage Publications, 2008.pp: 1-15
- Butler, Judith. “Subjects of Sex/Gender/Desire.” In *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990. Pp: 1-33. And “Notes.”pp: 150-157.
- Butler, Judith. “Preface.” *Bodies that Matter: On the Discursive Limits of ‘Sex’*.
- Orbach, Susie. *On Eating: Change your Eating, Change your Life*. London: Penguin Books, 2002.
- Schilling, C. 1993. “The Distorted Body.” In *The Body and Social Theory*. Los Angeles: Sage Publications, 1993. 63-68.
- Ted Talks: Amy Cuddy. “Your body language shapes who you are.” http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en#t-3567
- Goffman, *The Presentation of the Self in Everyday Life*. excerpts
- Turner, Critique of Goffman in Turner, Bryan S. *Body and Society: Explorations in Social Theory*. Los Angeles: Sage Publications, 2008.
- Despret, Vinciane. “The Body We Care For: Figures of Anthro-zoo-genesis.” *Body & Society*. Vol. 10(2–3): 111–13, 2004. Pp: 111-134.
- Tharu, Susie. “The Impossible Subject: Caste and the Gendered Body.” http://www.jstor.org/stable/4404206?seq=1#page_scan_tab_contents
- Rao, Anupama. “The Sexual Politics of Caste: Violence and the Ritual-Archaic.” *The Caste Question: Dalits and the Politics of Modern India*. University of California Press, 2009. Pp: 217-240.

- Ghai, Anita. “Locating Disability in the Feminist Discourse: The Epistemic Contingency of the Disabled Feminists. In *(Dis)embodied Form: Issues of Disabled Women*. Shakti Books, 2003. Pp: 91-113.
- Puri, Jyoti. “Docile and Disruptive: Narratives of Menarche and Menstruation.” In *Woman, Body, Desire in Postcolonial India: Narratives of Gender and Sexuality*. London: Routledge, 1999. Pp: 43-74.
- “Body” in Nivedita Menon’s seeing like a feminist
- Foucault, Michel *The Birth of the Clinic*. London: Routledge, 2003. – Introduction.”
- Oyeronko Oyewumi. “Introduction.”
- Connor, Liz. “Introduction.” *The Spectacular Modern Woman: Feminine Visibility in the 1920s*. Bloomington: Indiana University Press, 2004. pp: 1-13. “Notes.” pp: 257-258.
- Mol, Annmarie. “Doing Disease” by in *Body Multiple: Ontology in Medical Systems*. London: Duke University Press, 2002. Pp: 1-28.
- Haraway, Donna. *The Cyborg Manifesto*. <https://wayback.archive.org/web/20120214194015/http://www.stanford.edu/dept/HPS/Haraway/CyborgManifesto.html>

ADDITIONAL REFERENCES:

- Bordo, S. (1990). ‘Material Girl’: The Effacements of Postmodern Culture. In Bordo, S. (Ed.). *Unbearable Weight: Feminism, Western Culture, and the Body*. pp. 245-275. Berkeley: University of California Press.
- Butalia, U. (2000). *The Other Side of Silence: Voices from the Partition of India*. Durham: Duke University Press.
- Clare, E. (1999). *Exile and Pride: Disability, Queerness, and Liberation*. Cambridge: South End Press.
- Donn Welton (1998). *Body and Flesh: A Philosophical Reader*. Oxford: Blackwell.
- Foucault, M. (1995). *Docile Bodies*. In *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books.
- Ghai, A. (2003). Locating disability in the feminist discourse: The epistemic contingency of the disabled feminists. In A. Ghai. *(Dis)embodied form: Issues of disabled women*. (pp. 91-112). New Dehli: Shakti Books.
- Ghai, A. (2003). Some unresolved issues. In A. Ghai. *(Dis)embodied form: Issues of disabled women*.(pp.113-145). New Dehli: Shakti Books.
- Grosz, E. (1994). *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press.
- Hoad, N. (2004). World Piece: What the Miss World Pageant Can Teach About Globalization. *Cultural Critique*, 58: 56-81.

- Jain, K. (2004). Muscularity and its Ramifications: Mimetic Male Bodies in Indian Mass Culture. In Sanjay Srivastava (Ed.). *Sexual Sites, Seminal Attitudes. Sexualities, Masculinities and Culture in South Asia.* (300-341).New Delhi: Sage.
- Martin, E. and Bordo, S. (1993). *Unbearable Weight: Feminism, Western Culture, and the Body.* Berkeley: University of California Press.
- Oza, R. (2006). Showcasing India: Sexuality and the Nation in the 1996 Miss World Pageant. In *The Making of Neo-liberal India. Nationalism, gender and the Paradoxes of Globalization.* London and New York: Routledge.
- Price, J. and Shildrick, M. (Eds.). (1999). *Feminist Theory and the Body: A Reader.* New York: Routledge.
- Puri, J. (1999). Docile and Disruptive. Narratives on Menarche and Menstruation. In *Women, Body and Desire in Postcolonial India.* (pp-43-74).London and New York: Routledge.
- Ramaswamy, S. (2003). Visualising India's Geo-Body. Globes, Maps and Bodyscapes. In *Beyond Appearances? Visual Practices and Ideologies in Modern India.* New Delhi: Sage.
- Snyder, S.L. and Mitchell, D.T. (2001). Re-engaging the Body: Disability Studies and the Resistance to Embodiment. *Public Culture*, 13(3): 367-389.
- Thapan, M. (2009). Embodiment, identity and Womanhood. In *Living the Body: Embodiment, Womanhood and Identity and Womanhood in Contemporary India.* Pp. 1-25.New Delhi: Sage.
- Turner, B. (2008). The Mode of Desire. In *The Body and Society* (3rd edition). (Pp-17-32). London: Sage.
- Turner, B. S. (1996). *The Body and Society: Explorations in Social Theory.* 1984. 2nd ed. Thousand Oaks, CA: Sage Publications.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202841

Title Violence: Feminist Critiques and Resistances (VFCR)

Type of Course: Internal Elective

Cohort for which it is compulsory:

Cohort for which it is elective: MA Gender Studies Students

No of Credits: 2

Semester and Year Offered: 4th Semester

Course Coordinator and Team: TBD

Email of course coordinator:

Pre-requisites:

Course Objectives/Description:

The specific phenomenon of gender based violence is contained within the large and complex rubric of violence itself. The course will thus begin by conceptually locating the question of gender based violence within the idea of violence itself. In specific, an analysis of the violence perpetuated by the state and its various structures will form an underlying theme of the course. As such a larger emphasis will be on understanding structural and indirect violence, of phenomenon such as disability, land and property rights, sexual rights and the violence emanating out of the everyday. Since the different forms of violence originate from and are produced by systems and discourses of societal, political and economic power, the discussions in the course would include an examination of philosophical questions as to how processes such as law, democracy, (neo)colonialism, practice of caste and religion, as well as their corresponding institutions such as families, courts, schools and religious structures are invested with regimes of power. Also under discussion would be the gendered ideas of violence and non-violence itself. The course thus aims to expand our understanding of violence and its feminist critiques and responses, to locate both these categories in the quotidian and the banal.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of Violence and Gender.
2. Demonstrate knowledge of key texts and topics related to violence and feminist resistance.
3. Trained to deploy violence as a crucial category, constitutive of and shaped by gender.
4. Demonstrate an awareness of critical skills required to read a range of texts
5. Apply knowledge of violence to problematize consideration of gender.

Brief description of modules/ Main modules:

1. Structures of Violence: This module initiates discussion of structures of violence; the distinction between violence and non violence and how structures of violence impact gender constitution.
2. Violence and the State: The forms that violence takes and its relationship with the state is an important one especially considering the relationship of the state with women and women's movement.
3. Nation, Gender and Violence: the other significant category is the nation and its exclusionary processes. The module takes into account the *Others* of the nation-state.
4. Violence in Law: A similarly significant site for women's movement and feminist theorizing is the law. Law is also the site of violence and its constitutive role in subjectivation.

Assessment Details with weights:

Annotated Bibliography: 40%

Term Paper/Research Proposal: 40%

Class participation and attendance – 20%

Reading List:

- Harding, Sandra. 1987. "Introduction: Is There a Feminist Method?" In, *Feminism and Methodology* (pp. 1-14). Bloomington: Indiana University Press. Pp. 1-3.
- PrabhaKotiswaran, "Dangerous Sex, Invisible Labor: An Introduction," *Dangerous Sex, Invisible Labor: Sex Work and the Law in India* (New Delhi: OUP, 2012).
- Shahid Amin, "prologue and epilogue", in *Event, Metaphor, Memory: ChauriChaura 1922-1992* (New Delhi: Oxford University Press. 1995).
- RanjanaPadhi, "Introduction," *Those Who Did Not Die: Impact of the Agrarian Crisis on Women in Punjab* (New Delhi: Sage, 2012).

- Emile Durkheim, "What is a Social Fact?", in Steven Lukes, trans. *The Rules of the Sociological Method* (New York: Free Press, 1982).
 - Karl Marx, "The Method of Political Economy", *Grundrisse: Foundations of the Critique of Political Economy*.
 - Max Weber, "The Meaning of „Ethical Neutrality“ in Sociology and Economics," in *Methodology of the Social Sciences*.
 - Dorothy E. Smith, "A peculiar Eclipsing: Women's Exclusion from Man's Culture" in *The everyday world as problematic: A feminist Sociology*. Boston: Northeastern University (1987). Pp. 17-43.
 - Claude Levi-Strauss, *Tristes Tropiques*(selections)
 - Gopal Guru, "How Egalitarian are the Social Sciences in India?, in *Economic and political weekly*. Vol. 37, No. 50 (2002). Pp. 5003-5009.
 - Mahasweta Devi, "Witch-Hunting in West Bengal: In Whose Interest?" in *Dust on the Road* (Calcutta: Seagull, 2010).
 - Emily Martin, *The Egg and the Sperm*
 - Ann Oakley, "Interviewing women: A contradiction in terms," in Helen Roberts ed., *Doing Feminist Research* (London: Routledge, 1981).
 - Renato Rosaldo, "From the door of His Tent: The Fieldworker and the Inquisitor". Pp. 77-97.
 - Palriwala, Rajni. 2005. "Fieldwork in a Post-Colonial Anthropology: Experience and the Comparative." In *Social Anthropology*. European Association of Social Anthropology. 13, 2. Pp. 151-170.
- Module 5: Quantitative Research: Basic Statistical Tools and Concepts
- Sachar Committee Report (selections) 2003.
 - Charles R. Hale, "What is activist research?," *SSRC Vol. 1, Nos. 1- 2*.
 - Pierre Bourdieu, selections from *Distinction: A social Critique of the Judgment of Taste*. Pp. 13-96.

ADDITIONAL REFERENCE:

Mary K Anglin. (1998). "Feminist Perspectives on Structural Violence", *Identities*, 5:2, 145-151.

Hannah Arendt, "We Refugees", in *Altogether Elsewhere: Writers on Exile*, (Ed.) Marc Robinson, Faber and Faber, pp 110-119.

Frantz Fanon. (1963). "Concerning Violence" in *The Wretched of the Earth*. Grove Press, p. 35 -62. (Recommended Reading – p. 35 – 106)

Susie Tharu (1996), "The Impossible Subject: Caste and the Gendered Body", *Economic and Political Weekly*, Vol. 31, No. 22 (Jun. 1) pp. 1311-1315

Veena Das. (2008). "Violence, Gender and Subjectivity". *Annual Review of Anthropology*, Vol. 37, pp. 283-299.

Gyanendra Pandey, "Can a Muslim be an Indian?, *Comparative Studies in Society and History*, Vol. 41, No. 4 (Oct., 1999), pp. 608-629

Anupama Roy, "The Citizenship Act, 1955: Liminal Citizenship at the Commencement of the Republic", in *Mapping Citizenship in India*, OUP, pp 33-92

Deepti Misri (2011), "Are you a man?": Performing Naked Protest in India", *Signs*, Vol. 36, No. 3 (Spring 2011), pp. 603-625

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SHS202842

Title: Gendered World: Politics and Memory in Northeast India (GWNEI)

Type of Course: Open Elective

Cohort for which it is compulsory:

Cohort for which it is elective: Any MA programme

No of Credits: 4 credits

Semester and Year Offered: 4

Course Coordinator and Team: Dr. Lovitoli Jimo

Email of course coordinator: lovitoli@aud.ac.in

Pre-requisites: Students should be registered to the programme

Course Objectives/Description:

The course will introduce students to India's Northeast region through a gendered lens; the making of Northeast India during colonial period and, the making of Indian nation state in post-colonial context where India's Northeast region became one of the binary 'other'. The course intends to deconstruct the idea of one homogeneous Northeast in the popular imagination within Indian nation state. This will be done by foregrounding the contentious relationship between memory and history, culture and politics, and understanding how deeply gendered this history of homogenisation of Northeast has been. This will be done by looking at beliefs and practices, customary laws and tradition, labour and the emerging women's movements in the region.

The aim of the course is to understand the region through a critical feminist lens to interrogate how memories, both individual and collective, become cultural artifacts put into the service of nation building or identity formation. The course thus attempts to unpack 'Northeast' as a 'cultural category' and at the same time critically engages with State policies and State making in the creation of the 'Other'. The role of the political economy and the forces of market and developmental discourse of the post-colonial state in the construction of the region are important aspects to look at. One of the ways in which Northeast is looked at is through colonial texts and records and the language of state in post-colonial India as the region of conflict. Hence, the idea is to read the text against the grain with feminist sensitivity where people's memory is used and

evoked through different kinds of texts. Memory here is then used as a methodological and pedagogical tool rather than a conceptual category.

Course Outcomes:

On successful completion of this course students will be able to:

1. Understand the complexity of Northeast India
2. Understand key concept like Gender, power, multiple patriarchy, customary laws and practices, traditions etc
3. Capability of marshalling comprehensive knowledge and building an argument.
4. Develop a sense of inquiry and use course materials to build arguments.
5. 5. Ability to analyse and interpret from qualitative/quantitative data.

Brief description of modules/ Main modules:

1. Theorising Memory and the Political in the Framing of India's Northeast Region: This section will look at construction of India's 'Northeast region'. The complex histories and trajectories of the region through the concept of time, memory and history in history making are important aspects. Importantly, peoples memory's are used both in the creation of the hegemony as well as in interrogating the state and its agencies. The intersection of race, ethnicity, culture, region and politics in identity formation is central to the discourse of the region. One of the central questions that the section will address is how the gendered history was/is missed out in the discourse of making or framing India's Northeast region even. Hence, the challenge here as a feminist will be to use gender as an analytical category to theorise the region as political using people's memory and history.

2. Gendered Location: Associated Beliefs and the Everyday: This section will look at the process of creating and the reinforcement of Northeast as a 'culture category' without its own 'Historicity'. This is done through the process of reverse orientalism and exoticism in the Post-colonial India which will be closely interrogated. The gendered cultural practices and beliefs will be interrogated in the gendered world of India's 'Northeast' region. The assumption that women in the region enjoy equal position in the so-called egalitarian society, or that Northeast India is matrilineal and thus women are liberated is problematic. Hence, the question how egalitarian was/is the society in India's Northeast Region? This section will look at memory, oral history, folklore, performance and representations to study the people and its complex cultural history and gendered identity formation, and in the process unpack the 'cultural category.'

3. Customary Practices, Laws and Gendered Work: This section will look at the tradition and customs and its translation into customary practices and laws which is based on oral history and culture. The role of women within the customary practices and laws and the everyday; the trope of motherhood assigned to women through customary lens. It will look at labour and work which is gendered considering the agrarian nature of the region and the centrality of women's labour in the economy. Place between tradition and conflict situation, how women negotiate between tradition and customs, and the state power, where the private public divide is blurred as home

maker, the peace maker and also as a provider through fractured everyday experience and reality.

4. Politics, Resistance and Citizenship: ‘Women’s Movements’ and Participation: The last section will look at the issue of women as victims of different forms of violence played out both by the family and state. It is within this context and situation different women’s group in the region emerged with the language of peace and security. This will be interrogated through the nuanced understanding of the political economy of the region and the troubled history that led to the region becoming one of the most militarized parts of the country in the post-colonial India. Placed within customary and agency, it will critically engaged with question of the voices of women in the politics of the region. The section will look at the politics played out and the resistance leading to the polarization of us and them within and outside. There is a need to engage, contextualize and theories the different agents and functionaries of patriarchies in the context of India’s Northeast Region which this course will consciously made an effort to.

Assessment Details with weights:

Assessment 1 of 30% weightage: A paper of 3000 words on the first unit.

Assessment 2 of 30% weightage: group presentation on Unit 2.

Assessment 3 of 40% weightage: Term paper of 5000 words on Units 3 and 4.

Reading List:

1. Karlsson, Bengt G. (2013). “Evading the State: Ethnicity in Northeast India through the Lens of James Scott,” in *Asian Ethnology*, Vol. 72, No. 2, Performing Identity Politics and Culture in Northeast India and Beyond, pp. 321-331.
2. Bodhisattva Kar. 2011. “Can the Postcolonial Begin?: Deprovincializing Assam,” in Saurabh Dube (ed.), *Handbook of Modernity in South Asia: Modern Makeovers*. New Delhi: Oxford University Press, pp. 43-58.
3. Sundar, Nandini. 2011. “Interning insurgent populations: The buried history of Indian democracy”, in *Economic and Political Weekly*, Vol. XLVI, No.6, pp. 47-57.
4. Baruah, Sanjib. 2010 (2013). “Northeast India: Beyond counterinsurgency and developmentalism,” in Preeti Gill (Ed.), *The Peripheral Centre: Voices from India’s Northeast*, New Delhi: Zubaan, pp. 29-56.
5. Pachuau, L K Joy, 2014. “Framing the Margins: The politics of Representing India’s Northeast,” in *Being Mizo: Identity and Belonging in Northeast India*, Delhi: Oxford University Press, pp. 32-81.
6. Baruah, Manjeet. 2012. “Assamese Language, Narrative and the Making of the North East Frontier of India: Beyond Regional Indian Literary Studies,” in *Modern Asian. Studies*, [pp. 1-31](#).

7. Halbwachs, Maurice. 1992. "The Reconstruction of the Past, and The Localization of Memories" in, *On collective memory*, Chicago: The University of Chicago Press, pp.
8. Katyal, Anjum. 2012. "Manipuri Theatre's Sabitri Devi: Embodying protest," in Kavita Punjabi and Paromita Chakravarti's (eds.), *Women contesting Culture: Changing frames of Gender Politics in India*, -Kolkata: Stree, pp. 42-57.
9. Zote, Mona. 2005. "Heaven in Hell: A Paradox," in *India International Quarterly*, Vol. 32, No.2/3, pp. 203-212.
10. Nongbri, Tiplut. 2014. "Deconstructing Masculinity: Fatherhood, and Social Change", in *Development Masculinity and Christianity: Essays and Verses from India's North East*, pp. 37-64.
11. Jimo, Lovitoli. 2018. "Text, Knowledge and representation: reading Gender in Sumi Marriage Practices," in Lipokmar Dzuvichu and Manjeet Baruah, 2018, ed, *Modern Practices in North East India: History, Culture and Representation*, London: Routledge, pp. 144-171.
12. Rosaldo, Michelle Zimbalist. 1974. "Women, Culture and Society: A Theoretical Overview," in Michelle Zimbalist Rosaldo and Louise Lamphere, (Ed), *Women, Culture and Society*. Stanford: Stanford University Press, pp. 17-42.
13. Jayeeta Sharma. 2009. "Lazy Natives, Coolie Labour, and the Assam Tea Industry," in *Modern Asian Studies*, Vol. 43, No. 6 (Nov., 2009), pp. 1287-1324. Cambridge University Press. <http://www.jstor.org/stable/40285014>.
14. Borooah, Romy. 2000. "Transformations in Trade and the Constitution of Gender and Rank in Northeast India," in *American Ethnologist*, Vol. 27, No. 2, pp. 371-399.
15. McDuie-Ra, Duncan. 2012. "Leaving the Militarized Frontier: Migration and Tribal Masculinity in Delhi," in *Men and Masculinities*, Vol.15, No. 2, pp. 112-131. <http://jmm.sagepub.com>
16. Collins, Patricia Hill. 2002. "Black Women and Motherhood," in Thorne, Barrie and Yalom, Marilyn, *Rethinking the Family: Some Feminist Questions*, Boston: Northeastern University Press, pp. 215- 240.
17. Fernandes, Walter, Melville Pereira and Vizalenu Khatso. 2005. *Customary Laws in North East India: Impact on Women*, Guwahati: North Eastern Social Research Centre (Selected Section).
18. Ao, Temsula. 2006 (2013). "The Night" in *These hills called home: Stories from the war zone*, New Delhi: Zubaan, pp.
19. Nongbri, Tiplut. 2008. "Ethnicity and Gender: Identity Politics among the Khasi", in Mary E. John (Ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin Books, pp. 482-491.
20. Kikon, Dolly. 2015. *Life and Dignity: Women's Testimonies of sexual Violence in Dimapur (Nagaland)*, Guwhati: North Eastern Social Research Centre, pp. 14-83.
21. Haripriya, Soibam. 2012. "Agitating women, Disrobed Mothers," in Gender in Meitei society, *Eastern Quarterly*, Vol.8, Issues I & II, pp. 18-34.

22. Deka, Meena. 2013. "Changing Patriarchy and Women's Space in Politics", in *Women's Agency and Social Change: Assam and Beyond*, New Delhi: Sage Publications, pp. 123-147.
23. Manchanda, Rita. 2007. "Where are the women in South Asian Conflict?," in Rita Manchanda, (Ed.), *Women, War and Peace in South Asia: Beyond Victimhood to Agency*, New Delhi, Sage Publications, pp. 9-41.
24. Banerjee, Paula. 2007. "Between two armed Patriarchies: Women in Assam and Nagaland," in Rita Manchanda, (Ed.), *Women, War and Peace in South Asia: Beyond Victimhood to Agency*, New Delhi: Sage Publications, pp. 214-251.
25. Bora, Papori (2010), "Between the Human, the Citizen and the Tribal: Reading Feminist Politics in India's Northeast," in *International Feminist Journal of politics*. Taylor and Francis, 12:3-4, pp. 341-360.

ADDITIONAL REFERENCE:

Erik de Maaker, 2013. "Performing the Garo Nation? Garo Wangala Dancing between Faith and Folklore," in *Asian Ethnology*, Volume 72, Number 2, pp. 221–239.

Chatterjee, Partha. 1993. "Whose Imagined Community?," in *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press, pp. 3–13.

Syiem, Esther. 2010 (2013). "Khasi Matrilineal Society: The Paradox within," in Preeti Gill (Ed.), in *The Peripheral Centre: Voices from India's Northeast*, New Delhi: Zubaan, pp.133-143-108.

Ao, Temsula. 2006 (2013). "The last Song" in *These hills called home: Stories from the war zone*, New Delhi: Zubaan, pp.

Chakravarti, Uma. 2007. "Archiving the Nation-state in Feminist Praxis: A South Asian Perspective," New Delhi: *Centre for Women's Development Studies*. Available at <http://www.cwds.ac.in/OCPaper/uma%20occasional%20paper.pdf>. (Selected sections).

Sumi Krishna. 2005. "Gendered Price of Rice in North-Eastern India," in *Economic and Political Weekly*, Vol. 40, No. 25, pp. 2555-2562.

Chatterjee, Piya, 2001. *A Time for Tea: Women, Labor, and Post/Colonial Politics on an Indian Plantation*, Durham and London: Duke University Press, pp. 51-83 & 168-234.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SHS202824

Title: Dissertation

Type of Course: Core Compulsory

Cohort for which it is compulsory: MA Gender Studies Students

Cohort for which it is elective:

No of Credits: 8

Semester and Year Offered: 4th Semester

Course Coordinator and Team: Lovitoli Jimo

Email of course coordinator: Lovitoli@aud.ac.in

Pre-requisites: Students should be registered for MA Gender Studies

Course Objectives/Description:

The dissertation is an opportunity to contribute to knowledge production in the field of Gender Studies. It is also an opportunity to interpret and challenge existing knowledge systems from a gender-sensitive lens. The research thus conducted is also expected to help students in identifying the potential areas of research and work to be taken up after the completion of the Programme. The dissertation components in the programme offer a solid ground to our students which prepares them for research at the later stages in their life and professions they choose to take up.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key aspects of their research interest and formulate sharp questions.
2. Demonstrate an ability to build upon their questions and formulate arguments.
3. Learn to critically engage with multiple ideas and apply it to their writing skills.
4. Demonstrate an awareness of critical skills required to read a range of texts

5. Complete the process and produce a dissertation.

Brief description of modules/ Main modules:

The interaction between the supervisor and the student will include engaging critically with texts, developing ideas and applying the writing skills to chapters. This process will culminate into a full and complete dissertation.

Assessment Details with weights:

Process: interaction between supervisor and student 30%

Final Dissertation (Supervisor evaluation): 30%

External expert evaluation: 20%

Viva Voce: 20%

Reading List:

The reading list will be tailored according to the research area of the student.S

ADDITIONAL REFERENCE:

School of Liberal Studies

Ambedkar University Delhi

Microeconomics-1

Course Outline

Time Slot- 1st Semester

Course Code: SLS2EC101

Title: Microeconomics 1

Type of Course: Core

Cohort for which it is compulsory: MA Economics 1st semester

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: 1st Semester, 1st year

Course Coordinator and Team: Taposik Banerjee

Email of course coordinator: taposik@aud.ac.in

Pre-requisites: Graduation level Microeconomics and Mathematics.

Aim: 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.

Course Outcomes:

On successful completion of this course students will be able to:

1. Provide a rational explanation of behaviour of the individuals and firms that interact in an economy.
2. Apply the framework that economists use to analyse choices made by individuals and explain how these choices may also serve the social interest.
3. Describe the mechanism behind different forms of market.
4. Use mathematics in formalising and analysing an economic problem.
5. Develop and sustain an argument using the concepts that are commonly used by economists.

6. Discuss the limitations and the domain of application of standard economic theories.
7. Analyse simple economic problems in a game theoretic framework.

Brief description of modules/ Main modules:

The course covers the following broad areas: (a) theory of consumer behaviour (b) choice theory (c) theory of production and cost (d) imperfect competition (e) uncertainty (f) game theory. In the theory of the consumer behaviour and in the theory of choice we would discuss the demand side of the economy. Theory of production and cost would be dealing with relationship between technology and costs. The course revisits some basic market structures under imperfect competition. Finally we would discuss how decisions are made under conditions of uncertainty. The following would be the broad outline of the course.

1. Theory of consumer behaviour
 - Preference and Utility
 - Indirect utility and expenditure
 - Consumer demand
 - Revealed preference

2. Choice Theory
 - Choice function
 - Concept of Rationalizability
 - Characterization of Rationalizable choice functions

3. Theory of production and cost
 - Production technology
 - Cost
 - supply

4. Markets and partial equilibrium
 - Perfect competition
 - Imperfect competition
 - Equilibrium and welfare

5. Theory of Uncertainty

- Simple and compound Lotteries
- Expected utility
- Risk aversion

6. Game Theory

- Static Games of Complete Information along with some applications in economics
- Mixed Strategies and Existence of Equilibrium
- Dynamic Games of Complete Information
- Two-Stage Games of Complete but Imperfect Information

Assessment Details with weights:

Three class tests with following weights: Test 1 (25%), Test 2 (35%) and Test 3 (40%).

Reading List:

Varian, Hall R., (1992), Microeconomic Analysis (Third Edition), W.W. Norton & Company, New York, London.

Kreps, David M.(1998), A Course in Microeconomic Theory, Prentice Hall, India, New Delhi

Mas-Colell, Andreu, Michael D.Whinston and Jerry R. Green, (1995), Microeconomic Theory, OUP, New York

Jehle & Reny, Advanced Microeconomic Theory, Pearson Education, India

ADDITIONAL REFERENCE:

Sen, A., 1970. Collective Choice and Social Welfare, Holden-Day.

Rubinstein A., Lecture Notes in Microeconomic Theory: The Economic Agent. Princeton University Press

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Macroeconomics I

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: M.A. Economics, Semester 1

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Jyotirmoy Bhattacharya

Email of course coordinator: jyotirmoy@jyotirmoy.net

Pre-requisites: Knowledge of intermediate macroeconomics and mathematical methods at the B.A.(Hons.) level.

Aim: This course 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. Discussion of necessary mathematical methods from dynamic optimization and probability theory will be interwoven with the discussion of macroeconomic issues.

Course Outcomes:

At the successful completion of this course students will be able to:

1. Describe the evolution of macroeconomics in last century and explain how current practices in macroeconomics have arisen from both the internal logic of the subject and the constraints provided by empirical observations.
2. Set up and solve simple growth models in discrete time and analyse the asymptotic behaviour of their trajectories.
3. Use the methods of optimal control and phase diagrams to set up and solve simple optimal growth models.

4. Use basic tools from real analysis to derive the qualitative behaviour of dynamic infinite-horizon optimization problems.
5. Explain the logic of dynamic programming and use dynamic programming as a method for analysing dynamic stochastic optimization problems
6. Formulate dynamic stochastic general equilibrium models and be able to compute and explain the conceptual significance of different equilibrium concepts for these models.

Brief description of modules/ Main modules:

1. **The state of macroeconomics.** A review of the development of macroeconomics since the mid-twentieth century.
2. **The Solow model.** A study of the Solow model as a simple example of a neoclassical model with capital accumulation.
3. **Differential equations and phase diagrams.** Introducing the qualitative study of planar differential equation systems by using phase diagrams to understand the asymptotic behaviour of trajectories.
4. **The Ramsey-Cass-Koopmans model in continuous time.** Introduction to neoclassical optimal growth models using phase diagrams. The link between optimal growth and market economies.
5. **The Ramsey-Cass-Koopmans model in discrete time.** Neoclassical optimal growth in discrete time. Rigorous proofs of monotonicity and convergence of paths. The Euler equations and transversality condition. Dynamic programming formulation of the problem.
6. **Competitive equilibrium with time and uncertainty.** Formulating stochastic dynamic general equilibrium models. Link between optimality and competitive equilibrium. Analysis and comparison of Arrow-Debreu, sequence and recursive equilibria.

Assessment Details with weights:

1. Best 2 of three class tests: 25% each.
- 2 End-semester examination: 30%.
3. Term paper: 20%.

Reading List:

1. Acemoglu, D. (2009) *Introduction to Modern Economic Growth*, Princeton University Press.
2. Barro, R.J. and Sala-i-Martin, (2004) *Economic Growth*, 2nd ed., Prentice Hall India
3. Ljungqvist, L. and Sargent, T.J. (2018) *Recursive Macroeconomic Theory*, 4rd ed, MIT Press

ADDITIONAL REFERENCE:

- Woodford, "Revolution and Evolution in Twentieth Century Macroeconomics", <http://www.columbia.edu/~mw2230/macro20C.pdf>
- Blanchard, Olivier. "What do we know about macroeconomics that Fisher and Wicksell did not?." *The Quarterly Journal of Economics* 115.4 (2000): 1375-1409.
- Caballero, Ricardo J. "Macroeconomics after the crisis: time to deal with the pretense-of-knowledge syndrome." *The Journal of Economic Perspectives* 24.4 (2010): 85-102.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS2EC103

Title: International Trade and Capital Flows

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: M.A. Economics

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Jyotirmoy Bhattacharya

Email of course coordinator: jyotirmoy@aud.ac.in

Pre-requisites: Knowledge of microeconomics and macroeconomics at the level of core M.A. Economics courses.

Aim:

This course aims to examine and discuss 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 assumes an intuitive grasp over the dominant theoretical perspectives in macro- and microeconomics. Building on these foundations, the course will familiarise students with different historical perspectives and economic theories on trade and finance that have shaped opinion, policy and outcomes in the contemporary world

Course Outcomes:

At the successful completion of these course students would be able to:

1. Explain and assess the different approaches that have been proposed to explain the patterns of world trade.
2. Describe the empirical strategies that have been devised different models of trade and the results of such tests.

2. Discuss the historical process that have shaped the structure of the international monetary and financial system.
3. Analyse basic dynamic stochastic models of open-economy macroeconomics and derive from them predictions regarding the macroeconomic linkages between countries.
4. Assess the accuracy of these predictions in relation to the available data.
5. Describe contemporary policy and political debates in international economics and be able to evaluate the different positions in these debates with reference to economic theory and empirical evidence.

Brief description of modules/ Main modules:

- 1. Trade under perfect competition and constant returns.** The Ricardian and Heckscher-Ohlin models. Extensions to many countries and goods. Empirical performance of these models.
- 2. Firms in International Trade.** Scale economies and product differentiation. Firm heterogeneity. Multinational enterprises and international trade.
- 3. Trade policy.** Instruments of trade policy and their welfare impact. Evolution of the world trade system.
- 4. Open economy macroeconomics.** Extending business cycle models to the open-economy setting. The role of frictions. Exchange-rate determination. Problems specific to developing economies.
- 5. Evolution of the international monetary system.** The Gold Standard. The Bretton-Woods system. The post-Bretton Woods era. Exchange rate policy, capital controls and crises.

Assessment Details with weights:

1. Class tests: best 3 of 4: 25% each.
2. Term paper: 25%

Reading List:

1. Antràs, P. and Yeaple, S.R. (2014) "Multinational Firms and the Structure of International Trade" in Gopinath, G., Helpman, E. and Rogoff, K. (eds.) *Handbook of International Economics*, vol. 4, Elsevier.
2. Eichengreen, B. (2008). *Globalizing Capital: A History of the International Monetary System*. Princeton University Press.
3. Feenstra, R. C. (2015). *Advanced International Trade: Theory and Evidence*. Princeton University Press.
4. Eaton, J. and Kortum, S. (2002). "Technology, geography, and trade." *Econometrica*, 70(5), 1741-1779.
5. Krugman, P. (1980) "Scale Economies, Product Differentiation and the Pattern of Trade", *American Economic Review*, 70, 950-59.
6. Krugman, P. (1995) "Increasing Returns, Imperfect Competition and the Positive Theory of International Trade" in Grossman, G and Rogoff, K. (ed). *Handbook of International Economics*, vol. III, Elsevier.

7. Melitz, M. J. (2003). "The impact of trade on intra-industry reallocations and aggregate industry productivity." *Econometrica*, 71(6), 1695-1725.
8. Uribe, M., & Schmitt-Grohé, S. (2017). *Open Economy Macroeconomics*. Princeton University Press.

ADDITIONAL REFERENCE:

1. Bhagwati, J.N., Panagariya, A. and Srinivasan, T.N. (1998), *Lectures on International Trade*, 2nd ed., MIT Press
2. Dixit, A. and Norman, V. (1980) *Theory of International Trade*, Cambridge University Press
3. Kindleberger, C. (1973), *The World in Depression 1929-39*, Berkeley: University of California Press, pp. 291-308.
4. Kindleberger, C. and Robert Aliber (2005), *Manias, Panics and Crashes: A history of financial crises*, Palgrave Macmillan.
5. Végh, C. A. (2013). *Open Economy Macroeconomics in Developing Countries*. MIT Press.

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Course Outline

Time Slot _____

Course Code: SLS2EC104

Title: Statistics and Data Exploration

Type of Course: Compulsory

Cohort for which it is compulsory: MA Economics Programme

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: 1st Semester 1st year

Course Coordinator and Team: Saranika Sarkar

Email of course coordinator: saranika@aud.ac.in

Pre-requisites: 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.

Course Objectives/Description:

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 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.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify the key techniques relevant for exploring and analysing economic data.
2. Develop the capacity to use clues and ideas from data for developing empirical models required for economic analysis.
3. Handle large datasets using statistical tools such as Stata for empirical analysis.
4. Use the statistical methods and techniques introduced in this course for their own empirical research work.

Brief description of modules/ Main modules:

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

Assessment Details with weights:

Three written/take-home assignments of weights 30%, 30% and 40% respectively. The students may have to write the assignments in the computer-lab (under vigilance) and submit online.

Reading List:

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 ((AUD Library Acc. No. 9661 and 9660, 330.015195 MUK-E);*
- *Introduction to Econometrics (2001) by G.S. Maddala, Wiley.*

ADDITIONAL REFERENCE:

School of Liberal Studies

Ambedkar University Delhi

Microeconomics-2

Course Outline

Time Slot- 2nd Semester

Course Code: SLS2EC105

Title: Microeconomics 2

Type of Course: Core

Cohort for which it is compulsory: MA Economics 2nd semester

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: 2nd Semester, 1st year

Course Coordinator and Team: Taposik Banerjee

Email of course coordinator: taposik@aud.ac.in

Pre-requisites: Graduation level Microeconomics and Mathematics along with the Microeconomics 1 course offered in 1st semester MA Economics programme.

Aim: 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 introduces students to models of how economic agents like consumers and firms interact in market, what happens when market fails, how government policy may improve outcome in a society. 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.

Course Outcomes:

On successful completion of this course students will be able to:

8. Describe the journey of the theory of microeconomics over the century and would be able to explain how the theory evolved to its present state.
9. Develop and sustain an argument using the concepts that are commonly used by economists.
10. Apply general equilibrium framework to address an economic problem.
11. Analyse the implications of and contradictions between different democratic values in the process of aggregating individual preferences into social/collective preference.
12. Apply microeconomic principles and models to define and address the problem of market failures in the presence of externalities.
13. Explain how government policy may improve outcome in a society.
14. Discuss the limitations and the domain of application of standard economic theories.

Brief description of modules/ Main modules:

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. 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. *Walrasian Equilibrium*

- *Existence*
- *Uniqueness*
- *Stability*
- *Comparative Statics*

3. *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*

Assessment Details with weights:

Three class tests with 25%, 35% and 40% weights

Reading List:

1. Arrow, K. J., 1963. *Social Choice and Individual Values*, second edition, Wiley, New York.
2. Mukherji, A., 2002. *Introduction to General Equilibrium Analysis: Walrasian and Non-Walrasian Equilibria*, Oxford University Press.
3. Sen, A., 1970. *Collective Choice and Social Welfare*, Holden-Day.
4. Jehle, G. A. and P. J. Reny, *Advanced Microeconomic Theory*, Addison-Wesley Longman, Inc.
5. Mas-Colell, A., M. D. Whinston, and J. R. Green (1995). *Microeconomic Theory*. Oxford: Oxford University Press.
6. Varian, H. R., (1984). *Microeconomic Analysis*. 3rd edition. New York: Norton
7. Bator, F. M., 1957. *The Simple Analytics of Welfare Maximization*. *The American Economic Review*, Vol. 47, No. 1 (Mar., 1957), pp. 22-59.

ADDITIONAL REFERENCE:

8. Walras, L., 1954. *Elements of Pure Economics*, George Allen and Unwin.
9. Debreu, G. and H. Scarf, 1963. *A Limit Theorem on the Core of the Economy*. *International Economic Review*.

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Course Outline

Time Slot-_____

| | |
|---|---|
| Course Code: | SLS2EC107 |
| Title: | Capitalism, Colonialism and Development |
| Type of Course: | Compulsory |
| Cohort for which it is compulsory: | MA Economics |
| Cohort for which it is elective: | |
| No of Credits: | 4 |
| Semester and Year Offered: | Winter Semester, First year |
| Course Coordinator and Team: | Arindam Banerjee |
| Email of course coordinator: | arindam@aud.ac.in |

Pre-requisites:

Aim:

This course introduces students to a historical understanding of the present development questions in the society and its evolution from the past. It also allows students in the programme to develop a grasp over India's colonial past to evaluate contemporary social and economic problems in a historical framework. The 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 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. Some selected post-colonial experiences are also studied in the course.

Course Outcomes:

1. Develop a grasp over the various theoretical perspectives on the historical development of Capitalism as a system of production.

2. Develop the capacity to engage with the debates surrounding the relationship between colonialism and capitalist development in a historical perspective.
3. Acquire an in-depth knowledge of various aspects of the colonial economic process in India and also the historiography of colonial India.
4. Develop the ability to understand contemporary problems of the Indian economy in a historical perspective.
5. Develop the capacity to comprehend and articulate complex arguments and perspectives through their term papers and essays.

Brief description of modules/ Main modules:

1) *Feudalism and Transition 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

Comparative study of world economy before the emergence of capitalism

2) *Role of colonialism in the development of capitalism:*

Theories of Imperialism: Hobson, Lenin and Schumpeter - A survey of the expansion of colonialism – Development and underdevelopment under colonialism – International division of labour - 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

Case Studies of Colonialism in 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

Assessment Details with weights:

The assessment for the course will be based upon Group Presentations (20%), Term paper (40%) and end-semester examination (40%).

Reading List:

Abu-Lughod, Janet. 1991. *Before European Hegemony: The World System AD 1250-1350*, OUP

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

Patnaik, Utsa. 1999. *The Long Transition*, Tulika (Selected essays on commercialization of agriculture, tribute transfer and famine)

Dutt, R. C. 1902. *The Economics History of India*. Volume 1

Bagchi, Amiya, 2010. *Colonialism and Indian Economy*, Oxford

Habib, Irfan. 1995. *Essays in Indian History*. Tulika Books (Selected Chapters)

Kumar, Dharma and Meghnad Desai 2008. *The Cambridge Economic History of India*, Volume II, Cambridge University Press

Roy, Tirthankar. 2000. De-industrialisation: Alternative view. *Economic and Political Weekly*, 35 (17). 1442-1447. ISSN 0012-9976

Roy, Tirthankar. 2011. *Economic History of India, 1857-1947*. Oxford

ADDITIONAL REFERENCE:

Frank, A. G. 1967. *Capitalism and Underdevelopment in Latin America*, Monthly Review Press

Dutt, R. C. 1904. *The Economics History of India*. Volume 2

Bagchi, Amiya, 2000. *The Political Economy of Underdevelopment*, Orient Longman

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

School of Liberal Studies

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Course Outline

Time Slot-_____

| | |
|---|------------------------------------|
| Course Code: | SLS2EC108 |
| Title: | Theories of Value and Distribution |
| Type of Course: | Compulsory |
| Cohort for which it is compulsory: | MA Economics |
| Cohort for which it is elective: | |
| No of Credits: | 4 |
| Semester and Year Offered: | Monsoon Semester, First year |
| Course Coordinator and Team: | Arindam Banerjee |
| Email of course coordinator: | arindam@aud.ac.in |

Pre-requisites:

Aim:

This course is the fundamental building block of the political economy stream of specialization that the MA economics programme offers along with other streams of specialization. The course teaches the fundamental concepts of Political Economy analysis in the programme. This course analyses the divide between Classical and Neoclassical theories of value and distribution and also exposes students to the historical evolution of economic thought, both in terms of theories and methods. These various schools and the theories making them up will be discussed with reference to the contexts in which these emerged and developed; the differences in their premises and the fundamental questions these are designed to answer, and the critiques advanced of them.

Course Outcomes:

6. Read and interpret original classical text/writings in the field of classical political economy and early neo-classical thought.
7. Develop an understanding of conceptual divides in terms of fundamental ideas in the various traditions of thought within the discipline.

8. Acquire the capacity to locate various methods of analysis used within the historically developed body of economic thought.
9. Develop the capacity to comprehend and articulate complex arguments and perspectives through their term papers and essays.

Brief description of modules/ Main modules:

1. Introduction to the methodological evolution and divides in economic thought
2. Classical Political Economy – the ideas of Adam Smith and David Ricardo
3. Critique of CPE – Marx and the Marxian Political Economy
4. From Political Economy to Economics – Carl Menger and the origin of marginalism

Assessment Details with weights:

The assessment for the course will be based upon Group Presentations (20%), Term paper (40%) and end-semester essay (40%).

Reading List:

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 & Wishart, London

Carl Menger, *Principles of Economics*

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

Ben Fine and Dimitris Milonakis, 2009, From Political Economy to Economics , Routledge

Schumpeter, J. (1991) History of Economic Analysis, Allen &Unwin, London

E.K. Hunt and Mark Lautzenheiser - History of Economic Thought: A Critical Perspective

A.K. Dasgupta - Epochs of Economic Theory

Ronald Meek, The Labor Theory of Value, Monthly Review Press

School Name

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Course Outline

Time Slot-_____

Course Code: SLS2EC109

Title: Development Economics

Type of Course: Core

Cohort for which it is compulsory: MA Economics 3rd Semester

Cohort for which it is elective: Other MA Programmes

No of Credits: 4

Semester and Year Offered: Monsoon semester/ 2nd Year

Course Coordinator and Team: Dipa Sinha

Email of course coordinator: dipa@aud.ac.in

Pre-requisites:

Aim:

This course introduces the concept of development and different approaches to development that have been dominant in the development economics literature. It discusses 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. There is a special emphasis on understanding processes of structural transformation and the challenges of employment generation. 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. The aim of this course is also to expose students to the contemporary discussions in the field of development economics and policy.

Course Outcomes:

1. Discover the origins of the discipline of Development Economics and the various streams within it
2. Interpret different measures/indicators of development including HDI, MPDI etc.
3. Examine the problem of unemployment in developing countries in the age of globalisation
4. Explain the relationship between inequality, poverty and growth

5. Compare different methods of estimation of poverty at global and national levels
6. Evaluate policies for poverty alleviation and social protection
7. Critique development policies especially those related to education and health

Brief description of modules/ Main modules:

I. Development: Issues and Approaches

1. Introduction to and Emergence of the Discipline
2. Definition and Measurement
3. Development and Structural Change
4. Globalisation and Development

II. Inequality and Poverty

1. Inequality, Growth and Development
2. Defining and Measuring Poverty

III. Gender and Development

IV. Education, Health and Other Public Services

V. Critiques and alternatives – Some Policy Debates

Assessment Details with weights:

Book Review: 20%

Term Paper: 35%

Presentation: 20%

End-Semester Examination: 25%

Reading List:

I. CONCEPT OF DEVELOPMENT

A. Introduction to and Emergence of the Discipline

1. Prabhat Patnaik, “Why Development Economics”, in *The Pioneers of Development Economics: Great Economists on Development*, edited by Jomo KS, pp. 62-73 (New Delhi: Tulika Books, 2006)
2. Gilbert Rist, *The History of Development: From Western Origins to Global Faith*, chapter 1. (London and New York: Zed Books, 2002)

B. Definition and Measurement

1. World Development Report, 2014

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTNWDR2013/0,,cont entMDK:23459971~pagePK:8261309~piPK:8258028~theSitePK:8258025,00.html>

2. Human Development Report, 2013, Technical Notes <http://hdr.undp.org/en/2013-report>
3. Alkire, Sabina (2010): “Human Development: Definitions, Critiques and Related Concepts”, Oxford Poverty and Human Development Initiative (OPHI), Working Paper No. 36 (Oxford: University of Oxford)
4. Sen, Amartya K (1999): *Development as Freedom* (New Delhi: Oxford University Press).
5. Amartya Sen, “Development: Which Way Now?”, *Economic Journal*, 93 (372): 745-762 (1983)

C. Development and Structural Change

1. C. P. Chandrasekhar, “Gerschenkron and Late Industrialization”, in *The Pioneers of Development Economics: Great Economists on Development*, edited by Jomo KS, pp. 181-192 (New Delhi: Tulika Books, 2006)
2. Kari Polanyi Levitt, “Raul Prebisch and Arthur Lewis: The Two Basic Dualities of Development Economics”, in *The Pioneers of Development Economics: Great Economists on Development*, edited by Jomo KS, pp. 193-208 (New Delhi: Tulika Books, 2006)
3. Amit Bhaduri, “Structural Change and Economic Development: On the Relative Roles of Effective Demand and the Price Mechanism in a ‘Dual’ Economy”, in *Rethinking Development Economics*, edited by Ha-Joon Chang, pp. 219-233 (London and New York: Anthem Press, 2003)
4. Alfredo Saad-Filho, “The Rise and Decline of Latin American Structuralism and Dependency Theory”, in *The Origin of Development Economics: How Schools of Economic Thought Have Addressed Development*, edited by Jomo KS and Erik S. Reinert, pp. 128-145 (New Delhi: Tulika Books, 2005)
5. Lewis, A. (1954): ‘Economic Development with Unlimited Supplies of Labour’, *The Manchester School of Economic and Social Studies*, Volume 23, Number 2, pp. 139-91.
6. Ha-Joon Chang and Ilene Grabel (2004), *Reclaiming Development: An Economic Policy Handbook for Activists and Policymakers*
7. Heintz J (2009) *Employment, Economic Development, and Poverty Reduction: Critical issues and policy challenges*, Background paper prepared for UNRISD flagship report on Poverty, Geneva
8. Ghosh, Jayati (2008). ‘Growth, macroeconomic policies, and structural change’ Background paper prepared for UNRISD flagship report on Poverty, Geneva

D. Globalisation and Development

1. Amit Bhaduri and Deepak Nayyar (1996) *The Intelligent Persons Guide to Liberalisation*, Penguin India, New Delhi.
2. Milanovic, B. (2003). ‘The two faces of globalization: against globalization as we know it’. *World Development* 31 (4), pp. 667-683
3. Dani Rodrik, “Goodbye Washington Consensus, Hello Washington Confusion?”, *Journal of Economic Literature*, XLIV: 973-987 (2006)

4. Joseph Stiglitz, *Towards a New Paradigm of Development: Strategies, Policies, and Processes*, 9th Raul Prebisch Lecture, UNCTAD (1998)
5. Ha-Joon Chang (2007) *The Myth of Free Trade and the Secret History of Capitalism*

II. Inequality and Poverty

A. Inequality, Growth and Development

1. Easterly, W. 'Inequality does cause under development: insights from a new instrument', *Journal of Development Economics* 84(2) 2007, pp.755–76.
2. Kuznets, S. (1955), 'Economic Growth and Income Inequality', *American Economic Review*, Vol.45, pp.1-25.
3. Milanovic, Branko. 2002. "Can We Discern the Effect of Globalization on Income Distribution? Evidence from Household Budget Surveys." World Bank Policy Research Working Paper 2876.
4. Milanovic, B. (2005). *Worlds Apart. Measuring International Inequality*. Princeton: Princeton University Press.
5. Bourguignon, F (2003): *The Poverty-Growth-Inequality Triangle*

B. Defining and Measuring Poverty

1. Subramanian S (2012): *The Poverty Line*, Oxford University Press
2. Chen, S. and M. Ravallion (2010): 'The developing world is poorer than we thought, but no less successful in the fight against poverty', *Quarterly Journal of Economics* 125(4) 2010, pp.1577–625
3. Reddy, Sanjay (2008) "The World Bank's new poverty estimates: Digging deeper into a hole".
4. Banerjee, A. and E. Duflo. (2006). "The Economic Lives of the Poor", *Journal of Economic Perspectives*, 21(1), 141-167.
5. Ravallion, M. (2005). "A Poverty –Inequality trade off ?", *World Bank Policy Research Working Paper 3579, April*

III. Gender and Development

1. Agarwal, Bina. *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press, 1994.
2. Elson, D. (1990) "Male Bias in the Development Process: An Overview", in Diane Elson(ed) *Male Bias in the Development Process*, Manchester: Manchester University Press, pp. 1–15.
3. Agarwal, B. (1997) "Bargaining and Gender Relations: Within and Beyond the Household", *Feminist Economics*, spring, pp. 1–25.
4. UN Women (2015): *Progress of World's Women*
5. Sen, A. (1990) "More than 100 million women are missing", <http://ucatlaser.ucsc.edu/gender/Sen100M.html>
6. Deaton, Angus. "Looking for boy-girl discrimination in household expenditure data." *The World Bank Economic Review* 3, no. 1 (1989): 1-15.

7. Clots-Figueras, Irma. "Women in politics: Evidence from the Indian States." *Journal of Public Economics* 95, no. 7 (2011): 664-690.

IV. Education, Health and Other Public Services

1. Sen, Amartya (1995): "The political economy of targeting", in van de Walle and Nead (eds.), *Public Spending and the Poor: Theory and Evidence*, Johns Hopkins University Press, Baltimore, MD.
2. Reeves A, Gourtsoyannis Y, Basu S, McCoy D, McKee M, Stuckler D. Financing universal health coverage—effects of alternative tax structures on public health systems: cross-national modelling in 89 low-income and middle-income countries. *Lancet* 2015
3. Savedoff WD, Bitrán R, De Ferranti D, et al. Transitions in health financing and policies for universal health coverage: final report of the transitions in health financing project. Washington DC: Results for Development Institute, 2012.
4. Gertler, Paul, and Simon Boyce. "An Experiment in Incentive-Based Welfare: The Impact of PROGESA on Health in Mexico." Working Paper, April 2001.
5. Subramanian, S, and A. Deaton. (1996). "The Demand for Food and Calories," *Journal of Political Economy*, 104(1), 133-162.

V. Critiques and alternatives

1. Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, pp. 21-54 (Princeton: Princeton University Press, 1995)
2. Michael J. Watts, "Theory and Practice and the Crisis of Development", in *Power of Development*, edited by Jonathan Crush, pp. 44-61 (London and New York: Routledge, 1995)
3. Abhijit Banerjee and Esther Duflo (2011) *Poor Economics: A Radical Rethinking of the way to Fight Global Poverty*, (New York: Public Affairs)

ADDITIONAL REFERENCE:

School Name
Ambedkar University Delhi
Course Outline

Time Slot-_____

Course Code: SLS2EC110

Title: Indian Economy

Type of Course: Core/Compulsory

Cohort for which it is compulsory: MA Economics

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: 4th Semester/ 2nd Year

Course Coordinator and Team: Dipa Sinha

Email of course coordinator: dipa@aud.ac.in

Pre-requisites:

Aim:

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. are discussed with reference to the changing economic policy context. The aim is to equip students to analyse the current challenges facing the Indian economy, conduct in-depth research into particular areas of concern in the Indian economy and critique development policy in India.

Course Outcomes:

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

1. Evaluate the development policies adopted during the first few decades after Independence
2. Analyse the context in which economic reforms were introduced in the country in the 1980s and 1990s
3. Critique the impact of the economic reforms of 1991
4. Compare different methods of estimation and identification of poverty and the poor

5. Examine the relationship between inequality, structure of employment and growth in India
6. Describe the challenges being faced by the Indian economy and their relationship to the global context
7. Evaluate current social policies
8. Interpret social and economic data related to India

Brief description of modules/ Main modules:

1. Phases of Growth and Structural Change in India
 - a. Planning strategies in post-Independence India – First to Seventh Five Year Plan
 - b. Long-term trends and patterns of structural changes in India's economy-from Independence to 1990.
2. Economic Reforms after 1991: Liberalisation and Privatisation
3. Sectoral Growth and Development
4. Poverty, Employment and Inequality
5. Social Security: Food Security, PDS and NREGA

Assessment Details with weights:

Policy Brief: 20%, Term Paper: 35%, Presentation: 15%, End-semester examination: 30%

Reading List:

1. Phases of Growth and Structural Change in India

1. Chakravarty, Sukhamoy, 1987. *Development Planning, The Indian Experience*. Oxford University Press, New Delhi
2. P Patnaik in Byres, Terence J. (ed.), 1999. *The Indian Economy: Major Debates Since Independence*, Oxford University Press.
3. R Nagaraj (2013). India's Economic Development, in Atul Kohli and Prerna Singh edited, *Routledge Handbook of Indian Politics*, Routledge
4. Nayyar, Deepak. (2006) Economic Growth in Independent India: Lumbering Elephant or Running Tiger?, *Economic and Political Weekly*: 1451-1458.
5. Sen, Abhijit, (1996) Economic reforms, Employment and Poverty, *Economic and Political Weekly*, Vol. 31, Number 35
6. Kohli, Atul. 2006. Politics of economic growth in India, 1980-2005: Part I: The 1980s. *Economic and Political Weekly*: 1251-1259.
7. Kohli, Atul. 2006. Politics of economic growth in India, 1980-2005: Part II: The 1990s and beyond. *Economic and Political Weekly*: 1361-1370.
8. Rodrik, Dani, and Arvind Subramanian. From "Hindu growth" to productivity surge: the mystery of the Indian growth transition. No. w10376. National Bureau of Economic Research, 2004.

2. Economic Reforms after 1991: Liberalisation and Privatisation

1. Prabhat Patnaik, 2000 On some common Macro-economic Fallacies, EPW, Vol. 35, No. 15
2. Chandrasekhar, C. P. and Jayati Ghosh, 2007. The Market that Failed, Left Word Books, New Delhi
3. Bhaduri, Amit and Deepak Nayyar, 1996. The Intelligent Person's Guide to Liberalization, Orient Longman, Delhi.
4. Recent special issues in EPW on 25 years of liberalisation

3. Sectoral Growth and Development

1. Vaidyanathan, A. "India's agricultural development policy." *Economic and Political Weekly* (2000): 1735-1741.
2. Chand, Ramesh, and Shinoj Parappurathu. "Temporal and spatial variations in agricultural growth and its determinants." *Economic and Political Weekly* 47.26 (2012): 55-64.
3. Sen, Abhijit. "Some reflections on agrarian prospects." *Economic & Political Weekly* 51.8 (2016): 12-15.
4. Patnaik, Utsa (1994), 'India's Agricultural Development in the Light of Historical Experience', in Terence J. Byres (ed.) *The State and Development Planning in India*, Delhi: Oxford University Press, 265-290
5. Sen, Abhijit (1986): "Shocks and Instabilities in an Agriculture-Constrained Economy: India 1964-85", *Social Scientist*, 15 (10),
6. Chandrasekhar, C.P. (2007) The Progress of "Reform" and the Retrogression of Agriculture, *Social Scientist*, 35 (1/2), 61-75.
7. Nayyar, Deepak, "Industrial Development in India: Some Reflections on Growth and Stagnation", *Economic and Political Weekly*, Vol. XXII, No. 31-33, 1978.
8. R Nagaraj: "Industrial Performance, 1991-08: A Review", India Development Report, Oxford University Press, 2011.

4. Poverty, Employment and Inequality

1. Ghosh, Jayati. (2014) The Curious Case of the Jobs That Did Not Appear: Structural Change, Employment and Social Patterns In India. *Indian Journal of Labour Economics* 57.1.
2. R Radhakrishna (2015) Well-being, Inequality, Poverty and Pathways Out of Poverty in India, *Economic and Political Weekly*, Vol. 50, Issue No. 41, 10 Oct, 2015
3. Gandhi, A. and Walton, M., 2012. Where Do India's Billionaires Get Their Wealth? *Economic and Political Weekly*, 47(40), pp.10-14.
4. Himanshu. 2015. Inequality in India. Seminar. Available at: http://www.india-seminar.com/2015/672/672_himanshu.htm

5. Social Security: Food Security, PDS and NREGA

1. Jean Dreze and Angus Deaton, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February, 2009.
2. Deaton and Dreze, 2010, Calorie Fundamentalism, EPW, 3-9 April
3. Patnaik, Utsa, 2010, On Some Fatal Fallacies, EPW, November 20
4. Himanshu and A. Sen, 2011. Why Not a Universal Food Security Legislation" *Economic and Political Weekly*. March 19, 2011, 46 (12). (2011), pp 38-47.

5. Khera, Reetika (2014). Cash vs. In-kind Transfers: Indian Data Meets Theory, Food Policy, 46, pp. 116-128
6. Dreze Jean and Amartya Sen, An Uncertain Glory: India and its Contradictions, Penguin, New Delhi, 2013.
7. Khera, Reetika. 2011. The Battle for Employment Guarantee. Oxford University Press

ADDITIONAL REFERENCE:

Reports of Expert Committee, Policy Documents, Budget Documents, Economic Survey etc. available online on websites of Government of India

**School of Liberal Studies
Ambedkar University Delhi
Course outline**

**Time slots: Monday (1:45-3:45 pm) &
Saturday, 11-1Pm)**

Course Code: SLS2EC211

Title: **Econometrics and Data Analysis**

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: MA Economics-II semester

Cohort for which it is elective: All other Majors

No of Credits: 4

Semester and Year Offered: 2nd Semester (Winter Semester 2019)

Course Coordinator and Team: Krishna Ram

Email of course coordinator: krishna@aud.ac.in

Prerequisites:

Knowledge of mathematics (especially Algebra and Calculus), statistics, and Basic Econometrics at level of, say, Gujarati's Essentials of Econometrics is required.

Course Objective:

It is a tool course, which is designed to equip students for analysing real life data, related to economics in particular and social science in general, with the help of mathematical knowledge and computer software. In today's world students are required to objectively analyse the problem at hand and this is true in social sciences as well. This course will acquaint the students with theoretical knowledge as well as implementation of theory through software applications like STATA. The main thrust of the course will be on cross-section data analysis, along with an introductory component on univariate time series analysis.

Course Outcome:

On successful completion of this course students will be able to:

1. Use matrix approach of OLS estimation, hypothesis testing and diagnostic testing.

2. Estimate multivariate linear regression model using cross-sectional data set.
3. Identify all possible misspecification in the CLRM using econometric software package, STATA.
4. Use the instrument variable technique for the model estimation.
5. Estimate ARIMA model using econometric software package, Eviews.

Brief description of modules/ Main modules:

1. Review of Statistics: Empirical relation, Random variable, Probability distribution, Joint Probability distribution, Expectation, Conditional expectation, Estimation & Inference, and Matrix Algebra

Goldberger , Ch-1, & Ch-5; Greene, Appendix-A, B and C

2. Multivariate Regression Analysis with Cross-Section Data
 - a. Matrix Approach of OLS estimation, Goodness of Fit, and Analysis of Variance
 - b. Finite sample properties of OLS estimator,
 - c. Asymptotic properties of the OLS estimator
 - d. Hypothesis testing: Linear combination of parameters, Multiple Linear restrictions
 - e. Functional form and Structural Change: Intrinsic linearity and identification, Dummy variable regression model, Testing for a structural break
 - f. Specification issues and Model selection criteria: Omitted variable bias, Inclusion of irrelevant variables, Measurement Errors; R^2 , $Adj R^2$, Akaike Information Criterion (AIC) and Schwartz or Bayesian Information Criterion (BIC)
 - g. Heteroscedasticity and Autocorrelation
 - h. Instrumental Variable Estimation of single equation linear model (If time permits)

Greene, Ch-1-8, Ch11-12; Wooldridge, Ch-1-5

3. Univariate Time Series Econometrics
 - a. Introduction,
 - b. Stationarity and Non-stationarity stochastic process
 - c. Auto regressive (AR) times series model, Moving Average (MA) time series model,
 - d. ARIMA Model
 - e. Autocorrelation function (ACF), Partial autocorrelation function (PACF), Correlogram

Walter Enders, Ch-2; Brooks, ch-6; Greene, ch-20

Assessment methodology

Two in class- exams, (30% weightage each)

Term Paper (40% weightage)

Reading list:

Goldberger, Arthur S. *A course in Econometrics*, Harvard University Press, England, 1991.

Wooldridge, J. *Econometric Analysis of Cross Section and Panel Data*, 2nd ed., MIT Press, 2010.

Greene, W.H., *Econometric Analysis*, (8th edition), Pearson, 2018

Cameron, A.C. and Trivedi, P.K. *Microeconometrics using Stata*, 2nd ed., Stata Press, 2010

Brooks, Chris. *Introductory Econometrics for Finance*, 3rd edition, Cambridge University Press, 2014

Walter Enders. *Applied Econometrics Time series*, 2nd edition, Willy India, 2004

School of Liberal Studies

Ambedkar University Delhi

Law and Economics

Course Outline

Time Slot - 3rd / 4th Semester

Course Code: SLS2EC212

Title: Law and Economics

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics 3rd / 4th semester

No of Credits: 4

Semester and Year Offered: 3rd / 4th Semester, 2nd year

Course Coordinator and Team: Taposik Banerjee

Email of course coordinator: taposik@aud.ac.in

Pre-requisites: Graduation level Microeconomics and Mathematics along with Microeconomics-1 course.

Aim: 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.

Course Outcomes:

On successful completion of this course students will be able to:

1. Figure out the economic aspect in a legal problem and apply the economic methodology to analyse the same.
2. Analyse legal rules and policies in terms of the criterion of economic efficiency.
3. Construct liability rules that induce efficient outcome.
4. Explain the basic theories of law and economics regarding ownership, tort, contract and criminal law.

5. Examine the legal institution in a game theoretic framework.
6. Discuss the limitations of the theories of Law and Economics.

Brief description of modules/ Main modules:

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. The following would be the broad outline of the course.

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.

Assessment Details with weights:

Three tests with 25%, 35% and 40% weights

Reading List:

Brown, John Prather, 1973. 'Toward an Economic Theory of Liability', 2 Journal of Legal Studies.

Calabresi, Guido, 1970. The Costs of Accidents: A Legal and Economic Analysis, Yale University Press, New Haven.

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.

Cooter, Robert D. and Ulen, Thomas S., 1999. *Law and Economics*, third edition, Addison-Wesley, New York.

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).

Shavell, Steven (1987), *Economic Analysis of Accident Law*, Harvard University Press, Cambridge (MA).

ADDITIONAL REFERENCE:

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.

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, 1980. *About Law and Economics: A Letter to Ronald Dworkin*, 8 *Hofstra Law Review*.

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*.

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.

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*.

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code:

Title: Research Methods in Economics

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team:

Email of course coordinator:

Pre-requisites: NA

Course Objectives/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.

Course Outcomes:

On successful completion of this course students will be able to:

1. Develop the capacity to comprehend the different philosophical and ethical issues related to research in Economics.
2. Get a comprehensive understanding of the overall process of research, from designing a research question to evaluating and interpreting results.
3. Get knowledge of the various approaches and techniques to be used for the investigation of different research questions in Economics.

4. Conduct their own research work in Economics.

Brief description of modules/ Main modules:

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

Assessment Details with weights:

Assignment (30%), Class test (30%), Research Report (40%)

Reading List:

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
- 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

ADDITIONAL REFERENCE:

School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

| | |
|---|--------------------------------------|
| Course Code: | SLS2EC214 |
| Title: | Marxist Political Economy-1 |
| Type of Course: | Elective |
| Cohort for which it is compulsory: | MA Economics |
| Cohort for which it is elective: | Other MA programmes |
| No of Credits: | 4 |
| Semester and Year Offered: | Monsoon/Winter Semester, Second year |
| Course Coordinator and Team: | Arindam Banerjee, Satyaki Roy |
| Email of course coordinator: | arindam@aud.ac.in |

Pre-requisites:

Aim:

This course provides the opportunity for advanced-level specialization of a student in the political economy analysis of a capitalist economy, which is one of the focus areas of the programmes. The 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.

Course Outcomes:

10. Develop specialization in the Marxian understanding of the workings of a capitalist economic system.
11. Acquire the capacity to read, understand and interpret classical Marxist writings including some of Marx's own writings and absorb the associated agreements and disagreements.

12. Develop the capacity to comprehend and articulate complex arguments and perspectives through their term papers and essays.

Brief description of modules/ Main modules:

- a) Value and social class
- b) Review of Volume I: Capitalist Property Relations, Value and Surplus Value; the Circuit of Capital; Accumulation and Primitive Accumulation
- c) Circuits of Capital, Turnover Time and Reproduction Schemes; Marx vs. Keynes on realization
- d) The Transformation of Values to prices – the “problem” and alternative solutions, Neoclassical and Neo-Ricardian critiques of Marx’s value theory.
- e) The falling rate of profit controversy.
- f) The role of credit in capitalism – monopoly capitalism, finance capital and the theory of imperialism.
- g) Marx and the Transition Debate
- h) Marx and the Analysis of Capitalist Crisis.
- i) Role of the state

Assessment Details with weights:

In-Class Presentation (20%), Book Review (40%), Term paper (40%)

Reading List:

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 Luxemburg: The Accumulation of Capital
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

ADDITIONAL REFERENCES:

R Hilferding, *Finance Capital: A Study of the Latest Phase of Capitalist Development*

N Poulantzas, *Classes in Contemporary Capitalism*

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*

School Name

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Course Outline

Time Slot-_____

Course Code: SLS2EC215

Title: Economics of Environmental Health

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics and other MA students

No of Credits: 4

Semester and Year Offered: 3/4 Semester, 2nd Year

Course Coordinator and Team: Robin Singhal, Dipa Sinha

Email of course coordinator: robin@aud.ac.in, dipa@aud.ac.in

Pre-requisites: Microeconomics, Econometrics

Aim:

This course aims at developing an understanding of the health issues, methods used in economic evaluation of environmental policies, and possible approaches to analyse and address the health impact of economic decisions and environmental policies. 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.

Course Outcomes:

Students will be able to:

1. Use evaluation methods to assess impact of environmental policies on health
2. Discuss environment-health linkages especially health outcomes related to pollution
3. Interpret data and models related to the analysis of health and environment

4. Critique environmental policy in terms of its potential to address environmental health concerns

Brief description of modules/ Main modules:

1. 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
2. Health impact of outdoor air pollution and indoor air pollution- relative risk, cost of illness, gender aspects
3. Water pollution- health impact of exposure to toxic substances, willingness to pay approaches, valuation of economic and health costs
4. Weather related outcomes- variations in the weather and impact on mortality, disease incidence, economic and health effects of weather-related disturbances
5. Environmental and health policy- environmental health; global changes in environment and the third world

Assessment Details with weights:

2 tests and 1 assignment (30 %- 40% -30%)

Reading List:

1. Dasgupta, S., Huq, M., Khaliquzzaman, 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.
2. 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.
3. 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*
4. *Vol. 118, No. 3 (Aug., 2003)*, pp. 1121-1167
5. 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:
6. Dasgupta, P. 2004. Valuing health damages from water pollution in urban Delhi, India: A production function approach, *Environment and Development Economics* 9 (1)
7. 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.
8. Deschenes, O., M. Greenstone and J. Guryan. 2009. Climate Change and Birth Weight,
9. *American Economic Review Papers and Proceedings*, 99(2)
10. Sachs, J. & P. Malaney. 2002. The Economic and Social burden of Malaria, *Nature* 415, 680-685 (7 February 2002)
11. Freeman, A. M. III .2006. Valuing Environmental Health Effects: An Economic Perspective, *Environmental and Resource Economics*, 34(3), 347-363

ADDITIONAL REFERENCE:

School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

| | |
|---|----------------------------------|
| Course Code: | SLS2EC216 |
| Title: | Theories of Agrarian Development |
| Type of Course: | Elective |
| Cohort for which it is compulsory: | MA Economics |
| Cohort for which it is elective: | Other MA programmes |
| No of Credits: | 4 |
| Semester and Year Offered: | Winter Semester, Second year |
| Course Coordinator and Team: | Arindam Banerjee |
| Email of course coordinator: | arindam@aud.ac.in |

Pre-requisites:

Aim:

This course engages with the structure and problems of agriculture in developing countries, with a focus on India. The course provides an opportunity to students enrolled in the MA economics programme to engage with the rural economy and its challenges. 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 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.

Course Outcomes:

13. Acquire knowledge of various theoretical frameworks, like neo-classical, neo-populist and Marxian, to analyze the agrarian production systems.

14. Develop an in-depth understanding of the development in Indian agriculture and various sets of policies adopted for the agricultural sector after independence.
15. Acquire the capacity to read, understand and interpret various kinds of primary and secondary data relevant to Indian agriculture.
16. Develop the capacity to comprehend and articulate complex arguments and perspectives through their term papers and essays.

Brief description of modules/ Main modules:

4) *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
- d) Agrarian question in contemporary world under globalization – developing country experiences

5) *Conditions of Agricultural production in India:*

- j) 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
- k) Comparative study of regional agricultural growth in India - Terms of Trade debate and agricultural expansion – Post-GR challenges for agrarian development
- l) 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
- m) Capitalism in agriculture and agrarian underdevelopment under neo-liberalism – the question of technology in agrarian development – the status of food security and poverty – associated debates

Assessment Details with weights:

The assessment plan for the course will be Presentation (20%), Article Review (40%) and Term Paper (40%).

Reading List:

- 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.
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- 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.
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- 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. (1956) *The Development of Capitalism in Russia*, Moscow, Progress Publishers.
- 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.

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.

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).

ADDITIONAL REFERENCES:

Bhaduri, Amit (1984) *The Economic Structure of Backward Agriculture*, London, Academic press.

Bharadwaj, Krishna (1974) *Production Conditions of Indian Agriculture*, Cambridge, Cambridge University Press.

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.

Cheung, S. N. S. (1969) *The Theory of Share Tenancy*, Chicago, University of Chicago

Kautsky, Karl (1988) *The Agrarian Question, Vol. 1*, London, Zwan Publications.

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 (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.

Lenin, V.I. (1920) 'Preliminary Draft Theses on the Agrarian Question' in *Selected Works*, 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.

School of Liberal Studies

Ambedkar University Delhi

Social Choice

Course Outline

Time Slot- 3rd Semester

Course Code: SLS2EC105

Title: Social Choice

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics 3rd semester

No of Credits: 4

Semester and Year Offered: 3rd Semester, 2nd year

Course Coordinator and Team: Taposik Banerjee

Email of course coordinator: taposik@aud.ac.in

Pre-requisites: Mathematics at 10+2 level and must possess good analytical skill.

Aim: The course- "Social Choice" 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.

Course Outcomes:

On successful completion of this course students will be able to:

15. Develop and sustain an argument using the concepts that are commonly used by economists.
16. Demonstrate how individual choices in a society can be aggregated and translated into a collective choice.

17. Analyse implications of and contradictions between different democratic values in the process of aggregating individual preferences into social/collective preference.
18. Construct collective choice rules that respect certain values that individuals in a society consider important.
19. Examine how collective decision making processes influence the well-being of society.
20. Use mathematics in formalising and analysing an economic problem.
21. Discuss the limitations of and critically evaluate collective decision making processes.

Brief description of modules/ Main modules:

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.

Module 1: Individual Preference, best and maximal elements, existence of best elements, preference to choice, differences between individual and collective choices.

Module 2: Binary relations, properties of binary relations: reflexivity, transitivity, acyclicity, quasitransitivity, rationality conditions, some fundamentals of logic: using connectives, quantifiers, logics of deduction: direct methods, proof by contradictions. Logical relationship among different properties of binary relations.

Module 3: Introduction to binary decision rules, construction of binary rule, component and properties of binary rule. Different choice rule: collective choice rule, collective decision rule, social welfare functions, social choice functions.

Module 4: Some seminal results: Arrow's impossibility result, manipulability of collective choice rule: the Gibbard and Satterthwaite result. Some popular voting rules: majority decision, median voter rule, 2/3 majority decision, dictatorial rule. Interesting properties of voting rule: anonymity, monotonicity, neutrality, May's Theorem.

Module 5: Weighted voting rules, voting power, misreporting true preference: some example, mechanism designing to prevent manipulation conflict between Efficiency and Individual Rights.

Assessment Details with weights:

Three class tests with 25%, 35% and 40% weights

Reading List:

1. Arrow, K.J. (1963), Social Choice and Individual Values, second edition, Wiley, New York.
2. Gaertner, W. (2009) A Primer in Social Choice Theory, Oxford University Press, New York.

3. Sen, A. K. (1970), The Impossibility of a Paretian Liberal, *The Journal of Political Economy*, 78, 152-157.
4. Sen, A. K. (1970), *Collective Choice and Social Welfare*, Holden-Day, San Francisco, republished 1979 by North-Holland, Amsterdam .
5. Suzumura, K. (1983), *Rational Choice, Collective Decisions, and Social welfare*. CUP.

ADDITIONAL REFERENCE:

6. Arrow, K. J. (1973), Some Ordinalist-Utilitarian Notes on Rawls's Theory of Justice, *Journal of Philosophy*, 70, 254-263.
7. Black, D. (1948), On the Rationale of Group Decision Making, *The Journal of Political Economy*, 56, 23-34.
8. Black, D. (1958), *The Theory of Committees and Elections*, Cambridge University Press, Cambridge.
9. Fishburn, P.C. (1970), Conditions for Simple Majority Decision Functions with Intransitive Individual Indifference, *Journal of Economic Theory*, 2, 354-367.
10. Gaertner, W. (2001), *Domain Conditions in Social Choice Theory*, Cambridge University Press, Cambridge.
11. Harsanyi, J. C. (1953), Cardinal Utility in Welfare Economics and in the Theory of Risk Taking, *Journal of Political Economy*, 61, 434-435.
12. Harsanyi, J. C. (1955), Cardinal Welfare, Individualistic Ethics and Interpersonal Comparisons of Utility, *Journal of Political Economy*, 63, 309-321.
13. Harsanyi, J. C. (1975), Can the Maximin Principle Serve as a Basis of Morality?, *American Political Science Review*, 69, 594-606.
14. Inada, K.-I. (1964), A Note on the simple majority decision rule, *Econometrica*, 32, 525-531.
15. Inada, K.-I. (1969), The simple majority decision rule, *Econometrica*, 37, 490-506.
16. Inada, K.-I. (1970), Majority rule and rationality, *Journal of Economic Theory*, 2, 27-40.
17. 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.
18. Kalai, E. (1977), Proportional Solutions to Bargaining Situations: Interpersonal Utility Comparisons, *Econometrica*, 45, 1623-1630.

19. Kalai, E. and M. Smorodinsky (1975), Other Solutions to Nash's Bargaining Problem, *Econometrica*, 43, 513-518.
20. Kelly, J.S. (1974), Necessity conditions in voting theory, *Journal of Economic Theory*, 8, 149-160.
21. Leininger, W. (1993), The Fatal Vote: Berlin versus Bonn, *Finanzarchiv*, 50, 1-20.
22. Nash, J. (1950), The Bargaining Problem, *Econometrica*, 18, 155-162
23. Pattanaik, P.K. (1970), On social choice with quasitransitive individual preferences, *Journal of Economic Theory*, 2, 267-275.
25. Pattanaik, P.K. (1971), *Voting and Collective Choice*, Cambridge University Press, Cambridge.
26. Rawls, J. (1971), *A Theory of Justice*, Harvard University Press.
27. Rawls, J. (1974), Some Reasons for the Maximin Criterion, *American Economic Review (Papers and Proceedings)*, 64, 141-146
28. Reny, Ph. J. (2001), Arrow's Theorem and the Gibbard - Satterthwaite Theorem: A Unified Approach, *Economics Letters*, 70, 99-105
29. Roemer, J. (1986), The Mismatch of Bargaining Theory and Distributive Justice, *Ethics*, 97, 88-110.
30. Sen, A.K. (1966), A possibility Theorem on Majority Decisions, *Econometrica*, 34, 491-499.
31. 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.

School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

| | |
|---|--------------------------------------|
| Course Code: | SLS2EC219 |
| Title: | Marxist Political Economy-2 |
| Type of Course: | Elective |
| Cohort for which it is compulsory: | MA Economics |
| Cohort for which it is elective: | Other MA programmes |
| No of Credits: | 4 |
| Semester and Year Offered: | Monsoon/Winter Semester, Second year |
| Course Coordinator and Team: | Arindam Banerjee, Satyaki Roy |
| Email of course coordinator: | arindam@aud.ac.in |

Pre-requisites:

Aim:

This course provides the opportunity for advanced-level specialization of a student in political economy analysis, which is one of the focus areas of the programmes. The 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. 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.

Course Outcomes:

17. Develop an advanced understanding of the conceptual agreements and disagreements between Marxian theories and praxis and other critical theories which embody a departure from the Marxian ideas.
18. Acquire the capacity to understand and interpret Marxist and other critical theories and apply them to social problems.

19. Develop the capacity to comprehend and articulate complex arguments and perspectives through their term papers and essays.

Brief description of modules/ Main modules:

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

Assessment Details with weights:

In-Class Presentation (20%), Book Review (40%), Term paper (40%)

Reading List:

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

ADDITIONAL REFERENCES:

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`*

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS2EC220

Title: Introduction to the Economics of Health and Health Care

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics and other programmes

No of Credits: 4

Semester and Year Offered: 3/4 Semester, 2nd Year

Course Coordinator and Team: Dipa Sinha

Email of course coordinator: dipa@aud.ac.in

Pre-requisites:

Aim:

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.

Course Outcomes:

1. Analyse market failures in health and examine various models in economic literature that are relevant to explaining health seeking behaviour and health provision
2. Compare the different models of provision of health care and health financing across the world
3. Critique health policy in India from Independence to contemporary times
4. Apply economic theory to evaluate policy responses to health challenges

Brief description of modules/ Main modules:

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.

1. Scope of health economics
2. Economic growth, development and health outcomes
3. Historical perspective on health and economic development
4. Health and health care
5. Core principles of Public Health
6. Social determinants of health
7. 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.

8. Application of consumer theory
9. Production of health and health care
10. General equilibrium: Pareto Optimality
11. Imperfect market for health and health care
12. 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 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.

13. State vis-à-vis market: Public Good, Merit Good
14. Different forms of Financing: role of state
15. Private Out-of-pocket expenditure and its implications
16. Health financing in India

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.

17. Efficiency, Effectiveness and Equity
 18. Explanations of inequality: Social Cohesion and Social Capital
 19. Measurement of inequality
- 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.
20. Global experience
 21. Indian experience
 22. Health sector reforms
 23. Primary Health Care Approach and HSR
 24. Universal Health Coverage- the emergence of a new paradigm

Assessment Details with weights:

Term paper (40%), Class Test (40%) and Group Presentation (20%)

Reading List:

1. AK Shiva Kumar, Chen LC, Choudhury M, et al. Financing health care for all: challenges and opportunities. *Lancet* 2011; 377: 668-679.
2. Arrow, K. J. (1963), "Uncertainty and the Welfare Economics of Medical Care", *The American Economic Review*, 43(5), pp. 941-973.
3. Banerjee, D. (1985), *Health and Family Planning Services in India: An Epidemiological Socio-cultural, and Political Analysis and a Perspective*, Lok Prakash, New Delhi.
4. Baru, R., 1998. *Private health care in India. Social characteristics and trends*, New Delhi: Sage Publications.
5. Berman, P. and M. E. Khan (edited) (1988), *Paying for India's Health Care*, Sage, New Delhi.
6. Dréze J, Sen A. *An uncertain glory: India and its contradictions*. Princeton, NJ: Princeton University Press, 2013.
7. Farmer, P. *Pathologies of Power* UCP 2003. Chapters 5 and 6.
8. Faulland S (2008) *The Economics of Health and Health Care*, 5th Edition.
9. Gangolli, L., Duggal, R. & Shukla, A. eds., 2005. *Review of Healthcare in India*, Mumbai: Centre for Enquiry into Health and Allied Themes.
10. GOI (2002). *National Health Policy*. Dept. of Health, Ministry of Health and Family Welfare, New Delhi.
11. Government of India (2005), *Report of National Commission on Macroeconomics and Health*, Ministry of Health and Family Welfare, New Delhi
12. Government of India (2009), *National Health Accounts*, India, National Health Accounts Cell, Ministry of Health and Family Welfare, New Delhi.
13. *Health for All - Declaration of Alma Ata*.

14. 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
15. 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.
16. Mooney G (2009): *Challenging Health Economics*, Oxford University Press, New York
17. Musgrove, P. (1996), *Public and Private roles in Health: Theory of financing patterns*, Health Nutrition and Population, Discussion paper, The World Bank.
18. People's Health Movement (2011), *Global Health Watch III & IV*, Z-books, London.
19. 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.
20. 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.
21. Sen A. Why health equity? *Health Economics* 2002; 11: 659-666.
22. Sen A. Mortality as an indicator of economic success and failure. *The Economic Journal* 1998; 108: 1-25.
23. The World Bank (1993), *Investing in Health*, World Development Report, World Bank, Washington.
24. World Health Organisation (2000), *The World Health Report – Health Systems: Improving Performance*, Geneva
25. 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
26. *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>

ADDITIONAL REFERENCE:

Relevant reports and publications available in the website of Ministry of Health and Family Welfare, Government of India and World Health Organisation

School Name
Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS2EC221

Title: Game Theory 1

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: M.A. Economics

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Jyotirmoy Bhattacharya

Email of course coordinator: jyotirmoy@aud.ac.in

Pre-requisites:

Knowledge of calculus and probability at the 10+2 level. Familiarity with microeconomics at the B.A. (Hons.) level would be helpful but not absolutely essential.

Aim:

Game Theory I deals with the classical core of noncooperative game theory. It familiarises students with the problems dealt with in game theory, games in extensive and strategic form and the solution concepts of rationalizability, Nash equilibrium and the refinements of Nash equilibrium. Empirical evidence from laboratory and field experiments will be introduced where appropriate and simple experiments would be conducted in class to help students see how actual behaviour may depart from the prediction of these classical solution concepts.

Course Outcomes:

On successful completion of this course students would be able to:

1. Explain the goals of non-cooperative game theory as a research program..
2. Define the key equilibrium concepts in non-cooperative game theory and compute these equilibria for example games.

4. Compare and contrast between extensive form games and normal form games. Illustrate the use of the dynamic information provided by the extensive form to impose equilibrium refinements.
5. Apply the equilibrium concepts for extensive form games to model dynamic phenomena such as bargaining, repeated social and economic interaction and reputation.
6. Formulate appropriate situations from economics and other social sciences as non-cooperative games and identify appropriate methods of game theoretic analysis in each case.

Brief description of modules/ Main modules:

- Review of expected utility theory.
- Games in strategic form: rationalizability and the iterated elimination of dominated strategies.
- Games in strategic form: Nash equilibrium.
- Games in extensive form: subgame perfection.
- Bargaining games.
- Repeated games and folk theorems.
- Games of incomplete information: Bayesian Nash equilibrium, perfect Bayesian equilibrium.

Assessment Details with weights:

- Class tests (best 2 of 3): 30% each
- End-semester exam: 40%.

Reading List:

1. Osborne, Martin J. and Ariel Rubinstein (1994). *A Course in Game Theory*, MIT Press.
2. Fudenberg, Drew and Jean Tirole (1991). *Game Theory*, MIT Press.
3. Maschler, Michael, Solan, Eilon and Zamir, Shmuel (2013). *Game Theory*, Cambridge University Press.

ADDITIONAL REFERENCE:

1. Watson, Joel (2013). *Strategy: An Introduction to Game Theory*, 3rd edition, W.W. Norton.
2. Binmore, Ken (2007). *Playing for Real: A Text on Game Theory*, Oxford University Press.
3. Camerer, Colin F. (2003). *Behavioral Game Theory*, Princeton University Press.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS2EC223

Title: Labour and Development

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics and other disciplines

No of Credits: 4

Semester and Year Offered: 3/4 Semester/ 2nd Year

Course Coordinator and Team: Sona Mitra, Dipa Sinha

Email of course coordinator: dipa@aud.ac.in

Pre-requisites: Economics at the Undergraduate level

Aim:

The course on Labour and Development primarily focuses on the theoretical constructs that explain contribution of labour in the process of economic development. Students would get exposed to the contesting perspectives on labour evolving from Classical, Keynesian, Neo-classical theories and political economy framework. It includes the foundations of the theory of wage determination, theories related to labour market segmentation and would critically review the demand-supply framework of labour market, human capital theories and focus on the macroeconomics of the labour markets. The course would introduce the concepts of gendered segregation of labour markets, care work of women, changing structures of labour markets in the context of technological advancement and increased global mobility and migration. It would also explore the contemporary debates relating to labour regimes; labour flexibility, rights and labour laws; emerging patterns of informality and changing structures of labour market institutions. The course would also introduce the concepts of labour statistics and focus on the various datasets related to employment/unemployment in the context of India.

Course Outcomes:

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

1. Summarise issues related to the economics of labour and development.
2. Explain the contribution of labour in the process of economic development, from different perspectives.
3. Discuss the foundations of wage theory
4. Review theories on labour segmentation, skill formation and employment.
5. Discuss the institutional aspects of labour markets in India and related debates on labour regimes, emerging patterns of informality and structural changes in employment.

Brief description of modules/ Main modules:

1. Conceptualising Labour

Labour as unique factor; 'passive' factor reducible to abstract values; voluntary and involuntary unemployment; Lucas critique; choice theoretic perspective and its critique; labour and labour power, 'reserve army of labour'

2. Macro Perspectives on Labour

Philips Curve, Natural Rate of Unemployment and NAIRU; critique of NAIRU and disequilibrium analyses.

3. Micro foundations of wage Determination

Determination of wage: Downward inflexibility of wages: Implicit contract theory; Efficiency Wage Theory; Fair Wage-Effort Hypothesis; Insider-outsider theory; Contested Exchange, Human Capital Theory, Skill Premium and Human Capital: Acceleration Hypothesis

4. Labour Market Segmentation

Demand-Supply Model; Fordist and Post-Fordist structures, Saturated and Unsaturated skills in knowledge industry; Internal Labour market, External discrimination.

5. Women, Work and Labour Markets

Gendered labour markets, understanding women's employment and women's work, unpaid work including unpaid care work, sexual division of labour.

6. Contemporary Debates on Labour Market

Accumulation and regulation regimes; labour market flexibility debate; non-wage employment and informality; labour market segmentation; structural change in growth and employment

7. The Indian Labour Market: Exploring current debates and introducing datasets

Contemporary debates on Labour and Development in India; labour regulations in India; structural change in growth and employment; rural non-agricultural employment; factor shares in Indian manufacturing industry.

Assessment Details with weights:

Presentation (20%), Term Paper (40%), End Semester Exam (40%)

Reading List:

1. Conceptualising Labour

1. *Labour Market Theory: A Constructive Reassessment*, Ben Fine, Routledge, London and New York, 2003.
2. The Labour Market Under Capitalism, Prabhat Patnaik, *The Indian Journal of Labour Economics*, Vol. 49, No. 1, 2006

2. Macro Perspectives on Labour

1. Spencer, David (2006), Work for all those want it? Why the neo-classical supply curve is an inappropriate foundation for the theory of employment and unemployment, *Cambridge Journal of Economics*, 30, 459-472.
2. Lerner, A. P. (1936) "Mr Keynes' "General Theory of Employment, Interest and Money " *International Labour Review*, Vol. 34, No. 4 (Oct.), pp. 435–454.
3. Marglin, S. (1974), 'What do Bosses do? The Origins and Function of Hierarchy in Capitalist Production', *Review of Radical Political Economics*, Vol.6, No.2, pp. 60-112.
4. Shapiro, Carl and Joseph E. Stiglitz (1984), 'Equilibrium Unemployment as a Worker Discipline Device', *American Economic Review*, Vol.74, No.3, pp.433-444.
5. Acemoglu, Daron (2002), 'Technical Change, Inequality and the Labour Market', *Journal of Economic Literature*, Vol. 40. No.1, pp. 7-72

3. Micro foundations of wage Determination

1. Hicks, John 1962. *Theory of wages*, Palgrave Macmillan (Reprint), UK
2. Becker, S. Gary (1962), 'Investment in Human Capital: A Theoretical Analysis', *Journal of Political Economy*, Vol. 70, No. 5, Part 2: Investment in Human Beings (Oct., 1962), pp. 9-49.
3. Schultz, W. Theodore (1962), 'Reflections on Man', *Journal of Political Economy*, Vol. 70, No. 5, Part 2: Investment in Human Beings (Oct., 1962), pp.1-8.
4. Akerlof, G (1982) 'Labour Contracts as Partial Gift Exchange', *Quarterly Journal of Economics*, Vol, 97, No.4, pp. 543-594.
5. Bowles, Samuel and Herbert Gintis (1990) 'Contested Exchange: New Micro Foundations for the Political Economy of Capitalism', *Politics and Society*, Vol.8, No.2, pp. 165-222.
6. Bowles, Samuel (1985), 'The Production Process in a Competitive Economy: Walrasian, Neo-Hobbesian and Marxian Models', *The American Economic Review*, Vol. 75, No. 1, pp. 16-36.

4. Labour Market Segmentation

1. Doeringer, M. Piore; 1971. *Internal labour markets and manpower analysis*. DC Heath, New York
2. Reich, Michael; Gordon, David M. and Edwards, Richard C., "Dual Labor Markets: A Theory of Labor Market Segmentation" (1973). *The American Economic Review*, 63 (2) pp. 359-365
3. *Labour Market Theory: A Constructive Reassessment*, Ben Fine, Routledge, London and New York, 2003.
4. Cain, Glen G. "The Challenge of Segmented Labor Market Theories to Orthodox Theory: A Survey." *Journal of Economic Literature*, vol. 14, no. 4, 1976, pp. 1215–1257. *JSTOR*, www.jstor.org/stable/2722547.
5. Leontaridi, M. (1998), *Segmented Labour Markets: Theory and Evidence*. *Journal of Economic Surveys*, 12: 103–109.

5. Women, Work and Labour Markets

1. Ben Fine (1992), *Women's Employment and the Capitalist Family: Towards a Political Economy of Gender and Labour markets*, Routledge
2. Goldin, Claudia Dale. *Understanding the Gender Gap: An Economic History of American Women*. New York: Oxford University Press, 1990, ISBN 978-0-19-505077-6.
3. Humphries, Jane, and Jill Rubery. "The Reconstitution of the Supply Side of the Labour Market: the Relative Autonomy of Social Reproduction." *Cambridge Journal of Economics*, vol. 8, no. 4, 1984, pp. 331–346. *JSTOR*, www.jstor.org/stable/23596643.
4. Beneria, Lourdes and Gita Sen (1981) "Accumulation, Reproduction and Women's Role in Economic Development": Boserup Revisited", *Signs*, Vol. 7, No. 2, Development and the Sexual Division of Labor (Winter, 1981), pp.279-298
5. Standing, Guy (March 1999). "Global feminization through flexible labor: a theme revisited". *World Development*. Elsevier. **27** (3): 583–602. doi:10.1016/S0305-750X(98)00151-X

6. Contemporary Debates on Labour Market

1. Besley, T. and Burgess, R. (2004) "Can Labour Regulation Hinder Economic Performance? Evidence from India", *The Quarterly Journal of Economics*, Vol. 119, No. 1, pp. 91-134.
2. Brenner, Robert and Mark Glick (1991), 'The Regulation Approach: Theory and History', *New Left Review*, 1/188 pp. 45-119.
3. Moser, C (1978), 'Informal Sector or Petty Commodity Production: Dualism or Dependence on Urban Development', *World Development*, Vol.6, No.9/10, pp. 1041-1064
4. Wood, Adrian (1998). Globalisation and labour market inequalities, *The Economic Journal*, 108(450), September. Pp.1463-1482.

5. Boyer, R. (1991) 'The Eighties: The Search for Alternatives to Fordism', in B. Jessop, H. Kastendiek, K. Nielsen and O.K. Pedersen (eds) *The Politics of Flexibility*, pp. 106-132. Aldershot: Edward Elgar.
6. *Labour markets in Asia: Issues and Perspectives* (eds.) Jesus Felipe and Rana Hasan, Palgrave, 2006.
- 7. The Indian Labour Market: Exploring current debates and introducing datasets**
 1. *Globalisation, Industrial Restructuring and Labour Standards: Where India Meets the Global*, Debdas Banerjee, Sage, 2005.
 2. *Employment and Unemployment in India: Emerging Tendencies during Post-Reform Period*, E. T. Mathew, 2006, Sage Publications, New Delhi.
 3. Ghosh, Jayati (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, New Delhi: Women Unlimited.
 4. Bhattacharya, Aditya, (2006), 'Labour market regulation and Industrial Performance in India: A Critical Review of the Empirical Evidence', Delhi School of Economics Working Paper No. 141
 5. Roy, Satyaki (2011), 'High Non-wage Employment in India: Revisiting the Paradox in Capitalist Development' in *Indian Journal of Labour Economics*, Vol. 54, No. 2, pp. 251-267, 2011.
 6. Ghosh, Jayati (2016) *Time poverty and the poverty of economics*, METU Studies in Development, Vol 43, No 1 (2016)

ADDITIONAL REFERENCE:

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Mathematical Methods of Economics

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: M.A. Economics

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Jyotirmoy Bhattacharya

Email of course coordinator: jyotirmoy@aud.ac.in

Pre-requisites:

Knowledge of calculus and linear algebra at the level of undergraduate texts in mathematical methods of economics.

Aim:

The course covers selected mathematical methods of economics for students who would like to pursue advanced work in economic theory. This is *not* a survey course. Instead it aims to discuss a few topics at a high level in order improve the mathematical maturity of students.

Course Outcomes:

At the successful completion of this course students would be able to

1. Read, construct and communicate mathematical proofs in selected areas at the level of advanced undergraduate/beginning graduate courses in pure mathematics.
2. Solve problems in selected areas of mathematics where the problems are not similar to what has been taught in class but require original creative input from the student.
3. Formulate relevant questions in economics as mathematical problems and be able to extract and communicate economically meaningful information from the solution and analysis of those problems.

4. Carry out mathematical work independently with a high degree of confidence by employing methods of checking their own work on the basis of plausibility and consistency with known facts.

5. Communicate mathematics informally by skillful use of heuristics, models and examples.

Brief description of modules/ Main modules:

These topics are indicative and not all may necessarily be covered in each instance. Instructors may select from them and introduce additional topics based on their and the students' interests.

1. **Linear algebra.** Idea of abstract vector space, linear transforms; eigenvalues, eigenvectors and the Jordan normal form; inner-product spaces and the spectral theorem.
2. **Basic point-set topology on Euclidean spaces and metric spaces.** Open, compact and connected sets. Sequences. Limits. Continuity. Sequences of functions. Uniform continuity.
3. **Convex functions and convex sets.**
4. **Set-valued functions (correspondences).** Upper and lower hemicontinuity. The theorem of the maximum.
5. **Fixed point theorems:** contraction mapping theorem, Brouwer's Fixed-Point Theorem, Kakutani's Fixed-Point Theorem.

Assessment Details with weights:

1. Class tests: best 2 of 3; 30% each.
2. End-semester exam: 40%.

Reading List:

1. Axler, S. (2014). *Linear Algebra Done Right*, Springer.
2. Berge, C. (2003). *Topological Spaces*, Dover.
3. Binmore, K.G. *Mathematical Analysis*, Cambridge University Press
4. Border, K.C. (1989) *Fixed-Point Theorems with Applications to Economics and Game Theory*, Cambridge University Press
5. Halmos, P.R. (1987). *Finite-Dimensional Vector Spaces*, Springer.
6. Ok, E.A. (2007). *Real Analysis with Economic Applications*. Princeton University Press.
7. Pugh, C.C. (2017). *Real Mathematical Analysis*, 2nd ed., Springer.
8. Sundaram, R. (1996). *A First Course in Optimization Theory*, Cambridge University Press.

School of Liberal Studies

Ambedkar University Delhi

Course outline

Time slot: _____

Course Code: SLS2EC225

Title: Cross Section and Panel Data Econometrics -I

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics & All other Majors

No of Credits: 4

Semester and Year Offered: 3rd Semester

Course Coordinator and Team: Krishna Ram

Email of course coordinator: krishna@aud.ac.in

Prerequisites: Econometrics and Data Analysis (SLS2EC211)

Course Objectives/Description:

This course deals with the various econometrics techniques that we generally use when we deal with the cross sectional and panel data set. The course discusses some of the econometric challenges involved testing economic relationship in developing countries. The course uses both theory and empirical techniques to teach various econometric methods. The emphasis would be on imparting skills that enable students to carry out independent empirical work.

The course includes various study papers which specifically deal with econometrics issues at hand. The objectives are to understand the econometric problems and methods used to solved them.

Course Outcomes:

On successful completion of this course students will be able to:

1. Explain how a panel data regression model is different from either a cross section or time series regression model.
2. Identify various econometric problems associated with cross section and panel data regression models.
3. Estimate & interpret linear panel data regression model using econometric software package, STATA.
4. Estimate different type of categorical dependent variable regression models using econometric software, STATA
5. Complete empirical project relating with cross-sectional and Panel data set using software package, STATA

Brief description of modules/ Main modules:

1. *Review of OLS, OLS as Maximum Likelihood Estimator, Endogeneity, Causality and the use of Randomized Control Trials (RCT's).*
2. *Basic linear panel data methods:* Pooled OLS, Fixed and Random effects estimation.
3. *Binary dependant variables:* Linear Probability, Logit and Probit models.
4. *Ordinal Outcomes:* Ordered logit and ordered Probit models.
5. *Multinomial choice models:* Multinomial Logit and Probit models.
6. *Limited Dependent Variables:* The Tobit model

Assessment Details with weights:

| | |
|-------------------|------------------------|
| Class Test-I | 30% (Mid-September) |
| Class Test-II | 30% (Mid-October) |
| Empirical Project | 40% (October-November) |

Reading List:

Books:

Angrist, J.D and Pischke, J. S. (2008), *Mostly Harmless Econometrics: An Empiricist's Companion*, Princeton University Press.

Goldberger, A. S. (1991). *A course in econometrics*. Harvard University Press.

Gujarati, D.N, Porter, D. C. & Gunasekar, S (2009), *Basic Econometrics*, 5th ed. Tata McGraw Hill, New Delhi.

Long, S. J (1997). *Regression models for categorical dependent variables*, Advanced Quantitative technique in social Sciences series, Vol 7, Sage Publications, London

Long, S. J. & Freese, J. (2006). *Regression models for categorical dependent variables using Stata*. Stata press.

Wooldridge, J. (2010), *Econometric Analysis of Cross Section and Panel Data* , 2nd ed., MIT Press.

Articles:

Krueger, A. (1993), How Computers Have Changed the Wage Structure: Evidence from Micro Data, *Quarterly Journal of Economics*, 108, no. 1, 33-60.

Mauldin, P. W. and Berelson, B(1978), Condition of fertility decline in developing countries, 1965-75, *Studies in Family Planning*, 9,89-147.

J. J. Donahue III and Steven D. Levitt,(2001), The Impact of Legalised Abortion on Crime, *Quarterly Journal of Economics*, pp 389-420

Duflo, E. (2001), Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment, *American Economic Review* 91, no. 4, 795-813.

Gertler, Paul, and Simon Boyce. (2001), An Experiment in Incentive-Based Welfare: The Impact of PROGRESA on Health in Mexico, *Working Paper*.

Ram, Krishna (2017), Explaining Calorie consumption Puzzle in India: An Empirical Study based on National and International Data-sets since 1990s, *Social Scientist*, Vol.45, No. 532-533, pg. 35-53

Some additions in list of articles mentioned above may be made later.

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Course Outline

Time Slot-_____

Course Code: SLS2EC226

Title: Twentieth Century Economic Thought

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics

No of Credits: 4

Semester and Year Offered: Monsoon/Winter Semester, Second year

Course Coordinator and Team:

Email of course coordinator:

Pre-requisites:

Aim:

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. The 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.

Course Outcomes:

20. Develop an advanced level expertise on various theoretical perspectives within the discipline of economics.

21. Develop the capacity to locate various contemporary theories and analysis within the fundamental theoretical traditions that have emerged within the discipline. This is an essential skill for critical appraisal of the existing economic literature.
22. Develop the capacity to comprehend and articulate complex arguments and perspectives through their term papers and essays.

Brief description of modules/ Main modules:

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

Assessment Details with weights:

The assessment for the course will be based upon Group Presentations (20%), Term paper (40%) and end-semester examination (40%).

Reading List:

A.K. Dasgupta, *Epochs of Economic Theory*

I Fisher, *Booms and Depressions: Some First Principles*

I Fisher, *Elementary Principles of Economics*

J M Keynes, *General Theory of Employment, Interest and Money*

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

J Schumpeter, *History of Economic Analysis*, Allen & Unwin, London

J Schumpeter, *Capitalism, Socialism And Democracy*

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*

ADDITIONAL REFERENCES:

R Gilpin, 2001, *Global Political Economy: Understanding the International Economic Order*, Princeton

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.

G Mongiovi and F Petri (2005), *Value, Distribution and Capital*, Routledge

J Schumpeter, *Imperialism and Social Classes*,

G Vaggi and P Groenewegen, *A Concise History of Economic Thought: From Mercantilism to Monetarism*, Palgrave Macmillan

A Saad-Filho and D Johnston (eds), *Neoliberalism: A Critical Reader*

School Name

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Course Outline

Time Slot-_____

Course Code: SLS2EC227

Title: Industrial Organization

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: M.A. Economics

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Jyotirmoy Bhattacharya

Email of course coordinator: jyotirmoy@aud.ac.in

Pre-requisites:

M.A. courses: Microeconomics I and II; Game Theory 1

Aim:

This course introduces students to the basics of modern industrial organization theory. It studies the use of tools from microeconomics and game theory to understand the competitive strategy of firms and the welfare effects of different forms of market organization.

Course Outcomes:

A student who successfully completes this course would be able to:

1. Classify different competitive situations that arise from the existence of market power, the characteristics of products being sold, the characteristics of technology employed and the regulatory and institutional environment.
2. Analyse these different situations using the tools of economic theory, specially game theory.
3. Assess the effectiveness of theoretical analyses both in terms of their generality and power and in terms of their empirical performance.

4. Explain how competitive strategy is linked to other areas of economic life such as innovation and the evolution of technological standards.

5. Relate theoretical analyses to contemporary policy issues in India and elsewhere and be able to illustrate how industrial regulation impacts the welfare of citizens.

Brief description of modules/ Main modules:

- Monopoly pricing
- Price Discrimination
- Static models of price competition
- Dynamic models of price competition
- Product differentiation
- Innovation and R&D
- Networks effects and standards
- Intermediated markets and trading **platforms**

Assessment Details with weights:

- Class tests: 3; 25% each.
- Paper review: 25%.

Reading List:

1. Belleflamme, P. and Peitz, M. (2015). *Industrial Organization: Markets and Strategies*, 2nd ed Cambridge University Press
2. Evans, D.S. (2011) *Platform Economics: Essays on Multi-Sided Businesses*. CreateSpace.
3. Scotchmer, S. (2006) *Innovation and Incentives*. MIT Press
4. Shy, O. (2001). *The Economics of Network Industries*. Cambridge University Press.
5. Tirole, J. (1988). *The Theory of Industrial Organization*. MIT Press.

School of Liberal Studies
Ambedkar University Delhi

Course outline

Time slot: _____

Course Code: SLS2EC228

Title: Cross Section and Panel Data Econometrics -II

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics & All other Majors

No of Credits: 4

Semester and Year Offered: 4th Semester

Course Coordinator and Team: Krishna Ram

Email of course coordinator: krishna@aud.ac.in

Prerequisites: Cross Section and Panel Data Econometrics –I (SLS2EC225)

Course Objectives/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: Advanced Panel Data Models, Panel Logit & Probit Models, Censored data, Sample Selection and Attrition, Measurement Error Models, Treatment Evaluation, and Missing data and Imputation techniques. The students would be introduced to the recent developments in these areas and would get a further opportunity to sharpen their empirical analysis skills.

Course Outcomes:

On successful completion of this course students will be able to:

1. Test various economic theories using advanced panel data models, panel logit and panel probit models
2. Describe the problems relating with censored data, sample selection and attrition.
3. Identify the problem of measurement errors in case of both linear and non-linear regression models.
4. Compare and contrast between stratified and cluster sampling, and its consequences on regression modelling.
5. Outline the problems of missing data, and various imputation methods.
6. Evaluate the impact of policy intervention on outcome of interest.
7. Complete empirical project in areas as diverse as growth economics, macroeconomics, and development economics.

Brief description of modules/ Main modules:

1. Advanced Panel Data Models: GMM estimation of Linear Panel Models, Dynamic Models, Nonlinear panel data Models,
2. Panel Logit and Probit model: Estimation & Inferences
3. Censored Data, Sample Selection, and Attrition: Data Censoring, Sample Selection, Truncated Regression, Sample selection and Attrition in Linear Panel data models
4. Stratified Sampling and Cluster Sampling: Stratified Sampling, Cluster Sampling, Complex Survey Sampling

5. Treatment Evaluation: Introduction, Treatment Effect and Selection bias, Difference and Difference Estimators, Regression discontinuity Design, Instrument Variables method.
6. Measurement Error Models: Introduction, Measurement Error in Linear and Nonlinear Regression Models
7. Missing Data and Imputation: Introduction, Missing Data Assumptions, Handling Missing Data, Regression Based Imputation, Multiple Imputation.

Assessment Details with weights:

| | |
|-------------------|---------------------|
| Class Test-I | 30% (Mid- February) |
| Class Test-II | 30% (Mid-March) |
| Empirical Project | 40% (March-April) |

Reading List:

1. Cameron, A.C. and Trivedi, P.K. Microeconometrics: Methods and Applications, Cambridge University Press, 2005.
 2. Wooldridge, J. Econometric Analysis of Cross Section and Panel Data, 2nd ed., MIT Press, 2010.
 3. Hsiao, C. Analysis of Panel Data, 2nd ed., Cambridge University Press, 2003
- Additional Readings
4. Angrist, J.D and Pischke, J.-S.. Mostly Harmless Econometrics, Princeton University Press, 2008.
 5. Cameron, A.C. and Trivedi, P.K. Microeconometrics using Stata, 2nd ed., Stata Press, 2010
 6. Kennedy, P. A Guide to Econometrics, 6th ed., Wiley-Blackwell, 2008.
 7. Kleiber, C. and Zeileis, A. Applied Econometrics with R, Springer, 2008.

8. Pearl, J.. Causality: Models, Reasoning and Inference, 2nd ed., Cambridge University Press, 2009.

School Name
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Course Outline

Time Slot-_____

Course Code: SLS2EC230

Title: Game Theory 2

Type of Course: Discipline (Economics)

Cohort for which it is compulsory: None

Cohort for which it is elective: M.A. Economics

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Jyotirmoy Bhattacharya

Email of course coordinator: jyotirmoy@aud.ac.in

Pre-requisites:

Very good grasp of game theory and formal proofs at the level of 'Game Theory I'. Knowledge of linear algebra and probability at the B.A. (Hons.) Economics level.

Aim:

This is an advanced course for students who aim to specialize in economic theory. It seeks to prepare students to approach current research literature in game theory by familiarising them with currently active applications as well as new innovations within the core of game theory itself.

Course Outcomes:

At the successful completion of this course students will be able:

1. Read critically current journal literature in at least two areas of research in game theory.
2. Demonstrate a higher level of mathematical sophistication by being able to fill in omitted details in published research papers and by analysing simple extensions of published results.
3. Discuss, compare, synthesize and evaluate currently published research in game theory.

4. Identify potential problems for research in game theory and be able to formulate a plan for research at a level suitable for a Ph.D. proposal.

Brief description of modules/ Main modules:

The topics mentioned below are indicative and may change from year to year depending on the interests of the instructor and developments within the field:

1. **Mechanism design:** review of Arrow's impossibility theorem, dominant strategy and Bayesian implementation, optimal mechanisms, simple applications to auctions.
2. **Epistemic game theory:** Hierarchies of knowledge and beliefs, common knowledge, Harsanyi's conception of types, epistemic conditions for different solution concepts.
3. **Learning in games:** Learning dynamics under fictitious play, regret matching and Bayesian learning.

Assessment Details with weights:

1. Class tests: 2 test, 30% each.
2. Paper reviews: 2 papers, 20% each.

Reading List:

1. Osborne, Martin J. and Ariel Rubinstein (1994). *A Course in Game Theory*, MIT Press.
2. Fudenberg, Drew and Jean Tirole (1991). *Game Theory*, MIT Press.
3. Hart, Sergiu and Andreu Mas-Colell (2013). *Simple Adaptive Strategies*, World Scientific.
4. Mas-Colell, Andreu, Whinston, Michael D. and Jerry R. Green (1995). *Microeconomic Theory*, Oxford University Press.
5. Maschler, Michael, Solan, Eilon and Zamir, Shmuel (2013). *Game Theory*, Cambridge University Press.
6. Milgrom, Paul (2004). *Putting Auction Theory to Work*, Cambridge University Press.
7. Young, Peyton H. (2004). *Strategic Learning and Its Limits*, Oxford University Press.

ADDITIONAL REFERENCE:

Current and classic papers references to which will be provided by the instructor.

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Course Outline

Time Slot-_____

Course Code: SLS2EC231

Title: Environmental Economics

Type of Course: ELECTIVE

Cohort for which it is compulsory:

Cohort for which it is elective: MA in Economics

No of Credits: FOUR

Semester and Year Offered:

Course Coordinator and Team: Dr Robin Singhal

Email of course coordinator: rsinghal@aud.ac.in

Pre-requisites: Microeconomics I and II for 1st Year MA in Economics

Aim:

This course aims to provide a comprehensive introduction to the economic analysis of issues arising from the interactions between natural environment and human economy. It underscores the role of entropy laws in this process of interaction. It focusses on the ecosystem-services and discusses comprehensively the challenges arising due to externalities, public-good character and non-tradability of such services. In particular, it highlights the resulting nature of market failure along with issues for social welfare and distributive implications in determining human well-being.

The course adapts both micro- and macro-economic perspectives to the environmental issues. On the microeconomic aspect, the course will introduce and analyse the concepts, method and techniques of valuation of non-tradable environmental goods and services on the one hand and economics of pollution control and regulations on the other. On the macroeconomic aspect, the course introduces (a) the concept of sustainable development and accounting in a dynamic capital-theoretic framework of analysis and (b) the approach to green national accounting and estimation of genuine savings and investment. Further, the course introduces developmental issues relating to trans-boundary and global pollution (climate change) and policies for their mitigation and control.

Course Outcomes:

On the successful completion of this course, the students will be able to

1. Discuss the environmental issues in relation to the theory of externalities, public goods and welfare.
2. Illustrate and examine economic principles concerning the choice of instruments for controlling pollution and the relative strength and weaknesses of environmental policies based on command-and-control vis-à-vis market-based instruments.
3. Discuss various approaches and methods developed for valuing environmental goods and services.
4. Examine issues in the contemporary environmental discourse from an economists' point of view.

Brief description of modules/ Main modules:

1. Economy and the natural environment
 - 1.1. The human economy – natural environment interaction. Biophysical Foundations of production and consumption of human economy Sources and Sink functions of the ecosystem. Material Balance approach: the concept and conditions of sustainability of the human economy.
 - 1.2. Classification and characterization of resources and pollution as public good or bad, Role of Externalities as the fundamental determinants. Property Rights, Market, Spatial-temporal dimensions of externality.
2. Theory of Environmental Regulation and Policy
 - 2.1. Socially optimal level of pollution and Pareto optimal allocation of resources. How to ensure the attainment of optimal pollution :
 - 2.1.1 Assignment of Property Rights: Coase Theorem and its limitations
 - 2.1.2 Government interventions - Command and Control: standard setting, Market based instruments: Pigouvian taxes - emission charges, ambient charges, product charges, subsidies, noncompliance fees, Tradable pollution permits.
 - 2.1.3 Uncertainty and choice of regulatory instrument
3. An overview of economy and the natural environment interaction using an input-output based general equilibrium approach to show how ecological limits and scarcity of eco-services would affect the resource allocation and prices. Approach to environmentally adjusted national income.
4. Valuation of Environmental Goods and Services
 - 4.1. Theory of environmental valuation and conceptual basis of its methods: Compensating Variations and Surplus, Equivalent Variations and Surplus, Willingness to pay or accept for improvement or loss of environmental goods and services

- 4.2. Empirical approaches in environmental valuation: Indirect Methods of environmental valuation:
The following topics will be discussed with illustrations from some case studies and refer to the econometric or statistical methods to be applied.
 - 4.2.1. Revealed Preference Methods: (a) Hedonic Pricing, (b) Household Production Function approach - defensive cost, health cost and travel cost methods
 - 4.2.2. Direct method of environmental valuation: Stated preference: Contingent valuation method.
5. Sustainable Economic Development
 - 5.1. Capital theoretic basis of the notion of sustainable development: Sustainable Development as non-declining intertemporal utility or that of the value of the wealth. Concepts of Genuine investment or savings and Green National Income
 - 5.2. Natural capital stock and sustainable resource accounting. Strong and weak Sustainability, Environmental Adjustment of National Income.
6. Economic Development and Environment
 - 6.1. Relation between Development Environmental Quality: Environmental Kuznets Curve
 - 6.2. Development vs conservation of environmental resources: Ecosystem flips and irreversibility: Krutilla-Fisher equation
 - 6.3. Environmental Cost Benefit Analysis under strong and weak conditions of sustainability: Choice of time discount rate for evaluation. Sustainability premium.
7. Trade and Environment
 - 7.1. Environmental standard as determinant of (a) pattern of trade and its welfare implications, (b) the locational distribution of polluting industries across the developed and developing countries and (c) that of direction of flow of foreign direct investment.
 - 7.2. WTO and global convergence of environmental standard. Analysis of three cases in GATT/WTO: Tuna-Dolphin, Beef-Hormone and Shrimp-Turtle
8. Trans-boundary and global pollution Problems: Cases of Ozone Depletion, Acid Rains and Climate change. Theory and policy for the control of such pollution externalities.

Assessment Details with weights:

Mid-semester (30%); Term paper & Class presentations (35%); End-semester examination (35%)

Reading List:

1. Nick Hanley, Jason F Shorgen and Ben White, 1997/2006, *Environmental Economics in Theory and Practice*, First/Second Edition, MacMillan.
2. Charles D Kolstad, 2012, *Intermediate Environmental Economics*, Indian Edition, Oxford University Press, New Delhi
3. David W Pearce and R Kerry Turner, 1990, *Economics of Natural Resources and the Environment*, Harvester Wheatsheaf
4. Ecott J. Callan and Janet M. Thomas, 2013, *Environmental Economics and Management: Theory, Policy and Applications*, Cengage Learning, Delhi.
5. Ramprasad Sengupta, 2013, *Ecological Limits and Economic Development*, Oxford University Press, New Delhi
6. Ahmed Hussen, 2013, *Principles of Environmental Economics and Sustainability: An integrated economic and ecological approach*, Routledge, UK.
7. Per-Olov Johansson, 1987, *The Economic Theory and Measurement of Environmental benefits*, Cambridge University Press.

ADDITIONAL REFERENCE*:

1. Robert U Ayres and Allen V Kneese, 1969, 'Production, Consumption, and Externalities', *American Economic Review*, LIX (June): 282-97.
2. William J Baumol, 1972, 'On Taxation and the Control of Externalities', *American Economic Review*, LXII (3): 307-22
3. R H Coase, 1960, 'The Problem of Social Cost', *The Journal of Law and Economics*, III: 1-44
4. G M Grossman and Alan B Krueger, 1995, 'Economic Growth and the Environment', *The Quarterly Journal of Economics*, CX (2): 353-377.
5. Thomas M Parris and Robert W Kates, 2003, 'Characterizing and Measuring Sustainable Development', *Annual review of Environment and Resources*, XXVIII (1): 559-586.
6. Peter Bartelmus, Ernst Lutz and Jan Van Tongeren, 2001, 'Environmental Accounting: An Operational Perspective', in Ulanganathan Sankar (ed.) *Environmental Economics*, Oxford University Press, New Delhi.
7. David I Stern, 1998, 'Progress on the environmental Kuznets curve?', *Environment and Development Economics*, III (2): 173-196.
8. Michael Trebilcock, Robert Howse and Antaria Eliason, 2013, *The Regulation of International Trade*, Routledge, Abingdon, OX14 4RN, (Chapter 17: Trade and the environment): 656-715

* This is a tentative reading list. Additional reading material would be provided in the class.

School of Liberal Studies
Ambedkar University Delhi
Course Outline

Time Slot: Tuesday 9-11, Thursday 1.45-3.45

Course Code: SLS2EC232

Title: Networks: Theory and Applications

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Economics

No of Credits: 4

Semester and Year Offered: 4th Semester, Winter 2018

Course Coordinator: Rajendra P. Kundu

Email of course coordinator: rpkundu@aud.ac.in

Pre-requisites: High school mathematics, basic statistics and probability, basic game theory. Apart from these the course would be self-contained. However, students will be expected to work with mathematical models and analytical reasoning. Knowledge of economics at the undergraduate level would help in better appreciation of the material.

Aim: The objective of this course is to introduce the tools for the study of networks and to show, using those tools, how certain common principles permeate the functioning of these diverse networks. While we draw on studies from a wide variety of academic disciplines our primary focus would be on economic analysis of the issues involved in the study of networks.

The course begins with some empirical background on networks, and an overview of concepts used to describe and measure networks. We will then discuss a series of models of how networks impact behaviour, including contagion, diffusion, learning, and peer influences. Finally, we will cover a set of models of how networks form, including random network models as well as strategic formation models.

Course Outcomes: The course should help student (i) to analyse how the incentives created by different network structures affect behaviour of agents involved in social,

economic and political interactions and (ii) to evaluate outcomes resulting from such networked interactions.

Brief description of modules/ Main modules:

1. Introduction and Empirical Background [3-4 lectures]

The course will begin with an informal discussion on what networks are and why they are important followed by a presentation of data on some real world networks. Similarities and differences in the empirical properties of different networks would be highlighted here with the objective of offering an explanation of these empirical observations in the later part of the course.

Some familiarity with basic statistics (idea of a random variable, frequency distribution, measures of central tendency and dispersion) may come in handy.

Readings:

EK (Chapters 1 - 4), MJ (Chapters 1, 3)

Other Readings:

Granovetter M. 1973. The strength of weak ties. *Am. J. Sociology.* 78: 1360 – 80.

Padgett, J.F., and C.K. Ansell (1993) Robust Action and the Rise of the Medici, 1400–1434, *American Journal of Sociology* 98:1259–1319.

2. Definitions and Measures [4-5 lectures]

This part of the course will introduce all concepts which are necessary for a formal description of network structures and then would go on to discuss some important network measures. This essentially would be a basic introduction to graph theory and its use in network analysis.

Familiarity with sets, relations and graphs would be useful.

Readings: EK (Chapters 1 - 4), MJ (Chapters 2)

3. Introduction to Game Theory [4-5 lectures]

Some basic concepts of game theory required for analysis of the strategic issues involved in networked interactions will be introduced at this stage.

All concepts will be developed in the lectures. Prior knowledge of game theory will help in better appreciation of some of the optional readings.

Readings: EK (Chapters 6,7, 9)

4. Networks and Behaviour [6-7 lectures]

This topic would introduce some models to develop an understanding of how networks influence behaviour. The objective here is to study contagion, diffusion, learning, and peer influences and to see how economic activities are affected by these phenomena. Some models of networked interactions in the context of labour markets, public goods, investments in R&D, insurance, trade etc. will be covered in this part.

The models discussed here build upon the concepts introduced in topics 2 and 3.

Readings:

EK (Chapters 10-12, 16, 17, 19) MJ (Chapters 7-10)

Bala, Venkatesh, and Sanjeev Goyal. Learning from neighbours. *The Review of Economic Studies* 65, no. 3 (1998): 595-621.

Bala, Venkatesh, and Sanjeev Goyal. Conformism and diversity under social learning. *Economic Theory* 17, no. 1 (2001): 101-120.

Bramouille, Yann, and Rachel Kranton. "Public goods in networks." *Journal of Economic Theory* 135, no. 1 (2007): 478-494.

Calvo-Armengol, Antoni, and Matthew O. Jackson. The effects of social networks on employment and inequality. *The American Economic Review* 94, no. 3 (2004): 426-454.

Furusawa, Taiji, and Hideo Konishi. Free trade networks. *Journal of International Economics* 72, no. 2 (2007): 310-335.

5. Network Formation [6-7 lectures]

Finally, some models which analyse formation of networks would be taken up. The discussion would begin with models of random network formation highlighting the fact that properties of many real world networks (discussed earlier) often deviate from the properties of random networks. One possible explanation of this divergence is the fact that incentives (disincentives) created by network structures influence how agents form links. Hence the need for other models. Here models of strategic network formation would be introduced and would be followed by a discussion on how network structures and behaviour are likely to evolve together over time.

This part of the course would build upon topics 2, 3 and 4. Some familiarity with probability and distribution may be helpful.

Readings: EK (Chapters 16, 18, 19, 20) MJ (Chapters 4, 5, 11)

Jackson, Matthew O., and Asher Wolinsky. A strategic model of social and economic networks. *Journal of economic theory* 71, no. 1 (1996): 44-74.

Bala, Venkatesh, and Sanjeev Goyal. A noncooperative model of network formation. *Econometrica* 68, no. 5 (2000): 1181-1229.

Assessment Details with weights: Class tests: 3 tests with 1/3 weightage each.

Reading List:

1. D. Easley, J. Kleinberg. *Networks, Crowds, and Markets: Reasoning About a Highly Connected World*. Cambridge University Press, 2010. [EK]

2. M. Jackson. *Social and Economic Networks*. Princeton University Press. 2008. [MJ]

Ambedkar University Delhi

School of Liberal Studies

Course Outline

Time Slot-_____

Course Code: SLS2HS004

Title: Problems of Historical Knowledge

Type of Course: Core

Cohort for which it is compulsory: MA History

Cohort for which it is elective: Any Other MA students

No of Credits: 04

Semester and Year Offered: Semester Monsoon and since 2011

Course Coordinator and Team: Dr Dhiraj Kumar Nite (Coordinator), Dr Yogesh Snehi and Prof Sanjay Sharma

Email of course coordinator: dhiraj@aud.ac.in

Pre-requisites: None

Aim: This course focuses on questions and problems involved in historical research and writing, and it reviews various formulations of historical method. The course familiarises students with seminal ideas of modern philosophy that have influenced the development of the historical science. 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 an 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 various social and political contexts of interpretation.

Course Outcomes: On successful completion of the course:

- 1.** Students adopt the ideas of history, methods of historical knowledge and its significance for the study of historical science.
- 2.** Students Engage with the student with epistemological foundation of historical knowledge, sources of multiple interpretations and explanations in historical studies, the link between facts and arguments, and the function of narrative structure.
- 3.** Students attain the approaches of connected and comparative historical studies.

4. Students pursue the reference materials in a critical and comparative manner in order to assess the divergent viewpoints on historical episodes.

5. Students begin to work out a research plan.

Brief description of modules/ Main modules:

Unit 1. The historian and her problems: an overview of philosophical-methodological issues (Dr DK Nite: August-September)

Unit 2. The Revolt of 1857 (Prof. Sanjay Sharma, October-November)

Unit 3. 'Hindus', 'Muslims' and the idea of India (Dr Yogesh Snehi, October-November).

Assessment Details with weights:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|------|--|---|-----------|
| 1 | Unit essay* | See note below | 30% |
| 2 | Unit essay* | See note below | 30% |
| 3 | End-semester comprehensive written examination | Late November (between 19 and 30 November) | 40% |

*Students must write one essay for any two course units of their choice: i.e., not one essay for each of three units but two essays for any two units. 'Unit 1' essay due in first week of September. 'Unit 2' essay due in late-October. 'Unit 3' essay due by 15 November.

Reading List:

UNIT 1 READINGS (A few of them only be mandatory reading, others as alternate and optional):

Partha Chatterjee, 2002. *History as Present* (Introduction Chapter), Delhi: Permanent Black.

EH Carr, 2006. *What Is History?* London: Penguin Books

K. Jenkins, 2003. *Re-thinking History*, 2nd edition, London/New York: Routledge.

P. Munz, 1997. 'The Historical Narrative', in *Companion to Historiography*, ed. Michael Bentley, London/NYC: Routledge, pp. 833-52.

Rao, V. N., D. Schulman and S. Subramanyam, 2001. *Textures of Time: Writing History in South India, 1600-1800*, Delhi: Permanent Black.

H. White, 1988. *The Content of the Forms: Narrative Discourse and Historical Representation*, Baltimore: John Hopkins University Press.

J. Nair, 2016. 'Textbook Controversies and the Demand for a Past: Public Lives of Indian History', *History Workshop Journal*, vol. 82 (1), pp. 235-254.

Jan Breman, 2009. *Working in the mill no more: photographs and design*, Parthiv Shah.

Neeladri Bhattacharya. 2008. 'Predicaments of Secular Histories', *Public Culture*, 20 (1), pp. 57-73.

Chatterjee, Partha. 2003. *The Princely Imposter*, Delhi: Permanent Black.

Amin, Sahid. 2016. *The Gazi Pir*, Delhi: Orient Blackswan.

EP Thompson, 1991. *Customs in Common*.

Carlo Ginsburg, 1976. *The Cheese and Worms*, Baltimore: John Hopkins University Press.

J. Legoff, 1992/1988. *Medieval Civilisation*, Paris: Blackwell.

D. Chakrabarty, 2008/2000. *Provincilsing Europe: Postcolonial Thought and Historical Difference*, Princeton: Princeton University Press.

P. Ricoeur, 1984. *Time and Narrative* (Translated by Kathleen McLaughlin and David Pellauer), Chicago: University of Chicago Press.

UNIT 2 READINGS:

1. 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)
2. Gooptu, Sharmistha, *Revisiting 1857: Myth, Memory, History*, Lotus Roli, 2007.
3. Joshi, P.C. (ed.), *Rebellion 1857*, PPH, 1957, NBT Reprint, New Delhi, 2007.
4. John William Kaye, *A History of the Sepoy War in India, 1857-58* (3 Vols.), London, 1864-76.
5. Metcalf, Thomas., *Aftermath of the Revolt, India 1857-1870*, Princeton 1964, New Delhi, Manohar, 1990.
6. Mukherjee, Rudrangshu, *Awadh in Revolt 1857-1858*, Delhi, OUP, 1984.
7. Mukherjee, Rudrangshu, *Mangal Pandey: Brave Martyr or Accidental Hero?* Penguin paperback, 2005.
8. Leela Sarup, *The Trial of Mangal Pandey: State Papers*, New Delhi, Niyogi Books, 2008.
9. Mukherjee, Rudrangshu, "Rebels and the Raj: The Revolt of 1857 and its Representations", Theme 11 in the NCERT History textbook for Class XII, Part III.
10. Nayar, Pramod K., *The Penguin 1857 Reader*, New Delhi, Penguin Books India, 2007.
11. Roy, Tapti, *The Politics of a Popular Uprising: Bundelkhand in 1857*, Delhi, OUP 1994.
12. Savarkar, V.D. *The Indian War of Independence of 1857*, London, 1909.
13. Sen, S.N. *Eighteen Fifty-Seven*, New Delhi, The Publications Division, 1957
14. Stokes, Eric, *The Peasant Armed: The Indian Rebellion of 1857* edited by C.A. Bayly, Delhi, OUP, 1986.
15. Stokes, Eric, *Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge, CUP, 1978.
16. Bhattacharya, S, *Rethinking 1857*, New Delhi, Orient Longman, 2007.
17. Pati, Biswamoy (ed). *The 1857 Rebellion*, Delhi, OUP, 2007.
18. Articles in EPW, May 12-18, 2007, Vol. 19. Also published as *1857: Essays from Economic and Political Weekly*, Hyderabad, Orient BlackSwan, 2008.
19. Bhadra, Gautam, "Four rebels of eighteen fifty-seven" in Ranajit Guha (ed). *Subaltern Studies, IV*, Delhi, OUP, 1985.
20. Dalrymple, William, *The Last Mughal: The Fall of a Dynasty 1857*, New Delhi, Penguin, 2007. Also available in Hindi as *Aakhri Mughal*.
21. Bates, Crispin (ed), *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857, Volume 1: Anticipations and Experiences in the Locality*, New Delhi, Sage, 2013.
22. Bates, Crispin and Andrea Major (eds.), *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857, Volume 2: Britain and Indian Uprising*, New Delhi, Sage, 2013.
23. Deshpande Prachi, "The Making of an Indian Nationalist Archive: Lakshmibai, Jhansi, and 1857", *The Journal of Asian Studies*, Vol. 67, No. 3 (August) 2008: 855-879.
24. Harleen Singh, *The Rani of Jhansi: Gender, History, and Fable in India*, New Delhi, Cambridge University Press, 2014.
25. Roy, Tapti, *Raj of the Rani*, New Delhi, Penguin Books India, 2006.
26. Gupta, Amit Kumar, *Nineteenth-Century Colonialism and the Great Indian Revolt*, New Delhi, Routledge, 2016.
27. Farooqui, Mahmood, *Besieged: Voices from Delhi 1857*, New Delhi, Penguin, 2010.

28. Vishnubhatt's *Majha Pravas*, original in Marathi translated by Amritlal Nagar as *Aankhon Dekha Ghadar*, Delhi, Rajpal, 2011 and by Madhuker Upadhyaya, 1857: *Vishnubhatt ki Aatmkatha*, New Delhi, Vani Prakashan, 2007.
29. Upadhyaya, Madhuker, 1857: *Ramkahani Sitaram*, New Delhi, Vani Prakashan, 2007.
30. Khan, Sir Syed Ahmad Khan, *The Causes of the Indian Revolt*, first published 1859, republished by Patna, Khuda Baksh Oriental Public Library, 1999.
31. *Ghadar: 1857: Aakhon Dekha Vivran* by Moinuddin Hasan, translated by Abdul Haq, Delhi University Hindi Madhyam Karyanvaya Nideshalaya Publication, 1999.
32. Chakravarty, Gautam, *The Indian Mutiny and the British Imagination*, Foundation Books, 2008.
33. Palit, Chittabrata and Mrinal Kumar Basu, *Revisiting the Revolt of 1857*, B.R. Publishing Corporation, 2009.
34. Nizami, Khwaza Hasan, *Begmaat ke Aansoo*, New Delhi, Swarna Jayanti, 1998.
35. Nagar, Amritlal, *Ghadar ke Phool*, Rajpal and Sons, Delhi, 2011.
36. Ray, Rajat Kanta, *The Felt community: Commonality and mentality before the Emergence of Indian Nationalism*, New Delhi, OUP, 2003 (esp. part 2: "The Mentality of the Mutiny: Conceptions of the Alternative Order in 1857").
37. Husain, Iqbal, *Religion and the Ideology of the Rebels of 1857*, Delhi, Primus Books, 2013.
38. Wagner, Kim A., *The Skull of Alum Bhag: The Life and Death of a Rebel of 1857*, Gurgaon, Penguin Random House India, 2017.
39. Marx and Engels, *The First Indian War of Independence (1857-1858) and the East India Company (June-August 1853)*; Marx & Engels in the *New-York Daily Tribune*, July 1857 - October 1858.

UNIT 3 READINGS:

A. Identities in a 'Secular' Historiography

Neeladri Bhattacharya. 2008. 'Predicaments of Secular Histories', *Public Culture*, 20 (1), pp. 57-73.

Romila Thapar. 1998. 'Imagined Religious Communities? Ancient History and the Modern search for a Hindu Identity', *Modern Asian Studies*, 23(2), pp.209-23.

Cynthia Talbot. 1995. 'Inscribing the Other, Inscribing the Self: Hindu-Muslim Identities in Pre-Colonial India', *Comparative Studies in Society and History*, Vol. 37 (4), pp. 692-722.

Gyanendra Pandey. 1999. 'Can a Muslim be an Indian?', *Comparative Studies in Society and History*, 41(4), pp. 608-29.

B. Question of Conversions

Richard M. Eaton. 2009. 'Shrines, Cultivators and Muslim 'Conversion' in Punjab and Bengal, 1300- 1700', *The Medieval History Journal*, 12(2), pp. 191-220.

Stephen F. Dale. 1990. 'Trade, Conversion and the Growth of the Islamic Community of Kerala, South India', *Studia Islamica*, No. 71, pp. 155-175.

Yoginder Sikand. . 'Arya Samaj and Muslim Tabligh: Muslim Reaction to Arya Samaj Proselytization (1923-30)', Rowena Robinson and Sathianathan Clarke (eds) *Religious Conversions in India: Modes, Motivations and Meanings*, New Delhi: Oxford University press, pp. 98-118.

Yogesh Snehi. 2014. 'Dissenting the Dominant: Caste Mobility, Ritual Practice and Popular Sufi Shrines in Contemporary Punjab' Vijaya Ramaswamy (ed) *Devotion and Dissent in Indian History*, New Delhi: Foundation Books, pp. 271-298.

C. Pathologies of Violence

- C. A. Bayly. 1985. 'The Pre-History of 'Communalism'? Religious Conflict in India, 1700-1860', *Modern Asian Studies*, 19(2), pp.177-203.
- Paul R. Brass. 2005. *Forms of Collective Violence: Riots, Pogroms, and Genocide in Modern India*, New Delhi: Three Essays Collective.
- Dilip M. Menon. . 'The Blindness of Insight: Why Communalism in India is about Caste', Aakash Singh and Silika Mohapatra (eds) *Indian Political Thought: A Reader*, London: Routledge, pp.123-135.
- Hilal Ahmed. 2013. 'Muzaffarnagar 2013: Meanings of Violence', *Economic and Political Weekly*, 48(40), pp.10-13.
- D. Revisiting Temple Destruction Debates
- Romila Thapar. 2008. 'Somanātha: Narratives of a History', Sunil Kumar (ed) *Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*, New Delhi: Three Essays Collective, pp. 65-87.
- Richard M Eaton. 2000. 'Temple Desecration and Indo-Muslim States', *Journal of Islamic Studies*, 11 (3), pp. 283-319.
- Peter Vaan Der Veer. 1992. 'Ayodhya and Somnath: Eternal Shrines, Contested Histories', *Social Research*, Vol. 59 (1), pp.85-109.
- Supriya Varma and Jaya Menon. 2010. 'Was There a Temple under the Babri Masjid? Reading the Archaeological 'Evidence'', *Economic and Political Weekly*, Vol. XLV (50), pp. 61-72.

ADDITIONAL REFERENCE:

- R. Guha, 1983. 'The Prose of Counter Insurgency', *Subaltern Studies, Vol. II*, Delhi: Oxford University Press.
- R. Guha, 1984. 'The Chandra's Death', *Subaltern Studies, Vol. III*, Delhi: Oxford University Press.
- R. Guha, 1986. 'Dominance Without Hegemony', *Subaltern Studies, Vol. V*, Delhi: Oxford University Press.
- Jacques Derrida, 2002/1976. *Of Grammatology* (translated by GC Spivak), Delhi: Motilal Banarsidass.
- J. Derrida, 2006/1994. *The Spectre of Marx: the state of the debt, the work of mourning and the new international*, London: Routledge.
- V. Chhiber, 2014. *The Spectre of Capital: A Critique of Post-colonial Theory*, Verso.
- E. Said, 1978. *Orientalism*, Pantheon Books.
- M. Foucault, 1976. *The Order of Things*, Human Science.
- J. Banaji, 2010. *Theory as History: Essays on Modes of Production and Exploitation*, Leiden: Brill.
- Stefan Berger and Bill Niven (eds.), 2014. *Writing the History of Memory*, London: Bloomsbury Academic.
- Donald A. Ritchie (Ed.), 2010. *The Oxford Handbook of Oral History*, Oxford: OUP, 2010. [Article of Anna Green.]
- Dhiraj Kumar Nite, 2014. 'Life History and Memory: The Mining Persons in South Africa, 1951-2011', *South African Historical Journal*, vol. 66 (1).
- Ravi Vasudevan, 2012. *The Melodramatic Public: Film form and spectatorship in Indian cinema*, Palgrave Macmillan.
- Pierre Bourdieu, 1996/19984. *Distinction: A Social Critique of the Judgement of Taste* (translated by Richard Nice), Cambridge & Massachusetts: Harvard University Press.
- M. Rangrajan, 2015. *Environment, Conservation and Nation*.
- Michel de Certeau, 1988/1984. *The Practice of Everyday Life*, California/London: University of California Press.

School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot

Course Code: SLS2HS104

Title: Environmental History of South Asia

Type of Course: MA History Elective

Cohort for which it is compulsory: none

Cohort for which it is elective: All MA history students and open to other PG students of the university

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2019

Course Coordinator and Team: Dhirendra Datt Dangwal

Email of course coordinator: dhirendra@aud.ac.in

Pre-requisites: none

Aim: 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 two-three decades 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 tribal groups 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 as well as the 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.

Course outcomes: On completion of the course students will be able to

1. Demonstrate an awareness of the nature of environmental change that Indian sub-continent has gone through historically.
2. Identify socio-cultural practices of people of India evolved overtime for managing natural resources.
3. Understand the role of the modern states in regulating and extracting natural resources.

Brief description of modules/ Main modules:

Modules

A: Pre-Colonial Period

1. Different Modes of Resource Use
2. Ancient Indian Society and Environment
3. Understanding Nature and Culture in Medieval India

B: Colonial Period

4. Colonialism as Ecological Watershed
5. Colonial State and Forest Control
 - 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
 - i. Traditional use of water resources and its decline
 - ii. Large-scale canal irrigation and its environmental consequences
7. Wildlife Management
 - 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
9. Large Dams and Environmental Problems
10. Changing Urban Environment: Health, hygiene, waste disposal and treatment, air pollution
11. Environmental Movements
 - i. Historical Roots of environmental Protests
 - ii. Environmental Movements
 - iii. Environmentalism
12. New structures of Environmental Governance and their impact on the life of people

- i. Wildlife Conservation Act and Protected Areas
- ii. Forest Conservation Act 1980 and Forest and Livelihood Act 2006
- iii. Air and water Pollution Acts and Regulations

Assessment Details with weights:

The evaluation is divided into four parts: two assignments of 20% each (in Mid-September and 10 October); 20% for class participation (which includes writing thought pieces based on readings and participating in class discussion on thought pieces, throughout the semester); and 40% end semester examination.

Reading List:

Essential Readings:

- Arnold, David and R. Guha, eds, *Nature, Culture, Imperialism: Essays on Environmental History of South Asia*, OUP, Delhi, 1995.
- Bavisker, Amita, *In the Belly of the River: Tribal Conflict in the Narmada Valley*, OUP, Delhi, 1995.
- Dangwal, Dharendra Datt, *Himalayan Degradation: Colonial Forestry and Environmental Change in India*, CUP (Foundation Imprint), Delhi, 2009.
- Gadgil, Madhav and Ramachandra Guha, *This Fissured Land*, OUP, Delhi, 1992.
- Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Eden and the Origins of Environmentalism, 1600-1860*, OUP, Delhi, 1995.
- Guha, R. and Gadgil, 'State Forestry and Social Conflict in British India', *Past and Present*, vol. 123 (1989).
- 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 Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Permanent Black, Delhi, 2009 (20th year edition).
- Habib, Irfan, *Man and Environment*, Tulika, 2011.
- Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, OUP, Delhi, 2008.
- Rangarajan, Mahesh, *India's Wildlife History: An Introduction*, Permanent Black, 2001.
- Thapar, Romila, 'Perceiving the Forests: Early India', *Studies in History* (SIH), 17, 1 (2001)

Recommended Readings:

- Agnihotri, Indu, 'Ecology, Land Use and Colonization: The Canal Colonies of Punjab', *IESHR*, 33, 1(1996).
- Agrawal, Arun, *Environmentality*, OUP, Delhi, 2003.
- Agrawal, Arun and K. Sivaramakrishnan, *Social Nature: Resource, Representation and Rule in India*, OUP, Delhi, 2001.
- D'Souza, Rohan, *Drowned and Dammed*, OUP, Delhi, 2006.
- Gadgil M. and R. Guha, *Ecology and Equity*, Penguin, 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 Juan Alier-Martinez, *Varieties of Environmentalism*, Earthscan, London, 1997.

Guha, R., 'The authoritarian Biologist and the arrogance of anti-Humanism', *Ecologists*, 1997, pp. 14-20.

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.

Mann, Michael, 'Environmental History and Historiography on South Asia: Context and Some Recent Publications', *South Asia Chronicle*, vol. 3 2013.

Prasad, Archana, 'The Baiga: Survival Strategies and Local Economy in Colonial Central Provinces', in *SIH*, 13, 2(1998), PP 325-48.

Prasad, A., 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, R, *Modernizing Nature: Forestry and Imperial Eco-Development 1800-1950*, Orient Longman, 2007.

Rangan, H., *Of Myths and Movements: Rewriting Chipko in the Himalayan History*, OUP, Delhi, 2001.

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. and K. Sivaramakrishnan, *India's Environmental History*, Permanent Black, Delhi, 2011.

Rangarajan, M, 'The Raj and the natural world: The war against the 'dangerous beast' in colonial India', *SIH*, 1998, pp 265-300.

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.

Sinha Kapur, Nandini, *Environmental History of Early India*, OUP, Delhi, 2011.

Sivaramakrishnan, K., *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India*, Oxford University Press, Delhi, 1999.

Sivaramakrishnan, K. and Gunnel Cederlof, *Ecological Nationalism*, Permanent Black, 2009.

Trivedi, K. K., 'Estimating Forests, Waste and Fields, c. 1600', *SIH*, 13, 2(1998), pp. 301-12.

School of Liberal Studies
Ambedkar University Delhi

Course Outline

| | |
|---|---|
| Course Code: | SLS2HS201 |
| Course Title: | Introduction to Global Environmental History |
| Cohort for which it is compulsory: | None |
| Cohort for which it is elective: | For all MA History Students and other MA students in the University |
| No of Credits: | 4 credits |
| Semester to which offered: | Winter 2019 |
| Course coordinator and team: | Dhirendra Datt Dangwal |
| Email of Course coordinator: | dhirendra@aud.ac.in |

Pre-requisites: none

Course Objective:

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 across the world. 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. The main focus shall remain on the modern period starting roughly around the 16th century.

Course Outcomes:

On successful completion of this course students will be able to:

1. Understand how capitalism and colonialism transformed human-nature relationship.
2. Show an awareness of the historical context that gave rise to environmental consciousness.
3. Demonstrate ability to critically engage with terms like sustainability, environmental degradation, ecology, wilderness, conservation, etc.

Brief description of modules/ Main modules:

Modules

Theme one: Growth of Population and Use of Natural Resources since 1500

This module deals with a general theme of population growth and its implication for natural resources

Theme Two: Preindustrial Use of Natural resources

This module deals with pre-industrial use of natural resources and traditional community practices of managing common property resources. The sub-modules are:

- i. Woodlands of Japan, 1050-1670
- ii. Agricultural Expansion in China under the Qing Dynasty 1644-1911
- iii. The Little Ice age and European agriculture
- iv. Indigenous Americans and their economy
- iv. Community and resources: debates over use of common property resources

Theme Three: Capitalism, Colonialism and Nature

The module deals with expansion of Europeans to various continents.

- i. Ecological Imperialism: Colonisation of America
- ii. Introduction of Plantation and Ranching in Tropical America
- iii. Politics of soil erosion and conservation in Africa

Theme Four: Intensification of Global Resource Extraction in 20th century

This module explains pressure on natural resources in the 20th century.

- i. An Unending Frontier: retreat of forests and grasslands
- ii. Insatiable Appetite: Deforestation in tropical rainforests of Southeast Asia and Latin America

Theme Five: Urban Explosion and Environmental Crisis

The module deals with urban environmental problems.

- 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: Changes in Hydrosphere

The module discusses how state attempted to manage water resources.

- i. Water: Plenty to Scarcity

- ii. Declining Water Quality
- ii. Large Dams: The Tennessee Valley Project in USA and Three George dam in China

Theme Seven: Perception of nature in different cultures and societies

The module discusses early ideas about environment.

- i. The historical roots of our ecological crisis: religion and environment
- ii. The Back-to-land movement and romanticism in Europe
- iii. Growth of the Wilderness Ideas in America
- iv. Scientific forestry and conservation of forests
- v. Wildlife conservation and tourism: America and Africa

Theme Eight: Environmentalism: Ideas and movements

This module is about environmentalism and politics around environmental issues.

- i. Environmental movements in the west
- ii. The Green Party
- iii. Environmentalism of the Poor
- iv. Radical environmental ideas: biocentrism, eco-feminism, etc.

Theme Nine: World Environmental Politics

This module is about global environmental politics.

- i. Environmental Organizations with global reach: WWF, IUCN
- ii. The Earth Summits
- iii. Politics around climatic change

References/Readings

Essential readings:

Donald Worster, ed. *The Ends to Earth*, CUP, 1988.

J. F. Richards, *The Unending Frontiers*, University of California Press, 2003.

R. P. Tucker, *Insatiable Appetite*,

J. R. Mc Neill, *Something New Under the Sun*, W. W. Norton and Company, NY, 2000.

Joachim Radkau, *Nature and Power*, CUP, 2008 (translated).

Simon Schama, *Landscape and Memory*, Vintage Book, 1996.

Alfred Crosby, *Ecological Imperialism*, CUP, 1986.

Conard Totman, *The Green Archipelago: Forestry in Preindustrial Japan*, University of California Press, 1989.

Ramachandra Guha, *Environmentalism: A Global History*,

R. B. Marks, *Tiger, Rice, Silt, and Silk: Environment and Economy in Late Imperial South China*, CUP, 1998.

Roderick Nash, *Wilderness and American Mind*, Yale University Press, 3rd ed 1982.

Other readings will be suggested in the class and soft or hard copy of all readings will be provided.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage |
|-------------|----------------------------------|--|------------------|
| 1 | Take home assignment | End February | 20 |
| 2 | Take home assignment | End March | 20 |
| 3 | Thought pieces/ class discussion | Regularly in the class | 20 |
| 4 | End Semester exam | End of the semester, end of April | 40 |
| | | | |

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____TBD_____

Course Code: SLS2SC001

Title: Social Theory I

Type of Course: Compulsory

Cohort for which it is compulsory: 1st Semester MA

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: 1st Semester MA, Monsoon Semester

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: None

Aim: This course begins by asking what *theorizing* is for; it's relation to critical thinking and social justice concerns. As we will see, the need for theorizing is intimately tied to an attempt to understand social and material realities existing within socio-political structures and institutions, to intervene in the existing status quo and imagine different futures. For sociologists, such need for theorizing has a history and context, residing primarily within traditions of the enlightenment, French and industrial revolutions. This course will cover a range of thinkers/writers that have engaged in the practice of theorizing at the turn of the last century and the current one to understand modernity and its effects, including hierarchies and inequalities that are endemic to our lives. We will engage with thinkers/writers such as Karl Marx, Max Weber, Emile Durkheim and Georg Simmel (and more) to not only historically situate the 'birth' of sociological theorizing, but more importantly, to understand *with them* the unique characteristics of modernity – both during their times and ours. We will also

juxtapose our understanding of modernity with its dilemmas and discontents through their writings. Marx, Weber, Durkheim and Simmel typically exists within sociological traditions as the 'founding thinkers', as the classicists, whose writings are supposed to alert us to the foundations of the discipline of sociology and its development into different streams of thought such as Marxism, functionalism, structural-functionalism, etc. Rather than approaching these thinkers/writers as bounded within certain schools of thought, we will *think with them* to analyze *themes* such as division of labor, solidarity, alienation and community. These themes will also be tagged with the question of the impossibility of engaging with modernity without locating the self. Our selves, as they are imbricated within realities of class, caste, race, gender and sexuality, will be brought forth in our analytical exercises through the writings of Anna Julia Cooper, B. R. Ambedkar, W.B. Dubois, Nivedita Menon and bell hooks. Our classroom pedagogy will be premised upon a spirit of constant reflection and possible action, through in-class reading and writing exercises. Through such pedagogical modes we will not only theorize but also see how we may question the strict binary of theory and practice in our own lives and work. The practice of theorizing ultimately can be a deeply political act; using the past, bringing it into a dialogue with the present and across contexts will be an unsettling process, but hopefully also potentially transformative.

Course Outcomes:

1. Students will know the historical and social contexts within which sociology as a discipline emerged.
2. Students will have hands on approach on how to apply sociological theories to their everyday life.
3. Students will learn how to think theoretically and analytically about social issues.

Brief description of modules/ Main modules:

Module 1: The practice and uses of theory

This module will introduce the concept of theory as healing and intervention and the connection between theorizing and consciousness.

Module 2: In developing an understanding of and critique of the social

This module will discuss the concept of the social and introduce the modalities and spaces of critique.

Module 3: Modernity: characteristics, dilemmas, discontents

This module will focus on the concept of modernity and its theorization in early sociological thinkers. Concepts such as division of labor, solidarity, anomie, alienation, historical materialism, self, rationality and bureaucracy will be discussed.

Module 4: Class and power

This module will elaborate on the concept of class and power through the writings of Karl Marx and Max Weber.

Module 5: Caste and race

The importance of understanding questions of caste and race to both early and contemporary modernity will be discussed in this module.

Module 6: Gender, sexuality and the feminist question

The significance of gender and sexuality and the feminist reflections on social theory will be the focus of discussion in this module.

Assessment Details with weights:

- Theory journal (30%): Students are expected to maintain a journal where they write down questions, comments, general points for discussion and reflection around the theme under discussion throughout the semester. Twice during the semester they will submit a summary of their reflections in 1000 words.
- In-class writing reflective writing exercises (20%). There will be two unannounced in-class writing exercises. Each will carry 10% weightage. Prompts/guiding questions will be provided in class. Each writing exercise will be followed by a sharing of the writing with the class. These writing exercises and reading of our writing are meant to not only facilitate our analytical and critical thinking skills but is also an exercise in recognition and importance of all voices in the classroom.
- A brief paper of 2000 words (30%) to be submitted end term.
- In-class presentation of the paper (20%) to be held end semester.

Reading List:

- bell hooks. 1994. 'Theory as Liberatory Practice' in *Teaching to Transgress*. New York: Routledge. Pp. 59-75.
- Kant, Immanuel. 1784. 'What is Enlightenment?' In *An answer to the Question: What is Enlightenment?* England: Penguin Books Great Ideas.
- Foucault, Michel. 1984. 'What is Enlightenment.' In *The Foucault Reader*. Paul Rabinow ed. New York; Pantheon Books. Pp. 23-50.
- Durkheim, Emile. 1984 [1893]. *The Division of Labor in Society*. New York: The Free Press. [Excerpts]
- Marx, Karl. and Friedrich Engels. 1978 [1845]. 'The German Ideology Part 1.' In *The Marx-Engels Reader*. Robert C. Tucker ed. New York and London: W.W.W. Norton and Company. Pp. 146-200.
- Marx, Karl. 1959 [1844]. *Economic and Philosophic Manuscripts of 1844*. Translated by Martin Mulligan. Moscow: Progress Publishers. [Excerpts]
- Cooper, Anna Julia. 2013 [1892]. 'The Colored Woman's Office.' In *Social Theory*. Charles Lemert ed. Westview Press. Pp. 135-139.
- Simmel, Georg. 2013 [1908]. 'The Stranger.' In *Social Theory*. Charles Lemert ed. Westview Press. Pp. 139-142.
- Weber, Max. 1958 [1904]. *The Protestant Ethic and the Spirit of Capitalism*. New York: Charles Scribner's Sons. [Excerpts]
- Weber, Max. 2013 [1909]. 'The Bureaucratic Machine.' In *Social Theory*. Charles Lemert ed. Westview Press. Pp. 83-87.
- Marx, Karl and Friedrich Engels. 1978 [1845]. 'The German Ideology Part 1.' In *The Marx-Engels Reader*. Robert C. Tucker ed. New York and London: W.W.W. Norton and Company. Pp. 146-200.
- Weber, Max. 2013 [1909-1920]. 'Class, Status, Party.' In *Social Theory*. Charles Lemert ed. Westview Press. Pp. 90-97.
- Ambedkar, B.R. 1936. *Annihilation of Caste*.
- Dubois, W.E.B. 1997 [1903]. *The Souls of Black Folk*. Boston and New York: Bedford/St. Martin's.
- bell hooks. 1981. *Ain't I a Woman: Black Women and Feminism*. Boston: South End Press [Excerpts].
- Menon, Nivedita. 2007. 'Introduction.' In *Sexualities*. New Delhi: Women Unlimited. Pp. xiii-

ADDITIONAL REFERENCE:

- Friere, Paulo. 2005 [1970]. *Pedagogy of the Oppressed*. New York and London: Continuum.

- Ritzer, George. 1996. 'A Historical Sketch of Sociological Theory: The Early Years.' In *Classical Sociological Theory*. New York: Mc-Graw Hill. Pp.1-37.
- Giddens, Anthony and Christopher Pierson. 1998. 'Interview Four: Modernity.' In Anthony Giddens: *Making Sense of Modernity*. Cambridge: Polity Press. Pp. 94-117.
- Rawls, Anne. 2003. 'Conflict as a Foundation for Consensus: Contradictions of Industrial Capitalism in Book III of Durkheim's Division of Labor.' *Critical Sociology*. Vol. 29, No. 3. Pp. 295-335.
- Lefebvre, Henri. 1968. *The Sociology of Marx*. New York: Columbia University Press.
- Berman, Marshall. 1988. *All that is Solid Melts into Air: The Experience of Modernity*. New York: Penguin.
- Giddens, Anthony. 2001. 'Modernity and Self-Identity: Self and Society in the Late Modern Age.' In *The New Social Theory Reader*. Steven Seidman and Jeffrey C. Alexander ed. London and New York: Routledge. Pp. 354-361.
- Deshpande, Satish. 2004. 'Modernization'. In *Handbook of Indian Sociology*. Veena Das ed. New Delhi: Oxford University Press. Pp. 172-199.
- Giddens, Anthony. 1972. *Politics and Sociology in the Thought of Max Weber*. London: Macmillan.
- Marx, Karl. 1978 [1852]. 'The Eighteenth Brumaire of Louis Bonaparte.' In *The Marx-Engels Reader*. Robert C. Tucker ed. New York and London: W.W.W. Norton and Company. Pp. 594-617.
- Kapoor, S.D. 2003. 'B R Ambedkar, W.E.B. Dubois and the Process of Liberation.' *Economic and Political Weekly*. Vol 38, No. 51-52. Pp. 5344-5349.
- Hartmann, Heidi. 1979. 'The Unhappy Marriage of Marxism and Feminism: Toward a More Progressive Union.' *Capital and Class*. Vol 3, No. 2. Pp.1-33.

School Name
School of Liberal Studies
Ambedkar University Delhi

Course Outline

Time Slot- 4 Hours in a week

| | |
|---|--|
| Course Code: | SLS2SC002 |
| Title: | Sociology of Indian Society (SOIS) |
| Type of Course: | Core Compulsory |
| Cohort for which it is compulsory: | MA Sociology Programme |
| Cohort for which it is elective: | Other MA Programmes |
| No of Credits: | 4 Credits |
| Semester and Year Offered: | 1 st Semester to every Cohort |
| Course Coordinator and Team: | Dr Urfat Anjem Mir |
| Email of course coordinator: | urfat@aud.ac.in , |
| Pre-requisites: | NA |

Aim:

The course provides for an engagement with some of the substantive themes, such as caste, village, religion, gender etc., that characterize Indian Society, to examine how the rethinking and re-imagination of many of these categories and concepts, over the decades, especially post-independence, helped reconfigure the contour of Indian Sociology.

Course Outcomes:

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

1. Describe the social characteristics of Indian society and critically engage with some of the themes that define the Indian society like, caste, village and religion.
2. Explain the key features of the debates on sociology in/of /for India and evaluate the understanding of these categories and concepts in relation to contemporary Indian society.
3. Demonstrate capability to effectively engage with social attributes of a multicultural society through a local and global perspective and respect the basis of social-cultural diversity.

4. Demonstrate sensibility towards social issues of marginal, socially excluded and deprived communities / sections of the society and apply this understanding for an awareness and reflexivity of self and society.

Brief description of modules/ Main modules:

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 begins with the central debates on the sociological enterprise in India and then critically engages with some of the very important sociological concepts in the context of India, such as village, caste, class, tribe and so on to reflect on themes of colonialism, nationalism, tradition, modernity, identity, and globalisation. The aim is to examine how and to what extent the rethinking and re-imagining of many of these categories and concepts, over the decades especially, post-independence helped reconfigure the contour of Indian Sociology. In brief, the central questions in this course are: What are the multiple ways of looking at society and what has been the sociological approach to studying the Indian society?

Main Modules

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. 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. 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?

Village India: Issues and Approaches

The “villages of India” have been one of the most sought after and eventually most researched themes among the early Sociologist and Anthropologists. Colonial Anthropologists and the census officials did find in the villages that crucial entry point to a society they found so bewildering because of its diversity and complexity. The module will map the transition of village India from the romance of “Little Republics” to a zone of suicides, hopelessness and despair.

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.

Caste in Modern India and the Social Exclusion of Communities

Caste has tended to dominate studies of Indian society and its systems of stratification. 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 dimensions of caste in contemporary India. This module also examines through the perspective of social exclusion, 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.

Family and Kinship in India

This module will acquaint the students with the sociological thinking on family and kinship networks in India. The focus would be on the structure of family and the changes in family and kinship in India.

Tribes in India

This section aims to critically analyse the concept of 'tribe' and tribal society in India as defined by anthropologists and colonial administrators. Precisely, the use of terms such as 'adivasi', 'Indigenous people' in relation to tribal identity and the impacts of mobility and change on tribes would be discussed.

Social Markers of identity, Crisis and Conflicts in India

This section explores scholarship that particularly focuses on questions of identity, diversity, ethnicity, community and explore how caste, religious community identity plays out in Indian society. This course module also seeks to focus on the emergence of violence and conflict in India and its various dimensions. Drawing from a sociological & anthropological perspective, causes and experiences of religious, ethnic and other conflicts and crisis in the culturally diverse and heterogeneous Indian context would be analysed.

Work, Labour and Globalization

In this section, various studies within the sociology of work and labour, situating them within the political-economy of India are discussed. Through these readings, the learners, engage with broader issues of industrialisation, modernisation and globalisation, examining the worlds of Indian labour from the workers in an organised sector to informal workers.

Urban India: Studying Cities

This section looks at post-Independence Indian cities as arenas of social contestation, examining urban spaces as both the medium and product of social relations. Through an analysis of civil society protests, slum demolitions and claim-making by the urban poor, we will try to understand the complex pasts and presents of urban India.

Assessment Details with weights:

1. Class participation: (Two surprise class activities announced in class). The objective of this assignment component is to ensure active participation and engagement of the learners in the learning process during the transaction of the course and assess their ability to grasp and apply the understanding to make sense of the social issues and problems. 20% Weight
2. Project assignment on any topic/theme related to Indian society. The objective is to learn about the society by exploring and observing the neighbourhood. 20 % weight
3. Presentation on social- cultural practices and Intuitions of any one community to demonstrate the understanding of the key features of diversity and the complexity 20 % weight:
4. End Semester written Exam 40 % Weight

Reading List:

- 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
- Meenkashi Thapan (1988). For Sociology of India: Contributions and the Sociology of India. *Contributions to Indian Sociology* NS 22(2): 259- 272
- 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.
- 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.
- Srinivas, M.N. 1976. *The Remembered Village*, Delhi: Oxford India: 102-136, 233-258

Gupta, Dipankar, 2005, Whither the Indian Village: Culture and Agriculture in Rural India in Economic and Political Weekly, Feb 9, 2005

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.

Madan.T.N. 1992. *Religion in India* . OUP; Delhi. Introduction pp1-22

Robinson, Rowena 2004 *Sociology of Religion in India*. Sage: New Delhi Introduction Pp15-36

D L Sheth 2009. Political Communalisation of Religions and the Crisis of Secularism. EPW, Vol: XIV No: 39 pp 71-79.

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

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

Thorat, S.K. Attewell P. Rizvi F.F. 2009. *Urban Labour Market Discrimination*, Indian Institute of Dalit Studies Working Paper Series, Vol III, No 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)

A.M. Shah. (1998). The family in India Critical Essays. New Delhi: Orient Longman. Selected Chapter

Patricia Uberoi (1994). Family Kinship and Marriage in India. New Delhi: Oxford University Press. Selected Chapter

A. M. Shah (1968). Changes in the Indian Family: An Examination of Some Assumptions. Economic and Political Weekly, Vol. 3, No. 1/2, Annual Number (Jan., 1968), pp.127+129+131+133-134

Beteille, Andre. 1986. The concept of tribe with special reference to India. *European Journal of Sociology*. 27 (2): 296-318.

Sundar, Nandini. 2007. The Tribal Question, 1927-1950 and Afterword. In *Subalterns and Sovereigns: An Anthropological History of Bastar*. New Delhi: OUP.

Xaxa, Virginius. 1999. Tribes as the Indigenous Peoples of India. *Economic and Political Weekly*. 34(41): 3589-3595.

Srivastava Vinay, 2008. Concept of 'Tribe' in the Draft National Tribal Policy. *Economic and Political Weekly*, December 2008, pp29-35.

Das Veena and Ashis Nandy. "Violence, Victimhood, and the Language of Silence" *Contributions to Indian Sociology* 1985; 19; 177.

Das, Veena. "Anthropological Knowledge and Collective Violence: The Riots in Delhi, November 1984". *Anthropology Today*, Vol. 1, No. 3.(Jun., 1985), pp. 4-6.

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. 174-193, 203-220, 244-261

S. Deshpande "Mapping the Middle" in M. John, P.Jha & SS Jodhka (eds) *Contested Transformations* Tulika New Delhi 2006.

Baviskar, Amita and Raka Ray. (eds.) *Elite and Everyman: The Cultural Politics of the Indian Middle Classes*. Routledge. (Selected chapters).

Imtiaz Ahmed, (1972) For a sociology of India. *Contributions to Indian Sociology* 6(1).

Parry, Jonathan. 1999. Introduction. In Parry, Breman and Kapadia (eds.) *The Worlds of Indian Industrial Labour*. New Delhi: Sage.

D. Pocock "Sociologies urban and rural" in *Contributions to Indian Sociology* (Old Series) 1960.

P. Chatterjee "Is the Indian city becoming bourgeois at last?" in M.John, P.Jha & SS Jodhka (eds) *Contested Transformations* Tulika New Delhi 2006.

V. Dupont, E. Tarlo & D. Vidal (eds) *Delhi: Urban space and human destinies*, Manohar New Delhi 2000. (Ch.1 and Chapter by Emma Tarlo)

Veena Das and Michael Walton (2015). Political Leadership and the Urban Poor: Local Histories. *Current Anthropology*, Vol. 56, No. S11, Politics of the Urban Poor: Aesthetics, Ethics, Volatility, Precarity (October 2015), pp. S44-S54.

Menon, N. & Nigam A. 2007. *Power and Contestation: India after 1989*, Zed Books, London, New York. (Chapter-I), pp. 15-36

Kabeer, N. 2008. Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework, New Delhi: Critical Quest: 19-39

Janaki Nair "Social Municipalism and the new Metropolis" in M.John, P.Jha & SS Jodhka (eds) *Contested Transformations* Tulika New Delhi 2006.

ADDITIONAL REFERENCE:

- Dumont L. and David F. Pocock. 1957. 'For a Sociology of India' *Contributions to Indian Sociology* I. 7-22.
- 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,
- Baviskar, Amita. 2007. Indian Indigeneities: Adivasi Engagements with Hindu Nationalism in India. In Marisol de la Cadena and Orin Starn (eds.) *Indigenous Experience Today*. Oxford: Berg.
- Vasavi, A.R. 2009. Suicides and the Making of India's Agrarian Distress. *South African Review of Sociology*. 40(1): 124-138.
- Intiaz Ahmed. 2000. Basic conflict of 'we' and 'they' between religious traditions , between Hindus ,Muslims, Christians in India' . In Ahmed , I, Ghish , P. S. And Reifeld, *Pluralism and Equality: Values in Indian Society and Politcs*. New Delhi : Sage publications pp 156-179
- 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.
- Sen, Samita. 2008. Gender and Class: women in Indian Industry 1890-1990 in *Modern Asian Studies*, Vol 42 (1), pp 75-116.
- Kanungo, Pralay.2007 *Globalization, the Diaspora and Hindutva* in Bhupinder Brar et al edited. *Globalization and The Politics Of Identity In India*, Pearson; Delhi
- Deshpande, S.2004, *Contemporary India: a sociological view*, Viking, New Delhi (Chapter-5), pp.98-124
- T. N. Madan (1966). Family and Kinship: A Study of the Pandits of Rural Kashmir, Asia Publishing House. Selected Chapter
- Sumitha S. 2012; Bringing in, Living in, Falling out: Labour Market Transitions of Indian Plantation Sector, A Survey, NRPPD Discussion Paper 14, Centre for Development Studies, Trivandrum.
- Kamala Ganesh (2013). New Wine in Old Bottles? Family and Kinship Studies in the Bombay School. *Sociological Bulletin*, Vol. 62, No. 2, Special Issue on The Bombay School of Sociology: The Stalwarts and Their Legacies (May-August 2013), pp. 288-310.
- Bettina E. Schmidt and Ingo W. Schroder *Anthropology of Violence and Conflict* Rutledge: London, 2001. (Select chapter)
- Austin T. Turk. "Sociology of Terrorism". *Annual Review of Sociology*, Vol. 30 (2004), pp. 271-286.

School Name School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: Culture, Hierarchy and Difference

Title:

Type of Course: Compulsory to MA Sociology students

Cohort for which it is compulsory: 1st Semester students

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Monsoon Semester, 1st Year

Course Coordinator and Team: Rukmini Sen

Email of course coordinator: rukmini@aud.ac.in

Pre-requisites: None

Aim: Moving away from the perspectives of Social Stratification and Cultural Sociology, this course tries to take into account the issues of context of hierarchy in culture; but more importantly difference, while talking about plural cultures. India as a society and civilization is extremely diverse, multicultural—but does that mean that there are only horizontal differences between communities and cultures or are there hierarchical gradations/rankings between different religious and linguistic groups, caste identities and sexual identities? One aspect of the course is to theoretically understand the meanings of culture and difference with an underlying discussion on power. The other important aspect of this course is to familiarize ourselves with how the inter-connection between these three terms get operational in our everyday lives. A country which through its Constitution ensures secularism, democracy, equality, non-discrimination and justice how is it that the same society creates many ‘Others’?. This course enables us to observe and analyze these paradoxical realities of a plural, democratic society

Course Outcomes:

1. Understanding and appreciating the diversity of Indian culture
2. Engaging with theoretical perspectives on terms culture, difference, power and hierarchy from writings of social anthropologists, political sociologists and historians
3. Enabling the engagement with the plural nation state
4. Appreciating the importance of oralities in the construction of history
5. Inculcating tools to assess the complex questions of identity formations among communities

Brief description of modules/ Main modules:

Unit 1: Culture: Meanings and Methods

How is culture defined? Do sociologists, anthropologists, cultural studies theoreticians define culture similarly? How does one research culture? Are ethnography and content analysis good techniques to study culture? Does one have to belong to the community that one is researching? How is the question of culture connected to location and identity? How is power understood as a discourse and thus connected with culture

Unit 2: Memory, History and Nation

What does the nation want to remember and historically preserve? If independence happened in 1947, partition also happened. In order to document the trauma of the partition, feminists took up a project in the 1990s to document oral narratives of families who moved from one landmass to another, who fell victim to cartographic changes. Thus memory and oral testimonies have an important role to play in reconstructing historical moments of nation

Unit 3: Law as plural, law as universal

Laws are meant to be universal dictums regulating human behavior. Can laws be plural depending upon one's religious identity, sexual identity? The presence of personal laws in India represents legal pluralism, the reality of family courts in India also establish plural justice dispensing mechanism.

Unit 4: 'Other': Representations and Voices

Otherness as a concept has been central to postcolonial thought. There is a creation of the other by the powerful—group, community, nation, state, law. In recent times, the figure of the other, hitherto silent and effaced, have made claims to speak, in fact to speak back in radical ways. Who is the 'other' historically and symbolically? How is the 'other' known, represented?

Unit 5: Difference as Identity, Difference as Belonging

How the concept of difference conceptualized is and what role has it played in various political and social contexts. What are the interconnections between identity and belonging-ness while conceptualizing difference?

Assessment Details with weights:

Assessments

1. Class participation and class activity: 20%--Till half of the semester students are expected to write diary reflections in each class that they attend taking examples from everyday life and engaging with questions of culture, diversity, difference, marginality
2. Field Visit and Term Paper: 40%--Students are expected to choose any locality in Delhi and understand the cultural significance of it, locate it historically and assess the contemporary changes. While doing this student are expected to interview at least two people who have been part of that locality for long and have seen its culture and landscape changing
3. Group Presentation and Submission: 40%--Students are expected to chose a film of any Indian language of their choice and explore some of the themes that the course engages with

Reading List:

- Williams, Raymond Keywords: A Vocabulary of Culture and Society, (New York: OUP, 1976)
- Raymond Williams Is Culture Ordinary? Available online <http://artsites.ucsc.edu/faculty/gustafson/film%20162.w10/readings/williams.ordinary.pdf>
- Geertz, Clifford Deep Play: Notes on the Balinese Cockfight, *Daedalus*, Fall 2005, 134, 4 Page 56
- Butalia Urvashi (1998) Other Side of Silence: Voices from the partition of India, Penguin Books, New Delhi, pp 1-26, 106-171, 344-371
- Anasua Basu Raychaudhury Nostalgia of 'Desh', *Memories of Partition Economic and Political Weekly*, Vol. 39, No. 52 (Dec. 25-31, 2004), pp. 5653-5660
- 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>
- Baxi, Pratiksha Justice is a secret, compromise in rape trials *Contributions to Indian Sociology*, October 2010, Vol. 44, No.3, 207-233
- Kapur, Ratna (2000) Too Hot to Handle, The Cultural Politics of Fire, *Feminist Review* No.64, pp 53- 64
- Mc Duie-Ra, Duncan Northeast Migrants in Delhi: Race, Refuge and Retail (Utrecht: Amsterdam University Press, 2012), available online on <http://books.google.co.in/books>
- Michelle Barrett The Concept of 'Difference' *Feminist Review*, No. 26 (Summer, 1987), pp. 29-41, available online at <http://www.jstor.org/stable/1394733>
- Sharmila Rege Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position *Economic and Political Weekly*, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998), pp. WS39-WS46 available online at <http://www.jstor.org/stable/4407323>

ADDITIONAL REFERENCE:

- Amartya Sen The Argumentative Indian Writings on Indian History, Culture and Identity Farrar, Strauss and Giroux, New York (Part IV Reason and Identity)
- Iris Marion Young Justice and the Politics of Difference, 1990, Princeton University Press
- Veena Das 'Anthropology of Pain' in *Critical Events: An Anthropological Perspective of Contemporary India*, 1995 Oxford University Press
- Edward W. Said Invention, Memory, and Place *Critical Inquiry*, Vol. 26, No. 2 (Winter, 2000), pp. 175-192

School Name
Ambedkar University Delhi

Course Outline

Time Slot- TBD

Course Code: SLS2SC004

Title: Protests, Movements and Transformations

Type of Course: Core

Cohort for which it is compulsory: MA Sociology

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Mansoon 2011

Course Coordinator and Team: Dr. Bidhan Chandra Dash

Email of course coordinator: bidhan@aud.ac.in

Pre-requisites: NA

Aim: Protests and Social Movements are ubiquitous in the world we live. Sociology asserts that they are diverse, creative and progressive as they carry alternative voices and ultimately reconstruct the society. Sociology treats social movements as integral part of society that needs careful and critical observation and analysis. While protests are the strategic manifestations of movements, social and political transformation is what they seek to achieve. This course attempts to unravel the closely knit 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.

Objectives

- To equip the students with foundational concepts and knowledge on the key literatures available in the field of protests and social movements

- To sensitize the students to the idea of collective action and its close connection with social change/ social transformation at a time when individual and individuality dominates the narrative of change.
- To introduce the students to the literature of social movements and resistance studies
- To explain the students to the unique standpoint of sociology as a discipline in understanding social movements and collective action.
- To expose the students to the empirical and theoretical universe of protests and movements.

Course Outcomes:

On successful completion of this course students will be able to:

- Make a clear cognate connection between protests and movements to social and political transformation.
- Have basic knowledge of the knowledge and literature on crucial studies in the field of social movements and collective action.
- Sociological interpretations of protests and movements and historically relate them to the major social movements that have brought about significant transformations in our society.
- Develop an interdisciplinary understanding on protests and movements
- Develop a sociological perspective on the major social movements and the issues they raise in contemporary context.
- Develop a comparative approach to the studies in social movements.

Brief description of modules/ Main modules:

The course is divided into eleven modules. While the first four modules lay down the theoretical approaches to the study of social movements, the next six modules discuss and interpret major social movements and the issues they raise

Module-I: From Structural Strain to Rational Action

This module begins with a general discussion on significant protests in recent times and moves on to explain how sociological understandings have been constantly challenged by the baffling realities that exists at the level of practice. With a historical overview of various perspectives, the module may end with explaining how “Structural Strain” and “Rational Action”, represent two extreme ontological contours of sociological adventure in understanding protests and movements

Module-II: Protest and Movements as “Empirical Realities”

This module briefly attempts discuss some of the emerging approaches in understanding Social Movements as ‘empirical realities’ than ideological battles to be fought with. This has opened new debates on the

question of researcher and researched and triggered a debate on the methodology of researching the “nomads”. However, a series of ‘middle range’ theories have also provided newer lenses to understand protests and movements.

Module-III: “Central Contradictions”: and the Centrality of Labour

In this module, we discuss the workers/labours movements as not only an empirical reality to be understood, but also as an Ideology and Utopia which both inspires, as well as, informs Social movement studies. We begins with the biblical text of Marxism- “The Manifesto of Communist Party and discuss the trials and tribulations of labour movement in India.

Module-IV: The Radicalism of the Sixties and the Debate on “New Social Movements”

In this module we begin our discussion on the post 1960s Social movements which posed theoretical and empirical challenges to the established approaches on Social Movements. Subsequently, the students are introduced to the various scholarships attempting to grasp the bewildering series of protests and movement that emerged in the aftermath

Module- V: Globalization and Transnational Movements

This module will discuss movements that have emerged with the onset of globalization. It will also talk about the importance of globalization on the formation and reach of various movements.

Module-VI: Nation, Nationalism and the State

This module will deliberate on various movements surrounding the idea of Nation and Nationalist Movements and the emergence of ‘nation-states’, not only as historical and Sociological phenomena, but also as cultural and ideological phenomena. It will discuss how nationalism and its critique provide a learning moment in Social Movement Studies.

Module-VII: The Peasant Movements in India

This module will begin with discussing some of the significant movements waged by the peasants in Indian Society. The students will be encouraged to apply their theoretical learning to understand various aspects of these peasant movements. The module will end with a discussion on the relationship of peasant movements with other significant movements, such as the Dalit, Tribal, Environment and Feminist Movements and instigate a debate on development and democracy.

Module-VIII: Anti-Caste and the Dalit Movements

This module will introduce the movements against caste-based social practices and how they are different from that of the Caste-based movements. It will encourage a debate on the ‘Dalit Identity’ as and its meanings, both historically and Sociologically.

Module-IX: Patriarchy and Women’s Movement in India

This module will introduce the students to the movements against patriarchy and provide them will various discourses that critique it. It will briefly discuss various movements that has emerged which question the our gendered existence.

Module-X: The Varieties of Environmentalism

This module will discuss the emergence of environmentalism as a movement and various discourses and their interpretations. The module encourage the students to engage in contemporary issues related to environment.

Module-XI: Adivasi Movements in India

This module will provide a brief discussion on tribal movements in India.

Assessment Details with weights:

There will be 4 assessments in this course apart from the regular class participation

1. In class participation- 20%
2. Field Visits and assessment- 20%
3. Term Paper-30%
4. Class Test-30%

Reading List:

- Crossley, N. 2002. Making Sense of Social Movements, Philadelphia: Open University Press. Page: 1-55
- Della Porta, D. and Mario Diani. 2006. Social Movements: An Introduction, Malden: Blackwell Publications. Page: 64-134.
- Tarrow, S. 1996. State and Opportunities: The Political Structuring of Social Movements, in Doug McAdam et al ed. Comparative Perspectives on Social Movements: Political Opportunity, Mobilizing Structures and Cultural Framing, New York: Cambridge University Press. Page-41-61.
- McAdam D. 1996. The Framing Function of Movement tactics: Strategic Dramaturgy in American Civil Rights Movements, in Doug McAdam et al ed. Comparative Perspectives on Social Movements: Political Opportunity, Mobilizing Structures and Cultural Framing, New York: Cambridge University Press. Page-338-357.
- Bramen, J. 1989. Taming the Coolie Beast: Plantation Society and Colonial Order in South Asia, Bombay: OUP. Page- 131-175.
- Chibber, V. 2005. From Class Compromise to Class Accommodation: Labour's incorporation into India's Political Economy, in Ray, R and Katzentein, M.F eds. Social Movement in India: Poverty, Power and Politics, Oxford: Rowmen and Littlefield Publishers Inc. Page- 32-53
- Marx, K. and F.Engels.1971[1848].Manifesto of the Communist Party, Moscow: Progress Publishers.
- Aijaz Ahmad, Irfan Habib, et. al. 1999. A World to Win: Essays on the Communist Manifesto, New Delhi: Leftword
- Kothari, R. 2002. Masses, Classes and the State, in G. Shah ed. 2002. Social Movements and the State, New Delhi Sage Publications, 68-90

- Omvedt, G. 1993. *Reinventing Revolution: New Social Movements and the Socialist Tradition in India* New York: E.M Sharpe.
- Stephens, J. 1998. *Anti-Disciplinary Protests: Sixties Radicalism and Postmodernism*, New York: Cambridge University Press.
- Castells, M. 1997. *The Power of Identity*, Massachusetts: Blackwell Publishers
- Chabot, S. 2002. Transnational Diffusion and the African- American Reinvention of the Gandhian Repertoire. In *Globalization and Resistance: Transnational Dimensions of Social Movements*, edited by Jackie Smith and Hank Johnston, 98-114. London: Rowman & Littlefield Publishers.
- Marcos, Subcomandante. 2012. Tomorrow Begins Today. Frank J. Lechner and John Boli ed. *The Globalization Reader*. Fourth ed. London: Blackwell, 509-513.
- Anderson, B. 2006. *Imagined Community: Reflections on Origin and Spread of Nationalism*, London: Verso. Page-1-46.
- Chatterjee, P. 1993. *Nation and its Fragments*, New York: Princeton University Press.
- Dhanagare, D.N. 1998. *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat Publications
- Banerjee, S. 2002. *Naxalbari and the Left Movement*, in G. Shah. Ed. 2002. *Social Movements and the State*, New Delhi: Sage Publication
- Danagare, D.N. 1974. The Social Origin of Peasant Movement in Telengana 1946-51, *Contribution to Indian Sociology*, No:8, Vol:109.
- Mukherji, P.N. 2005. *Naxalbari Movement and the Peasant Revolt in North Bengal*, in M.S.A Rao ed. 2005. *Social Movements in India*, New Delhi: Manohar.
- Omvedt, G. 1994. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications.
 - *Movement in Colonial India*, New Delhi: Sage Publications.
- Omvedt, G. 1998. Peasants, Dalits and Women: Democracy and India's New Social Movements. In *People's Rights: Social Movements and the State in the Third World*, edited by Manaranjan Mohanty, Partha Nath Mukharji and Olle Tornquist, 223-242, New Delhi: Sage Publications.
- Zelliott, A. 1996. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar Publications.
 - *Delhi: Manohar Publications*.
- Zelliott, E. 2001. The Meaning of Ambedkar. In *Dalit Identity and Politics*, edited by G. Shah. New Delhi: Sage Publications.
- Sen, Rukmini. 2014. Mapping Women's Activism in India: Resistances, reforms and (re)-creation. Leela Fernandes ed. *Routledge Handbook of Gender in South Asia*. London and New York: Routledge, 333-346.
- Desai, Neera. 2008. From Accommodation to Articulation: Women's Movement in India. Mary E. John ed. *Women's Studies in India: A Reader*. New Delhi and London: Penguin Books, 23-27.
- Mazumder, Vina. 2008. The Making of a Founding Text. Mary E. John ed. *Women's Studies in India: A Reader*. New Delhi and London: Penguin Books, 27-32.
- Kannabiran, Kalpana. 2008. Rape and the Construction of Communal Identity. Mary E. John ed. *Women's Studies in India: A Reader*. New Delhi and London: Penguin Books, 228-234.
- Namala, Annie. 2008. Dalit Women: The Conflict and Dilemma. Mary E. John ed. *Women's Studies in India: A Reader*. New Delhi and London: Penguin Books, 458-466.

- Ligam, L. 2002. Taking Stock: Women's Movement and the State, in G. Shah ed. 2002. Social Movements and the State, New Delhi Sage Publications
- Guha, R. and Alier M. 2006. Varieties of Environmentalism: Essays on North and South, London: Earthscan. Page-1-76.
- Agarwal, B. 1992. Gender and Environment Debate: Lessons from India, Feminist Studies, Vol: 18, No.1, Spring
- Sinha, S. 2002. Tribal Solidarity Movement in India: A Review, in G. Shah ed. 2002. Social Movements and the State, New Delhi Sage Publications
- Hoffman, J. 2005. The World of Mundas, part-I and II, New Delhi: Critical Quest.
- Klandermans, B. and Goslinga S. 1996. Media Discourse, Movement Publicity, and the Generation of Collection Action Frames: Theoretical and Empirical Exercises, in in Doug McAdam et al ed. Comparative Perspectives on Social Movements: Political Opportunity, Mobilizing Structures and Cultural Framing, New York: Cambridge University Press. Page-312-337.

ADDITIONAL REFERENCE:

- Eyerman, R. and Jamison, A. 1991. Social Movement: A Cognitive Approach, Pennsylvania: Pennsylvania State University Press. Page: 1-2
- Snow, Soule, Sarah, A. and Hansperter, Keresi. 2006, The Blackwell Companion to Social Movements, Oxford: Blackwell Publishing, Page-1-11.
- The Club of Rome Report "Limits to Growth" and Earth on the Verge of Extinction
- Gandhi, N. and Shah, N. 1991. The Issues at Stake: Theory and Practice in Contemporary Women's Movement in India, New Delhi: Kali for Women.
- Zald, M. 1996. Culture, Ideology, and Strategic Framing, in in Doug McAdam et al ed. Comparative Perspectives on Social Movements: Political Opportunity, Mobilizing Structures and Cultural Framing, New York: Cambridge University Press. Page-261-274.

School Name SUS
Ambedkar University Delhi

Course Outline

Time Slot: (9-11 am Mondays and Thursdays)

Course Code: SLS2SC005

Title: Social Theory II

Type of Course: M.A. Sociology, Core

Cohort for which it is compulsory: M.A. Sociology

Cohort for which it is elective: None

No of Credits: Four

Semester and Year Offered: Second Semester, Winter 2018-19

Course Coordinator and Team: Dr. Bidhan Chandra, Dr. Gowhar Fazili

Email of course coordinator: bidhan@aud.ac.in; gowhar@aud.ac.in

Pre-requisites: None

Aim:

This course follows Social Theory I taught in the first semester. While the earlier course deals with 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 homogenized under the rubric of functionalism, structuralism or some other broad term. The course seeks to familiarize students with various theoretical perspectives before focusing on individual theorists and engaging with specific ideas and issues they bring into focus. Hence Part I is devoted to the explication of broader theoretical perspectives, followed by various thematic modules spanning from Part II to Part V.

Course Outcomes:

1. Familiarize students with the nature, processes and causes of transitions in sociological theory.
2. Understand perspectives on how sociological ideas move through time.
3. Appreciate the relationship between changes in theoretical perspectives in sociology (or humanities at large) and significant historical, social, economic and political developments in society.
4. Develop an understanding of the key moments of rupture and contestation in sociological theory over the last century; critically engage with these moments, appreciate their continued relevance/irrelevance to sociological issues at hand.

Brief description of the modules/ Main modules:

Part 1

Module 1 marks the rise of Parsonian functionalism, its decline, and the neo-functionalists' attempts to salvage what remains useful by combining it with insights drawn from contemporaneous perspectives in sociology. Module 2 is focussed on the micro-sociological challenge/s to functionalism and structural functionalism, particularly the ones posed from the phenomenological, interactionist and ethno-methodological perspective. Module 3 traces the emergence of structuralism, its relationship to developments in linguistics and allied disciplines and its exposition in the work of social anthropologists like Lévi-Strauss. This is followed by an engagement with a broad spectrum of post-structuralist critiques.

Part 2

Building on the introduction to Marxism in Social Theory I, module 4 introduces neo-Marxist perspectives through a selection from the writings of thinkers like Antonio Gramsci, Louis Althusser and Rosa Luxemburg and thus enables appreciation of the cultural and structural turn in Marxism.

Part 3, 4 and 5

Various modules (5-11) in Part 3, 4 and 5 dwell on specific themes and debates as reflected in select readings drawn from the works of various 20th century sociological thinkers and philosophers including Adorno, Horkheimer, Walter Benjamin, Jürgen Habermas, Michel Foucault, Jean-François Lyotard, Jean Baudrillard, Jacques Derrida and Pierre Bourdieu. The contemporary debates around modernity, culture, art, knowledge, truth, power, language; reproduction and subversion of power in a range of social domains are revisited through an engagement with the said readings.

Assessment Details with weights:

- Students are required to submit a BOOK REVIEW by **9th February**.....20%
- Class Test on **23rd February**.....20%
- Take home assignment submission by **8th March**.....25%
- Class Test on **3rd April**.....25%
- Class participation.....10%

Reading List:

Part I – Introduction to various theoretical perspectives in Sociology

Module 1: Functionalism and Neo-Functionalism

Alexander, Jeffrey C. Ed. 1987. *Twenty Lectures in Sociological Theory Since World War-II*, New York: Columbia University Press, Page: 1-36

Alexander, Jeffrey C. Ed. 1985. *Neo-functionalism*. London: Sage

Calhoun, C. et al. 2007. *Classical Sociological Theory*, Oxford: Blackwell Publishing, Part-VI, Page: 399-421.

Parsons, T. 1966. *The Structure of Social Action: a Study in Social Theory with Special Reference to a Group of Recent European Writers*, New York: Free Press. (Chapter-2)(Page 43-72)

Module 2: Interactionism Phenomenology and Ethnomethodology

Anderson, J.A. et al. 1986. Philosophy and Human Sciences, Kent: Croom Helm Ltd. Chapter-4

Calhoun, C. et al. 2002. Contemporary Sociological Theory, Oxford: Blackwell Publishing.

Wagner, H.R. 1970. Alfred Schutz on Phenomenology and Social Relations, London: University of Chicago Press.

Zeitlin, I. 1986. Rethinking Sociology: A Critique of Contemporary Theory, Jaipur: Rawat Publication

Module 3: Structuralism and Post-Structuralism

Anderson, J.A. et al. 1986. Philosophy and Human Sciences, Kent: Croom Helm Ltd. Chapter-5

Lechte, J. 1994. Fifty Key Contemporary Thinkers: From Structuralism to Post-Humanism, London: Routledge. Page: 58-120

Part II – Neo Marxism: Cultural and Structural Turn

Module 4: Antonio Gramsci's concept of Hegemony and Revolution

Gramsci, A. 1996. Selections From the Prison Notebooks. Hyderabad: Orient Longman.

Louis Althusser, Capitalism and the Problem of Over Determination

Althusser, L. and E. Balibar. 1997. Reading Capital. Tr. By Ben Brewster. London: Verso.

Anderson, K. and Hudis, P. (2004) The Rosa Luxemburg Reader, London: Monthly Review Press.

Part III—Revisiting Debates on Modernity, Culture, Knowledge and Power

Module 5: Theodor Adorno and Walter Benjamin Debates on Culture, Modernity and Emancipation

<http://www.youtube.com/watch?v=F5Lq6S0b9Ic> The debate on Youtube video

Adorno, T and Horkheimer, M. [1944] 1973. Dialectic of Enlightenment. Translated by John Cumming, 120-67 & 168-186. London: Allen Lane.

Palmer, D. 2007. 'Contemplative Immersion: Benjamin, Adorno & Media Art Criticism'. Transformations 15 http://www.transformationsjournal.org/journal/issue_15/article_11.shtml

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: Jean Francois Lyotard on Postmodernity, Narratives and Language

- Lyotard, J.F. 1984. *The Postmodern Condition: A Report on Knowledge*. Tr. By Geoff Bennington and Brian Massumi. Minneapolis: University of Minnesota Press.

Module 9: Jean Baudrillard

- Pawlet, W. 2007. *Jean Baudrillard: Against Banality*. New York: Routledge
- Lechte, J. 1994. *Fifty Key Contemporary Thinkers: From Structuralism to Post-Humanism*, London: Rutledge. Page: 299-322.

Module 10: Jacques Derrida on Language, Text and Construction

- Derrida, J. 1980. *Writing and Difference*. Chicago: University of Chicago Press.

Part V—Power, Reproduction, Subversion

Module 11: 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.

ADDITIONAL REFERENCES:

- 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.

School Name
School of Liberal Studies
Ambedkar University Delhi

Course Outline

Time Slot- 4 Hours in a week

| | |
|---|--|
| Course Code: | SLS2SC006 |
| Title: | Social Research |
| Type of Course: | Core Compulsory |
| Cohort for which it is compulsory: | MA Sociology Programme |
| Cohort for which it is elective: | Other MA Programmes |
| No of Credits: | 4 Credits |
| Semester and Year Offered: | 2 nd Semester to every Cohort |
| Course Coordinator and Team: | Dr Urfat Anjem Mir and Prof. Smita Tewari Jassal |
| Email of course coordinator: | urfat@aud.ac.in |
| Pre-requisites: | NA |

Aim:

This course on Social Research aims to orient students towards reflexive thinking and critical engagement with both the social everyday and the re-researchable in that social. This course pursues seemingly two 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.

Course Outcomes:

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

5. Describe the various philosophical and epistemological foundations in sociological research and critically evaluate the subjective and contextual underpinnings of fact and reasoning.
6. Critically evaluate the research works of others and use information appropriately and ethically in the research process.

7. Demonstrate ability to formulate researchable questions and choose an appropriate research design
8. Identify and apply qualitative and quantitative data collection and analysis strategies appropriate to a particular topic
9. Interpret research findings, draw conclusions and be able to communicate the same while recognising the differentiation between empirical evidence and speculation

Brief description of modules/ Main modules:

The first section is focussed on the philosophical and epistemological foundations, specifically; the way different perspectives and methods emerged in sociological research.

The second section is about, what is re-searchable, and how to formulate a research problem? Research Design, Conceptualization, Operationalization and the issues of Measurement would be discussed in this section.

The third section covers certain methods and techniques of collecting and analysing the data. Together with facilitating knowledge and discussions around techniques of doing research through the use of readings in which a particular research method / technique is used, the students would also be made to do practical exercises. This course also discusses questions around ethics, authenticity and representation in social research.

Main Modules

1. Philosophy and Epistemology of sociological research: Method and methodology
2. Debates around objectivity and subjectivity, ethics and position of a researcher while doing research
3. Making use of available data and Research Design
4. Formulating the Research problem and questions
5. Concepts, Measurements and Operationalization,
6. Causality, Probability, Reliability, Validity
7. Doing Research: Survey Questionnaire and Interviews
8. Doing Research: Ethnography, participant observation and thick description
9. Data Analysis, Using and interpreting texts, Content analysis
10. Analysing 'Data': Use of statistics: Measures of Central Tendencies, Standard Deviation, Correlation.
11. Statistical Packages, MS Excel, SPSS, N-Vivo

Assessment Details with weights:

1. Class participation: There are two surprise class activities announced in class of 10 percent weight each to encourage peer learning and active participation /engagement during the transaction of the course. **20 % Weightage**
2. Second Assignment on writing a brief Literature Review on any topic of learners interest **20 % weightage**

3. Third Assignment: A small study on any topic of learners interest in which the learner has to use one of the techniques of data collection and justify the method through which the topic was studied. **30% Weightage**
4. Last assignment: Reflection on a research article from the reading material of the course outline. The purpose of this assignment is to read and reflect upon one research study which has used a particular kind of research technique. And critically comment on the nature and characteristics of the technique used in the study and also suggest alternate methodology/technique. **30% Weightage**

Reading List:

1. Loic J D Wacquant Towards a Reflexive Sociology: A Workshop with Pierre Bourdieu, *Sociological Theory* Vol 7, No 1 (Spring 1989) 26-63
2. Ivan Emke Methodology and Methodolatry: Creativity and the Impoverishment of the Imagination in Sociology *Canadian Journal of Sociology/Cahiers canadiens de sociologie* 21(1) 1996
3. Florian Znaniecki Controversies in Doctrine and Method *American Journal of Sociology*, Vol. 50, No. 6 (May, 1945), pp. 514-521
4. Sayer, Andrew. (1992). *Method in Social Science*, Routledge. (Selected text).
5. Russell B. H. 2008. *Research Methods in Anthropology: Qualitative and Quantitative Approach*, New Delhi: Rawat Publications, (selected chapter pp1-27).
6. Emile Durkhiem, *The Rules of Sociological Method*. Translated by W.D Halls. New York: Free press.
7. Srivastava, V.K. (2004). *Methodology and Fieldwork*. New Delhi: Oxford University Press
Chapter by Satish Sabharwal
8. C. Wright Mills (1959) *Intellectual Craftsmanship in Sociological Imagination*
9. Jodie O'Brien Sociology as an Epistemology of Contradiction *Sociological Perspectives*, Vol. 52, No. 1 (Spring 2009), pp. 5-22
10. Joey Sprague and Mary K. Zimmerman Quality and Quantity: Reconstructing Feminist Methodology *The American Sociologist*, Vol. 20, No. 1, *Feminist Scholarship in Sociology* (Spring, 1989), pp. 71-86
11. Babbie, E. 1998. *The Practice of Social Research*, London, Washington, Toronto: Wardswork Publishing Company. (Chapter- IV).
12. Vinay Kumar Srivastava, (ed) (2004). *Methodology and Fieldwork*. New Delhi: Oxford University Press. (Pp: 57- 79)
13. Babbie, E. 1998. *The Practice of Social Research*, London, Washington, Toronto: Wardswork Publishing Company. (Chapter-V, Chapter-VI)
14. William, M. May, T. 1996. *Introduction to the Philosophy of Social Sciences*, London: UCL Press, (Chapter-V)
15. Babbie, E. 1998. *The Practice of Social Research*, London, Washington, Toronto: Wardswork Publishing Company. (Chapter-III)

16. Babbie, E. 1998. *The Practice of Social Research*, London, Washington, Toronto: Wadsworth Publishing Company. (Chapter- X).
17. Russell B. H. 2008. *Research Methods in Anthropology: Qualitative and Quantitative Approach*, New Delhi: Rawat Publications, (Select Chapter).
18. Clifford Geertz (1973). *The Interpretation of Cultures*. New York: *Basic Books, Inc., Publishers* (Chapter 1)
19. Russell B. H. 2008. *Research Methods in Anthropology: Qualitative and Quantitative Approach*, New Delhi: Rawat Publications, (selected chapter).
20. Srinivas, M.N. and A.M. Shah 1979. *Field Worker and the Field*. New Delhi: Oxford (selected chapter).
21. Vinay Kumar Srivastava, (ed) (2004). *Methodology and Fieldwork*. New Delhi: Oxford University Press. (Pp: 157- 190)
22. Mathew B Miles and A Micheal Haberman (1994) *Qualitative Data Anlaysis*. Sage Publications. (Selected Chapter).
23. 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)
24. Weber, R.P 1990, *Basic Content Analysis*, London: Sage Publications. (Chapter- II)
25. Babbie, E. 1998. *The Practice of Social Research*, London, Washington, Toronto: Wadsworth Publishing Company. Select Chapter
26. John Berger (1972) *Ways of Seeing* BBC and Penguin Books, England
27. Meaghan Morris *Banality in Cultural Studies Discourse*, Vol. 10, No. 2 (Spring-Summer 1988), pp. 3-29
28. Russell B. H. 2008. *Research Methods in Anthropology: Qualitative and Quantitative Approach*, New Delhi: Rawat Publications, (selected chapter).
29. Joseph F. Healey (2009): *Statistics: A Tool for social research*. Wordsworth Cengage Learning. (Selected Chapter).
30. Fuller, U.L, Fulton, J et. Al 2011. *Picture Yourself: Learning Microsoft Excel 2010*, Boston: Course Technology
31. Darren, G. 2010. *SPSS for Windows Step by Step*, Noida: Pearson

ADDITIONAL REFERENCE:

- 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.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS2 SC007

Title: Workshop on Expressions

Type of Course: Compulsory

Cohort for which it is compulsory: MA sociology

Cohort for which it is elective: None

No of Credits: 2

Semester and Year Offered: Second semester, MA sociology year 1

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: NA

Aim: This seminar is designed to introduce students to secondary research and enhance academic reading and writing skills within the discipline of Sociology. Students learn to survey academic resources; identify and review literature relevant to a thematic topic; create effective bibliographies; learn formal citation practices; present research; and write in multiple academic formats. Throughout the course, the focus is on **reading, critical thinking, class participation and presentations**. Students **are required to read attentively and engage thoughtfully in class discussions**.

Course outcomes:

1. It will enable the students to acquire academic and non-academic writing skills to disseminate work
2. It will enable the students to acquire critical reading skills crucial to engage with different kinds of texts
3. It will enable the students to acquire presentation skills which are significant to employability and skill development.

Brief description of modules/ Main modules:

- **Reading and discussion**

This module is *reading and discussion intensive* and will comprise reading the entire required text followed by reviews of the book published in journals by different authors. The aim is to thoroughly familiarise students with the arguments made in the book and then evaluate it with the help of different reviews. In the process students are expected to appreciate the art of writing a book review. This module will also include a library orientation and an academic writing skills workshop.

- **Survey of Sources and Annotated Bibliography**

In this module, students identify a topic of interest in consultation with the course coordinator and create an annotated bibliography with 6-10 sources, at least one of which will be an entire monograph related to the topic and the rest will be journal articles or book chapters. The annotated bibliography should convey in 300-400 words the central claims and arguments of the sources and how it relates to the student's chosen topic.

- **Book Review**

Based on the selected monograph in the previous module, students write a formal book review.

- **Proposal Idea and Presentation**

Based on the annotated bibliography and book review, students are required to frame an idea for a potential dissertation topic and present it to the class.

Assessment Details with weights:

- (a) Book Review: 30%
- (b) Annotated Bibliography: 25%
- (c) Proposal idea: 20%
- (d) Presentation: 25%

Reading List:

Select Reference Material

<http://www.sociologyatwork.org/cv-resume-for-applied-sociology-jobs/>

<https://writingcenter.unc.edu/tips-and-tools/book-reviews/>

<http://libguides.mq.edu.au/referencing/Harvard>

<http://libguides.usc.edu/writingguide/researchproposal>

www.services.unimelb.edu.au/academicskills

<http://advice.writing.utoronto.ca/wp-content/uploads/sites/2/annotated-bibliography.pdf>

https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2016/10/Annotated_Bibliography_MLA.pdf

ADDITIONAL REFERENCE:

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code:

Title: Organisational Exposure

Type of Course: Compulsory (non-teaching)

Cohort for which it is compulsory: 2ND SEMESTER

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: WS 2019

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: NA

Aim: This course aims to map out the broad terrain around which the application of sociological knowledge is possible and mapping out organisations that have a potential for employability.

Course Outcomes:

1. This course will enable students to gain a conceptual understanding of organisation and keys debates on organisational theory
2. Students will be exposed to a variety of organisations that will assist them in determining scope for employability
3. Students would have interacted with representatives from a spectrum of organisations wherein their knowledge of sociology could be applied.

Brief description of modules/ Main modules:

This course entails guest/special lectures/workshop within Ambedkar University Delhi and visits to various organisations.

Organisational Visits

Organisational visits as part of this course would include visits to Government, Non-government, Civil society, Research institutes and International Organisations located in Delhi NCR.

Tentative List of Organisations

- Trade Unions: CITU/AITUC/BMS/HMS/SEWA
- National and International Organisations: Participatory Research in Asia (PRIA)/ International Labour Organisation (ILO)/International Centre for Research on Women (ICRW)
- Government: National Commission for Women (NCW)/V.V. Giri National Labour Institute (VVGNI)

Assessment Details with weights:

| | |
|--|-----------------------------------|
| 1. Attendance and In-class participation | 25% |
| 2. Field visit (group assignment) | 20% (2 nd week March)* |
| 3. Group Presentations | 20% (3 rd week March) |
| 4. End-Term paper | 35% (2 nd week April) |

* Field visit will be arranged by the Course Coordinator

Reading List:

1. Ravindran T.K. Sundari (1992): Engendering Health, *Seminar* 396, 21-25.
2. Ostlin Piroska (2002): Examining Work and its effects on Health in Gita Sen et al (Ed.): Engendering International Health The Challenge of Equity, MIT Press, Cambridge, Massachusetts, 63-81.
3. Navarro Vicente, Leiyu Shi (2001): The political context of social inequalities and health, *Social Science and Medicine*, Vol 52, pp 481-491.
4. Ahn, P.S. and Ahn, Y. 2012. 'Organising Experiences and Experiments among Indian Trade Unions: Concepts, Processes and Showcases', *The Indian Journal of Labour Economics*, 5(4): 573-593.
- 5.

ADDITIONAL REFERENCE:

School Name School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: Relationships and Affinities

Title:

Type of Course: Compulsory to MA Sociology students

Cohort for which it is compulsory: 4th Semester students

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: Winter Semester/Second Year

Course Coordinator and Team: Rukmini Sen

Email of course coordinator: rukmini@aud.ac.in

Pre-requisites: None

Aim: Study of society has been a study of human relationships—relationships created and determined through blood, marriage, adoption, intimacy, love, law and labour. The need for this course emanates from the complex and continuously changing nature of human relationships in modern, globalized societies. Kinship is not absent in this course on relationships, rather it is a re-turn to kinship. That re-turn is not just through blood or marriage but also through alliances and friendships; where kinship in its ‘mutuality of being’ sense is about two or more people being connected through emotional and sexual association besides genealogical ones. Affinity could be a synonym of kinship, means a ‘natural liking for someone/something’ and the etymological Latin means related, which changed to relationship by marriage as opposed to blood ties. This course will try to take affinities in the relation, relatedness sense rather than the ‘affinal’ sense. Taking the theoretical cues from Marxist and feminist anthropology, the culture turn that happens in the study of kinship in the 1970s will be the analytical entry point to relationships and affinities in this course. The shift from nature to culture and then again from culture to identity/differences will be explored through the Western theoretical mappings. Additionally attempting to construct an Indian feminist anthropological narrative it is seen how authority and inequality become the basis to understand kinship studies in India.

Course Outcomes:

1. To engage with the meanings of inter-personal relationships in classical kinship studies
2. To theoretically understand the challenges that anthropology of gender and/or feminist anthropology does to the genealogical basis of kinship
3. To observe through empirical studies how sociology engages with love, desire, childhood, motherhood, and care as the growing challenges in contemporary human relationships
4. To map the ways in which Indian 'feminist' anthropology also fore-grounded questions of inequality and authority in kinship/relationships

Brief description of modules/ Main modules:

Unit 1: Introductory Readings

Introducing and engaging with questions of biological and alliance based formations of kinship through the classical kinship studies literature

Unit 2: Challenges to the genealogical basis of kinship

The critique to the genealogical basis of kinship comes from Marxist anthropology using property and the rise of capitalism as well as feminist and queer anthropology

Unit 3: Feminist Anthropology: From culture to differences

The study of kinship and relationships impinged upon differences between people and communities, engaging with questions of race, ethnicity, migration and how they impact relationship formation

Unit 4: Relationships: Contemporary changes and challenges

There are multiple changes to kinship and intimacies through the expression and contestation over love, desire, friendships. Through processes of adoption and surrogacy there is a challenge to the manner in which kinship ties by reproduction also comes to be questioned. New forms of domesticities emerge and create new meanings in kinship

Unit 5: Mapping the contours of Indian (feminist) anthropology

In Indian anthropology kinship has been engaged with question of power, hierarchy and consumption patterns

Assessment Details with weights:

1. Assignment 1: Diary reflections each week: 30%
This is the assignment which is directly connected with class participation. Each student is expected to write a diary reflection per week. Unless the student has attended the class, the reflection cannot be written. In the diary reflection the following are expected to be written: a) issues discussed in class, b) how those issues are connected with everyday life (not limited to one's everyday life), c) some response to the texts discussed in the classes through the issues
Please ensure that you at least write 500-700 words per week.
2. Assignment 2: Describe and analyse Representation on issues of love and sexuality, childhood and parenting, care and consent in relationships in popular culture, preferably films (it could be films in vernacular as well). This will be an oral presentation, 10 minutes presentation+5 minute discussion with two people pairing together for the assignment.
3. Assignment 3: Relationship with the city

1. Looking at your own relationship with the city—through neighbourhood study, memories of the school, everyday metro ride, sites of meeting/conversing with friends, kinship gatherings, relationship with the street dogs of your area, cycling city, studying the local market, mall cultures, theatre associations in Delhi--exploring ideas of how these sites, people, places have enabled in creating a relationship with the city, keeping the themes explored while walk-ing in the background. Those who are born in Delhi, is there an assumed relationship or they take the city for granted? Those who have come to Delhi for purposes of education, did they try to 'know' the city?
2. You are expected to give a detailed description/history/contemporary location of the site/people that you are studying. Conduct interviews with at least two-three people who inhabit that site/inhabitants of that site, or read about the histories of that site. Reflect through the readings of the course and these specific resources listed below and attached how does the site and people create your relatedness with the city of Delhi

Reading List:

- Marshall Sahlins What Kinship is (part one) Journal of the Royal Anthropological Institute, Volume 17, Issue 1, March 2011, pp 2-19
- Micheal Paletz Kinship Studies in Late 20th century Anthropology Annual Review of Anthropology, Vol. 24 (1995), pp. 343-372
- Frederick Engels Origins of Family, Private Property and the State 1884 https://www.marxists.org/archive/marx/works/download/pdf/origin_family.pdf
- Claude Levi Strauss (1969) The Elementary Structures of Kinship, Beacon Press pp 29-42 and 52-69
- Gayle Rubin The Traffic in Women: Notes on the “Political Economy” of Sex in Rayna Reiter, ed., *Toward an Anthropology of Women*, New York, Monthly Review Press (1975)
- Judith Butler Is Kinship Always Already Heterosexual *differences* (2002) 13(1): 14-44; Duke University Press
- Sherry Ortner Is Female to Male as Nature is to Culture? *Feminist Studies* Vol. 1, No. 2 (Autumn, 1972), pp. 5-31
- Michelle Rosaldo The Use and Abuse of Anthropology: Reflections on Feminism and Cross-cultural Understanding Signs, Vol. 5, No. 3 (Spring, 1980), pp. 389-417
- Marilyn Strathern An Awkward Relationship: The Case of Feminism and Anthropology Signs, Vol. 12, No. 2, *Reconstructing the Academy* (Winter, 1987), pp. 276-292
- Lila Abu-Lughod (1991) Writing against Culture in Richard Fox (edited) *Recapturing Anthropology: Working in the Present*, American Research Press
- Paula A. Ebron (2001) Contingent Stories of Anthropology, Race and Feminism in Irma Mc Caurin (edited) *Black Feminist Anthropology: Theory, Praxis and Poetics*, Rutgers University Press,

- Henrike Donner One's Own Marriage: Love Marriages in Calcutta Neighbourhood, South Asia Research 2002
- Pervez Mody Love and the Law: Love-Marriage in Delhi, Modern Asian Studies, Vol. 36, No. 1 (Feb., 2002), pp. 223-256
- Ashish Nandy (2004) Reconstructing Childhood: A Critique of the Ideology of Adulthood in Bonfire of Creeds: The Essential Ashish Nandy, Oxford University Press, New Delhi pp 423-439
- Irawati Karve (1968) Yugant
- Tiplut Nongbri Gender and the Khasi Family Structure: Some Implications of Meghalaya Succession to Self Acquired Property Act, 1984 *Sociological Bulletin* Vol. 37, No. 1/2 (March-September, 1988), pp. 71-82
- Patricia Uberoi Problems with Patriarchy: Conceptual Issues in Anthropology and Feminism *Sociological Bulletin*, Vol. 44, No. 2 (SEPTEMBER 1995), pp. 195-221
- Leela Dube Doing Kinship and Gender: An Autobiographical Account *Economic and Political Weekly*, Vol. 35, No. 46 (Nov. 11-17, 2000), pp. 4037-4047

ADDITIONAL REFERENCE:

- Kamla Ganesh Mother Who Is Not a Mother: In Search of the Great Indian Goddess *Economic and Political Weekly* Vol. 25, No. 42/43 (Oct. 20-27, 1990), pp. WS58-WS64
- Rajni Palriwala Economics and Patriliney: Consumption and Authority within the Household *Social Scientist*, Vol. 21, No. 9/11 (Sep. - Oct., 1993), pp. 47-73
- 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
- Saba Mahmood (2003) Anthropology and the Study of Women in Islamic Cultures." Disciplinary entry on anthropology, in The Encyclopedia of Women and Islamic Cultures, 307-14. Brill
- Michel Foucault Friendship as a Way of Life in Ethics: Essential works of Foucault 1954-1984 (edited by Paul Rabinow) pp 135-141

School Name School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: Law and Society

Title:

Type of Course: Elective to MA Sociology students and open to other discipline students

Cohort for which it is compulsory: None

Cohort for which it is elective: 3rd Semester students

No of Credits: 4

Semester and Year Offered: Monsoon Semester

Course Coordinator and Team: Rukmini Sen

Email of course coordinator: rukmini@aud.ac.in

Pre-requisites: None

Aim:

It aims to introduce the *legal* to students of social sciences. 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. Sometimes we are aware of it but in most situations we are made to be aware of the law when it is *broken*. The need for social scientists to engage with the law is because law is closely connected to culture(s) and morality, at times reinforcing them on others breaking away from them. Law is not created nor implemented in a vacuum, rather in a *context*—there is law making or formulation and law implementation, and there is interpretation of law(s) that the judiciary does. The aim through this course there will be an attempt to create a law and society discourse in India by tracing sociological/anthropological writings on the legal sometimes in (unknown) conversations with socially relevant legal scholarship.

Course Outcomes:

1. Providing theoretical insights to the sociological and philosophical approaches to the study of law and society
2. Providing exposure to knowledge on work where sociologists/anthropologists and legal scholars have worked on the interface of law and society
3. Making students know that any law or a judgment has a history/politics behind it- involvement of civil society groups and social movements

4. Exposing students to sites of justice dispensation—role of courts and quasi-courts
5. Introducing students to the methods of reading legal statutes, judgments, law commission reports

Brief description of modules/ Main modules:

Module 1: Importance of law in everyday social reality This module is an introduction to law in society—both structurally as well as phenomenologically. It is important to understand that law is a part of the social as well as shapes the social. There is everydayness to the law as well as sui generis aspect of the law.

Module 2 and 3: Sociology and Law: Theoretical Insights I and II The discipline of sociology has engaged with the law since its origins and till the contemporary times. Modules 2 and 3 represent the Western sociological theoretical engagement with the juridical system engaging with thinkers like Marx, Weber, Durkheim, Bauman, Habermas, Foucault

Module 4: Colonial India and the Importance of Law in Nation-Building A nation-state emerging out of colonialism has a complicated relationship with law—reform and legacy go simultaneously. Constitution was a moment of ecstasy and at the same time that of exclusion. This module provides a brief insight into the colonial legacy before taking a turn to how law and lawyers played an important part in the making of our nation.

Module 5: Sociology/Anthropology of Law in India Among the social scientists, historians have always engaged with the colonial legal reform and economists have with independent India's financial policies and planning. Social anthropologists, more than sociologists, have time and again engaged with dispute resolution in 'tribal' communities. This module is an attempt to retrieve and illustrate the various issues that anthropologists and sociologists in India have discussed which can clearly be termed as law-society moments (more unintentionally than consciously) in Indian sociology. Matters relating to family, community, and environment have been some of the areas of engagement.

Module 6: Legal scholarship on the social

It is usually critiqued that the discipline of law does not converse with any other social sciences. One of the main reasons for it seems to be that law is understood and also transacted as a professional discipline rather than one which involves critical social scientific arguments. There are however notable exceptions within the Indian legal scholarship and this module is thus an attempt to do the reverse of the previous, thereby establishing the law-society scholarship interface in India. Some of the issues that legal scholars have engaged with are criminal laws, caste system and labour laws

Module 7: Legal Moments of Social Transformation The purpose of this module is to identify in post colonial India legal moments of major societal transformations—not always has the juridical been 'right', in fact it may have denied rights to its citizens in many of these moments. Rights also according to a certain critical discourse become a burden, and definitely paradoxical. The methodological purpose this module serves is to make a social science student be exposed to the different kinds of legal texts—

statutes, judgment, law commission reports, parliamentary debates. This inter alia means that she needs to critically engage with and interpret these texts realizing that there is always a history and a political economy context to any of these texts.

Module 8: 'Settlements' outside the court It is important to remember that before the coming of the colonial legal system, there were 'indigenous' methods of settling disputes. It is only with the inheritance of the three tier court system that *formal* court structures with lawyers and judges having specialized knowledge(s) became the only site of justice dispensation in public imagination. However, there have always been attempts to 'hear' people in quasi-judicial settings. These processes are not the least complicated—accommodating plural voices, hearing narratives of *wrong* perpetrated by the state machinery also bring to light questions of 'forced' re-conciliation as well as informal hierarchies. This module will take three sites of quasi-court negotiations—family courts, people's tribunals and truth commissions.

Assessment Details with weights:

Assessments

1. Court visits, diary entries and reflection on the court premises, profile of people who come to court, cases dealt with in the court. The diary reflections need to use articles from the course outline as well as focus on how difficult it is to do legal research. Through the semester make at least 5-6 court visits, focus on one aspect that you repeatedly 'see' in your visits and reflect on it as your research theme for this course. (40% weightage. Diary entries of each day court visit will have 10% weightage and the detailed socio-legal analysis of it 30%)
2. Analysis of a judgment or legislation or a human rights report. Historical background to this legal document, what kind of social movement(s) caused the making of the law, or was there social movement as a result of the juridical process? Discuss through the legal provisions and/or the judgment the philosophical/ideological basis of the legal. 30% weightage.
3. Law *in* literature assignment: This will be a group assignment where you will make groups of 3. You will read the (suggested) novel/play/short stories together and write the assignment discussing how is law/lawyer/the legal narrated in the work of fiction. The issues that the fiction addresses identify an actual legal judgment on the issue and compare how the *real* legal and the *representational* legal differ.

Reading List:

- 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>
- 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
- Bauman, Zygmunt Social Issues of Law and Order, *British Journal of Criminology* (2000) 40, pp 205-221
- Foucault, Michel *Discipline and Punish: The Birth of the Prison*, Vintage Books, New York (excerpts from Part 2 Punishment, Part 3 Punishment and Part 4 Prisons)

- Radhika Singha Settle, Mobilize, Verify: Identification Practices in Colonial India, *Studies in History*, 16, 2, (2000) Manto, Sadat Hasan The New Constitution (short story)
- Baxi, Upendra Justice as Emancipation: The Legacy of Babasaheb Ambedkar in Baxi, Upendra and Parikh, Bhikhu (ed.) Crisis and Change in Contemporary India, Sage Publications, New Delhi pp 122-149
- Uberoi, Patricia (1996) When is a marriage not a marriage? Sex, sacrament and contract in Hindu marriage in *Social Reform, Sexuality and the State* Sage Publications, New Delhi pp 319-346
- Baviskar, Amita Fate of the Forest: Conservation and Forest Rights Economic and Political Weekly, Vol. 29, No. 38 (Sep. 17, 1994), pp. 2493-2501, available online at <http://www.jstor.org/stable/4401788>
- Baxi, Upendra (1986) Towards a Sociology of Indian Law, Satvahan Publications, Delhi pp 45-65
- Sankaran, Kamala (2007) Labour Laws in South Asia: Need for an Inclusive Approach, International Institute of Labour Studies, ILO, available online at http://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_193516.pdf
- Brown, Wendy, 2000 Suffering Rights as Paradoxes, Constellations, Volume 7, No. 2, 230-241
- Srimati Basu (2015) Justice without Lawyers? Living the Family Court Experience in *The Trouble with Marriage: Feminists confront law and violence in India*, Orient Blackswan, Hyderabad pp 86-117

ADDITIONAL REFERENCE:

- Baxi, Upendra From Human Rights to the Right to be Human: Some Heresies, available online at <http://upendrabaxi.in/documents%5CFrom%20human%20rights%20to%20the%20right%20to%20be%20human%20some%20heresies.pdf>
- 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>
- Shah, A M (2014) Parameters of Family Policy in India in *The Writings of A M Shah: The Household and Family in India*. Orient Blackswan, New Delhi pp 438-449
- Das, Veena (1995) Communities as Political Actors: The Question of Cultural Rights in *Critical Events: An Anthropological Perspective on Contemporary India* OUP, New Delhi pp 84-117

- Mackinnon, Catherine (1987) *Feminism Unmodified: Discourses on Life and Law*, Harvard University Press pp 1-80

School Name

Ambedkar University Delhi

Course Outline

Time Slot- TBD

Course Code: SLS2SC202

Title: Science, Technology and Society

Type of Course: Elective

Cohort for which it is compulsory:

Cohort for which it is elective: MA Sociology (Open to MA students of all other disciplines)

No of Credits: 4

Semester and Year Offered: Winter 2012

Course Coordinator and Team: Dr. Bidhan Chandra Dash

Email of course coordinator: bidhan@aud.ac.in

Pre-requisites: NA

Aim Science and technology play important roles in our lives. However, understanding how science, technology, and society work together in shaping the world we inhabit is not easy. The attempt here is not only to disentangle the multiple relationships between science, technology, and society, but also to understand how human beings perceive, relate, receive and experience the world around them through scientific knowledge and technological artefacts. Instead of treating science and technology as a matter of impact and implementation, this course will introduce a ‘new sociology’ which assumes that scientific knowledge and technological artefacts are socially shaped, not just in their usage, but also in their design and technical content. Science and technology is contested and constructed by societies, collectivity and institutions. The course will debate, whether the production and consumption of scientific knowledge is the prerogative and proprietary of a privileged few, or else society, culture and lived experiences of people play a significant role in the process? Why do we happily retreat into the world of machines? Is the modern world so taxing that human beings sometimes prefer to reconstitute it through technology? This course will attempt to unravel the multiple ways in which science and technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society.

Objectives

- To introduce the students to the studies in science and technology and the foundational literature in the discipline of science and technology

- To reorient the students to the social dynamics of scientific innovations and the social aspect of technology
- To demystify the presented narrative of technology as a major force in social transformation.
- To introduce the students to the social shaping and construction of scientific knowledge and technology.
- To equip the students with major sociological debates on science and technology.

Course Outcomes:

On successful completion of this course students will be able to:

- Critically evaluate the narratives of technological change and scientific innovations.
- Understand the process of innovation and production of technology from a sociological perspective.
- Have a basic knowledge of the core literatures and empirical works in the area of science and technology.
- Have a nuanced understanding of society and technology interplay in bringing about change in society.
- Relate to the material production of technology with that of the social and cultural context.
- Develop an interdisciplinary understanding of science, scientific knowledge and technological production.
- Develop a comparative perspective to the studies of science and technology
- Make a clear cognate connection between protests and movements to social and political transformation.

Brief description of modules/ Main modules:

The course is divided into seven modules. The first two modules are theoretical approaches through which the students discuss and debate over various issues on science and technology that are flagged in the next five modules

Module-I: Science, Technology and Sociology of Knowledge

This module introduces the students to the field of Science and Technology Studies. We begin with the Popper and Kuhn debate and trace it back to the ideas of rationalization of the world propounded by Max Weber. The module ends with a reflection on the Frankfurt school critique of scientific knowledge.

Module-II: Constructivism and Actor-Network: Critique

This module introduces the students to the emerging perspective of social construction of technology and Actor-Network theory which has comprehensively questioned the commonsensical understanding of technology as a factor of impact and implementation.

Module -III: (Re)addressing Technology, Change and Resistance

This module interrogates the dominant narrative of change brought about by scientific progress and technological innovations. It brings back society into focus of study by looking at how scientific knowledge and technological innovations are products of specific conditions of society.

Module -IV: Media in Digital Age: Culture and Politics

This module discusses the central role of media (both mass and digital media) in the creation and construction of contemporary culture, economy and society. It looks at the politics in the age of digital media.

Module -V: Technoculture and Cultural Technologics

This module attempts to understand the emergence of technoculture that explains every aspect of social and cultural life in terms of technology and contrasts it with the increasing production of cultural technology that are created to control and manage contemporary society.

Module -VI: Science Fictions and Myth Making

This module aims at providing an understanding of fiction in production and dissemination of technology and the use of the same in the myth making process that impact the culture and politics of our society.

Module -VII: Almost Human: (Re)editing of Body and Cyborg

This module discusses the emerging social issues flagged with the innovations and the possibilities thereafter in the field of biotechnology.

Assessment Details with weights:

There will be 4 assessments in this course apart from the regular class participation

5. In class participation- 20%
6. Field Visits and assessment- 20%
7. Term Paper-30%
8. Class Test-30%

Reading List:

- Bloor, D. 1976. Knowledge and Social Imagery, Boston: Rutledge and Kagan Paul Ltd. Chapter-4
- Kuhn, T. S. 1970. *The Structure of Scientific Revolutions*. Chicago, IL: The University of Chicago Press.

- Habermas, J. 1971. 'Technology and Science as "Ideology"', in *Toward a Rational Society*. London: Heinemann.
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- Merton, R.K. 1938. Technology and Science in Seventeenth Century England, *Osiris*, Vol. 4, (pp. 360-396)
- Marcuse, H. 2002. *One Dimensional Man: Studies in the ideology of advanced Industrial Society*, Rutledge, New York. (Introduction and Part-I)
- Bijkar, W.E. et al. ed. 1993. *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, Massachusetts: MIT Press. Page: 9-83
- Oudshoorn, N. and Pinch, T. 2003. *How Users Matter: the Co-construction of Technology*, Massachusetts: MIT Press. Page: 1-29 and 67-80
- Bijkar, W.E. et al. ed. 1992. *Shaping Technology/Building Societies*, London, MIT, Page: 225-258
- Berry, D. 2014, *Critical Theory and the Digital*, London: Bloomsberry,
- 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.
- Brook J. and Boal, I. 1995. *Resisting the Virtual Life: the Culture and Politics of Information*, New York: CityLights.
- Kellner, D. 2003. Globalization, Technopolitics and Revolution. In *The Future of Revolution: Rethinking Radical Change in the Age of Globalization*, edited by John Foran, 180-194, New York: Zed Books Ltd.
- Nigroponte, N. 1995, *Being Digital*, London: Hodder and Stoughton.
- Castells, M eds, 2004, *Network Society: A Cross Cultural Perspective*, Northampton: Edward Elgar, Page No: 3-48 and 363-382,
- Boler, M. 2008, *Digital Media and Democracy: Tactics in Hard Times*, Massachusetts: MIT Press, Page: 31-52, 101-122.
- McLuhan, M. 1964, *Understanding Media: An Extension of Man*, London: Mac Graw-Hill, page numbers: 7-45, 81-97.
- Rajgopal, A, 2004, *Politics After Television: Hindu Nationalism and the Reshaping of Publics in India*, Cambridge: Cambridge University Press, Page No: 30-62, 151-210.
- Ravindran, G. 2009, *Moral Panics and Mobile Phones: The Cultural Politics of New Media Modernity in India*, in Erwin Alampay, 2009, eds, *Living the Information Society in Asia*, Singapore: Institute of Southeast Asian Research Studies, Page No: 93-108
- Waterman, P, 2005, *Between a Political-Institutional Past and a Communicational Networked-Future? Reflections on The Third World Social Forum 2003*, in De Jong, W. et al, eds, 2005, *Global Activism and Global Media*, London: Pluto Press, Page No: 68-83.
- 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.
- Law, J. 1991. *Sociology of Monsters: Essays on Power, Technology and Domination*, New York: Routledge.
- Abha Sur, 'Dispersed Radiance: Caste, Gender and Modern Science in India'
- Sanders, M.ed. 2008. *The Philosophy of Science Fiction Films*. Lexington: University of Kentucky Press.

- Weldes, J. 2003. To Seek Out New Worlds: Science Fiction and World Politics, New York: Palgrave, Macmillan. Page 1-30.
- Nanda, M. 2002. Breaking the Spell of Dharma, New Delhi: Three Essays Collective.
- Nandy, A. 1988. Science, Hegemony and Violence: A Requiem for Modernity, New York: United Nations University.
- Bjelic, D.I. 2003. Galileo's Pendulum: Science, Sexuality, and the Body-Instrument Link, New York: the State University of New York Press. Page No: 81-114
- Lavigne, C. 2013. Cyberpunk Women, Feminism and Science Fiction, London: McFarland and Company Inc. Page: 98-113. &145-160
- Turkle, S. 2008. The Inner History of Devices, Massachusetts: MIT Press.
- Wajcman, J. 1991. Feminism Confronts Technology, Pennsylvania: Pennsylvania State University Press.

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- Bauchspies, W.K, et al, ed. 2006. Science, Technology and Society: A Sociological Approach, Oxford: Blackwell Publishing.
- Fuller, S. 2006. Philosophy of Science and Technology Studies, New York: Routledge, Page: 12 to
- Sismondo, S. 2010. Introduction to Science and Technology Studies. Oxford: Wiley-Blackwell Publishing, Page: 12-22
- Bijkar, W.E. et al. ed. 1995. Of Bicycles, Backlights and Bulbs: Towards a Theory of Sociotechnical change, Massachusetts: MIT.
- 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,
- Melzer, P. 2006. Alien Constructions: Science Fiction and Feminist Thought, Austin: University of Texas Press. Page: 149-178.
- Lavigne, C. 2013. Cyberpunk Women, Feminism and Science Fiction, London: McFarland and Comp, any Inc. Page: 114-130.
- Cavallaro, D. 2000. Cyberpunk and Cyberculture, London: Athlone Press, Page: 72-126
- Kleinman, D. L. 2005. Science and Technology in Society: From Biotechnology to the Internet, Oxford: Blackwell

School Name
School of Liberal Studies
Ambedkar University Delhi

Course Outline

Time Slot- 4 Hours in a week

| | |
|---|--|
| Course Code: | SLS2SC006 |
| Title: | Culture Health and Systems of Healing |
| Type of Course: | Elective |
| Cohort for which it is compulsory: | MA Sociology Programme |
| Cohort for which it is elective: | Other MA Programmes |
| No of Credits: | 4 Credits |
| Semester and Year Offered: | 3 rd Semester Monsoon Semester 2013 |
| Course Coordinator and Team: | Dr Urfat Anjem Mir |
| Email of course coordinator: | urfat@aud.ac.in |
| Pre-requisites: | NA |

Aim:

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.

Course Outcomes:

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

- Know the definition of health and explain the various physical and social determinants of health.
- Critically analyse the different systems of healing and recognize the distinction between disease and illness.
- Explain the role of culture in shaping health outcomes and experiences and gain an understating of medical anthropological perspective of studying heath.
- Understand the relationship between social position and distribution of Diseases/ health problems through a critical lens to appreciate the link between health disparity and social inequalities.
- Write clear, well-formulated, analytic essay on health practices and problems

Brief description of modules/ Main modules:

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.

Main Modules

| Modules | Topics |
|---------|--|
| 1 | What is health? Conceptions of Disease and illness, Health and quality of life Embodying health Cultural definitions of anatomy and physiology |
| 2 | Theoretical Perspectives Medical ecological theory Cultural interpretive theory Critical medical anthropology |
| 3 | Medical Systems and Health Care Pluralism Ethnomedicine Ethnopsychiatry Ethnopharmacology Biomedicine as a system of medicine Health care pluralism; Complementary and alternative medicines (CAM) |
| 4 | Nutrition and Health Cultural classification of food Food as medicine Dietary changes and disease |
| 4 | Pain and Culture Private and public pain Social dimensions of pain |
| 5 | Health issues in Human populations Health and environment Gender cultures and health Contemporary issues in health |
| 6. | Health disparity and Social inequality Health and social disparity cross culturally Health praxis and the struggle for a healthy world Health and human rights Public policy and health care |

Assessment Details with weights:

5. Assignment 1: Take home Assignment on understanding the meaning of health, health belief and practices in daily life. **25 % Weightage**
6. Second Assignment on writing an essay on Medical Pluralism in Indian context **25 % weightage**
7. Third Assignment: A small study on any topic of learner's interest in which the learners are expected to study dietary and hygiene practices in relation to health of any community / people in neighbourhood. **25% Weightage**
8. Last assignment: A reflection paper based on learners reading of an ethnographic study on health to present a thoughtful analysis of health issues of communities with a focus on health disparity and social inequality. The purpose of this assignment is to make the learners read latest articles on these topics and critically comment on the nature and characteristics of the Health issues and the health disparity prevailing in India and suggest measures for improving health. **25 Weightage**

Reading List:

32. Cecil Helman (2007 edition). *Culture , Health and Illness* Hodder Arnold : A Member of the Hodder Headline Group and Oxford: Butterworth Heinmann (selected chapters)
33. Baer, Hans, A., Merrill, Singer, and Ida Susser. 2003. *Medical Anthropology and the World System*. Westport, Connecticut: Praeger.
34. Cant, Sarah, and Ursula. 1999. *A New Medical Pluralism: Alternative Medicine, Doctors, Patients and the State*. London and New York: Routledge.
35. Farmer, Paul. 2005. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press.
36. Mcelroy, Ann, and Patricia, A., Townsend. 2009 (eds). *Medical Anthropology in Ecological Perspective*. USA: Westview Press
37. Sargent, Carolyn, F., and Thomas, M. Johnson (eds). 1996. *Medical Anthropology: Contemporary Theory and Method*. Westport, Connecticut: Praeger
38. Singer, Merrill, and Hans Baer. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Plymouth, UK: AltaMira Press.
39. Womack, Mari. 2010. *The Anthropology of Health and Healing*. Plymouth, UK: AltaMira Press.
40. Marmot, M. 2011. Global Action on Social Determinants of Health. *Bulletin of the World Health Organization* 89:702.

Additional Readings:

- Rudolf Virchow: a) biography page from Harvard's *Contagion: Historical Views of Disease and Epidemics*, at: <http://ocp.hul.harvard.edu/contagion/virchow.html> and b) RMA "The Charity Physician".

- Farmer, Paul. 2003. Chapter 1 “On Suffering and Structural Violence” (pp.29-50) and
- Chapter 6 “Listening for Prophetic Voices: A Critique of Market-Based Medicine” (pp. 160-178) From: *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley and Los Angeles: UC Press.
- Krech, Rüdiger. 2011. Social determinants of health: practical solutions to deal with a well recognized issue. *Bulletin of the World Health Organization* 89:703.
- Kleinman, Arthur. 1988. Chapter 1 “The Meaning of Symptoms and Disorders” (pp.3-30). From: *The Illness Narratives: Suffering, Health & the Human Condition*. New York: Basic Books.
- Garrett, Laurie. 2007. The Challenge of Global Health. *Foreign Affairs* 86(1): 14-38.

School Name
Ambedkar University Delhi
Course Outline

Time Slot- _____TBD_____

Course Code: SLS2SC210

Title: Transnational Feminisms

Type of Course: Elective

Cohort for which it is compulsory: NA

Cohort for which it is elective: 2nd and 4th semesters

No of Credits: 4

Semester and Year Offered: 2nd and 4th semesters. Winter Semester

Course Coordinator and Team: Dr. Niharika Banerjea

Email of course coordinator: niharikab@aud.ac.in

Pre-requisites: None

Aim:

This course will introduce students to select theories, practices and research around transnational feminisms. The key attempt is to understand the desire, need and practice for and of cross-border research and activism. The course operates with the term cross-border as both a geographical category as well as a term to indicate differences across gender, sex, caste, class, race, religion within national territories. Together, we will discuss the historical as well the contemporary contexts within which scholars, activists and scholar-activists understand, critique and act upon inequalities around gender and sexuality as they are produced through intersecting inequalities around class, race, caste, nation and religion. Along the way, we will also look at the practices, possibilities and challenges surrounding cross-border solidarities and alliances.

Course Outcomes:

1. Students will have developed a critical awareness about the question of difference and collaboration.
2. Students will be able to situate intersecting inequalities around gender, sexuality, race, class, caste, religion within critiques of colonialism, global capitalism, nationalism.
3. Students will be able to link between social justice concerns and cross-border alliances.

Brief description of modules/ Main modules:**Module 1: A brief about feminisms and sociology**

This module aims to understand some key concerns in feminist scholarship and activism, especially in and around the context of India. Along the way, we will note how feminism emerges as a response to the particularities of universalizing discourses embedded in imperial and post-colonial states and communities, as well as explore the links between transnational feminism and sociology.

Module 2: 'Global sisterhood' and its critique

This module undertakes a brief overview of international/global feminisms and liberal feminisms and arrives at a critique of that through the writings of women of color academic-activists in the United States. Such critique emerges from within the institutional spaces of the academia and the collective spaces of grassroots movements to question the silences of the 'global sisterhood' discourse.

Module 3: When are feminisms transnational or when is a feminist response transnational?

The contested nature of 'transnational' is elaborated in this module. A range of writings is engaged with to understand how the transnational emerges through imperatives to understand the differential effects of scattered colonialisms, neoliberalisms and homonationalisms. Contexts across the United States and India (among others) are engaged with in an attempt to (dis)locate hegemonic narratives.

Module 4: Transnational feminist organizing, navigations, and movements

This module discusses examples of feminist organizing to understand how collectives respond to the effects of colonialisms, neoliberalisms and homonationalisms across contexts, and engage with differential locations in the process.

Module 5: Transnational feminist collaboration and praxis

Collaborations across academic and activist spaces, including their methodological premises and challenges are discussed in this module. The selected texts help understand how one can 'do' transnational research that is more than reflexive research.

Assessment Details with weights:

- In-class participation = 20%
- Group presentation = 20%
- Review paper = 30%
- Term paper = 30%

Reading List:

- Patil, Vrushali. 2011. "Transnational Feminism in Sociology: Articulations, Agendas, Debates." *Sociology Compass* 5/7: 540-550.
- Menon, Nivedita. 2009. "Sexuality, Caste, Governmentality: Contests over "Gender" in India." *Feminist Review* 91: 94-112.
- Chatterjee, Angana P. 2012. "Witnessing as Feminist Intervention in India-Administered Kashmir." Ania Loomba and Ritty A. Lukose eds. *South Asian Feminisms*. Zubaan: New Delhi: 181-201.
- Sen, Rukmini. 2014. "Mapping Women's Activism in India." *Resistances, reforms and (re)-creation.* Routledge Handbook of Gender in South Asia. Routledge: London and New York: 333-346.
- Morgan, Robin. 1996. "Introduction: Planetary Feminism: The Politics of the 21st Century." Robin Morgan ed. *Sisterhood is Global: The International Women's Movement Anthology*. New York: The Feminist Press: 1-37.
- Audre Lorde. 1984. "Age, Race, Class and Sex: Women Redefining Difference." *Sister Outsider*. Berkeley: Crossing Press: 114-123.
- Grewal, Inderpal & Caren Kaplan. 1994. "Introduction." Inderpal Grewal and Caren Kaplan ed. *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*: 1-36.
- Alexander, M. Jacqui and Chandra Talpade Mohanty. 1997. "Introduction: Genalogies, Legacies, Movements." M. Jacqui Alexander and Chandra Talpade Mohanty eds. *Feminist Genalogies, Colonial Legacies, Democratic Futures*. New York: Routledge: xiii-xliii.
- Mohanty, Chandra Talpade. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press: 51-80.
- Narayan, Uma. 1997. "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture': Thinking about Dowry-Murders in India and Domestic-Violence Murders in the US." *Dislocating Cultures: Identities, Traditions, and Third World Feminism*. New York: Routledge: 81-118.
- Puar, Jasbir. 2007. "Preface", "Introduction: Homonationalism and Biopolitics" and "Conclusion" in *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press: ix-xxviii; 1-36 and 204-222.
- Banerjea, Niharika and Debanuj Dasgupta. 2013. "States of Desire: Homonationalism and LGBT Activism in India." *Sanhati*, June 6 2013 <http://sanhati.com/articles/7185/>
- Puar, Jasbir. 2017. "Preface," and "Introduction: The Cost of Getting Better" in *The Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press: x-xxiv and 1-31.

- Naples, Nancy. 2002. "Changing the Terms Community Activism, Globalization and the Dilemmas of Transnational Feminist Praxis". Nancy Naples and Manisha Desai ed. *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*. New York and London: Routledge: 3-14.
- Mohanty, Chandra Talpade. 2006. "Sisterhood, Coalition, and the Politics of Experience" and "Women Workers and the Politics of Solidarity." *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. New Delhi: Zubaan: 106-23 and 139-168.
- Deo, Nandini. 2012. "Indian Women Activists and Transnational Feminism over the Twentieth Century." *Journal of Women's History*. 24(4): 149-174.
- Mahanta, Upasana. 2012. "Transnational Activism and Dalit Women's Movement in India." Hedi Moksnes and Mia Melin eds. *Global Civil Society: Shifting Powers in a Shifting World*. Uppsala: Uppsala University Press: 140-148.
- Halim Chowdhury, Elora. 2015. "From Dhaka to Cincinnati: Charting Transnational Narratives of Trauma, Victimization, and Survival." In *Contesting Feminisms: Gender and Islam in Asia*. Ed. by Huma Ahmed Ghosh. Albany: SUNY Press: 207-225.
- Carty, Linda E. and Chandra Talpade Mohanty. 2015. "Mapping Transnational Feminist Engagements: Neoliberalism and the Politics of Solidarity." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 99-132.
- Kazi, Seema. 2015. "South Asia's Gendered "Wars on Terror." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 668-696.
- Shah, Svati P. 2012. "Sex workers' rights and women's movements in India: A Very Brief Genealogy." Srila Roy ed. *New South Asian Feminisms*. London, New York: Zed Books: 27-43
- Chakravarty, Debjani. 2015. "On Being and Providing "Data"": Politics of Transnational Feminist Collaboration and Academic Division of Labour. *Frontiers: A Journal of Women Studies*, Volume 36.3, winter 2015.
- Sangtin Writers and Richa Nagar. 2006. "Introduction", "The Beginnings of a Collective Journey", "Challenges of NGOization and Dreams of Sangtin" and "Postscript: NGOs, Global Feminisms, and Collaborative Border Crossings". *Playing with Fire: Feminist Thought and Activism through Seven Lives in India*. Minneapolis: University of Minnesota Press: XXI-XXLVII, 3-14, 110-155.
- Bacchetta, Paola and Marcelle Maese-Cohen. 2010. "Decolonial Praxis: Enabling Intranational and Queer Coalition Building." *Qui Parle: Critical Humanities and Social Sciences*. 18(2): 147-192.
- Browne, Kath, Niharika Banerjea, et.al. 2017. *Towards Transnational Feminist Queer Methodologies, Gender, Place & Culture*, 24:10, 1376-1397.

- Amrita Chhachhi and Sunila Abeysekera. 2015. "Forging a New Political Imaginary: Transnational Southasian Feminisms" in Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 553-577.

ADDITIONAL REFERENCE:

- Chandra, Meghna. 2016. "Freedom to Dissent: From Delhi to Ferguson." The Hampton Institute. <http://www.hamptoninstitute.org/from-delhi-to-ferguson.html#.XDhfTy2B3FQ>
- Dhrobo Jyoti. 2017. "Being a Queer Dalit and the Assertion of Dalit Identities in Pride Marches." *Feminism in India*. <https://feminisminindia.com/2017/06/22/queer-dalit-assertion-pride-marches/>
- Ramgopal, Ankita. 2018. "Gender Neutral Rape Laws: What About the Transgenders." The Leaflet. <https://theleaflet.in/editorspic/gender-neutral-rape-laws-what-about-the-transgenders/>
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- Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs: Journal of Women in Culture and Society* 2(2): 499-535.
- John, Mary E. edited. 2008. *Women's Studies in India: A Reader*. New Delhi: Penguin. Section on Caste and Tribe: 442-491.
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- John, Mary E. 2015. "Intersectionality: Rejection or Critical Dialogue." *Economic and Political Weekly*. L(33): 72-76.
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- Moghadam, Valentine. 2015. "Transnational Feminist Activism and Movement Building." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 53-81.
- Grewal, Inderpal. 2005. "'Women's Rights as Human Rights': The Transnational Production of Global Feminist Subjects." *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Durham: Duke University Press. 121-157.
- Nagar, Richa and Amanda Lock Swarr. 2010. "Theorizing Transnational Feminist Praxis." *Critical Transnational Feminist Praxis*. Minneapolis: University of Minnesota Press: 1-22.
- Alexander, M. Jacqui and Chandra Talpade Mohanty. 2010. "Cartographies of Knowledge and Power: Transnational Feminism as Radical Praxis." *Critical Transnational Feminist Praxis*. Minneapolis: University of Minnesota Press: 23-45.

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS2SC212

Title: Sociology of Work and Health

Type of Course: elective

Cohort for which it is compulsory: NA

Cohort for which it is elective: MA 2nd Semester (open to students outside Sociology)

No of Credits: 4

Semester and Year Offered: 2nd Semester (Winter Semester 2017)

Course Coordinator and Team: Dr. Rinju Rasaily

Email of course coordinator: rinju@aud.ac.in

Pre-requisites: NA

Aim: The aim of this course is to engage students in understanding the key perspectives around work and health using a sociological lens. It seeks to focus upon the changing perspectives around work and health particularly in contemporary India. Although there are varied perspectives on Sociology of work the dimensions of understanding the interlinkages between work and health will be the distinctive area of investigation. The pedagogical engagement and assessment of students will be carried out through active class participation based on the readings as well as field visit/s to either factories/ sites of organising workers. The latter would empirically provide them insights and enable them to raise questions of sociological relevance.

Course Outcomes:

1. With a public health perspective, students will be able to perceive 'health' as a crucial sociological indicator.
2. Fieldwork as an assessment component would empirically provide students insights and enable them to raise questions of sociological relevance linking with readings and lectures.

3. This course should enable the students to reflect and think upon everyday life situations of those engaged in various forms of work activities and its associated precariousness to health along the fractured lines of marginalities of caste, class and gender.

Brief description of modules/ Main modules:

Unit 1: Basic Concepts and Methodological Issues on Work and Health

This unit underlines the basic concepts around work and health by examining the elements of conditions at work, the meaning of workplace; health, disease, illness and injury and hazards at workplace. The key methodological issues used in the understanding and key determinants of health are introduced in this unit. This would provide clarity on the various methodologies that can be adapted in the understanding of health issues at work.

1. Basic concepts
 - a. Work/Workplace
 - b. Conditions at work
 - c. Health, illness and disease
 - d. Injury and Hazards at workplace
 - e. Gender and health

2. Methodological perspectives on Work and Health

Unit 2: Perspectives on Work and Health I

Public Health, Workplace Health and Safety and Epidemiological Perspectives

This unit on Perspectives on Work and Health unit begin with a historical overview on industrialisation process and its aftermath with respect to conditions at work and health in Great Britain then linking the colonial/administrative measures taken in India. Three key perspectives are used in understanding health - the public health perspective, the workplace health perspective and the epidemiological perspective. Through select readings on these approaches the sociological dimensions at work particularly in the changed context towards flexible specialisation and work informality in the present context is addressed.

1. Public Health
2. Workplace wellbeing and workplace safety
3. Epidemiology

Unit 3: Perspectives on Health II

1. Ecology
2. Socio-cultural aspects to health

Socio-cultural and Ecological perspectives

This unit addresses on two other perspectives on health – the socio-cultural and the ecological through the discipline of medical anthropology and human ecology. How community/society responds to and addresses to questions around health and ecology are examined through select readings in this module thereby enabling students to get a understanding around the interface between socio-cultural and ecological domains and health.

Unit 4: Organisation of Work and Informality in contemporary India

This unit seeks to reiterate the need to understand how certain nuanced factors, for instance informality of work in contemporary India gets juxtaposed in prioritising health needs. Importantly, with flexibilisation of work in a post-globalised era leads to negative health outcomes. Using both qualitative and quantitative insights this unit draws associations with precariousness of work, work organisation and health outcomes.

1. Informality and precariousness
2. New forms of work organisation
3. Flexible work and health

Unit 5: Changing forms of Industrial Relations and collective bargaining

This unit on industrial relations draws attention to the sociological and anthropological studies around industrial labour across sectors. It also brings forth the changes in the nature of collective bargaining processes in contemporary India.

1. Industry and labour
2. Understanding industrial relations
3. Shifts in forms of collective bargaining

Unit 6: Regulatory Framework and Policy Building

This last unit on regulation framework and policy building, caters to examining the regulatory frameworks that particularly exist for the organised as well as the unorganised sectors with respect to conditions at work and health. By examining various policy documents and the critiques around it,

the course also gets enriched with understanding the key findings from macro data from sources such as the National Sample Survey Organisation.

1. Labour legislations: an overview
2. Understanding reforms and its health implications

Assessment Details with weights:

| | |
|--|-----------------------------------|
| 5. Attendance and In-class participation | 25% |
| 6. Field visit (group assignment) | 20% (2 nd week March)* |
| 7. Group Presentations | 20% (3 rd week March) |
| 8. End-Term paper | 35% (2 nd week April) |

* Field visit will be arranged by the Course Coordinator

Reading List:

1. Antunes, Ricardo. 2013. *The Meanings of Work: Essays on the Affirmation and Negation of Work* (Historical Materialism Book Series). Netherlands: Brill.
2. Baum, Frances. 1995. *Researching Public Health: Behind the Qualitative – Quantitative Methodological Debate*, *Social Science and Medicine*, Vol 40 (4), pp 459-468
3. Park, K. 1995. *Park's Textbook of Preventive and Social Medicine*, 14th Edition, Banarsidas Bhanot Publishers, Jabalpur, pp 11-22.
4. Ravindran, T.K. Sundari. 1992. *Engendering Health*, *Seminar* 396, 21-25.
5. Wilkinson, Carol. 2001. *Fundamentals of Health at Work, The Social Dimension*, London, Taylor & Francis, London, Chapter 1.
6. Engels, Frederick. 1845. *The Condition of the Working Class in England*, Progress Publishers, Moscow, 41-62.
7. Leigh, J. et al. 1999. *Global Burden of Disease and Injury due to Occupational Factors*, *Epidemiology*, September, Vol 10 (5), 626-631.
8. Navarro Vicente and Leiyu Shi. 2001. *The political context of social inequalities and health*, *Social Science and Medicine*, Vol 52, pp 481-491.
9. Nichols, Theo. 1987. *The Sociology of Industrial Injury*, Mansell Publishing Ltd, London, Chapter 5, pp 81-120.
10. Qadeer, I. and Dunu Roy. 1989. *Work, Wealth and Health: Sociology of Workers' Health in India*, *Social Scientist*, Vol 17 (5/6), May-June, 45-92.
11. Ostlin Piroaska. 2002. *Examining Work and its effects on Health* in Gita Sen et al (Ed.): *Engendering International Health The Challenge of Equity*, MIT Press, Cambridge, Massachusetts, 63-81.
12. Akram, Mohammad. 2014. *Sociology of Health*. Jaipur: Rawat.
13. Benton, T. 2003. *Ecology, Health and Society: Red-green perspectives* in Williams, S.J., Lynda, B, & Gillian, A.B. *Debating Biology: Sociological reflections on Health, Medicine and Society*. Routledge (pp.283-297)

14. Sujatha, V. 2014. *Sociology of Health and Medicine: New Perspectives*. New Delhi: Oxford University Press, Delhi.
15. Benach, J. Et.al. 2002. The consequences of flexible work for health? Are we looking at the right place? *Journal of Epidemiology and Community Health*, Vol 56, Issue 6, pp 405-406.
16. Breman, Jan. 1996. *Footloose Labour: Working in India's Informal Economy*. New York: Cambridge University Press.
17. Neethi, P. 2009. *Globalisation Lived Locally: New forms of control, conflict and response among labour in Kerala, examined through a labour geography lens*, Working Paper, Centre for Development Studies, Trivandrum.
18. Week, Kathi. 2011. *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries* (A John Hope Franklin Center Book) Paperback: Duke University Press.
19. Ahn, P.S. and Ahn, Y. 2012. 'Organising Experiences and Experiments among Indian Trade Unions: Concepts, Processes and Showcases', *The Indian Journal of Labour Economics*, 5(4): 573–593.
20. Bhattacharya, Sabyasachi & Rana P. Behal (eds.) 2016. *The Vernacularization of Labour Politics*. New Delhi: Tulika.
21. Bhowmik (2012): *Industry, Labour and Society*, Orient Blackswan, Delhi.
22. Das A. and R. Agarwal (eds). 2000. *Down and Out: Labouring under Global Capitalism*. New Delhi: OUP.
23. George, S.(2007): *Unionisation and Collective Bargaining in India: Contextualising the Disciplining of Labour Space in the Flexibility Regime*, *Labour File*, Vol 5, Nos 1 &2
24. Kling, B.B. (1998): *Paternalism in Indian Labor: The Tata Iron and Steel Company of Jamshedpur*, *International Labour and Working Class History*, 53, pp 69-87
25. Sen, Sukomoal (2013): *Working Class of India, History of Emergence and Movement 1830-2010*, Prajasakti Book House, Hyderabad, pp 31-50
26. Sundar, K. R. S. 2015. 'Industrial Conflict in India in the Post reform Period: Who Said All Is Quiet on the Industrial Front?', *Economic and Political Weekly*, 50(3): 43–53.
27. Acharya, Binoy (undated): *Occupational Health and Safety in India: Legislations Inadequate*, Society for Participatory Research in India, New Delhi
28. Banerji Debabar. (2014): *Political accountability for Outbreaks of Communicable diseases*. *Economic and Political Weekly*, Vol 29 (13), 29 March 2014, pp 13-15.
29. Ghosh, Piyali an.d Shefali Nandan. 2017. *Industrial Relations and Labour Laws*. New Delhi: McGraw Hill Education.
30. Roychowdhury Anamitra. 2015. *Recent changes in labour laws and their implications for the working class*, Sanhati, January 13, 2015(<http://sanhati.com/excerpted/12592/>)
31. Shiva Kumar, A. K. et.al. 2010. *Inequities in Access to Health Services in India*, *Economic and Political Weekly*, Vol 45 (38) pp 49-58

ADDITIONAL REFERENCE:

1. George, Sobin and Shalini Sinha Eds. 2017. *Redefined Labour Spaces: Organising Workers in Post-Liberalised India*. Routledge.
2. Upadhyaya, Carol. 2016. *Reengineering India: Work, Capital, and Class in an Offshore Economy*. New Delhi: Oxford University Press.
3. Day, Arla. et al. (eds.) 2014. *Workplace Well-being: How to Build Psychologically Healthy Workplaces*. UK: Wiley-Blackwell.
4. Banerji D. 2005. Politics of rural health in India, *Indian Journal of Public Health* Vol 49 (3), pp 113-122.
5. Giddens A. 1971. *Capitalism and Modern Social theory*, Cambridge University Press, chapter 4, pp 46-66
6. McElroy, A., & Townsend, P.K. 2009. *Medical Anthropology in an Ecological Perspectives*. West View Press, Chapters 1, 4 & 9
7. Agarwala, R. 2013. *Informal Labour, Formal Politics and Dignified Discontent in India*. New Delhi: Cambridge University Press.
8. Holmstrom, Mark. 1984. *Industry and Inequality. The Social Anthropology of Indian Labour*, Cambridge University Press, Cambridge in association with Orient Longman.
9. NCEUS. 2009. *The Challenge of Employment in India: an Informal Economy Perspective*, New Delhi: National Commission for Enterprises in the Unorganised Sector, http://dcmsme.gov.in/The_Challenge_of_Employment_in_India.pdf (accessed on 19 April 2015).
10. Breman, Jan. 2012. *Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy*. New Delhi: OUP.
11. Datt, Ruddar, (ed). 1997. *Organising the Unorganized Workers*. New Delhi: Vikas Publishing House.
12. Davala, Sarath.1994. *The Unprotected Labour*. New Delhi: Friedrich Ebert.
13. Seminar. 2003. *Footloose Labour: A symposium on livelihood struggles of the informal workforce*. No. 531, November.
14. NSSO Report (2014): *Key Indicators of Social Consumption in India- Health, NSS 71st Round (Jan- June 2014)*, Ministry of Statistics and Programme Implementation, GOI.
15. Website of the Ministry of Health and Family Welfare for policy documents. (www.mohfw.nic.in)

School Name

Ambedkar University Delhi

Course Outline

Time Slot- TBD

Course Code: SLS2SC215

Title: Capital, Value and Infrastructure

Type of Course: Elective

Cohort for which it is compulsory: NA

Cohort for which it is elective: MA 2nd Semester; MA 4th Semester

No of Credits: 4

Semester and Year Offered: Winter 2019

Course Coordinator and Team: Dr. Preeti Sampat

Email of course coordinator: psampat@aud.ac.in

Pre-requisites: NA

Aim: This course explores the relations of capital, value and infrastructure theoretically and empirically by bringing infrastructure studies in relation with the analysis of capital and value. Where does value originate? How do capitalist relations give rise to value? What is the role of infrastructure in the accumulation and circulation of surplus value, or capitalist development? Building on classical analyses of capitalism, the readings will develop a comprehensive understanding of the capitalist production of space and society through infrastructure development. While emphasising the plurality of approaches in infrastructure studies, the course will equip students to analyse hegemonic infra-structures of capital.

Objectives

1. To equip students with a foundational knowledge of the key theoretical, conceptual and empirical materials that connect capitalist relations, value creation and infrastructure development historically, and in contemporary times.
2. To introduce students to the emergent field of infrastructure studies and the plurality of approaches it encompasses.
3. To expose students to a diverse range of disciplinary approaches, empirical contexts and methodological tools through readings, lectures and project work.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key theorists and terms in Infrastructure Studies
2. Demonstrate knowledge of key texts and topics related to studies of capital, value and infrastructure
3. Apply academic arguments and knowledge to field settings and incorporate empirical materials in academic discussions.
4. Apply research skills to source materials for class presentations, assessments and papers.

Brief description of modules/ Main modules:

This course is structured over five modules that cover a range of theoretical and empirical materials. The course also involves a field visit to an infrastructure development site.

Module 1: Thinking About Infrastructure

This module maps the epistemological and ontological premises of infrastructure studies as an emerging field of investigation.

Module 2: Capital and Value in Relation

This module develops the foundational theoretical and conceptual linkages between capital, value and accumulation.

Module 3: Capital and Value in Circulation

This module analyzes particular infrastructure projects historically across the globe, in relation to diverse state and policy orientations and introduces students to an array of methodological approaches.

Module 4: Fieldtrip to an Infrastructural Location

As a field-based study, this module exposes students to a particular infrastructural setting and the historical, social, political and economic relations around it. In Winter 2019 for instance, a two-day field trip to the Mahindra World City Jaipur was undertaken and entailed meeting concerned officials, developers, industry representatives, farmers and other local residents around the Mahindra World City Jaipur Special Economic Zone.

Module 5: Everyday Lives of Infrastructure

This is a student-driven module that equips students to grapple with the everyday lives of infrastructure through case studies for group work and individual research. Students are divided into groups for project work along pre-selected themes. They identify reading materials in consultation with the course instructor and develop a group presentation on the chosen theme. Each student further develops an individual term paper based in a related area that engages course readings and additional materials, in consultation with the instructor.

Assessment Details with weights:

1. Attendance and In-class participation 25%

- | | |
|--------------------------------|-----------------------------------|
| 2. Field visit assessment | 20% (3 rd week March)* |
| 3. Group Project Presentations | 20% (1 st week April) |
| 4. End-Term paper | 35% (3 rd week April) |

* Field visit will be arranged by the Course Coordinator

Reading List:

1. Carse, Ashley. 2016. "Keyword: Infrastructure— How a Humble French Engineering Term Shaped the Modern World." In *Infrastructures and Social Complexity: A Routledge Companion*. Penny Harvey, Casper Bruun Jensen, and Atsuro Morita, eds. London and New York: Routledge.
2. Mcfarlane, C. and S. Graham. 2014. *Infrastructural Lives*. New York: Routledge. (Selection)
3. Larkin, B. 2013. 'The Politics and Poetics of Infrastructure.' *Annual Review of Anthropology*. 42: 327-343.
4. Nolte, A. 2016. 'Political infrastructure and the politics of infrastructure.' *City*. 20(3): 441-454.
5. Wilson, A. 2016. 'The Infrastructure of Intimacy.' *Signs: Journal of Women in Culture and Society*. 41(2).
6. Howe, C., J. Lockrem, H. Appel et. al. 2015. 'Paradoxical Infrastructures: Ruins, Retrofit, and Risk.' *Science, Technology, & Human Values*. 1-19.
7. Simone, A. M. 2004. 'People as Infrastructure: Intersecting Fragments in Johannesburg.' *Public Culture*. 16(3): 407-29.
8. Marx, K. 1990 [1894]. *Capital Vol. I*. London: Penguin. (Selections)
9. Marx, K. 1993. *Grundrisse*. London: Penguin. (Selections)
10. Lefebvre, H. 2003 [1970]. *The Urban Revolution*. Minneapolis: University of Minnesota. (Selections)
11. Harvey, D. 1982. *The Limits to Capital*. New York: Verso. (Selections)
12. Smith, Neil. 1984. *Uneven Development: Nature, Capital and the Production of Space*. Athens: The U. of Georgia Press.
13. Gidwani, V. 2008. *Capital, Interrupted: Agrarian Development and the Politics of Work in India*. Minneapolis: University of Minnesota Press. (Selections)
14. Gilmore, R.W. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California.
15. Coronil, F. Coronil, F. 1997. *The Magical State: Nature, Money, and Modernity in Venezuela*. Chicago: The University of Chicago Press. (Selection)
16. Mitchell, T. 2001. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press. (Selection)
17. Gidwani, V. 2008. *Capital, Interrupted: Agrarian Development and the Politics of Work in India*. Minneapolis: University of Minnesota Press. (Selection)
18. Cross, J. 2014. *Dream Zones: Anticipating Capitalism and Development in India*. London: Pluto Press. (Selection)

19. Day, A. and M. Schneider. 2017. 'The end of alternatives? Capitalist transformation, rural activism and the politics of possibility in China.' *The Journal of Peasant Studies*. DOI: 10.1080/03066150.2017.1386179
20. Searle, L. G. 2016. *Landscapes of Accumulation: Real Estate and the Neoliberal Imagination in Contemporary India*. Chicago: University of Chicago Press. (Selection)
21. Levien, M. 2018. *Dispossession Without Development: Land Grabs in Neoliberal India*. New York: Oxford University Press. (Selections)
22. Sampat, P. 2017. 'Infrastructures of Growth, Corridors of Power: The Making of the Special Economic Zones Act 2005.' *Political Economy of Contemporary India*. In Motiram, S. and R. Nagaraj (eds.). Cambridge: Cambridge University Press.
23. Jenkins, R., L. Kennedy and P. Mukhopadhyay. 2014. *Power Policy and Protest: The Politics of India's Special Economic Zones*. New Delhi: Oxford University Press. (Selections)

ADDITIONAL REFERENCE:

1. Harvey, D. 2001. *Spaces of Capital: Towards a Critical Geography*. New York: Routledge.(Selection)
2. Schnitzler, A. 2013. 'Traveling Technologies: Infrastructure, Ethical Regimes, and the Materiality of Politics in South Africa.' *Cultural Anthropology*. 28(4): 670–693.
3. Chakravorty, S. 2013. *The Price of Land: Acquisition Conflict Consequence*. New Delhi: Oxford University Press. (Selections)
4. Large Dams
 - Nilsen, Alf. 2010. *Dispossession and Resistance in India: The River and the Rage*. New York: Routledge.
 - Baviskar, A. 1995. In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. New Delhi: Oxford University Press.
5. Urban Water Supply
 - Björkman, L. 2015. *Pipe Politics, Contested Waters: Embedded Infrastructures of Millennial Mumbai*. Durham: Duke University Press. (Selection)
 - Anand, N. 2017. *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*. Durham: Duke University Press. (Selection)
6. Energy
 - Chatterjee, E. 2014. 'Power hungry: the state and the troubled transition in Indian electricity.' In Harriss-White B. and J. Heyer (eds.). *Indian Capitalism in Development*. New Delhi: Routledge.
 - Mishra A, G. Sarangi and S. Wadehra. 2016. 'Off-grid Energy Development in India.' *Economic and Political Weekly*. 51(22): 105-14.
7. Urbanisation
 - Sampat, P. 2016. 'Dholera: The Emperor's New City.' *Economic and Political Weekly*.

- Ghertner, A. 2015. *Rule By Aesthetics: World-Class City Making in Delhi*. New York: OUP. (Selection)

8. Housing

- Kundu, A. and A. Kumar. 'Housing for the Urban Poor?' *Economic and Political Weekly*. 52(52): 105-10.
- Kumar, A. 2016. 'India's Residential Rental Housing.' *Economic and Political Weekly*. 51(24): : 112-20.

9. Biometrics

- Khara, R. 2013. 'A 'Cost-Benefit' Analysis of UID.' *Economic and Political Weekly*. 48(5): 13-5.
- Rao, U. 2013. 'Biometric Marginality: UID and the Shaping of Homeless Identities in the City.' *Economic and Political Weekly*. 48(13): 71-7.

School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS3HS001

Title: Historical Methods (Comparative Historiography)

Type of Course: MPhil/PhD History

Cohort for which it is compulsory: all MPhil History scholars (1st Semester)

Cohort for which it is elective: PhD History scholars have also been prescribed this course if they did not complete the same or similar course at MPhil level—e.g., if their MA/MPhil discipline was not History. Interested research scholars of other programmes may register for the course as an elective.

No of Credits: 4

Semester and Year Offered: usually Monsoon Semester.

Course Coordinator and Team: The course coordinator is the programme coordinator (PC).

Email of course coordinator: denys@aud.ac.in (in MS 2017, MS 2018, MS 2019)

Pre-requisites: none.

Description. The course is an introduction to historical methods and a survey of historiographical trends of which today's professional historians should be aware. The course serves to systematically familiarize research scholars with some established historiographical traditions (and debates about method) as well as some recent trends (e.g., the 'postmodern turn' in historical studies, Memory Studies). While many students will have become familiar with some of these patterns and trends already, most will have learned about them in the context of historiography of a limited sphere (e.g., medieval India, economic history) and will not have obtained an overall picture of interpretive strategies relating to political, social, economic, environmental, cultural and intellectual dimensions of the human past. While the assumption is that most students will be researching areas of Indian and South Asian history, the course draws attention to methods and practices that have emerged from other ('non-Indian') research areas but that are nevertheless relevant to the historical practitioner in India. Approaches pioneered by Indian scholars (e.g., Subaltern Studies) are also taught about. In each rendition of this course, 10 - 12 'topics' are agreed on by the core History faculty to be taught by themselves and other scholars within or outside the university. Students are given relevant course readings and learning materials before each class (meeting once a week) and are expected to discuss them in class with the appointed teacher and with each other. Half way through the semester they submit their first essay (2500 – 3000 words) on a question given by any one of the course teachers; a second essay

of similar scope is due at the end of the semester. Students may be allowed to revise and re-submit the first essay for a better grade.

Course Outcomes:

1. Students will improve their skills in writing about scholarly debates and learn how to evaluate and participate in such debates.
2. Students will improve their academic verbal communication skills.
3. Students will apply the ‘taught’ methods to their own historical practice/thesis research.

Brief description of modules/topics:

- Historical consciousness, politics and the Academy
- Pre-modern traditions of investigating the past (Greek, medieval Christian, Islamic, etc.)
- Positivism and historical research (legacy of 19th century)
- The emergence of environmental history
- Historical materialism
- ‘The Annales School’
- Ethnography and history
- Neo-Marxism and postmodernism
- Oral history and memory studies
- Gender as a category of historical analysis
- Approaches to comparative, transnational and global history
- Historical narrative and the ‘Content of the Form’ (narratology)
- Major 20th-century debates over history as science (certainty, determinism, perception)
- Historical economics and historical method
- Towards a global Subaltern Studies
- Structuralism and micro-history (from ‘Annales’ to ‘post-Annales’)
- Cultural history after the linguistic turn

As noted above, 10 -12 topics are chosen for each rendition of this course, depending on faculty interest and availability.

Assessment Details with weights:

| S.No | Assessment | Date/period in which assessment will take place | Weightage |
|-------------|--|--|------------------|
| 1 | Essay 1 (topic essay: 2500 – 3000 words) | Half way through semester | 50% |
| 2 | Essay 2 (topic essay: 2500 - 3000 words) | At semester end | 50% |

Reading List (indicative):

A comprehensive list of all readings used for this course since 2011 would be too large to provide here. No single historiography textbook or historical methods textbook is prescribed. The typical quantum of reading for each topic/course meeting is 100 – 300 pages: usually a few book chapters and 3 – 4 journal articles, but for some topics entire books are prescribed. Course teachers regularly change their 'reading lists' to reflect the most recent scholarly interventions and debates.

School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS3HS002

Title: Studying India's Past: Traditions, Trends and New Approaches

Type of Course: MPhil/PhD History

Cohort for which it is compulsory: all MPhil History scholars (2nd Semester)

Cohort for which it is elective: PhD History scholars have also been prescribed this course if they did not complete the same or similar course at MPhil level—e.g., if their MA/MPhil discipline was not History. Interested research scholars of other programmes may register for the course as an elective.

No of Credits: 4

Semester and Year Offered: usually Winter Semester.

Course Coordinator and Team: The course coordinator is the programme coordinator (PC).

Email of course coordinator: denys@aud.ac.in (in WS 2018, WS 2019)

Pre-requisites: none.

Description. The course builds upon SLS3HS001 (Monsoon Semester) and shifts focus to India-specific historical methods and debates. Like SLS3HS001, this is a team-taught course whose composition changes every year. While the assumption is that most students will be researching areas of Indian and South Asian history, the course is prescribed even for students who work in areas of 'non-Indian' history, because many of them will go on to teach aspects of Indian and South Asian history. Students are given relevant course readings and learning materials before each class (meeting once a week) and are expected to discuss them in class with the appointed teacher and with each other. Half way through the semester they submit their first essay (2500 – 3000 words) on a question given by any one of the course teachers; a second essay of similar scope is due at the end of the semester. Students may be allowed to revise and re-submit the first essay for a better grade.

Course Outcomes:

4. Students will improve their skills in writing about scholarly debates and learn how to evaluate and participate in such debates.
5. Students will improve their academic verbal communication skills.

6. Students will apply the 'taught' methods to their own historical practice/thesis research.

Brief description of modules/topics:

- Intellectual Involution in the Domain of Sources, Archive and Meaning
- Indian Histories in Global/Comparative Framework
- Traditions of History Writing in India
- Approaches to Study of Nationalism in the Indian Subcontinent
- Doing Indian Intellectual History
- Doing Cultural Histories in India: Dreams, Memories, Spatiality
- Understanding Caste in Indian History
- Approaches to Study of 'Partition'
- Approaches to Study of Region in South Asia
- Economic History at the Crossroads, 1600-2000
- Approaches to Study of Indian Urban History
- Approaches to Study of Indian Environmental History
- Law in Indian History
- History in/through Indian Film
- Indian History through Literature

As noted above, 10 -12 topics are chosen for each rendition of this course, depending on faculty interest and availability.

Assessment Details with weights:

| S.No | Assessment | Date/period in which assessment will take place | Weightage |
|-------------|--|--|------------------|
| 1 | Essay 1 (topic essay: 2500 – 3000 words) | Half way through semester | 50% |
| 2 | Essay 2 (topic essay: 2500 - 3000 words) | At semester end | 50% |

Reading List (indicative):

A comprehensive list of all readings used for this course since 2011 would be too large to provide here. No single historiography textbook or historical methods textbook is prescribed. The typical quantum of reading for each topic/course meeting is 100 – 300 pages: usually a few book chapters and 3 – 4 journal articles, but for some topics entire books are prescribed. Course teachers regularly change their 'reading lists' to reflect the most recent scholarly interventions and debates.

School of Liberal Studies

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Course Outline

Time Slot-_____

Course Code: SLS3HS003 [for PhD scholars the course is registered as SLS3HS053]

Title: Research Paper I (Survey of Secondary Literature)

Type of Course: MPhil/PhD History

Cohort for which it is compulsory: all MPhil History scholars (1st Semester)

Cohort for which it is elective: almost all PhD History scholars have also been prescribed this course because it presents the opportunity to get to know/work with the faculty members who will (in most instances) guide their thesis research.

No of Credits: 4

Semester and Year Offered: usually Monsoon Semester.

Course Coordinator and Team: This is a guided reading/independent study course. Each student is guided individually by a History faculty member whose own expertise matches the proposed thesis topic of the student. In many but not in all cases, the faculty guide also supervises the student in SLS3HS004/54 (primary sources paper) in the subsequent semester.

Email of course coordinator: denys@aud.ac.in (Programme Coordinator in WS 2018, WS 2019)

Pre-requisites: none.

Description. Students meet with a designated faculty guide to decide on a plan of reading for the semester. Student and guide then meet opportunistically over the semester to discuss the texts that are selected for their relevance to the student's proposed thesis topic. At the semester's conclusion the student submits to her/his guide a bibliographical essay of 4000 – 6000 words.

Course Outcomes:

1. Students will improve their skills in writing about scholarly debates and learn how to evaluate and participate in such debates.
2. Students will improve their critical reading skills.
3. Students will situate their proposed thesis research in relation to the relevant work of other scholars and experts.

Brief description of modules/topics: N/A.

Assessment Details with weights:

| <i>S.No</i> | <i>Assessment</i> | <i>Date/period in which assessment will take place</i> | <i>Weightage</i> |
|--------------------|---|---|-------------------------|
| 1 | Bibliographical essay: 4000 – 6000 words | Semester end | 100% |

Reading List (indicative): N/A.

And all School of Liberal Studies

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Course Outline

Time Slot- _____

Course Code: SLS3HS004 [for PhD scholars the course is registered as SLS3HS054]

Title: Primary Sources Essay (guided reading: individual supervision)

Type of Course: MPhil/PhD History

Cohort for which it is compulsory: all MPhil History scholars (2nd Semester) and all PhD History scholars. In almost all cases, the designated faculty guide of this course becomes the candidate's official research supervisor/primary co-supervisor.

Cohort for which it is elective: N/A. This course is specifically for MPhil and PhD History students.

No of Credits: 4

Semester and Year Offered: usually Winter Semester.

Course Coordinator and Team: This is a guided reading/independent study course. Each student is guided individually by a History faculty member whose own expertise matches the proposed thesis topic of the student.

Email of course coordinator: denys@aud.ac.in (Programme Coordinator in WS 2018, WS 2019)

Pre-requisites: none.

Description. Students meet with their designated faculty guide to decide on a plan for the semester of 'approaching [discovering] the sources' relevant to their research. Student and guide then meet opportunistically over the semester to discuss the sources. At the semester's conclusion the student submits to her/his guide an essay of 4000 – 6000 words. It is assumed that a significant part of the relevant 'primary' sources is physically located in Delhi (e.g., National Archives, Nehru Memorial Library) or is virtually accessible (e.g., in digital form). However, it is possible for the candidate to make short research trips elsewhere during the semester. The course therefore serves as an initial exploration of the 'archive' in whatever form is relevant to the candidate's research.

Course Outcomes:

1. Students will improve their skills in writing about historical 'sources' and learn how to evaluate them.
2. Students will get to know the specific 'archive' from which they will conduct original research.

Brief description of modules/topics: N/A.

Assessment Details with weights:

| <i>S.No</i> | <i>Assessment</i> | <i>Date/period in which assessment will take place</i> | <i>Weightage</i> |
|--------------------|--------------------------|---|-------------------------|
| 1 | Essay: 4000 – 6000 words | Semester end | 100% |

Reading List (indicative): N/A.

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Course Outline

Time Slot-_____

| | |
|---|---|
| Course Code: | SLS3EC123 |
| Title: | Historical Methods and Political Economy: Track 3 |
| Type of Course: | Elective in Research Methods Core Basket |
| Cohort for which it is compulsory: | PhD Economics |
| Cohort for which it is elective: | |
| No of Credits: | 2 |
| Semester and Year Offered: | Monsoon Semester, First year |
| Course Coordinator and Team: | Arindam Banerjee |
| Email of course coordinator: | arindam@aud.ac.in |

Pre-requisites:

Aim:

The objective of this track is to understand and critically engage with the evolution of the framework of analysis from Classical Political Economy to Marxian Political Economy. The critical departures from CPE to MPE and the debates regarding them are engaged with in the course. This track will train students conceptually to understand and apply various methods/frameworks of political economy to contemporary problems.

Course Outcomes:

Brief description of modules/ Main modules:

1. Frameworks of analysis in Classical Political Economy
2. Evolution of Marxist Political Economy
3. Fundamental Changes in Approaches and Categories
4. Dialectical history, Method of Inquiry and Method of Presentation

5. Challenges of Marxist Historiography

Assessment Details with weights:

Review Essay (100%), where the student has to critically engage with any methodological debate in the domain of political economy

Reading List:

Fine, Ben and Milonakis, Dimitris (2009) *From Economics Imperialism to Freakonomics: The Shifting Boundaries Between Economics and Other Social Sciences*. London; New York: Routledge.

Habib, Irfan. 1988. 'Problems of Marxist Historiography'. *Social Scientist*. 16(12), 3-13

Lukacs, Georg. 1967. *History and Class Consciousness*. Merlin Press

Ronald Meek. 1956. *Studies in the Labor Theory of Value*

Additional readings will be provided during the course.

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Course Outline

Time Slot _____

| | |
|---|--|
| Course Code: | SLS3EC132 |
| Title: | Mathematical Methods: Track-2 |
| Type of Course: | Elective in Research Methods Core Basket |
| Cohort for which it is compulsory: | PhD Economics |
| Cohort for which it is elective: | |
| No of Credits: | 2 |
| Semester and Year Offered: | Monsoon Semester, First year |
| Course Coordinator and Team: | Rajendra Prasad Kundu |
| Email of course coordinator: | rajendra@aud.ac.in |

Pre-requisites:

The knowledge of undergraduate mathematical methods used in Economics is expected from students.

Course Objectives/Description:

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. This course introduces students to the application of linear algebra in Economics research.

Course Outcomes:

Brief description of modules/ Main modules:

1. Vector spaces.
2. Linear independence.
3. Bases.

4. Matrices and linear transformations.
5. Solution of system of linear equations.

Assessment Details with weights:

Presentation 20%, Paper review 40%, Class test 40%

Reading List:

1. Mukherji, A. and Guha, S. (2010), *Mathematical Methods and Economic Theory*, Oxford University Press.
2. Simon, C. P. and Blume, L. (1994). *Mathematics for Economists*. W. W. Norton & Company
3. Strang, G. (2016). *Introduction to Linear Algebra*, 5th ed., Wellesley Cambridge Press
4. Ricardo, H. (2010). *A Modern Introduction to Linear Algebra*, CRC Press

Additional readings will be provided during the course.

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Course Outline

Time Slot _____

| | |
|---|--|
| Course Code: | SLS3EC133 |
| Title: | Mathematical Methods: Track-3 |
| Type of Course: | Elective in Research Methods Core Basket |
| Cohort for which it is compulsory: | PhD Economics |
| Cohort for which it is elective: | |
| No of Credits: | 2 |
| Semester and Year Offered: | Monsoon Semester, First year |
| Course Coordinator and Team: | Parag Waknis |
| Email of course coordinator: | parag@aud.ac.in |

Pre-requisites:

The knowledge of undergraduate mathematical methods used in Economics is expected from students.

Course Objectives/Description:

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. This course introduces students to the application of optimisation theory in Economics research.

Course Outcomes:

Brief description of modules/ Main modules:

1. First order condition for unconstrained and inequality constrained problems.
2. Karush-Kuhn-Tucker theorem.
3. Constraint qualification.

4. Sufficient conditions for optimization.
5. Differential equations
6. Inter-temporal Dynamic Optimization

Assessment Details with weights:

Presentation 20%, Paper review 40%, Class test 40%

Reading List:

5. Sundaram, R.K. *A First Course in Optimization Theory*, Cambridge University Press, 1996.
6. Simon, C. P. and Blume, L. (1994). *Mathematics for Economists*. W. W. Norton & Company

Additional readings will be provided during the course.

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Course Outline

Time Slot _____

Course Code:

Title: Econometrics Track 3: Microeconomic Methods & Applications

Type of Course: Core

Cohort for which it is compulsory: Ph.D. Economics

Cohort for which it is elective: All others

No of Credits: 2

Semester and Year Offered: I

Course Coordinator and Team: Krishna Ram

Email of course coordinator: krishna@aud.ac.in

Pre-requisites: Knowledge of graduate level econometrics is required.

Course Objectives/Description:

This course deals with the various micro econometrics techniques that we generally use when we deal with the cross sectional and panel data set. The course uses both theory and empirical techniques to teach various econometric methods. The objectives are to understand the econometric problems and methods used to solved them. The emphasis would be on imparting skills that enable students to carry out independent empirical work.

Brief description of modules/ Main modules:

1. Review of OLS, Omitted Variable Problem, and Measurement Error
2. Basic linear panel data methods: Pooled OLS, Fixed and Random effects estimation
3. Regression models for categorical dependent variables; Estimation, interpretation, testing and measure of fit.
 - a. Logit and Probit modes
 - b. Ordinal Logit and Probit models
 - c. Multinomial Logit and Probit models
 - d. Tobit model

Assessment Details with weights:

Problem sets (3) - 20% each

Term Paper – 40%

Reading List:

Angrist, J.D and Pischke, J. S. (2008), *Mostly Harmless Econometrics: An Empiricist's Companion*, Princeton University Press.

Goldberger, A. S. (1991). *A course in econometrics*. Harvard University Press.

Gujarati, D.N, Porter, D. C. & Gunasekar, S (2009), *Basic Econometrics*, 5th ed. Tata McGraw Hill, New Delhi.

Long, S. J (1997). *Regression models for categorical dependent variables*, *Advanced Quantitative technique in social Sciences series*, Vol 7, Sage Publications, London

Long, S. J. & Freese, J. (2006). *Regression models for categorical dependent variables using Stata*. Stata press.

Wooldridge, J. (2010), *Econometric Analysis of Cross Section and Panel Data* , 2nd ed., MIT Press.

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Course Outline

Time Slot- _____

Course Code: SLS3SC302

Title: Methods and Techniques in Social Research

Type of Course: Core

Cohort for which it is compulsory: 1st semester

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Monsoon Semester 2018

Course Coordinator and Team: Rinju Rasaily

Email of course coordinator: rinju@aud.ac.in

Pre-requisites: There are no pre-requisites, however, it will be important that the research scholars are exposed to some very important social research concepts and categories and basic knowledge of research and computer skills.

Aim: The Methods and Techniques in Social Research course offers research scholars the practical and analytical skills to embark on their own research projects, while helping them prepare research projects that are feasible and attractive. Apart from introducing students to the rigor of the disciplines of Sociology and Social Anthropology, the course will engage with questions such as: what might be the particular political, ethical and methodological challenges of doing fieldwork. The aim of this course is to also provide hands on training to research scholars to learn and administer the use of quantitative data.

This course begins with interrogating the conventional notions on scientific inquiry, and introduces the scholars to the politics and problematic of scientific knowledge production. It puts into question the standardized notions of objectivity, reliability, validity and invites the scholars to explore social science research as a subjective intellectual journey, rather than an objective, disinterested search for the ultimate truth. The course also exposes the scholars to a varieties of techniques of scientific inquiry and interpretation.

Course Outcomes: The primary objective of this course is to address issues, concerns, challenges and anxieties that research scholars might face, during the course of their research, particularly addressing the problems and prospects of doing field-based research. At the end of the course, the research scholars should be able to:

1. have an understating of some theoretical and practical knowledge of key qualitative and quantitative research methods.
2. have knowledge of how to design research methods which are attentive to particular social, political, and institutional contexts, as well as considerate of the ethics and social science research consequences.
3. Enhance analytical and writing skills

Brief description of modules/ Main modules:

Module- 1: Idea of Method in Scientific Inquiry: In this module the students will peep into some of the major debates on Scientific Inquiry and Some of the philosophical issues and concerns of ‘knowing the social world’. What constitutes a Scientific Inquiry? What is scientific knowledge? How such knowledge is produced? Can there a method to scientific knowledge generation.

Readings List

Bloor D. 1976. Knowledge and Social Imagery, London: Routledge and Kegan Paul, P- 48-70

Feyeraband P. [1975] 1993. Against Method: Outline of an Anarchist Theory of Knowledge, New York: Verso, p 09-53.

Popper, K. [1935] 2002. The Logic of Scientific Discovery, New York: Routlage Classic, p-03-34.

Popper, K. [1935] 2002. The Logic of Social Sciences, in Theodor Adorno, et. al 1977, The Positivist Dispute in German Sociology, London: Heinmann. P- 87-104.

Adorno, T. 1977, On the Logic of Social Sciences, in Theodor Adorno, et. al 1977, The Positivist Dispute in German Sociology, London: Heinmann. P- 105-122.

Rosenberg, A. 2008. Philosophy of Social Sciences, Philadelphia: Westview Press, p-01-30.

Williams, M. And May, T. 1996. Introduction to the Philosophy of Social Sciences, London: UCL Press, p- 69-106.

Module-2: Positivism, Empiricism and Scientific Knowledge: In this module the students will discuss the prospects, problems and politics of generating a positivist empirical knowledge. The aim is to historically locate and understand the advocacy and critique of positivist and empirical knowledge.

Readings List.

Adorno, T. 1977, Sociology and Empirical Research, in Theodor Adorno, et. al 1977, The Positivist Dispute in German Sociology, London: Heinmann. P- 68-86.

Habermas, J. 1977, A positivistically Bisected Rationalism, The Logic of Social Sciences, in Theodor Adorno, et. al 1977, The Positivist Dispute in German Sociology, London: Heinmann. P- 198-225.

Habermas, J. Knowledge and Human Interest, Boston: Beacon Press, Page- 301-350 (Appendix).

Foucault, M. 2004, Archaeology of Knowledge, London: Routledge, P- 136-152.

Module- 3: Interrogating Objectivity, Reliability and Validity: In this module, the students will debate on the measures of scientific inquiry, such as, objectivity, validity and reliability.

Readings List

Ringer, F. 1997. Weber's Methodology: The Unification of Cultural and Social Sciences, London: Harvard University Press, p- 63- 91, 122-149.

Harding, S.1987. Feminism and Methodology, Bloomington: Indiana University Press. p-1-14, 84-96.

Ramazanogulu, C. and Holland, J. 2002. Feminist Methodology, New Delhi: Sage Publications, p- 60-83.

Module- 4: Sources and Collection of Data: In this module the students will be introduced to various sources of Data like introduction to census, NSSO, NFHS and other secondary data sources, ILO, WHO, UN, World Bank etc. Sampling and Preparation of tools (questionnaire, interview schedule, interview guide, and checklist) would be also covered in this module. The challenges involved in the processes of identifying and collecting Data would be also introduced. The students will debate on the complex and dialectical relationships that exist between the 'researchers' with that of Data. What constitutes Data? Do the Data have an independent existence, beyond the perception of the researcher? Whether empirical Data is free from theoretical conception? Is it the epitome of empirical reality?

Readings List

Babbie, E. 2007. Practice of Social Research, Belmont, Wadsworth

Bachelard, G. 2002. The formation of the Scientific Mind, Manchester: Clinamen Press, P- 185-250.

Bloor D. 1976. Knowledge and Social Imagery, London: Routledge and Kegan Paul, P- 01-44.

Giddens, A. 1987. Positivism and Sociology, London: Gower, P-03-87.

Module 5: Data Analysis and Basics of Statistics: In this module the students will learn some of the basic technique of analyzing quantitative and qualitative data. Basics of statistics, Measures of Central tendency: Measures of spread: Range, Quartile deviation, Mean deviation, Standard deviation, Co-efficient of variation, Other summarising measures, Probability and probability distribution: Sets and sample spaces, permutation and combinations, Basic rules of probability,

discrete random variables and probability functions, Analysis of measurement: Estimation of means, Difference between means, Analysis of Variance. Descriptive and Inferential Statistics. However, the major thrust of this module will be on making the student aware of the seductive claim of authenticity of quantitative data.

Readings List

Babbie, E. 2007. Practice of Social Research, Belmont, Wadsworth, P- 393-462.

Perecman, E. and Curran, S.R. 2006. A Handbook of Social Science Field Research: Essays on Bibliographical Sources on Research Design and Methods, New Delhi: Sage, P- 117-139.

Cramer, D. 2003. Advanced Quantitative Data Analysis, Philadelphia: Open University Press, P-01-45.

Module-6: Getting to the Field: In this module, the students will read about the issues and challenges faced by the researcher in the field. It begins with the complex relationships between the researcher, the researched and the setting.

Burgess, R. G. 1984. In the Field: An Introduction to the Field Research, New York: Routledge.

Burgess, R. G. 1982. Field Research: A Sourcebook and Field Manual, London: Routledge

Module-7: Ethnography- The thick description: In this module the research scholars will be introduced to vast area of writings on Ethnography. This will be the module which introduce the students to the idea of ‘description’ as a mode of writing and knowing the field.

Emerson, R.M. et al. 1999. Writing Ethnographic Field notes, London: Chicago University Press.

Clifford, J and Marcus, G.E. 1986. Writing Culture: On Poetics and Politics of Ethnography, London: University of California Press.

James, A. Et al. 1997. After Writing Culture: Epistemology and Praxis in Contemporary Anthropology, London: Routledge.

Whyte, W.F. 1995. The Street Corner Society: The Social Structure of an Italian Slum, Chicago: Chicago University Press.

Module-8: Interpretation and Analysis of Data: In this module the research scholars will be introduced to various forms of interpretation and analysis of both primary and secondary Data, for example, classification and coding of survey data, introduction and hands-on experience to excel with use of live data, introduction to SPSS/Stata, Basic principles of coding and analysis of ethnographic and qualitative data.

Goffman, E. 1961. Relations in Public: Microstudies in Public Order, New York: Basic Books.

Fairclough, N. 2003. *Analysis Discourse: The Textual Analysis of Social Research*, London: Routledge.

Rife, D. et al. 2008. *Analyzing Media: Using Quantitative Content Analysis in Research*, New Jersey: Lawrence Erlbaum Associates, Publishers.

Philip, R. 1990. *Basic Content Analysis: Sage University Papers Series*, London: Sage Publications.

Assessment Details with weights:

1. Class participation – 20%
2. Short writing exercises - 20%
3. Research proposal - 30%
4. Classroom exercises – 30%

Reading List:

1. Geertz, Clifford 2005. *Deep Play: Notes on the Balinese Cockfight* Daedalus,
2. _____ 1998. Slide Show: Evans Pritchard's African Transparencies, in *Works and Lives: The Anthropologist as Author*, Stanford University Press
3. _____ 1998. *The World in a Text: How to read "Tristes Tropiques"*
4. Paul Stoller and Cheryl Olkes *The Taste of Ethnographic Things*
5. Steven Feld *Dialogic Editing: Interpreting How Kaluli Read Sound and Sentiment*
6. Vincent Crapanzano ;" *At the Heart of the Discipline*": Critical Reflections on Fieldwork All of the above in Robben and Sluka *Ethnographic Fieldwork*
7. Cerwonka, Allaine and Liisa Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago and London: University of Chicago Press.
8. Maxwell, Joseph. 2005. *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: Sage.
9. Maxwell, Joseph. *Methods: What Will You Actually Do?* (Chapter 5). In *Qualitative Research Design*
10. Emerson et al. 1995. *In the Field: Participating, Observing and Jotting Notes* (Chapter Two).
11. *Writing Ethnographic Fieldnotes*. Chicago and London: University of Chicago Press.
12. Todd D. Little (2013), *The Oxford Handbook of Quantitative Methods*, Oxford University Press, London
13. Holden, Constance (1979), *Ethics in Social Science Research*, *Science*, Vol. 206, No. 4418, pp. 537-538+540.
14. Katju, Manjari (2011), *Plagiarism and Social Sciences*, EPW, Vol Xlvi no 9, pp, 45-48.

ADDITIONAL REFERENCES:

1. Moore, David S (Ed) (2009), *Introduction to the Practice of Statistics*, W.H Freeman and Company, New York. (Select chapters)
2. Utts, Jessica and Robert F. Heckard, (2012), *Mind on Statistics*, Brooks/Cole. Boston. (Select chapters)
3. Getting Started in Data Analysis using Stata, Princeton University, <https://dss.princeton.edu/training/StataTutorial.pdf>
4. Vijay Gupta (1999), SPSS for Beginners, <http://faozahafizsaragih.blog.uma.ac.id/wp-content/uploads/sites/253/2017/03/SPSS-for-beginner-428pages.pdf>
5. Blalock, H M (1979), *Social Statistics*, International Student Edition, Mc graw-Hill, Kogakusha Ltd., Tokyo.
6. Cochran William G (1972), *Sampling Techniques*, Wiley Eastern University Edition

School Name

Ambedkar University Delhi

Course Outline

Time Slot _____ **TBD** _____

Course Code: SLS3SC303

Title: Guided Reading Course (GRC)

Type of Course: Core

Cohort for which it is compulsory: PhD (second semester)

Cohort for which it is elective: NA

No of Credits: 2

Semester and Year Offered: Monsoon Semester of every year

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: None

Course Objectives/Description:

The aim of the guided reading course is to facilitate self learning/ reading on a topic of research interest, and help the Scholar gain detailed domain specific knowledge. The guided reading should be related to the scholars PhD work. This course is intended to bridge the gaps of other courses and cover detailed reading and analysis of the relevant texts of specific research domain.

The scholar will work under the supervision of a faculty to research, read and analyse the relevant reading material. The academic advisor will be responsible for assessing the progress of the scholar. This course will be tailored keeping in mind the research interest and the weaknesses and strengths of the scholar concerned in relation to his/her proposed research work. Typically, scholars will do this course in the second semester of PhD course work and by which time the scholar should have identified a research topic.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify essential theoretical, methodical and substantive knowledge in his/her/their chosen area of interest.
2. Demonstrate existing answers to the research questions that the scholar may be contemplating to pursue and show how they will contribute to the existing literature on the topic.
3. Apply knowledge and research skills to the chosen topic of research.

Brief description of modules/ Main modules:

Depending upon the strengths and weakness of the scholars concerned in relation to his topic of research interest, the academic advisor and the course coordinator will help the scholar identify relevant literature for reading and analysis. While the Academic Advisor and the course coordinator will help in setting the reading material, the scholar will have to help him/ her in the work of, research, reading, and writing. There will be no class room teaching for this course, however, detailed discussions with the Academic advisor, the Course coordinator and other faculty, as the scholar concerned or the Academic Advisor may deem necessary, will be held on regular basis.

It is a course that will equip the scholar with the knowledge and skills necessary to pursue research. It is also expected that the course helps the scholar to gain further clarity of the theoretical, methodological, ideological and analytical tools covered in previous coursework. The format of the course and the reading list will be tailor made as per the needs of the scholar and the topic of the research. Therefore, the format of the course will depend on the faculty supervising and coordinating the course. The scholars would generally be required to read the classic works related to the topic of the research and also review leading journals over the past few years, focusing on important articles and debates. The scholar will be free to seek help and guidance for any issue of interest and usefulness like, topics on which the scholar may need more help or additional reading material. However, the scholar is expected to hold interactions with the academic advisor and mandatorily complete all the course work that the academic advisor may assign during the course. The overall coordinator of this course will be the Ph.D. programme coordinator. The main focus of the course will be on the following:

1. This course is *reading and writing intensive* (in connection to the writing seminar) and will comprise reading selections from prescribed books. Each research Scholar will present the reading for the week for each class in an annotated bibliography format. The aim is to thoroughly familiarise students with the arguments made in the texts and evaluate them along the following parameters: Theoretical frameworks, Research methods, Historical context and Topical context.
2. The Research Scholars will be expected to identify literature sources in consultation with their academic advisor and create an annotated bibliography with a minimum of 25 sources, at least eight of which will be entire books related to various aspects of their doctoral proposal and the rest will be journal articles or book chapters. Each week, students will be expected to present for discussion at least 6-8 sources. The students will finalize their annotated bibliography in consultation with their academic advisor, the course coordinator, and the feedback received from their peers.

3. Based on the annotated bibliography and ongoing discussion in class and with their academic advisor, students will identify research questions and the methodology for their research, towards a draft PhD proposal. Different components of the proposal will be discussed and presented each week. Peer review will again be an important component of the class presentation. Based on the feedback of their academic advisors, the course coordinator and their peers, students will develop a research proposal for their PhD dissertation.

Assessment Details with weights:

The scholar is responsible for reading the material prescribed, gain the knowledge according to the timetable agreed with the academic advisor and demonstrate before the faculty unit / coordinator of the course that he / she has achieved the learning objectives. The academic advisor may require the scholars to submit written assignments, make presentation(s)/ oral examination and the weightage of such assessment situations shall be announced at the time of the commencement of the course. Besides other assessment situations, as decided by the academic advisor, the scholar will have to make an oral presentation before the sociology faculty and the fellow scholars. At the end of the course the academic advisor/ Coordinator of the course shall submit the Grade obtained by the scholar in the course mentioning clearly **whether the scholar has passed or needs to repeat the course.**

A sample of assessment below:

1. Survey of literature presentation: 30%

The format and final date (first week of April) for this presentation needs to be fixed by the scholars in consultation with their academic advisors and promptly communicated to the course coordinator. This will be entirely evaluated by the academic advisor in communication with the course coordinator.

2. Discussion of texts: 40%

This component will be spread through February until April. In the month of February, each scholar will read and discuss some selected texts related to some common research themes. From March until April, each scholar will present their weekly annotated bibliographies for peer review.

3. Presentation of a proposal: 30%

At the end of the semester, each scholar will present a research proposal. The date of this will be fixed by the course coordinator with the academic advisor. The course coordinator in consultation with the academic advisor will evaluate the presentation.

Reading List (basic as the rest are decided with consultation with academic advisor):

- i. Gidwani, V. 2008. *Capital, Interrupted: Agrarian Development and the Politics of Work in India*. Minneapolis: University of Minnesota Press. (Introduction and Chapters 1 and 2)
- ii. Lambeck, M. ed. 2010. *Ordinary Ethics: Anthropology, Language and Action*. New York: Fordham University Press. (Introduction and Chapters by Nireka Weeratunge and Naisargi N. Dave)
- iii. Arif, Y. 2016. *Life, Emergent: The Social in the Afterlives of Violence*. Minneapolis: University of Minnesota Press (Introduction and Chapters 1 and 2)
- iv. Shah, S. 2014. *Street Corner Secrets: Sex, Work and Migration in the City of Mumbai*. New Delhi: Orient Blackswan. (Introduction and Chapters 1 and 2)

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS3SC304

Title: Workshop on Academic Writing

Type of Course: Core

Cohort for which it is compulsory: NA

Cohort for which it is elective: PhD 2nd Semester

No of Credits: 2

Semester and Year Offered: Winter 2019

Course Coordinator and Team: Dr. Preeti Sampat

Email of course coordinator: psampat@aud.ac.in

Pre-requisites: NA

Aim: WOAW familiarizes Ph.D. scholars with different aspects of academic writing and oral and written presentation skills, including the analyses of nuances and complexities in a text, and incorporating relevant arguments in academic writing. The course is transacted with the facilitation of the scholar's academic advisor. It enables scholars to shape their proposal by exploring the literature available in their area of research. Scholars regularly present their work, a component of which is co-evaluated by their academic advisor. Scholars survey academic resources; identify and review literature relevant to their doctoral dissertation; create effective bibliographies; learn formal citation practices; review own and peer writing; present secondary research through an Annotated Bibliography; and draft a Research Proposal.

Objectives

1. To equip scholars with developing academic writing tools in multiple formats, including annotated bibliographies; peer reviews; and research proposal.
2. To enable scholars to identify literature based on their proposed research areas; to effectively organize secondary literature according to their research questions; to deepen their research questions based on literature review; and to enhance writing skills with continuous peer review and feedback.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key secondary literature related to their proposed projects
2. Develop academic writing skills in relation to key texts and topics related to their projects
3. Apply academic arguments and knowledge in peer review settings and incorporate academic feedback in discussions and writing.

Brief description of modules/ Main modules:

This course is structured over three modules that cover multiple academic writing formats.

Course Modules

1. Introduction

This module is *reading and writing intensive* and will comprise reading selections from prescribed books. Each student will summarise the reading for the week for each class in an annotated bibliography format for a peer review. The aim is to thoroughly familiarise students with the arguments made in the books and evaluate them along the following parameters:

4. Theoretical frameworks
5. Research methods
6. Historical context
7. Topical context

2. Survey of Sources and Annotated Bibliography

Students will be expected to identify literature sources in consultation with their mentor and create an annotated bibliography with a minimum of 20 sources, at least four of which will be entire books related to various aspects of their doctoral proposal and the rest will be journal articles or book chapters. The annotated bibliography for each source should convey in 300-500 words the central claims and arguments of the source and elaborate the parameters along which it relates to the scholar's topic. Each week, students will present a written submission of at least 4-6 sources and there will be in-class peer reviews of these annotated bibliography drafts. The students will finalize their annotated bibliography in consultation with their mentor, the course coordinator, and the feedback received from their peers.

3. Research Proposal and Presentation*

Based on the annotated bibliography and ongoing discussion in class and with their mentor, students will identify research questions and the methodology for their research, towards a draft PhD proposal. Different components of the proposal will be developed each week. Peer review will again be an important component of the class presentation. Based on the feedback of their academic mentors, the course coordinator and their peers, students will develop a draft research proposal for their PhD dissertation. This proposal will be presented to all Sociology faculty at the end of the semester.

*Note: The Draft Research Proposal will incorporate elements of the final Synopsis that students will prepare in the subsequent semester under the supervision of their PhD Research Supervisor; it will not be considered the final PhD synopsis.

Assessment Details with weights:

| | |
|---------------------------|-----|
| v. Annotated Bibliography | 30% |
| vi. Peer Review | 30% |
| vii. Research Proposal | 40% |

Reading List:

24. Trouillot, M. 1995. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press.
25. Shah, S. 2014. *Street Corner Secrets: Sex, Work and Migration in the City of Mumbai*. New Delhi: Orient Blackswan.
26. Ghertner, A. 2015. *Rule By Aesthetics: World-Class City Making in Delhi*. New York: OUP.

School Name School of Liberal Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SLS3SC301

Title: Theoretical Issues in Sociological Research

Type of Course: Compulsory

Cohort for which it is compulsory: None

Cohort for which it is elective: 1st Semester students

No of Credits: 4

Semester and Year Offered: Monsoon Semester

Course Coordinator and Team: Rukmini Sen and Niharika Banerjea

Email of course coordinator: rukmini@aud.ac.in

Pre-requisites: None

Aim: This course intends to discuss some key concepts, issues, and ideas in sociological theorizing. The course is designed keeping in view that the research scholars will think through some of these key concepts to shape their work. Structured in a seminar format, intensive reading and collective discussion inform the course pedagogy.

Course Outcomes: At the end of the course the PhD students will be equipped with:

1. Knowledge of the evolution of concepts and terms in sociology
2. Critical insight into modernity and the ways in which the discipline has understood its complexity
3. Reflexivity of understanding the contemporary social world and the ways of explaining it
4. Ethics and empathy of being a social researcher

Brief description of modules/ Main modules:

Module 1: Sociological theorizing, theorizing sociology

By engaging with individual; social change; self; crisis, this module intends to introduce the discipline through the project of and critique about Western Enlightenment and ask whether there is an emergent sociology in India?

Module 2: Sociological categories and concepts

Through critically exploring the concepts culture; community; citizen, other/outsider; this module engages with the foundational concepts in sociology while taking into consideration the contemporary challenges that the political and legal order makes to the everyday social realities

Module 3: Intersectionality

Identity and experience form the two main concepts through which this module is understood. The fluidity and interconnectivity of identities in which everyday lives are lead and the consequent experiences of these intersectional living. Race, caste, gender and sexuality form the perspectives through which this module explores intersectionality through interdisciplinary readings on critical race theory, feminism, sexuality studies and dalit assertions.

Module 4: Space

Breaking away from a binary understanding of space—public v private or rural v urban this module discusses how space is constantly forming in the local; cities, domesticity, nation, borders, or virtual. What kind of networks gets formed as a result of these ever emerging and transforming spaces in which individuals and groups live?

Module 5: Governmentality

This module makes a deep engagement with state, governmentality, power, bio-politics, development, and empowerment. By doing this it traverses the political sociology trajectory from state to governmentality and also the critique of it through bio-power. The connected question of the political economy of development and the multiple meanings of empowerment within and outside of the governmentality discourse is briefly discussed in this module

Module 6: Ethical Sociology

This module underlines the importance of an ethical practice of sociology through discussions on sociology and ethics, public sociology, ethics as practice. Questions of ethics and praxis both are very important in the discipline of sociology and the way it is learned and practiced.

Assessment Details with weights:

Assessments

The assessment structure of this course aims in understanding the ways through which the course outcomes have been met by the students. Each student is asked to conceptualize a theme, which they

would explore in their PhD research. They are expected to understand the theme through the concepts and theoretical discussions that this course engages with.

1. 40% weightage: Presentation of the themed term paper
2. 20% weightage: Peer to peer participation in discussion during the presentation
3. 40% weightage: Final written submission of the themed term paper incorporating the feedback that had come during the presentation

Reading List

Immanuel Kant. 1784. An Answer to the Question: "What is Enlightenment?"

Michel Foucault. 1984. What is Enlightenment

Mahuya Bandyopadhyay and Ritambhara Hebbar. 2016. Is there a New Sociology in India?

David Scott. 2003. Culture in Political Theory

Sundar Sarukkai. 1997. The 'Other' in Anthropology and Philosophy

Joan Wallach Scott. 2012. The Vexed Relationship of Emancipation and Equality

Gopal Guru and Sundar Sarukkai. 2012. The Cracked Mirror. An Indian Debate on Experience and Theory

Patricia Hill Collins. 1998. It's All in the Family: Intersections of Gender, Race, and Nation

Sharmila Rege. 1998. Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position

Saskia Sassen. 2009. Cities Today: A New Frontier for Major Developments

Shilpa Phadke. 2007. Dangerous Liaisons: Women and Men: Risk and Reputation in Mumbai

Antoinette Burton. 1997. House/Daughter/Nation: Interiority, Architecture, and Historical Imagination in Janaki Majumdar's "Family History"

Arjun Appadurai. 2000. Spectral Housing and Urban Cleansing: Notes on Millennial Mumbai

James Ferguson and Akhil Gupta. 2002. Spatializing States: Toward an Ethnography of Neoliberal Governmentality

Aradhana Sharma. 2006. Crossbreeding Institutions, Breeding Struggle: Women's Empowerment, Neoliberal Governmentality, and State (Re)Formation in India

Veena Das. 2012. Ordinary Ethics

Judith Butler. 2012. Precarious Life, Vulnerability, and the Ethics of Cohabitation

School of Liberal Studies

Course Outline

Ambedkar University Delhi

| | |
|---|-------------------|
| School: | Liberal Studies |
| Programme: | MA Economics |
| Semester: | II Semester |
| Course Title: | Macroeconomics II |
| Credits: | 4 |
| Course Code (new): | SLS2EC106 |
| Course Code (old): | – |
| Type of Course: | Elective |
| Course Coordinator and Team: | Dr. Parag Wanknis |
| Email of the Course Coordinator: | parag@aud.ac.in |
| Pre-requisite: | Macroeconomics I |

Aim:

Macroeconomics II continues from its sister course Macroeconomics I offered in the first semester of M.A. Economics at AUD. After dealing with asset pricing, this course will introduce you to the departures from standard frictionless Arrow-Debreu world. Topics covered will include self insurance, incomplete market models, labor search models, Insurance and Incentives.

Course Outcomes

At the end of the course students should be able to:

1. List the salient features of business cycles in the emerging markets and contrast them with those of developed countries.
2. Describe the basic building blocks of a macroeconomic model in terms of agents, preferences, technology, and the underlying equilibrium concept.
3. Derive the equilibrium properties of a standard Real Business Cycle (RBC) model.
4. Evaluate the implications of different specifications for consumer preferences for the equilibrium properties of the standard RBC model.
5. Evaluate the implications of changes in preference specifications for asset pricing using the Lucas Asset Pricing model.
6. Describe the implications of incomplete markets models like the Aiyagari model for the aggregate savings behavior and capital formation.

- Evaluate the usefulness of different macroeconomic models in understanding and explaining empirical regularities.

Topics:

- Review of Chapter 8 and 12, LS2012. Some coverage of history of macroeconomic thought, current methodological debates and their relevance to the macroeconomic environments characterizing developing countries.
 - Review of Dynamic Programming: Chapter 4, McCandless.
- Asset Pricing, Chapter 13, LS2012.
- Self Insurance, Chapter 17, LS2012.
- Incomplete Market Models, Chapter 18, LS2012.
- Insurance and Incentives, Chapter 20, LS2012.
- Equilibrium Unemployment Models, Chapters 1-3 (DMP) & Chapter 28 (LS2012).

References

The following books will be used for the course:

- Ljungqvist Lars & Thomas Sargent (2012), *Recursive Macroeconomic Theory*, The MIT Press, Third Edition. (LS2012)
- McCandless George (2008), *The ABCs of RBCs*, Harvard University Press. (McCandless)
- Pissarides Christopher A (2000), *Equilibrium Unemployment Theory*, Oxford University Press, Second Edition. (DMP)

The following articles will be used during the course:

- Mark Aguiar & Gita Gopinath, 2007. "Emerging Market Business Cycles: The Cycle Is the Trend," *Journal of Political Economy*, University of Chicago Press, vol. 115, pages 69-102.
- S. Rao Aiyagari, 1994. "Uninsured Idiosyncratic Risk and Aggregate Saving," *The Quarterly Journal of Economics*, Oxford University Press, vol. 109(3), pages 659-684.
- Robert J. Barro & Robert G. King, 1984. "Time-Separable Preferences and Intertemporal-Substitution Models of Business Cycles," *The Quarterly Journal of Economics*, Oxford University Press, vol. 99(4), pages 817-839.
- Greenwood, Jeremy Hercowitz, Zvi & Huffman, Gregory W, 1988. "Investment, Capacity Utilization, and the Real Business Cycle," *American Economic Review*, American Economic Association, vol. 78(3), pages 402-417, June.

Grading Scheme:

Your final grade will be determined as follows:

| Component | Percentage Contribution |
|--------------|-------------------------|
| Quizzes | 20% |
| Problem Sets | 15% |
| Exams (2) | 65% |

School of Liberal Studies

Course Outline

Ambedkar University Delhi

| | |
|---|---|
| School: | Liberal Studies |
| Programme: | MA Economics |
| Semester: | II Semester |
| Course Title: | Monetary Theory |
| Credits: | 4 |
| Course Code (new): | SLS2EC217 |
| Course Code (old): | – |
| Type of Course: | Elective |
| Course Coordinator and Team: | Dr. Jyotirmoy Bhattacharya & Dr. Parag Waknis |
| Email of the Course Coordinator: | parag@aud.ac.in |
| Pre-requisite: | Macroeconomics I & II |

Aim:

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.

Course Outcomes

At the end of the course students should be able to:

1. describe the various schools of thought in empirical monetary theory and policy.
2. describe the importance of Lucas critique in influencing the empirics of monetary policy.
3. evaluate evidence on effect of money on prices and output using VARs.
4. analyse the effects of monetary policy changes using a New Keynesian Model.
5. describe the nature of optimal monetary policy in terms of the rules vs. discretion debate.

Topics & Readings:

1. 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.

- (a) Gordon, R.J (ed.). 1975. Milton Friedmans Monetary Framework: A Debate With His Critics. University of Chicago Press Journals.
 - (b) Hume, D. 2006. Essays: Moral, Political and Literary. Cosimo Classics. Patinkin, D. 1989. Money, Interest and Prices, 2nd ed. MIT Press.
 - (c) Tobin, J. 1970. Money and Income: Post Hoc Ergo Propter Hoc?, Quarterly Journal of Economics, 84(2), 301-317.
2. New classical monetary economics. The Lucas critique and rational expectations. The need to model monetary policy as feedback rules.
- (a) Lucas, R.E. (ed.). 1983. Studies in Business Cycle Theory. MIT Press.
 - (b) Miller, P.J. (ed.) 1994. The Rational Expectations Revolution: Readings from the Front Line, MIT Press
 - (c) 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.
3. Current evidence on money, prices and output. Vector autoregressions. Alternative identification strategies. Other evidence.
- (a) 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.
 - (b) 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.
 - (c) Sims, C. 1980. Macroeconomics and Reality, Econometrica, 48(1), 1-48.
 - (d) 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.
4. 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.
- (a) 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.
 - (b) 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.
 - (c) 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.
 - (d) 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.
 - (e) Rudd, J. and Whelan, K. 2007. Modeling Inflation Dynamics: A Critical Review of Recent Research, Journal of Money, Credit and Banking, 39, 155-170.
 - (f) Sims, C.A. 2003. Implications of Rational Inattention, Journal of Monetary Economics, 50(3), 665-690.
 - (g) 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.

5. Optimal monetary policy: Targets and instruments of monetary policy. Rules vs. discretion. Inflation targeting.
- (a) 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.
 - (b) 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.
 - (c) 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.
 - (d) 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.
 - (e) Svensson, L.E.O. 2010. Inflation Targeting in Friedman, B.M. and Woodford, M. (eds.) Handbook of Monetary Economics, Vol. 3B, North Holland.

Grading Scheme:

Your final grade will be determined as follows:

| Component | Percentage Contribution |
|-----------------|-------------------------|
| Class tests (2) | 40% |
| Term paper | 30% |
| End term Exam | 30% |

School of Liberal Studies

Course Outline

Ambedkar University Delhi

| | |
|---|--------------------------|
| School: | Liberal Studies |
| Programme: | MA Economics |
| Semester: | III Semester |
| Course Title: | Topics in Macroeconomics |
| Credits: | 4 |
| Course Code (new): | SLS2EC233 |
| Course Code (old): | – |
| Type of Course: | Elective |
| Course Coordinator and Team: | Dr. Parag Waknis |
| Email of the Course Coordinator: | parag@aud.ac.in |
| Pre-requisite: | Macroeconomics I |

Aim:

This course aims to further familiarise students with methods and results of contemporary Macroeconomics. For the current semester, focus will be on Growth Theory with the objective of introducing three (broadly classified) departures from the neo-classical growth model (already covered in Macroeconomics I).

Learning Outcomes:

At the end of the course students should be able to:

1. Describe the departures from the standard growth models handled in course.
2. Describe the basic setup of an Overlapping Generations (OLG) Model.
3. Derive the equilibrium properties and welfare implications of the Diamond OLG model.
4. Analyse the pros and cons of different social security systems using the OLG model.

5. Describe a standard endogenous growth model setup and its equilibrium and welfare properties.
6. Evaluate the role of productive government spending using a OLG model of endogenous growth.
7. Evaluate the implications of public vs. private spending on education for resulting income distribution using a OLG model of endogenous growth.

Topics Covered & Readings:

Readings with * will be covered in full. Readings with no indicators may be used in part or are provided as classic references for that section.

1. Review of Optimal Growth Model, Optimization techniques including Dynamic Programming (2 weeks)
 - (a) *Chapters 3 and 4, McCandless George T. 2008, *The ABCs of RBCs: An Introduction to Dynamic Macroeconomic Models*, Harvard University Press.
2. Growth with Overlapping Generations (4 weeks)
 - (a) * Chapter 9, Acemoglu Daron. 2009. *Introduction to Modern Economic Growth*, Princeton University Press.
 - (b) * Williamson S, "Lecture notes on Advanced Macroeconomics", mimeo.
 - (c) Samuelson Paul A, 1958. "An Exact Consumption-Loan Model of Interest with or without the Social Contrivance of Money," *Journal of Political Economy*, University of Chicago Press, vol. 66, pages 467-467.
 - (d) Diamond, Peter A. 1965 "National Debt in a Neoclassical Growth Model." *The American Economic Review* 55, no. 5 : 1126-150.
 - (e) Weil, Philippe. 2008. "Overlapping Generations: The First Jubilee." *Journal of Economic Perspectives*, 22(4): 115-34.
3. Endogenous Growth Models (7 Weeks)
 - (a) *Chapter 15, Ljungqvist and Sargent, 2012. *Recursive Macroeconomic Theory*, 3rd edition, MIT Press. (or Chapter 14, 2nd edition).
 - (b) Lucas Robert Jr. 1988. "On the mechanics of economic development, *Journal of Monetary Economics*, Volume 22, Issue 1, , Pages 3-42."
 - (c) Romer, Paul M. 1994. "The Origins of Endogenous Growth." *The Journal of Economic Perspectives*, vol. 8, no. 1, pp. 3-22.

- (d) Romer, Paul M, 1986. "Increasing Returns and Long-run Growth," *Journal of Political Economy*, vol. 94(5), pages 1002-1037, October.
- (e) Rebelo, Sergio. 1991. "Long-Run Policy Analysis and Long-Run Growth", *Journal of Political Economy*, Vol 99, pages 500-521.
- (f) *Glomm, Gerhard & Ravikumar, B, 1992. "Public versus Private Investment in Human Capital, Endogenous Growth and Income Inequality," *Journal of Political Economy*, University of Chicago Press, vol. 100(4), pages 818-834, August.
- (g) *Glomm, Gerhard & Ravikumar, B., 1997. "Productive government expenditures and long-run growth," *Journal of Economic Dynamics and Control*, Elsevier, vol. 21(1), pages 183-204, January.

4. Income Distribution and Economic Growth (3 Weeks):

- (a) *Galor, Oded, 2012. "Inequality, Human Capital Formation and the Process of Development," *IZA Discussion Papers 6328*, Institute for the Study of Labor (IZA).
- (b) *Galor, Oded and J Zierra, 1993. "Income Distribution and Macroeconomics," *Review of Economic Studies*, 60: 35-52.
- (c) *Glomm, Gerhard & Ravikumar, B, 2003. "Public Education and Income Inequality", *European Journal of Political Economy* Vol. 19, 289-300.
- (d) Krishna Dutt, A. (2016), "Growth and Distribution in Heterodox Models with Managers and Financiers". *Metroeconomica*, 67: 364-396.
- (e) *Rajan R, 2009. "Rent Preservation and Persistence of Underdevelopment", *American Economic Journal: Macroeconomics*, 1.1, 178-218.

Grading Scheme:

Your final grade will be determined as follows:

| Component | Percentage Contribution |
|--------------|-------------------------|
| Quizzes | 20% |
| Problem Sets | 15% |
| Exams (2) | 65% |

School Name: School of Undergraduate Studies

Ambedkar University Delhi

Course Outline

Time Slot- 4 hours/week (2 hours/class)

Course Code: *SUS1FC009*

Title: Environmental Issues and Challenges (EIC)

Type of Course: Compulsory foundation

Cohort for which it is compulsory: Undergraduate

Cohort for which it is elective: None

No of Credits: 4

Semester and Year Offered: 3rd and 4th semester (2nd year)

Course Coordinator and Team: Dr. Sumana Datta; Dr. Swati Shresth; & Dr. Pulak Das

Email of course coordinator: sumana@aud.ac.in/ swatishresth@aud.ac.in/ pulak@aud.ac.in

Pre-requisites: None

Aim:

The aim of the course is to introduce students to the concept and importance of various ecosystems; to highlight contemporary issues related to degradation of natural resource bases and un-sustainable development/consumption patterns, and their impacts on health, climate and society across socio-economic hierarchies.

Course Outcomes:

On successful completion of this course students will be:

1. able to value nature and its multiple components, and appreciate nature as a dynamic system with interdependent components
2. able to understand the impacts of ongoing economic model, lifestyle and personal choices on the environment
3. able to contribute as informed citizens to public discourses on common environmental issues

Brief description of modules/ Main modules:

In consonance the syllabus proposed by the University Grant Commission the course has been structured to present an interdisciplinary perspective on environment and ecosystems highlighting

contemporary concerns on water, agriculture, forests & biodiversity and climate systems as also on population, health and justice.

Unit 1. Introduction to environmental studies

In the introduction, the multidisciplinary nature of 'environment' will be problematised – that there are multiple meanings of environment, multiple ways of seeing it, multiple ways of diagnosing the 'environmental problem' and hence different solution, multiple ways of balancing between environment and development, and influence of humans on environment. The unit will also briefly discuss the evolution of the concept and scope of sustainable development and sustainable consumption.

Unit 2. Ecosystems

This unit introduces the concept and types of ecosystems, their functions (ecosystem services) and interdependence especially in Indian context. The module also covers important national and international policies, treaties and politics of ecosystems management including Payment for Ecosystem services, Millennium Ecosystem Services, Convention of Biological Diversity, CITES, Ramsar Convention etc. Special emphasis will be given to explain student the social and economic importance of various ecosystems for specific socio-economic groups; top-down and bottom up conservation policies; and how these impact on equity across class, caste and other social hierarchies with reference to different ecosystems like forests, grasslands and wetlands.

Unit 3. Biodiversity Conservation

This module will introduce students to the concept of biodiversity, biodiversity resources of India (biodiversity hotspots), and endangered and endemic species. The unit will also discuss briefly the threats to biodiversity from habitat loss, poaching, and unsustainable lifestyle/consumerism. Human-wildlife conflict, State-led conservation, community driven conservation, restoration ecology, international and national laws, policies and Institutions of Conservation.

Unit 4. Renewable and Non-renewable Natural Resources: uses and abuses

This unit introduces the students to an important challenge in today's world- to manage a limited and fast depleting resource such as land, water & energy. It will focus on the use of land and water, and agricultural diversity over time and space. The unit also presents the exchange and understanding of food and its associated politics leading it to serious cases of Hunger and Malnutrition. Various factors reflecting the impact of the growth of population and urbanisation. The unit discusses the above issues threadbare through case studies to show that there are difficult choices/trade-offs involved in dealing with these seemingly simple issues, and also how our own lifestyle choices are directly connected with the larger issues of pollution, conservation, environmental damage, diseases, poverty, etc.

Unit 5. Environmental Pollution

This unit discuss issues related to environmental pollution (air, water, soil, noise, thermal and radioactive). Students will also be exposed to the problem of waste management including the problem of solid waste management in urban areas, dispersal of industrial wastes into water bodies etc. Some success stories and innovative solutions on waste management will also be presented. For example, introduction of CNG vehicles in Delhi to mitigate vehicular pollution.

Unit 6. Environmental policy and practice: Climate change policy

This module introduces the impact of human civilization on environment, and thereby the place of humans in nature and to what extent have they been able to influence change. This unit will discuss these issues through the case of Climate Change. This will include a brief overview of climate change and its various manifestations such as ozone layer depletion, acid rain and global warming; climate change mitigation and adaptation policies, politics and programmes from Kyoto Protocol to Paris Climate Agreement. This will also deliver briefly India's role in international climate discourse and India's action plan for climate mitigation and adaptation.

Unit 7. Environmental Justice and Movements:

This unit provides students an understanding of injustices in resource sharing. It further discusses the theoretical understanding on the third world environmentalism through a case of Chipko movement, and issue of resettlement and rehabilitation through the case study of Narmada Bachao Andolan.

Unit 8. Field Visits

Two types of field visits will be undertaken by the students. The university organises visit to an area with environmental significance, for example, a natural farm in NCR to give them understanding on practices and feasibility of natural farming as an alternative to industrial/HIV agriculture or to Asola Bhatti Wildlife Sanctuary to see varieties of butterflies. In addition to these organised field trip, students visit local biodiversity parks, wetland reclamation sites, ridges, waste dumping sites, *baolis* as part of their project works.

Assessment Details with weights:

1. Continuous assessment comprising class test, book reading and class participation (40%)
2. Mid semester examination (30%)
3. End semester project work in group and presentation (30%)

Reading List:

1. Lele, S (2006), 'Thinking about ecological sustainability', Seminar, 564.
2. Marten, G. (2001), Human Ecology: Basic Concepts for Sustainable Development, Earthscan [Chapters 1, 5, 6 & 9]
3. McNeill, John R. (2000) Something New Under the Sun: An Environmental History of the Twentieth Century.
4. Rangarajan, M (edited) (2007) Introduction in Environmental Issues in India: A Reader. Pearson p xxi- xxvii
5. Aggarwal A and Saberwal V (2007) South Asian Pastoralism: The Environmental Question. in Environmental Issues in India, A Reader ed. Mahesh Rangarajan, Pearson Longman
6. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
7. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press
8. Gopal Brij (undated) Wetland Conservation for Biodiversity and Ecosystem Services. Policy Brief National Institute of Ecology, Delhi
9. IGNOU & WWF (2015) Panchayats Extension to Scheduled Areas (PESA) Act, 1996 in National Environmental Law and Policy. Pp 19-37.
10. IGNOU & WWF (2015) The Scheduled Tribes and Other Traditional Forest Dwellers Act, 2006 in National Environmental Law and Policy. Pp 38-55
11. Odum, E. P., Odum, H.T. & Andrews, J. (1971) Fundamentals of Ecology. Philadelphia: Saunders
12. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
13. Groom, Martha J., Gary K. Meffe and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006
14. Savyasaachi (1994), 'The Tiger and the Honey-bee', Seminar 423: 30-35.
15. Cheryl Colopy, *Dirty, Sacred Rivers: Confronting South Asia's Water Crisis*, Delhi, 2012 (chapters 3, 15 and 16).
16. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
17. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29--64). Zed Books.
18. Mishra, Anupam (1993). *Abhi Bhi Khare Hai Talaab*
19. Paul Robbins et al., *Environment and Society*, 2010 (Chapter 13: Bottled Water)
20. Praveen Singh (2006), 'Bridging the Ganga Action Plan: Monitoring failure at Kanpur', *Economic and Political Weekly*, February 18, pp. 590-592.
21. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
22. Environmental Chemistry, (Unit 14) (<http://ncert.nic.in/ncerts/l/kech207.pdf>)
23. Pollution of air and water, (Chapter 18) (<http://ncert.nic.in/ncerts/l/hesc118.pdf>)
24. Environmental Issues (Chapter 16) (<http://ncert.nic.in/NCERTS/l/lebo116.pdf>)
25. Pepper, I. L., Gerb, C. P. & Brusseau, M.L. (2011). Environmental and Pollution Science. Academic Press.

26. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
27. Patwardhan A (2007) Global warming in India *in* Rangarajan, M (edited) (2007) Introduction in Environmental Issues in India: A Reader. Pearson. pp 550-558
28. Dubash, Navroz K. (2009) Climate Politics in India. Policy Brief. Centre for Policy Research. New Delhi
29. Baviskar, Amita (2006), 'Red in Tooth and Claw? Looking for Class in Struggles over Nature' in Raka Ray & Mary F. Katzenstein (eds.), *Social Movements in India: Poverty, Power and Politics*, OUP, 2006.
30. Gadgil, M., & Guha, R. (2008). 'Ecological Conflict and the Environmental Movement in India' in Mahesh Rangarajan (ed.). *Environmental Issues in India: A reader*, New Delhi: Dorling Kindersley Pvt. Ltd. (pp.385-428)

ADDITIONAL REFERENCE:

In addition to reading materials, a series of documentaries are used to provide students *lived experiences* on various environmental issues.

1. Documentary: *Who Killed the Honey Bee?* BBC 4 documentary
https://www.youtube.com/watch?v=EEY9tcZS_eY&t=40s
2. Documentary: Forest Rights: Jung, Jungle, Aur Jangle Ke Logon Ka by Purabi Bose
<https://www.youtube.com/watch?v=D9DeJeLwGhY>
3. Documentary: Rolgol, A documentary from Kutch by Karan Dilip Worah.
<https://www.youtube.com/watch?v=eiDCqroau1g>
4. Selected portions- Suttie, J. M.; Reynolds, S. G.; C. Batello. 2005. Grasslands of the world. Rome: FAO
5. Documentary: Call of Life (mass extinction)
<https://www.youtube.com/watch?v=NIMfAtAoYXg>
6. The Broken Food system in India (Oxfam documentary, 13 minutes).
7. Deolalikar, A. (2012). 'A national Shame: Hunger and Malnutrition in India'. Retrieved from http://www.ideasforindia.in/article.aspx?article_id=8
8. Documentary: FLOW: For the Love of Water
<https://www.youtube.com/watch?v=RkdIfArWqo>
9. Documentary: Hunting Down Water
<https://www.youtube.com/watch?v=bT53jCywbr8>

10. Documentary: Modern Day problem of small scale farmers in India
<https://www.youtube.com/watch?v=NIMfAtAoYXg&t=137s>
11. Documentary: Food Inc
<https://www.youtube.com/watch?v=smk2xq2l3lg>
12. Documentary: Drowned Out
<https://www.youtube.com/watch?v=ICnSsK-ZHTg>
13. Documentary: 11th Hour
14. Documentary: An Inconvenient Sequel: Truth to Power
https://www.youtube.com/watch?v=tXUY4B0_eRo
15. Documentary (Waste management: India's need of the hour)
(<https://www.youtube.com/watch?v=7KyLHrxYtc4>)
16. Documentary (Waste management - Garbage to Gold, An initiative by UNICEF)
(https://www.youtube.com/watch?v=yFBw_qxbOLo&t=796s)

End

School Name: School of Undergraduate Studies

Ambedkar University Delhi

Course Outline

Time Slot-2 hours

Course Code: SUSFC033

Title: Youth, Society and Literature

Type of Course: Foundation Optional

Cohort for which it is compulsory:

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: Monsoon 2011

Course Coordinator and Team: Vikram Singh Thakur, Bhoomika Meiling

Email of course coordinator: vikram@aud.ac.in

Pre-requisites: None

Aim: This course showcases the dynamics between youth and society through literary and cultural texts. The main texts of the course will focus on the social spaces that youth inhabit and the contemporary issues that they encounter while navigating those spaces. Some of the issues that are likely to be discussed while reading these texts would be: campus spaces, education, identity politics, love, friendship, relationships, communalism, religion, terrorism, substance abuse, media and technology.

Course Outcomes: By the end of the course

- 1.** The students will learn to critically engage with literary and cultural texts that pertain to their own immediate reality and lives, as well as the society they inhabit.
- 2.** They will be able to demonstrate reflective thinking by engaging with various issues that are faced by them.
- 3.** Multicultural understanding of varied concerns of youth around the world would enable them to comprehend various moral, ethical and political movements of the world.
- 4.** They will demonstrate an ability to formulate academic arguments by theorising lived experience.

Brief description of modules/ Main modules:

Module I: Youth and relationship.

Module II: Youth, communalism and terrorism.

Module III: Youth, substance abuse and AIDS.

Module IV: Youth, campus and education

Module V: Youth, identity and politics

Module 1 deals with the dimension of relationships. Through a series of readings that belong to different genres the course aims to get the students start reflecting on the various kinds of relationships that they find themselves in.

Module 2 deals with youth, substance abuse and AIDS.

Module 3 explores Youth, communalism and terrorism.

Module 4 investigates the relationship of Youth, campus and education

Module 5 examines the interrelation of Youth, Identity and Politics

Assessment Details with weights:

Mid semester exam (30%)

Presentation (30%)

End semester exam (30%)

Class participation (10%)

Reading List:

Federico Falco, *In Utah There are Mountains too*

ii) Jose Garcia Villa, *Footnote to Youth*

iii) Elsa Marston, *Santa Claus in Baghdad*

iv) M.G. Vassanji, *Leaving*

v) Mark Halliday, *Graded Paper*

vi) Miller Williams, *Thinking about Bill, Dead of AIDS*

vii) Onir, *My Brother ... Nikhil*

viii) Anonymous, *My Name is "Meth"*

- ix) Alex Broun, *10000 Cigarettes*
- x) Manoj Mitta and H.S.Phoolka, "Personal Fallout", *When a Tree Shook Delhi: The 1984 Carnage and its Aftermath*
- xi) Sadat Hasan Manto, *Khol Do (Open It)*
- xii) PUDR, *Courting Disaster: A Report on Inter-Caste Marriages, Society and State*
- xiii) Vandana Shiva, *Solidarity Against All Forms of Terrorism*
- xiv) Mahesh Elkunchwar, *Holi*
- xv) Lone Scherfig, *An Education*
- xvi) J. M. Coetzee, *Youth*
- xvii) Agnes Smedley, "I Learn About the World" (*from Daughter of Earth*)
- xviii) Anurag Kashyap, *Ghulaal*

ADDITIONAL REFERENCE:

School Name: School of Undergraduate Studies

Ambedkar University Delhi

Course Outline

Time Slot-2 hour slot

Course Code: SUS1FC034

Title: Identity through Popular Narratives

Type of Course: Foundation elective

Cohort for which it is compulsory:

Cohort for which it is elective:

No of Credits: 4

Semester and Year Offered: first semester

Course Coordinator and Team members: Vinod.R , Prof.AshokNagpal,

Email of course coordinator: vinod@aud.ac.in

Pre-requisites: Students should be comfortable with either Hindi or English, preferably both.

Aim: Youth as a life stage comes to educational institutions to clinch and explore simultaneously choices of vocations and relationships whilst preserving stubbornly a sense of movement in the domain of fantasy about one's identity in meandering ways. This course attempts to extend to them an imperative space to display their curious despair about themselves and come closer to their split-off parts in life which are copiously evoked by select prevailing narratives. The course proposes to deal with the following themes- the divergence of evolving identity, the dynamic of 'the popular' as it drapes and protects the rebellion from getting completely throttled, the special unself-conscious contact with the domain of negative identity as well as an inverted look at what becomes the popular around the themes of caste, gender and disability . The course uses popular literature, cinema, songs, poetry and often scenarios from student's lives to elucidate the themes of multiplicity of identity, complexity of narrative, the need for the popular, and the ambivalence of intimacy and collapse of all in states of absence.

Course Outcomes: To enable the students to

1. To link and situate their narratives of the popular to critically examine the unpopular in the margins.

2. To enable their definition of themselves through the unconscious choice of the popular.
3. To delve into the crises of youth of ideas, identities and ideals of love and intimacy, of fantasy and real and eventually self and other.
4. To extend a classroom space as a group to create an imperative space to display their curious despair about themselves and come closer to their split- off parts in life

Brief description of modules/ Main modules:

Module I: Scenes of the Popular. The term popular refers to some ideas, narratives, emotions, preferences, experiences that are part of the psychic landscape of human being and the world. What is the unconscious, subconscious, and conscious engagement and disengagement with certain popular narratives that influences our identity formation? Why do we share things that we are reminded of, that looks good, that make us feel or that has a narrative. What recedes to the margins in the popular that situates normalcy as the norm?

Module II: The ‘I’ through Identity In this module we delve into the crisis’s of youth of ideas and ideals, of love and intimacy, of fantasy and real and eventually of self and the other. The effort also remains to let a space of confluence emerge where identity isn't seen as thriving in solitude nor is it seen as being lost in the presence of the other.

Module III: The canvas of the narrative good threads can sustain a strong weave. Narratives become the weaving which identity constructs and endures. Its here, that the lens of self and other change place and positions. Sometimes an entire narrative is etched and one can't locate the self. Sometimes the narrative assumes an identity of its own drowning both images of self and the other

What is the impact of intergenerational meaning of time and space when we engage with conversations, memory and forgetting of aspects of identity across three generations?

Module IV: The parlance of identity in the narrative

It would also engage with the pitfalls and the persistent questions of why is identity often going through its own paradigmatic shift, why does popular persist even in face of disturbing one’s sense of self and how narrative becomes a third party to one’s life story.

Assessment Details with weights:

Film reviews – 20 percent

Midterm assessment on texts –20 percent

Reflective diary with group discussions –20 percent

End term assessment – 40 percent

Reading List and viewing list:

1. Erikson, E.H. (1995). *Identity youth and crisis*. NY: WW Norton and company.
2. Kakar, S., Erikson, E.H. (Eds.) (1993). *Identity and adulthood*. ND: Oxford.
3. Freud's "On narcissism: an introduction". London: Karnac books.
4. Kakar, S. (2000). *Intimate relations: Exploring Indian sexuality*. New Delhi: Penguin.
5. Kashyap, A., Motwane, V., Mantena, M. (2014). *Queen*. India: Phantom Films
6. *Masaan*. India: Drishyam Films, Phantom Films.
7. Screwwalla,R Kapur,S, R(2013) Kai Po Che UTV motion pictures

ADDITIONAL REFERENCES: (films/texts)

1. Siwani , A. Ishan,A. Sathyu, M.S.(1973) Garam Hawa.
- 2.Suri,S.,Onir,Jain,R.K.(2011).*Iam*.India.
3. Sarkar ,Bhaskar (2010) Mourning the Nation: Indian cinema in the wake of Partition, Orient Blackswan.
4. Bhalla,Alok.ed (1994)Stories about the partition of India Vol. I-III Harper Collins.

School Name
School of Undergraduate Studies
Ambedkar University Delhi

Course Outline

Time Slot- 4 Hrs /week

| | |
|---|--------------------------|
| Course Code: | SUS1SC833 |
| Title: | RISK SOCIETY |
| Type of Course: | Optional/ elective |
| Cohort for which it is compulsory: | NA |
| Cohort for which it is elective: | BA (H) Programmes |
| No of Credits: | 4 credits |
| Semester and Year Offered: | 3 rd semester |
| Course Coordinator and Team: | Dr Urfat Anjem Mir |
| Email of course coordinator: | urfat@aud.ac.in |
| Pre-requisites: | NA |

Aim:

The course is intended to create awareness about disaster risks, vulnerability and sustainability - how pre and post disaster situations affect society in different ways and most importantly the way, resilience of the communities and environmentally sustainable practices can be strengthened. This course draws from the social anthropological and sociological understanding of disasters and risks and how societies suffer and cope with such situations.

Course Outcomes:

On successfully completion of this course, the students will be able to:

1. Describe and critically engage with the concepts of Risks, Vulnerability and Disaster.
2. Identify and evaluate the sources of risks, types of disasters, impact of disasters and recognize how people/ communities inhabiting the same and different locations are affected differently by such extreme events.
3. Exhibit and apply critical thinking for understanding of sustainable disaster response systems/ practices and disaster recovery measures and in problem solving of environmental concerns having both local and global implications.

4. Recognize and explain the need for communities to have comprehensive plans for disaster risk reduction and sustainable environmental practices.

Brief description of modules/ Main modules:

Module 1: Defining the concept of Disaster, Vulnerability, Risk and Society.

Part A:

The module begins by introducing students with the terms and concepts central to the course. The aim is not only to make students learn the definitions rather critically engage with the concepts and especially, what is a disaster, its multiple dimensions etc. How the disasters have been studied through social science perspective, the past and emerging dimensions of a disaster and how the multiple conceptual and thematic foci emerged from various disciplinary origins too are broadly covered in this part.

Part B:

The Part B of the module focuses on the way the technological or other human induced process have the probability and potential of causing physical harm. One of the important strands of theme taken up for discussion is the distribution of wealth and distribution of risks in society. The aim is to engage critically with the debates around contours of risk society and Beck's theory of reflective modernization and help students make sense of contemporary conceptualization of risks and disasters and more importantly the social construction of risks.

Module 2: Nature and Typology of disasters.

The module introduces students to nature and various types of disasters and risks. Through interactive and activity based approach the nuances of typology of disasters will be demonstrated to the students. Class Activity: Access NIDM Website and read about it; global Financial Risks, Economic Slowdown and its impacts

Module3: Disasters Trends: India.

The focus of the module is on understanding the trends of disasters both at national and state level. The students will be made to understand not only the categories and criteria used for defining disasters but also the social, economic, physical and health impacts of disasters and risks. This will be achieved through analysis of the national as well as internationally credible source of disaster data base.

Module 4: Climate change and energy resources: Debating natural resources and risks

Drawing from the debates on politics of climate change and global warming, this module covers the theme of natural resource utilization and the issue of fossil fuels, carbon markets and energy consumption patterns. The climate change policy in the industrial countries and the global

negotiations at limiting global warming will be the primary focus, especially who contribute more to carbon emissions and who all are supposed to cut down carbon emissions. The implication of such negotiations for developed and developing countries and lastly what has been the outcome of such negotiations at global level will also be taken up for discussion in this module.

Module 5: Vulnerability and the People: What makes people vulnerable and how to reduce vulnerability?

Drawing primarily from the understanding that hazards are natural and disasters are not, the module covers the theme of, what makes people vulnerable in risk society and how poverty, resource depletion, marginalization on socio- economic, race, caste, class basis and gender inequalities stemming from social structures play a very important role in not only excluding large numbers of people but also robbing them of the benefits of development and results in putting at risk lives of such people differently in the society. The focus will especially be upon how social processes generate unequal exposure to risk by making some people more prone to disasters than others, and how such inequalities are largely a function of the power relations operative in every society. The diversity of risks generated by the interplay between local and global processes and how coping with them on daily basis becomes difficult for such vulnerable people and the theme of resilience of people in risky society will also be brought under focus.

Module 6: Civil Society, risk and Disaster Management

By focusing on three of the largest earthquakes through the lens of the role and responsibility of the state and civil society in protecting vulnerable citizens from disasters, the module provides illuminating case studies that investigate the gaps/ short comings in provisions in state structures and the extent to which the civil society can or cannot fill those gaps and effectively secure the safety of people in pre-disaster, during disaster and post disaster phases.

Module 7: Urban Risk Reduction

Drawing from the understanding that unplanned development, migration from rural areas and increasing vulnerabilities are the characteristic features of urbanization in Asia, this module provides an overview of issues and challenges of urban risk with focus on environment and disasters and also covers a mapping of urban risk reduction initiatives.

Assessment Details with weights:

| S.No | Assessment | Weightage |
|------|------------|-----------|
|------|------------|-----------|

| | | |
|---|--|-----|
| 1 | First Assignment | 20% |
| 2 | Second Assignment: Field activity based project work on any aspect of the risk and vulnerability assessment of the local neighbourhood | 30% |
| 3 | Presentation/ Viva on Risk and disaster profile of any one Indian state | 10% |
| 4 | End Semester Exam(As per SUS academic calendar) | 40% |

Reading List:

1. Oliver Smith A. (1999). "What is a disaster?" Anthropological perspectives on a persistent question. In Oliver-Smith, A and Hoffman, S M (eds). *The Angry Earth: Disaster in Anthropological Perspective*, New York and London: Routledge, pp: 18-34.
2. Omar D Cardona (2004). The Need for Rethinking the Concepts of Vulnerability and Risk from a Holistic Perspective: A Necessary Review and Criticism for Effective Management. In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability: Disasters, Development and People*. London: Earthscan Pp:37-50.
3. Beck, U. (1992) *Risk Society: Towards a New Modernity*. Trans. M. Ritter. London: Sage. Chapter 1 pp: 19-50
4. Kathleen J. Tierney (1999). Toward a Critical Sociology of Risk. *Sociological Forum*, Vol. 14, No. 2 pp. 215-242.
5. www.emdat.be EM-DAT: The OFDA/ CRED International Disaster Database,
6. www.nidm.gov.in National Institute of Disaster management, Ministry of Home Affairs Govt. of India: New Delhi
7. India Disaster Knowledge Network Website
8. Anthony Giddens (2009). *The Politics of Climate Change*. Cambridge : Polity Press (Chapter 2, 3 and 8) pp: 17-49, 182-203 and 227-231.
9. Vinod K. Sharma & A.D. Kaushik (2012) Natural Resource Management Strategies for Disaster Risk Reduction. In Anil K. Gupta and Sreeja S. Nair (eds). *Ecosystem Approach to Disaster Risk Reduction*. New Delhi: National Institute of Disaster Management. pp: 45-56
10. Maureen Fordham (2004). Gendering Vulnerability Analysis: Towards a More Nuanced Approach. In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability: Disasters, Development and People*. London : Earthscan. Pp: 174-182.
11. Dorothea Hilhorst and Greg Bankoff (2004). Introduction: Mapping Vulnerability In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability: Disasters, Development and People*. London : Earthscan. Pp: 1-9
12. Zenaida Delica-Willison and Robin Willison (2004). Vulnerability Reduction: A Task for the Vulnerable People Themselves. In Bankoff G., George Freerks and Dorothea Hilhorst

(Eds). *Mapping Vulnerability: Disasters, Development and People*. London : Earthscan. Pp: 145-158

13. Alpaslan Özerdem and Tim Jacoby (2006). Disaster Management and Civil Society: Earthquake Relief in Japan, Turkey and India, London: I.B. Taurus. (*Chapter 1pp 9-28*)
14. Quarantelli E. L. (2003). Urban Vulnerability to disasters in Developing Countries: Managing Risks. In Alcira Kreimer, Margaret Arnold, Anne Carlin (eds). *Building Safer Cities: The Future of Disaster Risk* Washington: The World Bank Disaster Management Facility (Chapter 15 pp: 211-231).
1. Rajib Shaw, Hari Srinivas And Anshu Sharma (Eds). (2009). *Urban Risk Reduction*.UK: Emerald (Chapters 1 and 4) Pp: 3-12 , 55-76
- 1.

ADDITIONAL REFERENCE:

- I. Bankoff, J. and G. Frerks . 2004. *Mapping Vulnerability*. London: Earthscan
- II. Beck, U. 1992. *Risk Society: Towards a New Modernity*. Translated by Mark Ritter..London: Sage
- I. Benthall, J. 1993. *Disasters Relief and the Media*. IB Tauris and Company Ltd
- II. Thomas E. Drabek. 1986. *Human System Response to Disaster: An Inventory of Sociological Findings*. New York: Springer-Verlag.
- III. Giddens, A. 1998. Risk society: the context of British politics. In J. Franklin ed. *The Politics of Risk Society. Towards a New Modernity*, Cambridge, UK, Polity Press.
- IV. Löfstedt, R., Frewer, L. 1998. *Risk and Modern Society*. London, Earthscan Publications.
- V. Hilgartner, S. 1992. The social construction of risk objects: or, how to pry open networks of risk. In J.F. Short and L. Clarke (Eds). *Organizations, Uncertainties and Risk*. Boulder, Westview Press: 39-53.
- VI. Renn, O. 1992. The social arena concept of risk debates. In S. Krimsky and D. Golding eds. *Social Theories of Risk*. Westport, Praeger.
- VII. Shrivastava, P. 1987. *Bhopal: Anatomy of a Crisis*. Cambridge, Mass: Ballinger
- VIII. Dilley, M. et al. 2005. *Natural Disaster Hotspots: A Global Risk Analysis*. Washington, D.C: The World Bank Hazard Management Unit.
- IX. Kasperson, J. X. and Roger E. Kasperson (Eds). 2005. *The Social Contours of Risk: Volume II: Risk Analysis, Corporations and the Globalization of Risk*. London: Earthscan.

School Name

Ambedkar University Delhi

Course Outline

Time Slot- TBD

Course Code: SC801

Title: INTRODUCTION TO SOCIOLOGY

Type of Course: Core

Cohort for which it is compulsory: Sociology 1st Semester

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Monsoon 2018

Course Coordinator and Team: TBD

Email of course coordinator: TBD

Pre-requisites: NA

Aim: This course is designed to introduce Sociology as a field of inquiry and analysis. The first module opens with the discussion of sociology as a discipline; sociological thought, methods, analyses and imagination are examined historically. The second module deepens the invitation to the discipline by exploring a representative range of sociological frameworks and perspectives through some key thinkers and texts. This module equips students to grapple with excerpts from primary texts through the particular sociological problem analysed and framework deployed by a diverse range of thinkers. The third further distinguishes social issues and problems from sociological perspectives and analyses along salient axes of continuing sociological relevance. The course aims to enhance students' innate capacity for critical thinking and reflection. Throughout the course, there is a lot of emphasis on reading, critical thinking, class participation and presentations.

Objectives

1. To introduce students to the history of sociology as a social science discipline.
2. To introduce some key theorists, conceptual frameworks and topical range within the discipline.
3. To distinguish between social problems and sociological questions and methods.
4. To expose students to topics, empirical contexts and methodological tools in sociology through readings, lectures, films and assessments.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key thinkers in Sociology and give an overview of their contributions
2. Demonstrate knowledge of key texts and topics related to sociology
3. Enhance academic reading, writing, discussion and presentation skills

Brief description of modules/ Main modules:

1. What is Sociology?

This module gives an overview of the origins and historical development of the discipline of Sociology. It covers through key thinkers; the social problems they analyzed; the concepts they developed; and the methods they used.

2. Sociological thinkers and approaches (brief original excerpts)

This module introduces key thinkers through brief primary excerpts from their original texts. It exposes students to the issues, concepts, methods and critical insights of the thinkers; familiarises students with primary works; and helps them overcome any inhibitions around reading and comprehending primary texts.

3. Sociological Issues and Concepts

This module gives an overview of salient sociological problems, issues and concepts related to them. Students learn to analyse and connect conceptual frameworks, identify intersectionalities, appreciate methods and sociological insights historically, and along markers of social identity. This exposes students to a wide range of sociological engagements around topics such as colonialism, race, class, caste, religion, gender, sexuality and globalization.

Assessment Details with weights:

| | |
|--|-------------|
| 1. One class presentation and two-page summary | 15% |
| 2. Mid-semester exam | 40% |
| 3. One take-home Assignment | 15% |
| 4. Final exam | 30% |
| Total | 100% |

Reading List:

1. Ritzer, George. 1996. *Classical Sociological Theory*. New York: McGraw Hill. (Chapter 1).
2. Berger, P. 1963. *Invitation to Sociology: A Humanistic Perspective*, Harmondsworth, Penguin Books, (Chapters 1 and 2)
3. Anthony Giddens. 1987. *Social Theory and modern Society*. Cambridge: Polity Press. (Chapter 1)
4. Beteille, Andre. 2000. *Sociology: Essays in Approach and Method*, New Delhi, Oxford University Press. (Chapters 1 and 2)

5. Marx, Karl. 1990. *Capital Volume 1*. New York: Penguin Books. (selection from Chapter 10, 'The Working Day')
6. Durkheim, Émile. 1984. *The Division of Labour in Society*. London: Macmillan. (Book 1, selection from Chapter 2, 'Mechanical Solidarity')
7. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge. (selection from chapter 1)
8. Foucault, Michele. 1991. *Discipline and Punish: The Birth of the Modern Prison*. New York: Penguin Books. (Selection from chapter 3 of part 3, 'Panopticism')
9. Fanon, Frantz. 1963. *The Wretched of the Earth*. New York: Grove Press. (selection from Chapter 1)
10. Cohn, Bernard. 1996. *Colonialism and its Forms of Knowledge: The British in India*. New Jersey: Princeton University Press. (Chapter 3)
11. F. Harrison: 'Unraveling Race.'
12. Smedley, Audrey. 'History of Race.'
13. Marx, Karl. 1963. 'Alienated labour.' In T. B. Bottomore (Ed.) *Karl Marx: Early Writings*. London: C.A. Watts & Co. Ltd. (pp. 120-134)
14. Vakulabharnam, Vamsi. 2013. 'Building Blocks of Servitude.' *The Hindu*. June 19.
15. Sampath, G. 2015. 'In love with work, Amazon style.' *The Hindu*. September 17.
Film: *Modern Times*.
16. Rodrigues, Valerian. (Ed.) 2002. 'Annihilation of caste.' In *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press. (pp. 263-284)
17. Ilaiah, Kancha. 2002. *Why I am not a Hindu: A sudra Critique of Hindutva Philosophy, Culture and Political Economy*. Calcutta: Samya. (Chapters 1 and 4)
18. Rohith Vemula's letter.
19. Madan, T. N. 1987. 'Secularism in its Place.' *The Journal of Asian Studies*. 46(4): 747-759.
Film: *Pita, Putra Aur Dharma Yuddh*
20. Martin, Emily. 1991. 'The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male- Female Roles.' *Signs*. 16(3): 485-501.
21. Rege, Sharmila. 1998. 'Dalit Women Talk Differently: A Critique of "Difference" and Towards a Dalit Feminist Standpoint Position.' *Economic and Political Weekly*. 33(44): 39-46.
22. Shaikh, Danish. 2014. 'The Road to Decriminalization: Litigating India Anti-Sodomy Law.' *Yale Human Rights and Development Journal*. 16(1): 104-132.
23. Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press. (selection from Chapter 5)
24. Wright, Melissa. 2006. *Disposable Women and Other Myths of Global Capitalism*. New York: Routledge. (selection from Chapter 2)
25. Purdy, Jedediah. 2016. 'The New Nature.' *Boston Review*. January 11. Accessible at: <http://bostonreview.net/forum/jedediah-purdy-new-nature> (1/8/2016)

ADDITIONAL REFERENCE:

1. Mills, C. Wright. 1970. 'The Promise of the sociological Imagination.' In Jack D. Douglas (Ed.) *The Relevance of Sociology*. USA: Meredith Corporation. (pp. 3-21)

2. Guha, Ranajit. 1996. *A Rule of Property for Bengal: An essay on the Idea of Permanent Settlement*. Durham: Duke University Press. ('private property' from Chapter 4)
3. Deleuze, Gilles. 2009. *Anti-Oedipus: Capitalism and Schizophrenia*. New York: Penguin Books. ('body without organs' from chapter 2).
4. Lorde, Audre. 1984. 'An Open Letter to Mary Daly.' In *Sister Outsider: Essays and Speeches* by Audre Lorde. Freedom: The Crossing Press.

School Name

Ambedkar University Delhi

Course Outline

Time Slot- TBD

Course Code: SC816

Title: NATURE AND SOCIETY

Type of Course: Core/ ELECTIVE

Cohort for which it is compulsory: Sociology 6th Semester

Cohort for which it is elective: Sociology 6th Semester

No of Credits: 4

Semester and Year Offered: Winter 2017

Course Coordinator and Team: Dr. Preeti Sampat

Email of course coordinator: psampat@aud.ac.in

Pre-requisites: NA

Aim: This course is designed to introduce students to contemporary debates around 'nature' from a sociological perspective. It exposes students to basic concepts, theoretical approaches and evolving concerns around the inseparability of nature and society. Assumed dichotomies between nature and society are troubled through readings and discussions that critically engage perceptions of nature, and suggest an ever-unfolding 'ecology of life.' The social construction of human and non-human nature in scientific knowledge and interventions are discussed with insights from science and technology studies and the analysis of disciplinary apparatuses. Disciplinary apparatuses have at the same time accompanied and complemented the onset of capitalism, with its global 'value' regime. Nature under capitalism is valued for its potential role in the creation of surplus value (or profits). Human and non-human nature is subjected to market imperatives in the pursuit of profits: exploited, depleted and dispossessed. Alternatives and collective mobilizations however, foreground these inequalities to counter such processes. The course ends with the question of a democratic politics for the profound human interventions in what is now being debated as the Anthropocene epoch. If social relations around nature are understood as an ever-unfolding ecology of life, how may our relational understanding of nature and society effect progressive egalitarian interventions?

Objectives

5. To introduce students to foundational debates and perspectives around studies of nature and society historically.

6. To enable students to identify assumed binaries and draw connections between human and non-human nature.
7. To facilitate an understanding of the implications of capitalist development, depletion of natural resources, and dispossession.
8. To expose students to perspectives, empirical contexts and methodological tools that examine the Anthropocene epoch.
9. To expose students to topics, empirical contexts and methodological tools in the studies of nature and society through readings, lectures, films and assessments.

Course Outcomes:

On successful completion of this course students will be able to:

1. Identify key thinkers and concepts for understanding human and non-human nature; capitalist expropriation of natural 'resources;' dispossession; and the anthropocene.
2. Demonstrate knowledge of key texts and topics related to sociology of nature and climate change globally and in India.
3. Draw connections between textual and empirical knowledge through the fieldwork module.
4. Develop advanced academic reading, writing, discussion and presentation skills through assessments.

Brief description of modules/ Main modules:

Module 1: Nature, Culture and Perception

This module introduces and troubles commonly assumed binaries between 'nature' and 'society' and focuses on their relationality.

Module 2: Science, Technology and Discipline

How does science construct nature and what does this tell us in turn about the social construction of science? This module introduces science and technology studies and interrogates the scientific analysis of nature, including powerful disciplinary apparatuses deployed to discipline the human body.

Module 3: Capital, Value and Nature

The industrial revolution not only revolutionized production and the exploitation of 'resources' to serve markets and profits, but also created a regime of 'value.' How does capitalism value nature? This module discusses the harnessing of nature for capitalist markets and its social and environmental implications.

Module 4: Nature, Society and Dispossession (Field-trip to NGO):

This module will animate the foregoing discussions on nature, technology and capital through a fieldtrip of 2.5 days to a non-governmental organization (previously taken to *Sambhavnaa Institute* in Himachal Pradesh).

Module 5: Justice for the Anthropocene

What are the concerns of contemporary climate or environmental justice movements and how do these resonate with concerns regarding social justice? Can we think of a democratic politics for the

Anthropocene? This module brings together the learnings from the course by focusing on ways in which various actors have articulated social and environmental justice.

Assessment Details with weights:

| | |
|--------------------------------------|-------------|
| 1. Class presentation | 10% |
| 2. Mid-semester exam | 40% |
| 3. Field assessment | 20% |
| 4. Final term paper and presentation | 30% |
| Total | 100% |

Reading List:

1. Ortner, S. 1974. 'Is Female to Male as Nature is to Culture?' In M. Z. Rosaldo and L. Lamphere (eds.). *Woman, culture and society*. Stanford: Stanford University Press.
2. Goldman, M. and R. Schurman. 2000. 'Closing the "Great Divide": New Social Theory on Society and Nature.' *Annual Review of Sociology*.
3. Ingold, T. 2000. 'Culture, nature, environment.' In *The perception of the environment: Essays on livelihood, dwelling and skill*. London: Routledge.
4. Sismondo, S. 2010. 'The Social Construction of Scientific and Technical Realities.' In *An Introduction to Science and Technology Studies*. Malden: Blackwell.
5. Gould, S. 1996. 'Epilogue' and 'Critique of the Bell Curve.' In *The Mismeasure of Man*. New York: W.W. Norton & Company.
6. Haraway, D. 1999 [1988]. 'Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.' In Biagioli, Mario (Ed.). *The Science Studies Reader*. New York: Routledge.
7. Davidson, A. 1999 [1998 abridged]. 'Styles of History, Conceptual Reasoning and the Emergence of Psychiatry.' In Biagioli, M. (Ed.). *The Science Studies Reader*. New York: Routledge.
8. Mintz, S. 1985. 'Production.' In *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.
9. Gadgil M. and R. Guha. 2000. 'Forests and Industrialization: Four Stages.' In *The Use and Abuse of Nature*. New Delhi: Oxford University Press.
10. Balagopal, K. 2011. 'A Year of Drought?' In *Ear to the Ground: Selected Writings on Class and Caste*. New Delhi: Navayana.
11. Scott, J. 1998. 'Nature and Space.' In *Seeing Like a State: How Certain Conditions to Improve the Human Condition Have Failed*. New Haven: Yale University Press.
12. Gadgil M. and R. Guha. 2000. 'Ideologies of Environmentalism.' In *The Use and Abuse of Nature*. New Delhi: Oxford University Press.
13. Baviskar, A. 2005. 'Red in Tooth and Claw? Looking for Class in Struggles over Nature.' In Ray, R. and M. Katzenstein (eds.) *Social Movements in India: Poverty, Power, and Politics*. New Delhi: Oxford University Press.
14. Personal Energy and Carbon Footprint Calculator (to be completed before the trip)
15. Faber, D. 2013. 'The Unfair Trade-off: Globalization and the Export of Ecological Hazards.' In King, L. and D. M. Auriffeille (Eds.). *Environmental Sociology: From Analysis to Action*. Lanham: Rowman and Littlefield Publishers, Inc.

16. Maniates, M. 2013. 'Individualization: Plant a Tree, Buy a Bike, Save the World?' In King, L. and D. M. Auriffeille (Eds.). *Environmental Sociology: From Analysis to Action*. Lanham: Rowman and Littlefield Publishers, Inc.
17. Hall, D., P. Hirsch and T. Li. 2011. 'Counter-exclusions: Collective Mobilizations for Land and Territory.' In *Powers of Exclusion: Land Dilemmas in Southeast Asia*. Honolulu: University of Hawai'i Press.
18. Purdy, J. 2015. 'Introduction' and 'What Kind of Democracy?' In *After Nature: A Politics for the Anthropocene*. Cambridge: Harvard University Press.
19. Asafu-Adjaye et. al. 2015. *An Eco-Modernist Manifesto*. Available at: <http://www.ecomodernism.org/> (last accessed 1/15/2017: 2 pm)

ADDITIONAL REFERENCE:

5. Ingold, T. 2011. 'Anthropology comes to life.' In *Being Alive: Essays on movement, knowledge and description*. London: Routledge.
6. Foucault, Michel. 1991. 'Docile Bodies.' In *Discipline and Punish: The Birth of the Modern Prison*. New Delhi: Penguin Books. (pp. 135-156)
7. Marx, K. 1990. 'Primitive Accumulation' and 'The Capitalist Farmer.' *Capital Volume 1*. New York: Penguin Books.
8. Dhara, S. 'Is Sustainable Development an Oxymoron?' *Teacher plus*. 9(11): December 2011
9. Kalpavriksh. 2012. 'Globalization in India: Impacts and Alternatives.' Adapted from *Churning the Earth: The Making of Global India* by Srivastava, A. and A. Kothari. 2012. New Delhi: Penguin.

School of Undergraduate Studies

Ambedkar University Delhi

Course Outline

Time Slot: 4 hours per week

Course Code: SC0832

Title: Health and Society

Type of Course: Elective

Cohort for which it is compulsory: NA

Cohort for which it is elective: All BA Programmes

No of Credits: 4

Semester and Year Offered: 2nd Semester & Every year

Course Coordinator and Team: Oinam Hemlata Devi and Rinju Rasaily

Email of course coordinator: hemlata@aud.ac.in

Pre-requisites: NA

Course Description:

a. Summary:

The emerging health issues and challenges in India and across the globe have brought us to the realization that it is high time for understanding and studying health from a holistic approach as it involves various cross-cutting issues. This course will orient the learners about the basic ideas of day to day health and social determinants of health issues. The transaction of the course primarily will include engaging learners through discussions on /around, emerging health problems, the role of surrounding environment and participation of community members and other stakeholders in facilitating care at the individual as well as societal level. Broadly, the course covers a conceptual/situational /socio-cultural/ scientific/theoretical domain of human well-being and health through the perspective of cross-cultural studies of different societies/communities bringing the importance of cultural competence and various factors of social change. It can also mould the students toward community studies and research for a better society.

Course Outcomes:

- Demonstrate understanding of complex nature of health and health care systems.
- Identify and evaluate holistically the factors of human health such as geographical areas, socio-economic, bio-cultural and ecological.
- Apply the knowledge and understanding gained to study the changes in lifestyle behaviours and attitudes for a balanced individual and familial well-being.
- Exhibit critical thinking and scientific temperament while explaining health choices, human behaviour and in creative and pragmatic problem solving around health issues.
- Explain scope for individual and community participation in health care service related activities, awareness and analysis of available health care schemes and policies.

Brief description of modules/ Main modules:

Module 1: Introduction to the concept of health and society

This module deals with the concept of health which is more understood from the perspectives of sociology of sickness and illness considering it as key to the wellness of a society; notion of improving health through behavioural changes of the individual members of society and available measures. An overview of health and mortality analysis will help in understanding a society at large.

Module 2: Historical perspectives of Medicine and health

This module will discuss the historical perspectives of understanding health and its measures or the genesis of medicine in the form of different medical systems. How different medicine has been developed and studied at different space and time.

Module 3: Dimensions of Health

This deals with the specific dimensions mentioned in the definition of health provided by WHO. The cube model of health will be discussed to understand the details of dimensions and elements present within it. The network of the elements or factors present, addition of new elements will also be discussed to deal with the expanding horizons of health.

Module 4: Determinants of Health

This will study the factors which influence health at individual and societal level. The interactional process of such factors and the resultant effect to the health of individuals or communities will be discussed using case studies.

Module 5: Perspectives of Health and Society

This will include ways of understanding health and society from the clinical perspectives, epidemiological and public health perspectives, or socio-cultural perspectives using multidisciplinary approach.

Module 6: Health Care systems

This module deals with various health care systems of curing and caring the patients particularly focusing on the Indian Health care systems. It will include both traditional and modern methods of health care systems and the relationships established in a medical system. A comparative analysis of health care systems and performance record will help in exploring the attitudes, behaviours and understanding of different societies.

Module 7: Diet, Nutrition and Social sanctions

This module will focus on the meaning of healthy body provided that everyone follows certain norms sanctioned by the society. The cultural classification of dietary habits or foods based on religion or region will highlight a great connection of food, medicine and diseases in the social structure and organisation. This will be related with the science of food using information such as nutrients and toxins.

Module 8: Lifestyle changes and health

This will relate to the illicit actions of drinking alcohols, tobacco chewing and smoking, drug addicts resulting into physical and mental abnormalities showing inability to prevent and fight from certain illnesses and diseases. An effort will be made to advise the students to collect available national level data of such actions and reactions for classroom discussion.

Module 9: Socio-economic status and Environmental Health

This module deals with the varied range of socio-economic status of members of society and its effect on health particularly through environmental exposures. How environmental health is understood from socio-economic status and inequalities pertaining to the level of exposures to ecological hazards. Health inequalities will also be discussed pertaining to gender and ageing.

Module 10: Cross cultural studies of health

Case studies of different societies based on the social structure and health care systems available will be discussed to interpret and understand the network of relationships and existing health care systems. This will also incorporate the nature of change or system of medicine accepted by different communities to adjust with the changing world.

Module 11: Global Health and emerging issues

This will discuss about the spread of diseases at global level due to industrialization, climate change and other issues of gender inequality, disability, violence and fear. Some of the diseases such as HIV/AIDS, malaria, hepatitis will be discussed along with their preventive measures.

Module 12: Health care policies

This module will provide an intensive way of looking at the existing health policies where, students need to think critically about the defined law and policies and its implication on society(ies), to provide an adequate strategy in matters of individual and public health issues. For this, major focus will be given to the health policies of India.

Assessment Details with weights:

There will be three assessments

- | | |
|--|-----|
| 1. First Assignment (class test/in-class activities, project report) | 30% |
| 2. Second Assignment (In-class activities) | 30% |
| 3. End semester Exam | 40% |

Reading List:

- A movie on ageing “The Separation”.
- Berlin, E.N., & Fowkes, W.C. (1983). A teaching framework for cross-cultural health case. *The Western Journal of Medicine*, 139(6): 934-938.
- Bhatia,S.& Dhindsa, P.K. *Health status in India: An inter-state analysis*. Retrieved from www.wbiconpro.com/254-Seozy.pdf
- Carr, S., Unwin,N. & Pless-Mullooli, T. (2007).*The determinants of health and disease*. In An Introduction to Public health and epidemiology (pp.83-96). New York: OUP.
- Donatelle, R.J. & Davis, L.G. (1996). *Access to health* (Unit 13 or 14) 4th Edn. London: Allyn and Bacon.
- Eberst, R.M.(1984). Defining health: A multidimensional model, *JOSH*,54(3),99-104.
- Evans G.W., and E. Kantrowitz. 2002. Socioeconomic status and health: The potential role of environmental risk exposure. *Annual Review of Public Health* 23:303–31.
- Foster, G.M., & Anderson, B.G. (1978). *Medical Anthropology*. (Unit 3 & 4)New York: John Willy and Sons.

- Hansen, E., & Easthope, G. (2007). *Lifestyle in Medicine: Critical studies in health and society* (34-51) NY: Routledge.
- Helman, C.G. (2001). Diet and nutrition. In *Culture, Health and Illness* (32-49pp.). London: Arnold
- Last, J.M. (1998). Human health in a changing world. In *Public health and human ecology* (395-426pp.). Ottawa: Prentice Hall International, Inc.
- Magner, L.N. (2005). *A history of Medicine* (chapter 2 & 3) New York: Taylor and Francis.
- Malcolm, M. (2006). Global Health. In *Culture and Health: A critical perspectives towards global health* (pp. 259-280). NY: John Wiley & Sons Ltd.
- Malcom, M. (2006). Understanding cultural differences. In *Culture and health: A critical perspective towards global health* (pp. 38-63). NY: John Wiley and Sons Ltd.
- McElroy, A., & Townsend, P.K. (2009). *Medical anthropology in an ecological perspective* (pp. 42-59). Westview Press.
- McKeown, T. *Determinants of health*, Retrieved from <http://www.iupui.edu/anthkh/e445/readings/Mckeown.pdf>
- National Health Policy 2017 (the recent document will be used)
- Park, K. (2002). *Man and Medicine: Towards Health for All* in preventive and social medicine (1-10 pp.) New Delhi: B Jain Publishers.
- Park, K. (2002). *Preventive and social medicine* (11-12pp.) New Delhi: B Jain Publishers.
- Park, K. (2002). *Preventive and social medicine* (15-17pp.) New Delhi: B Jain Publishers.
- Park, K. (2002). *Preventive and Social medicine* (pp.12-14) New Delhi: B Jain Publishers.
- Qadeer, I. (2008). Health planning in India: Some lessons from the past. *Social Scientist*, 36 (5-6): 51-75.
- Thomas, R.K. (2002). Introduction to sociology of health and illness. In *Society and health: Sociology for health professionals* (pp.1-10). NY: Kluwer Academic publication.
- Trostle, J. A. (2005). *Epidemiology and Culture* (Unit 1). New York: Cambridge University Press
- World Health Organisation. *Malaria Incidence (API), Mortality and case fertility rate in SEAsia Region from 1994-2011*. Available at http://www.searo.who.int/entity/health_situation_trends/data/sea_mal_API_CFR_Mortality_2011.pdf?ua=1
- World Health Organisation. *Natural toxins in food*. Fact sheet. Geneva, WHO Available at <http://www.who.int/news-room/fact-sheets/detail/natural-toxins-in-food>
- World Health Organization. *Gender and health*. Fact Sheet. Geneva, WHO. Available at <http://www.who.int/news-room/fact-sheets/detail/gender>

School Name School of Undergraduate Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: Gender and Society

Title: SUS1SC810

Type of Course: Compulsory to SUS Sociology students, Elective for others

Cohort for which it is compulsory: 5th Semester students

Cohort for which it is elective: 5th Semester students

No of Credits: 4

Semester and Year Offered: Monsoon Semester

Course Coordinator and Team: Rukmini Sen, Niharika Banerjea

Email of course coordinator: rukmini@aud.ac.in

Pre-requisites: None

Aim: To understand how gender operates in everyday social life. How is it that there is interplay of gender in institutional spaces? To understand what are the connections between gender, caste, patriarchy and capitalism? It will be the aim of this course to assess whether in terms of a discipline, is the study of society gender-blind or gender-conscious? When family as an institution is discussed, does the domestic labour debate come up? When politics is introduced as a theme, are gendered realities of political representation addressed? Is sociology of gender a sub-discipline? Do we need a separate course on gender in sociology, or should it be intertwined as a perspective in the manner in which social structures and relationships are lived?

Course Outcomes:

1. Enabling students to be conscious of the gendered social worlds
2. Creating socially conscious citizens aware of the legal guarantees for people with all genders
3. Understanding the way gendered institutions function
4. Assessing important questions on gender within the family, state and economy
5. Generating the ability to inquire, negotiate and find solutions to everyday situations of gendered living

Brief description of modules/ Main modules:

Unit 1: Gendering the sociological imagination

Sociology has been a study of personal experiences and social structures. The question that historically was raised in the 1970s was that this study of experiences and structures were happening from the perspective of

men, although it was assumed that it was the social. This unit intends to explore the following connections: a) Relationships and Institutions b) Institutions and Structures c) Structures and Cultures d) Cultures and Languages e) Languages and Law f) Protests and Transformations Through these co-relates, the aim would be to see you gender interacts with all of them.

Unit 2: Understanding gender through questions of labour

Taking labour as an illustrative example, this course intends to discuss the interface that gender and labour has with institutions, cultures and law. This unit will complicate the question of housework and discuss domestic labour. There is a sexual division of labour not just inside the home, but even when women come outside the home to be involved in formal and informal economy there seems to be a gendering between the female air hostess and the male pilot. These differences in work are not just differently located but also given unequal status as well as financial returns. Therefore, a demand for equal pay for equal work existed within women's activism and responded by the law. Similarly, maternity claims and paternity benefits are not just about labour and reproduction but also about whose primary responsibility it is to nurture a child.

Unit 3: Gender, Race, Tribe, Caste, Class, Nation

It would be important to understand race, tribe, caste, class and nation as gendered. Can gender become a useful lens to understand how patriarchy has shaped race, caste, tribe, class relations in the making of the nation state. Racial profiling has been the subject of our discourse but literature within women's studies show how race becomes a useful category to understand stratification. Why are caste relations gendered? Gendered nature of caste relations are evident move beyond gendered roles and we need to address the structures that shape practices and institutions. Parallel to this, it would be important to understand the need for a gendered lens to understand caste, class, tribe relations.

Unit 4: Gender and Violence, Gendered Violence

Violence in gendered relationships, violence is an intrinsic part of gender performance. It is important to realize that there is violence within and outside the home; there is violence in parks and streets as well as hotels, public transports and bedrooms. Women, men and transgender persons all face violence. However it is extremely important to remember that due to heteronormative patriarchal structures, institutions and laws women of all locations have the probability of facing some or the other kind of violence. Violence on hijras, lesbians and gay men are not uncommon.

Unit 5: Sociology of Gender, Gender Studies

This unit will make an attempt to understand how gender entered into the academic and the political discourses in India. What is the trajectory of adding women and stirring approach, to the creation of sociology of gender, to the emergence of women's studies as a perspective and now to a discipline, and finally the probable shift from women's to gender studies. It is true that the women's movement in India had an important role to play in questioning the way inherent inequality in human relationships needed to be unpacked in the disciplinary contours. Is gender about women? Is gender about men and women?

Assessment Details with weights:

Assessments

1. Keeping a diary/reflection after every class that happens in the entire semester. Each day after class, enter your reflections about the discussions that happened in the class. You need to refer to readings, but you could also be creative and express your thoughts about the class through a poem or a painting or a collage in the diary. What is important is the regularity of the diary entry. What will be assessed is how your ideas on gender originated, grew, changed, or remained static over the progress of the course. This will be graded at the end of the semester, 40%
2. Group Presentation from each of the chapters of the book 'Seeing Like a Feminist' by Nivedita Menon through photo essay. This process shall happen during the end semester week, it shall take a full day. Every one need to be present for the entire duration 30%
3. In class mid semester examination on selected readings that are part of the course outline. This shall take place in September. 30%

Reading List:

1. Laxmi Murthy and Rajashri Dasgupta Our Pictures Our Words: A Visual Testament to the Women's Movement in India, Zubaan, New Delhi, 2012
2. Watching Paromita Vohra's Unlimited Girls Reading <http://infochangeindia.org/film-forum/documentary/unlimitedgirls.html> before watching the film
3. Dorothy Smith, Sociology from Women's Experience: A Reaffirmation, Sociological Theory, Volume 10, Issue 1, (Spring 1992) 88-98, available online at <http://www.d.umn.edu/cla/faculty/jhamlin/4111/Readings/SmithWomen.pdf>
4. Silver, Hillary. 1993. 'Home work and domestic work'. *Sociological Forum*, Vol. 8, No. 2, pp. 181-204
5. Air India v. Nergesh Meerza [(1981) 4 SCC 335]
6. Davis, Angela Y. 1981. Women, Race and Class. Women's Press (Chapters 2 and 4)
7. Chakravarti, Uma. 2006. Gendering caste through a feminist lens. Stree, Kolkata pp, 6-22, 139-171
8. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India' *Indian Journal of Gender Studies* 11: 345-367
9. Shilpa Phadke, Sameera Khan, Shilpa Ranade Why Loiter? Women and Risk on Mumbai Streets, Penguin Books, New Delhi, 2011 pp vii-xiv, 3-21
10. Maitrayee Chaudhuri Learning through Teaching the 'Sociology of Gender' Indian Journal of Gender Studies, 2002

ADDITIONAL REFERENCE:

Maitrayee Chaudhuri Learning through Teaching the 'Sociology of Gender' Indian Journal of Gender Studies, 2002

Sharmila Rege Histories from the Borderlands, available online at <http://www.india-seminar.com/2000/495/495%20sharmila%20rege.htm>

School Name

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SUSPO733

Title: Politics in South Asia

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: 4th Semester

No of Credits: 4 (four)

Semester and Year Offered: Winter

Course Coordinator and Team: Dr. Michael Lunminthang

Email of course coordinator: mikehaokip@aud.ac.in

Pre-requisites: None

Aim: This course aims to re-discover this region that has a similar past, a long and strenuous struggle for freedom and state formation, a turbulent yet progressive present and a hopeful future. It emphasizes an understanding of the wider horizon of global politics

Course Outcomes:

1. This course equip students to gain knowledge and understanding of the interplay of politics, economy, contentious issues and challenges experienced in this region.
2. It aid towards broadening their perception of politics beyond the Indian subcontinent.
3. Moreover, it skill them to develop a comparative approach towards study of politics.

Brief description of modules/ Main modules:

1. Understanding South Asia as a Region:

In this introductory set of lectures, students will be familiarized with the South Asian region, the constituent countries, its geo-politics, historical background in light of a common colonial legacy and struggle for freedom.

2. Politics and Governance in South Asia:

It begins with a brief survey of different types of political systems. This includes a critical assessment of 'ideal-types' of regimes like democracy (both representative and participatory), authoritarianism, monarchy, military rule, decentralized governance, etc in relation to experiences in different countries.

3. South Asian Political Economy:

The interlinked issues like deprivation, poverty, food insecurity and gender discrimination within the region which needs to be understood along with the economic development in the region are highlighted. Recent developments like reforms linked to structural adjustment programmes, foreign aid, debt relief, country level rankings like Human Development Index are given discussed in the module.

4. Efforts of Regional Integration in South Asia

The module looks at South Asian Association for Regional Cooperation (SAARC), its role and relevance in contemporary times. The effectiveness of trade agreements like SAFTA and SAPTA are evaluated, in light of issues like illicit trading causing loss of revenue. Success stories of economic empowerment of women through initiatives like micro-credit institutions are taken up.

5. Regional Issues and Challenges in South Asia

The module emphasises on insecurity and intolerance that gives way to anti-social activities like terrorism, religious fundamentalism amounting to fanaticism (India), preaching hatred and violence towards minority and powerless communities and ethnic conflicts/ ethnic cleansing (Sri Lanka) are given importance for viable future solutions.

Assessment Details with weights:

1. Mid Semester Exam - 40%
2. Take home assignment - 20%
3. End Semester Exam - 40%

Reading List:

- 1) Hewitt, V. (1992) 'Introduction', in *The International Politics of South Asia*. Manchester: Manchester University Press, pp.1-10.
- 2) Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.399-418.

- 3) Muni, S.D. (2003) 'South Asia as a Region', *South Asian Journal*, 1(1), August-September, pp. 1-6
- 4) Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press, pp.376-394.
- 5) Baxter, C. (2010) 'Introduction', Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.1-24
- 6) De Silva, K.M. (2001)'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.
- 7) Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) *Electoral Processes and Governance in South Asia*. New Delhi: Sage, pp.15-52.
- 8) Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.
- 9) Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) *Varieties of Federal Governance*. New Delhi: Foundation Books, pp. 104-130.
- 10) Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) *Democracy, Development and Discontent in South Asia*. New Delhi: Sage, pp. 264-281.
- 11) Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 83-97.
- 12) Kaul, N. (2008) 'Bearing Better Witness in Bhutan', *Economic and Political Weekly*, 13 September, pp. 67-69.
- 13) Phadnis, U.(1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.

- 14) Phadnis, U., S.D Muni and Kalim Bahadur (1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia : Political, Dimensions*. Vol.1. New Delhi: South Asian Publishers, pp.100-119.
- 15) Kukreja, V. (2003) *Contemporary Pakistan*. pp. 75-111. New Delhi: Sage
- 16) Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 32-50.
- 17) Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 1-31.
- 18) Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.301-332.
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- 20) Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) *South Asia in World Politics*. Lanham: Roman and Littlefield Publishers, pp.281-295.
- 21) Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) *Human Security in South Asia: Gender, Energy, Migration and Globalisation*. New Delhi: Social Science Press, pp. 124-144
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- 23) Kohli, Atul, 2001. "Indian Democracy: the Historical Inheritance," chapter 2 in *The Success of India's Democracy*, edited by Atul Kohli, Cambridge University Press, p. 23-46
- 24) Jayal, Ayesha. 1995. Various Selections, pages 48-65, 77-85, 100-120 from chapters 2 and 3, *Democracy and Authoritarianism in South Asia*. Cambridge University Press

- 25) Malik, K.Y., Kennedy, C.H., Oberst, R.C., Kapur, A., Lawoti, M., and Rahman, S. (eds.) (2009) Government and Politics in South Asia, Westview press
- 26) Hagerty, D.T (ed.) (2005) South Asia in World Politics. Rowman and Little Field publishers
- 27) Jamil, I., Askwik, S., and Dhakal, T.N., (eds.) (2013) In Search of Better Governance in South Asia and Beyond, Springer.

School Name: School of Undergraduate Studies

Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: SUS1PO735

Title: Democracy and Development in India

Type of Course: Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: 6th Semester Students of SUS

No of Credits: 4

Semester and Year Offered: Winter

Course Coordinator and Team: Dr. Ishita Mehrotra

Email of course coordinator: ishita.mehrotra@aud.ac.in

Pre-requisites: None

Aim:

The course aims to unpack the Indian model of development and its relationship with democracy through situating the process of economic development in the wider context of political democracy in postcolonial India. It also briefly discusses the transformations occurring in the development process under the influence of globalization which are creating new power dynamics as well as of the response to these transformations in the form of protest movements.

Course Outcomes:

1. To identify key phases and concepts in India's development trajectory
2. To understand how the changing nature of the Indian state over the years has impacted its development ideology and policy practice
3. Demonstrate awareness of challenges posed to mainstream development ideas.

Brief description of modules/ Main modules:

1. **Interaction of Democracy and Development in India:** Indian democracy has challenged almost all theories formulated regarding conditions for sustaining

democracy. This module looks at the legacy of centralized state control under colonial India and its transformation in post colonial India, attempting to understand the impact of politics on development.

2. **Deepening Democracy: Decentralization Model (Panchayati Raj Institutions):** The module discusses the evolution and trajectory of PRIs in India and looks at the question of whether democratic deepening is a matter of political democracy or is it also about deepening of development.
3. **Development Debates in India:** This module looks at the debates around development in India through a discussion on Bombay Plan, Gandhi – Nehru debate, Nehru - Mahalanobis approach to development, Economic Liberalization Model and Neoliberal Reforms. This module also looks at the role of planning in development.
4. **Governance and its Crisis in India:** This module looks at the evolution of the definition of governance and its relationship with democracy and development. It critiques the managerial/technical definition of the concept as it precludes both-substantive democracy and development.
5. **Critique of Development & Forms of Political Contestation over Development Paradigms:** The module draws from the writings of Aditya Nigam, Amit Bhaduri and Amartya Sen to question the deficits of the existing model of development and propose an alternative thinking about it.

Assessment Details with weights:

1. Mid-sem exam: 40%
2. Term Paper: 40%
3. Presentation: 20%

Reading List:

Bose, Sugata, (1997), *Instruments and Idioms of Colonial and National Development*, in Cooper, Frederick and Packard, Randall (ed.) *International Development and the Social Sciences*, PP. 45-63

Sengupta, C(2010), Burden of exception? Deficits and deepening of democratic development in India in Chandan Sengupta and Stuart Corbridge (ed.) *Democracy, Development and Decentralisation in India: Continuing Debates*, Routledge, New Delhi

Mukherjee, R (2010), *The Political Economy of Development in India*, in Sumit Ganguly and Rahul Mukherji, *India since 1980*, Cambridge University Press, New York

Kohli, Atul (2001), *The State and Poverty in India*. Cambridge: CUP/ Introduction and chapters 1 & 2

Jayal, N (2007 Introduction, in Niraja Gopal Jayal, Amit Prakash, and Pradeep K. Sharma (eds.) *Local Governance in India: Decentralization and Beyond*, Oxford university Press, New Delhi

Manor, J (2011), Perspectives on Decentralization, working paper no 3, ICLD Swedish international centre for local democracy

Kabeer, Naila (2005). Gender Equality and Women's Empowerment in *Gender and Development*, Vol.13, No.1

Chatterjee, Partha, (2000) 'Development *Planning and the Indian State*' in Hasan, Zoya (ed) *Politics and the State in India*, pp. 115-141, Sage Publications

Nanda, B.R., (1995), *JawaharLal Nehru: Rebel & Statesman*, Chapter 3 (Gandhi and JawaharLal), PP. 22-55, Oxford University Press

Kaviraj, Sudipta,(1996), '*Dilemmas of Democratic Development in India*' in Adrian Leftwich edited *Democracy and Development: Theory and Practice*, Cambridge, Polity Press

Jayal, N, The governance agenda: Making democratic development dispensable, *Economic and Political Weekly*, vol 32(8), February 22, 1997

Mathur, K. (2011), *From Government to Governance*, New Delhi: National Book Trust

Stoker, G (1998) Governance as theory: five propositions, *International Social Science Journal*, Volume 50, Issue 155, pages 17–28, March 1998

Bhaduri, Amit (2005), *Development with Dignity*, National Book Trust, New Delhi

Dreze,J., and Sen,A (2013) A new India, in Jean Dreze and Amartya Sen (eds.) *An uncertain glory: India and its contradictions*, Princeton University press, UK

Ray, Raka and Katzenstein, Mary Fainsod. (2005) *Social Movements in India*. New Delhi: Oxford University Press.

Baviskar, Amita (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, Delhi: OUP.

ADDITIONAL REFERENCE:

Menon, Krishna (2011), *Democracy and Development in India*.

Available at:

<http://socialsciences.in/article/democracy-and-development-india>

Bardhan, Pranab:

Democracy and Development in India: A Comparative Perspective

Panchayati Raj and Traditional Institutions of Governance in Niraja Gopal Jayal, Amit Prakash, and Pradeep K. Sharma (eds.) *Local Governance in India: Decentralization and Beyond*, Oxford university Press, New Delhi

Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part I: The 1980s'. *EPW*, Vol.41, No.13

Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond'. *EPW*, April 8.

<https://www.youtube.com/watch?v=NvccWbzHdZA>. Lecture delivered on Rights Based Approach to Development by Jairam Ramesh at Brown.

Chidambaram, P (2018). Across the aisle: Minimum government, maximum damage.

Available at:

<https://indianexpress.com/article/opinion/columns/minimum-government-maximum-damage-arun-jaitley-bjp-5085043/>

Ruparelia, Sanjay (2015). 'Minimum Government, Maximum Governance': The Restructuring of Power in Modi's India. *Journal of South Asian Studies*, Vol.38, Issue 4

Roy, A (2010), Walking with the comrades, *Outlook*, March 29

Nigam, Aditya (2011), *Desire named Development*, Penguin Books, New Delhi

SEMESTER 3

School of Vocational Studies

Ambedkar University Delhi

Course Outline

Time Slot _____

Course Code: SVS1FC203

Title: Environment and Sustainability

Type of Course: Foundation Course

Cohort for which it is compulsory: All BVoc Semester 1 students

Cohort for which it is elective: None

No of Credits: 02

Semester and Year Offered: Monsoon Semester (2018, 2019)

Course Coordinator and Team: Akha kaihrii Mao (C) and Cheryl Jacob

Email of course coordinator: akha@aud.ac.in

Pre-requisites: BVoc students promoted to semester 3

Course Objectives/Description:

This course *Environment and Sustainability* seeks to raise selective issues/concerns/concepts related with environment to generate a wider understanding of the contemporary challenges in the field and the necessity of addressing them. The course has also been partially designed keeping in mind the requirements of the three vocational programmes. In the same breath, the course hopes to generate self-awareness among the students about the world they live in, and the need to adopt sustainable practices in personal and professional sectors. While environment awareness is very important, it is also equally important to emphasise sustainability. It is hoped that the facilitators will be mindful of incorporating that thread throughout the course.

Course Outcomes:

On successful completion of this course students will be able to:

1. Generate environmental awareness by taking up selective issues
2. Make connections between humans, their choices/behaviours, and environmental issues;
3. Recognise that these issues are not isolated in terms of the impact but are interconnected;


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4. Explain the significance of sustainable environment and the fact that it is not difficult to adopt sustainable practices;
5. Discuss the ways in which environment is intrinsic to our existence, dangers posed to it and yet there are corrective options or lifestyles; and
6. Demonstrate how to adopt and adapt healthy practices in their vocation.

Brief description of modules/ Main modules:

Module I: Introduction: Definition, Scope and Importance: In this Module, the basic question of ‘why should I really care about environment?’ will be taken at a starting point into the discussion of various environmental issues. It is a key to understand the relationship between environment and human beings. The second part will cover the basic understanding of the sustainability before connecting it to deeper aspects of imbalances caused by disturbed balance in human ecology. The third part serves as a connecting thread between Module I and rest of the modules. It essentially brings home the cultural or traditional attitude of various societies towards nature and environment. This is to create a link between lifestyle choices and environment.

Module II: Community, Livelihood and Environment: This Module explores and examines the interconnectedness in an ecosystem in order to understand the impact and importance of humans on the world. In this Module diverse issues and ideas will be explored through a series of case studies, which will explore the interconnections between human activities and ecosystem.

Module III: Our Lifestyle and Environment: In this Module, the issues pertaining to environment are explored through their interconnectedness with the three vocational programmes – Retail Management, Tourism and Hospitality; and Early Childhood Centre Management and Entrepreneurship. In addition, these topics will connect with the issues of conservation and preservation.

Module IV: Learning ‘for’ the Environment: A Way Forward: The aim of this module is take the various learning points from previous modules and move towards the notion of change and activism or self-initiative.

Assessment Details with weights:

| S.No. | Assessment | Weightage |
|-------|--|-----------|
| 1. | Project (Semester) | 40% |
| 2. | Active/ Constructive Class Participation- Documentary review | 20% |
| 3. | Home assignment | 20% |
| 4. | Field visit | 10% |


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|----|--------------|-----|
| 5. | Presentation | 10% |
|----|--------------|-----|


Reading List:

- Marten, G. G. *Human Ecology: Basic Concepts for Sustainable Development*, Earthscan Publications. 2001. [Chapters 1, 5, and 9] <http://www.gerrymarten.com/human-ecology/chapter01.html>
- Thoreau, Henry David. "Where I Lived and What I Lived For," from *Walden*. 1854. <http://xroads.virginia.edu/~hyper/walden/hdt02.html>
- Burdick, Alan. (2005). *Out of Eden: An Odyssey of Ecological Invasion*. Farrar, Straus and Giroux.
- Marten, G. G. (2001). *Human Ecology: Basic Concepts for Sustainable Development*, Earthscan Publications. [Chapter 1] <http://www.gerrymarten.com/human-ecology/chapter01.html>
- Ahi, Berat, Dilara Yaya and Sibel Ozsoy. "The Concept of Environment in Folktales from Different Cultures: Analysis of Content and Visuals." *International Electronic Journal of Environmental Education* 4, Issue 1, 2014, 1-17. Source: file:///C:/Users/ADMIN/Downloads/The_Concept_of_Environment_in_Folktales_from_Diffe.pdf
- Cronon, William. "A Place for Stories: Nature, History, and Narrative." *Journal of American History* 78, no. 4, March 1992, 1347–1376.

Websites:

- <http://www.ecology.com/2012/10/24/ecological-importance-folklore/>
- <https://blogs.economictimes.indiatimes.com/Globalpositioning/the-triple-bottomline/>
- <http://informaticsjournals.com/index.php/sdmimd/article/viewFile/2657/1743>
- <http://smallbusiness.chron.com/social-factors-affecting-retail-business-71662.html> This has many interesting articles related with retail industry and links with social environment etc.
- <https://www.theguardian.com/environment/2017/may/19/arctic-stronghold-of-worlds-seeds-flooded-after-permafrost-melts>
- <http://plastic-pollution.org/> → This is a good and extensive website on plastic pollution – In the recent past there have been a lot of images depicting plastic pollution which could be shared.
- Leslie, K. Nestlé outbids small Ontario municipality to buy well for bottled water. *The Globe and Mail*. 2016, Sept 22. Retrieved from <http://www.theglobeandmail.com/report-on-business/nestleoutbids-small-ontario-municipality-to-buy-well-for-bottledwater/article31999831/>
- Chin, J. Ontario increases water-taking permit price for bottled water companies. *Huffington Post*. 2017, June 10. Retrieved from http://www.huffingtonpost.ca/2017/06/09/ontario-bottledwater-permit-nestle-n_17020016.html
- <http://edition.cnn.com/2017/09/21/asia/hong-kong-dolphins/index.html>

ADDITIONAL REFERENCE:


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SEMESTER 5

School of Vocational Studies

Ambedkar University Delhi

Course Outline

Time Slot- _____

Course Code: SVS1FC511

Title: Life Competencies for Sustainable Employability (LCSE): **Expert** Level 1

Type of Course: Foundation Course/Compulsory

Cohort for which it is compulsory: BVoc 5th Semester

Cohort for which it is elective: -

No of Credits: 3

Semester and Year Offered: 5th Semester (Monsoon Semester 2019)

Course Coordinator and Team: Mr Akha Kaihrii Mao, Dr Richa Awasthy, Members of Pravah

Email of course coordinator: akha@aud.ac.in

Pre-requisites: Semester 4

Course Objectives/ Description: Life Competencies for Sustainable Employability takes this vision and its goals forward. It seeks to develop an intellectual disposition in the students through situated cognition and informed debates so that they are equipped to learn, understand and reflect on all issues in logical, multi-disciplinary yet sensitive, creative ways and evolve into socially responsible, mature citizens who value diversity and difference.

Course Outcomes: After completing the course, the students will be able to:-

- i) analyse their needs, build their aspirations, identify the values and attitudes behind their patterns that are hindering them and inspire them to strengthen their capacities using simple tools.
- ii) apply the knowledge related to meta-capacities for effective decision making,
- iii) draw goals, undertake project management that helps them to lead towards reach the potential to become efficient, effective, satisfied and preferred employee by the employer.

Brief description of modules/ Main modules:


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1. **Effective Employee Part 2:** In this module, students will reflect on habits that help them in performing and that which they want to change. As part of this module, students will also analyse their point of view with multiple point of views to involve effectively in a team.
2. **Communication at Workplace:** In this module, students will identify and practice skills that need to be developed to be an active listener and to communicate effectively.
3. **Building Ownership in Workspace Part 2:** this module will include topics such as stress management at workplace and managing emotions at workplace.
4. **Working in Teams Encountering cultures:** this module will enable students to define the concept of collaboration and demonstrate various strategies to collaborate at workplace
5. **Building Entrepreneurial Mindset Part 1:** this module will help students in examining the values, skills and attitudes of an entrepreneur as well as will provide an opportunity to practice those skills through a mock project.

Assessment Details with weights:

- | | |
|---|-----|
| 1. Reflective Journal | 30% |
| 2. Group Assignment | 20% |
| 3. End Semester Exams | 30% |
| 4. Individual Assignments (Classroom Test, Quiz etc.) – Class participation | 20% |

Reading List:

1. Paper by Prof. Peter Larkin and Edward Gould, University of Wollongong. Link: <https://pdfs.semanticscholar.org/d80f/71af8c737011a22d4901a6512980338d6022.pdf>
2. Article on Active Listening: <https://www.mindtools.com/CommSkill/ActiveListening.htm>
3. Tool kit on Communication skills: https://www.mindtools.com/pages/main/communication_skills.htm
4. Organizational Behaviour- Stephen P. Robbins: Chapter 18- Organizational Change and Stress Management page 591, 595
5. Organizational Behaviour- Stephen P. Robbins: Chapter 18- Organizational Change page 577
6. Paper by Johan Bertlett) & Curt R. Johansson (Department of Psychology, Lund University, Lund, Sweden)
7. 9 P's of leadership article by Sander Flaum: <https://www.nbizmag.com/magarticles/leadership.pdf>


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