



College of Vocational Studies

(University of Delhi)
Triveni (Sheikh Sarai), Phase II
New Delhi – 110017

Tel: +91-11-29258544
Email: cvs_1972@yahoo.com
Website: www.cvs.edu.in

Supporting documents for 1.3.1

(The list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum)

INDIAN ECONOMY-I

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Course Outline

Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

Population and Human Development

Demographic trends and issues; education; health and malnutrition.

Growth and Distribution

Trends and policies in poverty; inequality and unemployment.

International Comparisons Readings:

Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.

Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.

Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.

S.L. Shetty, 2007, -India's Savings Performance since the Advent of Planning, in

K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.

Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.

Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations,

Economic and Political Weekly, February.

Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.

Rama Baru et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.

Geeta G. Kingdon, 2007, -The Progress of School Education in India, *Oxford Review of Economic Policy*.

J.B.G. Tilak, 2007, -Post Elementary Education, Poverty and Development in India, *International Journal of Educational Development*.

T. Dyson, 2008, -India's Demographic Transition and its Consequences for Development| in Uma Kapila, editor, *Indian Economy Since Independence*, 19th edition, Academic Foundation.

Kaushik Basu, 2009, -China and India: Idiosyncratic Paths to High Growth, *Economic and Political Weekly*, September.

K. James, 2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India| *Economic and Political Weekly*, June.

Reetika Khera, 2011, -India's Public Distribution System: Utilisation and Impact *Journal of Development Studies*.

Aniruddha Krishna and Devendra Bajpai, 2011, -Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.

Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics*, Oxford University Press.

Core Economics Course 12: DEVELOPMENT ECONOMICS-I

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

Course Outline

Conceptions of Development

Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

Growth Models and Empirics

The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.

Poverty and Inequality: Definitions, Measures and Mechanisms

Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

Political Institutions and the Functioning of the State

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

Readings

Debraj Ray, *Development Economics*, Oxford University Press, 2009.

Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.

Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.

Kaushik Basu, *The Oxford Companion to Economics in India*, OUP, 2007.

Amartya Sen, *Development as Freedom*, OUP, 2000.

Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press, 2006.

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994

Core Economics Course 14: DEVELOPMENT ECONOMICS-II

Course Description

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Course Outline

Demography and Development

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.

Land, Labor and Credit Markets

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factor markets.

Individuals, Communities and Collective Outcomes

Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.

Environment and Sustainable Development

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.

Globalization

Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.

Readings

Debraj Ray, *Development Economics*, Oxford University Press, 2009.

Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.

Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.

Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.

Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.

Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.

Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.

Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.

Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: ECONOMICS

GROUP-I

ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

Role of Health and Education in Human Development

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

Evaluation of Health Programs

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

Health Sector in India: An Overview

Health outcomes; health systems; health financing.

Education: Investment in Human Capital

Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

Education Sector in India: An Overview

Literacy rates, school participation, school quality measures.

Readings:

William, Jack, *Principles of Health Economics for Developing Countries*, World

Bank Institute Development Studies, 1999.

World Development Report, *Investing in Health*, The World Bank, 1993.

Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

ECONOMIC HISTORY OF INDIA (1857-1947)

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course Outline

Introduction: Colonial India: Background and Introduction

Overview of colonial economy.

Macro Trends

National Income; population; occupational structure.

Agriculture

Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.

Railways and Industry

Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.

Economy and State in the Imperial Context

The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

Readings:

Lakshmi Subramanian, *“History of India 1707-1857”*, Orient Blackswan, 2010, Chapter 4.

Sumit Guha, 1991, Mortality decline in early 20th century India, *Indian Economic and Social History Review (IESHR)*, pp 371-74 and 385-87.

Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd edition, 2011.

J. Krishnamurty, *Occupational Structure*, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.

Irfan Habib, *Indian Economy 1858-1914*, A People's History of India, Vol. 28, Tulika, 2006.

Ira Klein, 1984, -When Rains Fail: Famine relief and mortality in British India, *IESHR* 21.

Jean Dreze, *Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger*, WIDER Studies in Development Economics, 1990, pp.13- 35.

John Hurd, *Railways*, CEHI, Chapter 8, pp.737-761.

Rajat Ray (ed.), *Entrepreneurship and Industry in India*, 1994.

AK Bagchi, -Deindustrialization in India in the nineteenth century: Some theoretical implications, *Journal of Development Studies*, 1976.

MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11, Summary and Conclusions.

K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.

B.R. Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.

Dharma Kumar, *The Fiscal System*, CEHI, Chapter 12.

Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP 1992, Epilogue.

Background reading for students:

Irfan Habib, *Indian Economy 1858-1914 (A People's History of India)*, Vol.28, Tulika 2006.

Daniel Thorner, *Agrarian Prospect in India*, 1977.

L. Visaria and P. Visaria, *Population*. CEHI, Chapter 5.

POLITICAL ECONOMY-I

Course Description

This course explores changes in the organisation of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development.

Course Outline

Introduction and Historical Overview

Perspective on political economy with a historical overview: capitalist development in the pre-second world war period, the 'golden age' and later.

Changing Dynamics of Capitalist Production, Organisational Form and Labour Process
Fordist and post-fordist production; changing dynamics of organisation of production, markets and labour process; the changing nature of job security and labour rights.

The State in the Era of Globalisation: Welfare, Development and Autonomy
Globalisation and the limits of the welfare state, development and state autonomy.

The Changing Role of Finance
The changing role of finance in capital accumulation and corporate structure; finance and globalisation - financialisation, financial liberalisation and financial crisis.

The Social Dimension
Globalisation and uneven development – growth, inequality and exclusion.

New Perspectives
Gender in work, accumulation and globalisation; issues in environment and sustainability; alternatives ahead.

Readings:

Michel Beaud, *A History of Capitalism, 1500-2000*, trans. by Tom Dickman and Anny Lefebvre, New York: Monthly Review Press, 2001.

Ash Amin (ed.), *Post-Fordism: A Reader*, Blackwell, 1994.

Fran Tonkiss, *Contemporary Economic Sociology: Globalisation, Production, Inequality*, Chapter 4 (Fordism and After), Routledge India 2008 reprint, 2006.

S. Hymer, "The Multinational Corporation and the Law of Uneven Development", in H. Radice (ed.) *International Firms and Modern Imperialism*, Penguin Books, 1975.

G. Gereffi, J. Humphrey and T. Sturgeon, 2005, "The Governance of Global Value Chains", *Review of International Political Economy*, Volume 12: 78–104.

Narasimha Reddy, "Economic Globalisation, Past and Present – The Challenges to Labour" in Jomo K.S. & Khoo Khay Jin (ed.) *Globalization and Its Discontents, Revisited*, Sphix -Tulika Books, 2003.

David Harvey, *A Brief History of Neoliberalism*, OUP, 2005.

Andrew Glyn, "Challenges to Capital", in *Capitalism Unleashed: Finance, Globalization and Welfare*, Oxford: Oxford University Press, (Ch. One, pp. 1-24), 2006.

G Dumenil and D Levy, *The Crisis of Neoliberalism*, Harvard University Press, 2011.

K.S. Jomo (ed.), *The Long Twentieth Century: The Great Divergence: Hegemony, Uneven Development and Global Inequality*, OUP, 2006.

Gary Dymnsky, 2005, "Financial Globalization, Social Exclusion and Financial Crisis", *International Review of Applied Economics*, Vol. 19: 439–457.

E. Stockhammer, "Financialization and the Global Economy", in G. Epstein and M.H. Wolfson (ed.) *The Political Economy of Financial Crises*, Oxford University Press, 2010. [Also in Working Paper Series, No. 240, Political Economy Research Institute, University of Massachusetts Amherst]

J.P. Smith and M.P. Ward, 1989, "Women in the Labour Market and in the Family", *Journal of Economic Perspectives*, Volume 3: 9-23.

Marilyn Power, 2004, "Social Provisioning as a Starting Point for Feminist Economics", *Feminist Economics*, Volume 10: 3-19.

John Bellamy Foster, *Ecology against Capitalism*, Monthly Review Press, 2002

Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Course Outline

Public Economic Theory

Fiscal functions: an overview.

Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.

Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.

Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

Indian Public Finances

Tax System: structure and reforms

Budget, deficits and public debt

Fiscal federalism in India

Readings:

J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.

H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.

Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.

R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.

John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.

Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005.

Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.

Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.

M.M. Sury, *Government Budgeting in India*, 1990.

M. Govinda Rao, *Changing Contours of Federal Fiscal Arrangements in India*, Amaresh Bagchi (ed.), *Readings in Public Finance*, Oxford University Press, 2005.

Paul Samuelson, 1955, -Diagrammatic Exposition of a theory of Public Expenditure, *Review of Economics and Statistics*, Volume 37.

Shankar Acharya, 2005, -Thirty Years of Tax Reform in India, *Economic and Political Weekly*, May 14-20.

Rangarajan and D.K. Srivastava, 2005, -Fiscal Deficit and Government Debt: Implications for Growth and Stabilization”, *Economic and Political Weekly*, July 2-8.

M. Govinda Rao, 2011, -Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?, *Economic and Political Weekly*, February 12-18.

Report of the 13th Finance Commission, 2010-15.

Economic Survey, Government of India (Latest).

State Finances: A Study of Budgets, Reserve Bank of India (Latest).

POLITICAL ECONOMY-II

Course Description

Employing perspectives from alternative schools of thought, this course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

Course Outline

Analysing Social Change in Historical Perspective

The method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives.

Capitalism as an Evolving Economic System

Basic features; accumulation and crisis; the modern corporation; monopoly capitalism— alternative perspectives.

The State in Capitalism

The state and the economy – contestation and mutual interdependence; the state as an arena of conflict; imperialism – the basic foundations.

Readings:

J. Gurley, "The Materialist Conception of History", Ch.2.1 in R. Edwards, M. Reich and T. Weisskopf (ed.), *The Capitalist System*, 2nd edition, 1978.

O. Lange, *Political Economy*, vol. 1, 1963, Chapters 1 and 2.

E.K. Hunt, *History of Economic Thought*, M.E. Sharpe, Indian edn, Shilpi Publications, 2004.

Irfan Habib, 1995, "Capitalism in History", *Social Scientist*, Vol. 23: 15-31.

R.L. Heilbroner, "Capitalism", in *The New Palgrave Dictionary of Modern Economics*, Macmillan, 1987. Also reprinted as Chapter 2 in *Behind the Veil of Economics* by R.L. Heilbroner, W.W. Norton, 1988.

P. Sweezy, *The Theory of Capitalist Development*, Monthly Review Press, 1942,

chapters 2, 4, 5, 6, 8 and 10.

Anwar Shaikh, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al (eds.), *The Dictionary of Marxist Thought*, OUP, Indian edition, Maya Blackwell, 2000.

Vamsi Vakulabharanam, 2009, -The Recent Crisis in Global Capitalism: Towards a Marxian Understanding, *Economic and Political Weekly*, March 28, Vol. 44: 144-150.

J. Schumpeter, *Capitalism, Socialism and Democracy*, George Allen and Unwin 1976, Chapters 6, 7 and 8.

P. Baran (1957), *The Political Economy of Growth*, Chapter 3, Pelican edition, 1973.

R. Heilbroner, -The Role of the State, Ch.4 in *The Nature and Logic of Capitalism*, 1985.

M. Kalecki, -Political Aspects of Full Employment, in E.K. Hunt and J.G. Schwarz (eds.), *A Critique of Economic Theory*, Penguin Books, 1972.

Amit Bhaduri, -Nationalism and Economic Policy in the Era of Globalization, Ch. 2 in Deepak Nayyar (ed), *Governing Globalization: Issues and Institutions*, OUP, 2002 [also WIDER Working Paper no.188, WIDER website (2000)].

Prabhat Patnaik, -"Lenin's Theory of Imperialism Today", in K.S. Jomo (ed.) *The Long Twentieth Century: The Great Divergence: Hegemony, Uneven Development and Global Inequality*, OUP.

James O'Connor, "The Meaning of Economic Imperialism," in Robert Rhodes, ed., *Imperialism and Underdevelopment*, New York: Monthly Review Press, 1970, pages 101 to 111.

ENVIRONMENTAL ECONOMICS

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

Introduction

What is environmental economics; review of microeconomics and welfare economics.

The Theory of Externalities

Pareto optimality and market failure in the presence of externalities; property rights and the Coase theorem.

The Design and Implementation of Environmental Policy

Overview; Pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy.

International Environmental Problems

Trans-boundary environmental problems; economics of climate change; trade and environment.

Measuring the Benefits of Environmental Improvements

Non-Market values and measurement methods; risk assessment and perception.

Sustainable Development

Concepts; measurement.

Readings:

Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.

Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.

Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.

Maureen L. Cropper and Wallace E. Oates, 1992, "Environmental Economics: A Survey," *Journal of Economic Literature*, Volume 30:675-740.

WOMEN'S WRITING SEMESTER 5

Course Statement

This paper focuses on writings by women, about women. Since women are always defined in relation to men in a structurally patriarchal society, women writing about their experiences and identities are almost always writing about their community, since they do not have the privilege to write about themselves as individuals inhabiting a certain position in society. This paper focuses on those stories, poems, plays, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences, and challenge patriarchal constructs. The texts in this paper focus on gender and sexuality as related to women, their bodies, their desires, and their aspirations. However, women do not form a homogenous group and their oppressions and acts of resistance need to be understood in all their complexities. Therefore, the intersectionality of the position of womanhood with caste, class, race, disability, education, slavery, etc., need to be studied with attention to the socio-economic historical location.

Course Objectives

This course aims to

help students understand the social construction of woman by patriarchy;

examine feminism's concerns of equality with men;

highlight the structural oppression of women;

foreground resistance by women;

discuss women's writing as an act of resistance and of grasping agency;

facilitate an understanding of the body of woman and its lived experience; and

help students engage with the heterogeneity of the oppression of women in different places, historically and socially.

Facilitating the Achievement of Course Learning Outcomes

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

Course Contents Unit 1 Novel

Alice Walker *The Color Purple*

Unit 2 Short Stories

Charlotte Perkins Gilman *'The Yellow Wallpaper'*
Mahashweta Devi *'Draupadi'*, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Drama

Maria Irene Fornes, *Fefu and Her Friends*.

Unit 3 Poetry

Emily Dickinson, (i) *'I cannot live with you'* (ii) *'I'm wife; I've finished that'*
Simin Behbahani, *'It's Time to Mow the Flowers'*.
Sylvia Plath, (i) *'Lady Lazarus'* (ii) *'Daddy'*
Eunice De Souza, (i) *'Advice to Women'*, (ii) *'Bequest'*

Sukirtharani, (i) 'Debt'; (ii) 'My Body', in *The Oxford Anthology of Tamil Dalit Writing*, eds D. Ravikumar and R. Azhagarasan (OUP, 2012) pp. 28-30.

Unit 4 Autobiography

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap.1, pp. 11–19; chap. 2, pp. 19–38.

Bama, *Sangati, Events*, Chapter 2-4, trans. Lakshmi Holmstrom (Delhi, OUP: 2005).

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 192–202

Unit 5 Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Elaine Showalter, 'Introduction', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977).

Simone de Beauvoir, 'Introduction', in *The Second Sex*.

Rosemarie Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory', in *The Disability Studies Reader*, ed. Lennard J. Davis, 2nd edition (London and New York: Routledge, 2006) pp. 257-73.

Kumkum Sangari and Sudesh Vaid, 'Introduction', in *Recasting Women: Essays in Colonial History*

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 11: Women's Writing

Week 1 – Introduction to Paper 11: Women's Writing
Week 2 – Unit 1 – Novel: Walker, *The Color Purple*
Week 3 – Walker (contd)

Week 4 – Unit 2 -- Short Stories:

Gilman, 'The Yellow Wallpaper'

Mahasweta Devi, 'Draupadi'

Week 5 – Unit 2 – Drama: Fornes, *Fefu and Her Friends*

Week 6 – Fornes (contd)

Week 7 – Unit 3 – Poetry:

Behbahani, ‘It’s Time to Mow the Flowers’

Plath, (i) ‘Lady Lazarus’

Sukirtharani, (i) ‘Debt’; (ii) ‘My Body’

DeSouza, (i) ‘Bequest’; (ii) ‘Advice to Women’

Dickinson, ‘I cannot live without you’; (ii) ‘I’m wife; I’ve finished with that’

Week 8 – Poetry (contd)

Week 9 – Poetry (contd)

Week 10 – Unit 4 – Autobiography:

Rassundari Debi, Excerpts from *Amar Jiban*

Bama, *Sangati, Events*, Chapter 2-4;

Wollstonecraft, *A Vindication of the Rights of Woman*

Week 11 – Autobiography (contd) Week 12 – Unit 5 -- Prose Readings:

Showalter, ‘Introduction’, in *A Literature of Their Own*

de Beauvoir, ‘Introduction’, in *The Second Sex*

Irigaray, ‘When the Goods Get Together’

Garland-Thomson, ‘Integrating Disability, Transforming Feminist Theory’

Sangari and Vaid, ‘Introduction’, in *Recasting Women*

Week 13 – Prose Readings (contd)

Week 14 – Concluding lectures; exam issues, etc.

BRITISH LITERATURE: THE EARLY 20TH CENTURY SEMESTER 5

Course Statement

This paper provides a broad view of 20th century British literature, both in terms of time and genre. The transition from 19th century literary and artistic methods and forms to the growth of modernism in England cannot be understood without referring to similar developments on the continent. The course is also designed to include critical perspectives on questions of war, the nature of art, and the relationship between individuals and the State in the 20th century. Finally the course also addresses questions relating to peculiarly modern forms of subjectivity and selfhood without which our existence within the modern world cannot be understood or analysed.

Course objectives

This course aims to

develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century;

help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations;

facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and

create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.

Course Contents Unit 1

Joseph Conrad, *Heart of Darkness* (London: Penguin, 2007)

Unit 2

Virginia Woolf, *Mrs. Dalloway* (London: Penguin, 2000)

Unit 3

Samuel Beckett, *Waiting for Godot* (New York: Grove Press, 2011).

Unit 4

W. B. Yeats, (i) 'Sailing to Byzantium'; (ii) 'The Second Coming'; (iii) 'Leda and the Swan'
'No Second Troy'

T. S. Eliot, (i) 'The Love Song of J. Alfred Prufrock'; (ii) 'The Hollow Men'; both in *T. S. Eliot: Selected Poems* (London: Faber, 2015).

Wilfred Owen, 'Strange Meeting', in *Wilfred Owen: Collected Poems* (N.Y.: New Directions, 2013).

Unit 5

Readings

Sigmund Freud, 'The Structure of the Unconscious, the Id, the Ego and the Superego', in *Background Prose Readings* (Delhi: Worldview, 2001) pp. 97-104.

Albert Camus, (i) 'Absurdity and Suicide'; (ii) 'The Myth of Sisyphus', trans. Justin O'Brien, in *The Myth of Sisyphus* (London: Vintage, 1991) pp. 13-17; 79-82.

Virginia Woolf, 'On Being Ill' in *Virginia Woolf: Selected Essays* ed. David Bradshaw (Oxford University Press 2008).

D.H. Lawrence, 'Morality and the Novel', in *The Modern Tradition: Backgrounds Of Modern Literature*, eds Richard Ellmann and Charles Feidelson, Jr (Oxford University Press 1965).

Raymond Williams, 'Metropolitan Perceptions and the Emergence of Modernism', in Raymond Williams. *The Politics of Modernism* (London: Verso, 1996) pp. 37-48.

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

TEACHING PLAN

Paper 12: Twentieth Century British Literature

Week 1 – Introduction to Paper 11: Twentieth Century British Literature
Week 2 – Unit 1 – Novel: Conrad, *Heart of Darkness*

Week 3 – Conrad (contd)

Week 4 – Unit 2 – Novel: Woolf, *Mrs Dalloway*

Week 5 – Woolf (contd)

Week 6 – Unit 3: Drama: Beckett, *Waiting for Godot*

Week 7 – Beckett (contd)

Week 8 – Unit 4: Poetry:
 Week 9 – Poetry (contd) Week 10 – Poetry (contd)
 Week 11 – Unit 5 -- Prose Readings:

Week 12 – Prose Readings (contd)Week 13 – Prose Readings (contd)
 Week 14 – Concluding lectures; exam issues, etc.

Facilitating the Achievement of Course Learning Outcomes

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

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long

period of India's ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization.

In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto-historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Course Content:

Unit I: Reconstructing ancient Indian history

- [a] The Indian subcontinent: landscapes and environments
- [b] Sources of historical reconstruction (up to 600 BCE)
- [c] Changing historiography
- [d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers

- [a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern
- [b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
- [c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production

The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

Unit IV: The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

Unit V: Cultures in transition up to c. 600 BCE

Settlement patterns; technological and economic developments; social stratification; political relations;

religion and philosophy; the Aryan question; megaliths

a) North India

b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India. **(Teaching Time: 2weeks Approx.)**

□ Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology*

of South Asia. New Delhi: Viking. (Chapters- 1 & 2.)

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□ Arunachalam, B. (2013). “Geography and Environment” in *Prehistory of India, A Comprehensive*

History of India, vol. 1, Part 1. New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)

□ Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)

□ Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices. **(Teaching Time: 3weeks Approx.)**

□ Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology*

of South Asia. Delhi: Viking. (Chapters 3, 4 & 5.)

□ Chattopadhyaya, U. C. (1996). “Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*,

vol. 27(3), pp. 461-476

□ Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 2, pp. 58-93.) (Available in Hindi)

□ Neumayer, Erwin. (2014). “Rock Paintings of the Mesolithic Period” in Shonaleeka Kaul (Ed.). *Cultural History of Early South Asia: A Reader*. Delhi: Orient Blackswan. Pp. 55-88.

Unit III. This unit seeks to understand the beginnings of organized food production in the prehistoric

times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 5.)
- Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press. PP. 41-116.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 3, pp. 94- 131.) (Available in Hindi)

Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. **(Teaching Time: 3 weeks Approx.)**

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- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222)
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261)
- Lahiri, Nayanjot, ed. (2000). *The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi)
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (सिंधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363

Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period. **(Teaching Time: 3 weeks Approx.)**

- Allchin, Bridget and Raymond. (1982). *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346.
- Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (Also available in Hindi)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*, Macmillan

India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22- 88) (Also available in Hindi)

□ Singh, Upinder.(2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter V, pp. 182-255.) (Also available in Hindi)

□ Thapar, Romila.(1984).*From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).

□ Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press. (PP. xi – xliii.)

Suggested Readings:

□ Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)

□ Chakrabarti, D.K. (2006).*The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.

□ Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.

□ Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.

□ Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika.(Available in Hindi Also)

□ Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.

□ Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)

□ Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.

□ Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.

□ Moorti, U.S. (1994).*Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.

□ Neumayer, E. (1993).*Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.

□ Pathak, V. S.(1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.

□ Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.

□ Ratnagar, Shereen. (2015).*Harappan Archaeology: Early State Perspectives*, Delhi: Primus.

□ Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.

□ Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)

□ Wright, Rita P. (2010).*The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.

Teaching Learning Process:

Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial

classes will form the basis of teaching learning process. Presentations shall focus either on important

themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline the ways in which various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus

of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiographical changes reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.

Core Course III

History of India- II

Course Objectives:

This course is about early historical and early medieval periods of Indian history. It explores the transition from proto-historical to early medieval phase highlighting major changes that shaped the character of the Indian civilization. Highlighting the features of early historic times, the course tries to trace the emergence of state system from tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society and culture. The purpose of this course is to familiarise the students with the ways in which historians work with the sources of various kinds and reach at conclusions.

Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the *varna*/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

Course Content:

Unit: I. Introducing the early historical: Sources (600 BCE onwards) and historiographical trends

Unit: II. Changing political formations (c. 600 BCE to c. 300 CE)

- [a] The *mahajanapadas*; monarchies and *ganas/sanghas*
- [b] The Mauryan empire: political structure; the nature of *dhamma*
- [c] Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
- [d] Tamilakam

Unit: III. Economy and society (c. 600 BCE to c. 300 CE)

- [a] Expansion of agrarian economy and production relations
- [b] Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across India, Asia and beyond
- [c] Social stratification: class; *varna*; *jati*; untouchability; gender; marriage and property Relations

Unit: IV. Towards early medieval India (c. 4th century to 750 CE)

- [a] Introducing the early medieval: changing perspectives
- [b] The nature of polities: the Gupta empire and its contemporaries; post-Gupta polities -- Pallavas, Chalukyas and Vardhanas
- [c] Agrarian expansion; land grants; changing production relations; graded land rights and peasantry
- [d] Urban patterns; trade and currency
- [e] *Varna*; the proliferation of *jatis*; changing norms of marriage and inheritance

Unit: V. Religion, philosophy and society (c. 600 BCE – 750 CE)

- [a] Shramanic traditions with special reference to Buddhism and Jainism
- [b] Consolidation of the Brahmanical tradition
- [c] Puranic Hinduism

Unit: VI. Cultural developments (c. 600 BCE – 750 CE)

- [a] A brief survey of creative literature; scientific and technical treatises
- [b] Art and architecture; forms of patronage

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. **(Teaching Time: 1week Approx.)**

□ Allchin, F. R., *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 2 pp. 10-25 & chapter 5 pp. 54-72.)

□ Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*, Delhi: Oxford University Press. (Introduction, pp. 1-37.)

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□ Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. Delhi: Munshiram Manoharlal. (Second edition. See especially, Chapters 16 and 18.)

□ Salomon, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit*,

Prakrit, and the other Indo-Aryan Languages. New York: Oxford University Press. Chapters 4(pp. 7-71) and 7(226-251).

□ Thapar, Romila. (2002). *Reading History from Inscriptions: Professor D. C. Sircar Memorial Lecture Delivered at the University of North Bengal*. Kolkata: K. P. Baghchi. Pp. 1-17

Unit II. This unit would enable students to trace the history of changing political formations in India from the mahajanapadas to the Mauryan and the post-Mauryan states. **(Teaching Time: 3 weeks Approx.)**

□ Alcock, Susan E. (et. al.) (2001). *Empires: Perspectives from Archaeology and History*, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178.)

□ Allchin, F. R. (et al.)(1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).

□ Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*.

Delhi: Permanent Black. Chapter 3 (pp.39-47).

□ Gurukkal, Rajan.(2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7 pp.136-165.)

□ Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XV(pp.197-232), XVIII (pp. 275-290), XIX (pp.291-310), XX (pp. 311-320, XXIII (pp.371-402) (Available in Hindi also)

□ Singh, Upinder.(2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8) (Also available in Hindi)

□ Thapar, Romila. (1987). *Mauryas Revisited*. In Romila Thapar, *Cultural Pasts: Essays in Early Indian History*. Delhi: OUP. PP. 462-488.(Available in Hindi also)

□ Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. PP. 119-227.(Also available in Hindi)

Unit III. This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations. **(Teaching Time: 3 weeks Approx.)**

□ Allchin, F.R. et al. (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapters 5,6,7 & 8 PP. 54-151)

□ Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram-Manoharlal.(Chapters 2,3,4 and 5.pp. 7-149)

□ Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to Ad 1300*. Delhi: Oxford University Press. (Chapters 1 and 2.pp. 24-154)

□ Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (pp.1-131.) (available in Hindi also)

□ Sahu, B. P. (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (pp.1-31).

□ Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan.(

pp.89-116.) (available in Hindi also).

□ Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 90-254) (Available in Hindi also).

□ Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6 and 8.) (Available in Hindi also)

Unit IV. This unit introduces students to the varied perspectives on the early medieval India with regard to the nature of polities, agrarian expansion as well as social and urban processes. **(Teaching**

Time: 2 weeks Approx.)

□ Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. Delhi: Oxford University Press. (Chapters 7 & 8.)

□ Roy, Kumkum. (ed.) (2001). *Women in Early Indian Societies*. Delhi: Manohar. (Introduction and pp. 113-122.)

□ Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 245-326.) (Available in Hindi also)

□ Sharma, R.S. (1980). *Indian Feudalism*. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).

□ Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidas. (Chapters XXI, pp.321-348 and XXIII (III, pp. 386-392) (Available in Hindi)

□ Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 9 and 10.) (Available in Hindi also)

Unit V. This unit traces the religious and philosophical developments in the period of study especially

with regard to the emergence of the Shramanic traditions and the consolidation of the Puranic tradition. **(Teaching Time: 3 weeks Approx.)**

□ Brockington, J.L. (1997). *The Sacred Thread: A Short History of Hinduism*. Delhi: Oxford University Press. (2nd edition). PP.1-129

□ Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal. (Chapters 3 (pp.32-115), 6 (pp. 167-228) and 7 (pp. 229-235). (available in Hindi also)

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□ Shrimali, K. M. (2017). *Prachin Bhartiya Dharmon ka Itihas (प्राचीन भारतीय धमोरं का इतिहास)*.

Delhi: Granth Shilpi. (In Hindi). PP. 1-80.

□ Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6,8, 9& 10) (Available in Hindi also)

Unit VI. This unit aims at familiarising students with the salient developments during the period of study in the field of art and literature as well as science and technology. **(Teaching Time: 2 weeks Approx.)**

□ Huntington, S. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New Delhi: Weather Hill. (pp. 41-321)

- Basham, A.L. (1954). *The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims*. Calcutta: Rupa. pp. 348-507. (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 7 (pp. 356-366), 8 (pp. 445-471), and 9 (pp. 526- 545) (Available in Hindi also)

SUGGESTED READINGS:

- Chakravarti, R. (2010). *Exploring Early India up to c. AD 1300*. Delhi: Primus. (2016, 3rd edition). [Also available in Hindi]
 - Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
 - Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.
 - Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
 - Jaini, Padmanabh S. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
 - Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar.
 - Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press.
 - Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Available in Hindi also)
 - Lahiri, Nayanjot. 2015. *Ashoka in Ancient India*. Delhi: Permanent Black.
 - Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
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- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
 - Olivelle, P., J. Leoshko and H.P. Ray. (Eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
 - Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas (बौद्ध धर्म के विकास का इतिहास)*. Lucknow: Uttar Pradesh Hindi Sansthan. (3rd edition)
 - Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.
 - Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.
 - Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.
 - Roy, Kumkum. (2010). *The Power of Gender & the Gender of Power: Explorations in Early Indian History*. Delhi: Oxford University Press.
 - Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India: c. 200 BC- AD 300*. Delhi: Tulika.
 - Sharma, R. S. (1987). *Urban Decay in India c.300- c. 1000*. Delhi: Munshiram Manoharlal.

(Available in Hindi also).

- Shrimali, K.M. (2007). *The Age of Iron and the Religious Revolution*. Delhi: Tulika.
- Singh, Upinder. (2016). *The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. Delhi: Sage.
- Thapar, R. (2003). *Early India: From the Origins to AD 1300*. Delhi: Penguin. [Also available in Hindi]
- Thapar, Romila. (1998). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom lecture method, group discussion,, student presentations in class and/or in tutorials, assignments. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp through debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Early Historical Period, Early-Medieval Period, Second Urbanization, *Mahajanapada*, *Ganasangha*, *Dhamma*, *Tinai*, *Varna*, *Jati*, Untouchability, *Varnasankara*, *Sreni*, Buddhism, Jainism, *Stupa*, *Dravida*, *Nagara*, Gandhara art, Mathura Art, Indian feudalism, Integrative Model, Brahmadeya, Puranic Hinduism, Patronage.

B.Com. (Hons.): Semester-I

Paper BCH 1.3: BUSINESS LAWS

Duration: 3Hrs. Marks: 100 Credits: 6

Course Objective

To impart basic knowledge of the important business laws relevant for conduct of general business activities in physical and virtual spaces along with relevant case laws.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand basic aspects of contracts for making the agreements, contracts and subsequently enter valid business propositions.

CO2: be able to recognize and differentiate the special contracts and identify their appropriate usage at varied business scenarios.

CO3: equip the students about the legitimate rights and obligations under The Sale of Goods Act

CO4: enable with skills to initiate entrepreneurial ventures as LLP

CO5: understand the fundamentals of Internet based activities under The Information and Technology Act.

Course Contents

Unit I: The Indian Contract Act, 1872

Contract – meaning, characteristics and kinds, Essentials of valid contract - Offer and acceptance, consideration, contractual capacity, free consent, legality of objects. Void agreements. Discharge of contract – modes of discharge including breach and its remedies.

Unit II: Special Contracts

Quasi – contracts, Contract of Indemnity and Guarantee, Contract of Bailment and Pledge
Contract of Agency

Unit III: The Sale of Goods Act, 1930

Contract of sale, meaning and difference between sale and agreement to sell. Conditions and warranties. Transfer of ownership in goods including sale by non-owners. Performance of contract of

sale. Unpaid seller – meaning and rights of an unpaid seller against the goods.

Unit IV: The Limited Liability Partnership Act, 2008

Salient Features of LLP, Difference between LLP and Partnership, LLP and Company LLP Agreement. Nature of LLP, Partners and Designated Partners, Incorporation Document Incorporation by Registration, Registered office of LLP and change therein. Change of name, Partners and their Relations. Extent and limitation of liability of LLP and partners. Whistle blowing. Taxation of LLP. Conversion into LLP. Winding up and dissolution of LLP.

Unit V: The Information Technology Act 2000

Definitions under the Act. Digital signature. Electronic governance. Attribution, acknowledgement and dispatch of electronic records. Regulation of certifying authorities. Digital signatures certificates. Duties of subscribers under the Act. Penalties and adjudication. Offences as per the Act.

References

- Bhushan, Bharat., Kapoor, N.D., Abbi, Rajni, “*Elements of Business Law*”. *Sultan Chand & Sons Pvt. Ltd.*
- Dagar, Inder Jeet and Agnihotri, Anurag. *Business Laws : Text and Problems*. Sage Publication.
- Jagota R. (2019). *Business Laws*. MKM Publishers ScholarTech Press.
- Sharma, J.P. and Kanojia S. (2019). *Business Laws*. New Delhi. Bharat Law House Pvt. Ltd.
- Singh, Avtar.(2018). *The Principles of Mercantile Law*. Lucknow. Eastern Book Company.
- Tulsian P.C. (2018). *Business Law*. New Delhi.Tata McGraw Hill.

Additional Resources

- Information Technology Rules 2000 with Information Technology Act 2000, Taxmann Publications Pvt. Ltd., New Delhi.
- Kuchhal, M C. (2018). *Business Laws*. New Delhi. Vikas Publishing House.
- Arora, Sushma. (2015). *Business Laws*. New Delhi. Taxmann
- Sharma, J.P. and Kanojia S. (2015). *Vyavsayik Sanniyam*, Delhi University Hindi Cell.(For Hindi)

Note: Latest edition of readings may be used

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study

approach is widely followed, role plays, seminars, tutorials project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course is properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

The Indian Contract Act, 1872, The Sale of Goods Act, 1930, The Limited Liability Partnership Act, 2008

B.Com. (Hons.): Semester-II

Paper BCH 2.3: CORPORATE LAWS

Duration: 3Hrs. Marks: 100 Credits: 6

Course Objective

To impart basic knowledge of the provisions of the Companies Act 2013 and the Depositories Act, 1996. Case studies involving issues in corporate laws are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the regulatory aspects and the broader procedural aspects involved in different types of companies covering the Companies Act 2013 and Rules there under.

CO2: follow the basic legal documents and their usage essential for operations and management of company.

CO3: enable the students to synthesis company processes, meetings and decisions.

CO4: equip the students with framework of dividend distribution and role of auditors in a company.

CO5: comprehend and evaluate working of depositories and their functions in stock markets.

Course Contents

Unit I: Introduction

Meaning and characteristics of a company; Lifting of corporate veil; Administration of Company Law [including National Company Law Tribunal (NCLT), National Company Law Appellate Tribunal (NCLAT), Special Courts]; Types of companies including private and public company, government company, foreign company, one person company, small company, associate company, dormant company and producer company; Association not for profit; Illegal association; Formation of company, promoters, their legal position and pre incorporation contracts; Online registration of a company.

Unit II: Documents and shares

Memorandum of Association and its alteration, Articles of Association and its alteration, doctrine of constructive notice, doctrine of ultra vires and indoor management; Prospectus, Shelf and Red herring prospectus, misstatement in prospectus; book building; Allotment and Forfeiture of share, Sweat Equity, ESOPs, Bonus issue, and Further issue of shares, buyback and provisions regarding buyback; Membership of company.

Unit III: Management and Meetings

Classification of directors-Additional, Alternate and Casual directors, Women directors, Independent director, Small shareholder's director; Director Identity Number (DIN); Appointment, Disqualifications, Removal of directors; Legal positions, Powers and Duties; Key managerial personnel, Managing director, Manager and Whole Time Director; Board Meetings: meeting through video conferencing; Shareholder meetings: AGM and EGM. Convening and Conduct of meetings: Requisites of a valid meeting; Resolutions; Postal ballot; e-voting.

Unit IV: Dividends, Audit and Winding up

Provisions relating to payment of Dividend, Company Audit-auditor's qualification and disqualifications, Auditor's appointment, Rotation of auditors, Auditor's removal, Auditors' report and Auditor's powers.

Winding Up: Concept and Modes of Winding Up; Provisions of winding up under Insolvency and Bankruptcy Code 2016.

Unit V: The Depositories Act 1996

Definitions; Depositories system; Rights and obligations of depositories; Participants issuers and beneficial owners; Inquiry and inspections; Penalty.

References

- Bhushan, Bharat. Kapoor, N.D., Abbi, Rajni, "*Elements of Company Law*". *Sultan Chand & Sons Pvt. Ltd.*
- Chadha R. & Chadha, S.(2018). *Company Laws*. Scholar Tech Press, Delhi.
- Hicks, Andrew & Goo S.H., (2017) *Cases and Material on Company Law*, Oxford University Press.
- Kumar, A., (2019)*Corporate Laws*, Taxmann Pvt Ltd
- Sharma, J.P.(2018). *An Easy Approach to Corporate Laws*, Ane Books Pvt. Ltd., New Delhi
- The Depositories Act,1996.Bare Act.

Additional Resources

- Gowar, LCB. (1969). *Principles of Modern company Law*, Stevens & Sons,London.
- Hanningan, Brenda.(2018). *Company Law*, Oxford University Press,U.K.
- Ramaiya.(2015). *A Guide to Companies Act*. Nagpur. Wadhwa Book Company.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and

anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

The Depositories Act 1996, National Company Law Tribunal (NCLT), Insolvency and Bankruptcy Code 2016.

B.A. (VS) Small and Medium Enterprises

Semester IV

Paper: SME 4.3

Labour and Development in India

Core Discipline - (CD) Credit:6

Duration: 3 hours Marks: 100 Lectures: 60

Course Objective (2-3)

The course is designed to equip the students with conceptual, empirical and legal issues with special reference to India. the focus of the course would be on the changing profile and position of labour in modern India and the specific problems in the post reform period. The role of state, nation and international labour organisations will be emphasized.

Course Learning Outcomes

CO1: The course will help students to understand basic theories of Labour market and Identify features and challenges of India's labour market

CO2: The course will inculcate a deep understanding regarding evolution of labour market and it will enable students to identify different forms of labour and also this unit provide knowledge about various labour laws associated with these forms of labour

CO3: The course will provide knowledge about the evolution of trade union movement in India and learners will be able to analyse the role of trade unions in the changing economic environment of the country

CO4: The course enables students to Identify the state intervention in labour market in the form of administration machinery, national commission on labour, Dispute settlement mechanism and Labour regulation.

CO5: This unit intends the learner to gain knowledge in the role of international agencies in setting labour standards in India

Contents

Unit 1: Economics of labour market 12

1.1 Wage rate determination in labour market: Labour Demand, Labour Supply, Determination of wages, Minimum wage laws, Minimum wage legislation

1.2 India's labour market

a) Employment and unemployment: Concepts, measurement, trends and types of unemployment

b) Dynamics of economic and occupational structure: Growing importance of tertiary sector

Unit 2: Forms of labour 18

2.1 Evolution of Labour market in India:

a) Pre- colonial pattern of Industrial Development

b) Post-colonial Pattern of Development: Industrialisation, Planning and achievements

2.2 Types of labour and associated labour legislation

a) Organised and unorganised labour

b) Rural Labour

c) Migrant Labour

d) Bonded labour

e) Women and child labour

Unit:3 Labour protest and Trade union movement

3.1 Evolution and growth of trade union movement in India- Pre and post-independence period

3.2 Forms of Industrial action and Labour Protests

(Forms of Industrial action, Types of Disputes, Causes of Industrial disputes, Industrial Dispute act 1947, Modes of Protest)

Unit:4 State and Labour

4.1 a) Labour Administration – Union government and state government Machinery

b) Mechanism of Dispute settlement: Arbitration, Adjudication and other methods of dispute settlements

4.2 Regulation of Labour

(Factories act, Employees State Insurance act, Worker's compensation act etc.)

4.3 Role of the state in skill formation

Unit 5: International Labour Organisation 06

- a) Structure and role of ILO
- b) ILO programmes in India

References

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2. Case, Karl E, and Fair, Ray, Principles of Economics, Pearson 8th edition
3. India Labour and employment Report 2014: Institute of Human development, Academic Foundation
4. Uma Kapila, Indian economy: Performance and Policies, Academic Foundation, latest edition
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6. Thirthankar Roy, the Economic history of India 1857-1947, Oxford Publication, second edition, (Chapter6: small scale industry, Chapter7: large scale Industry)
7. UNICEF Report, Overview of Internal Migration in India
8. Ravi.S. Srivastava, Bonded Labour in India: its incidence and pattern- working paper ILO
9. Shervick, Women's labour force participation in India: Why is it low? - ILO
10. Azadeh Barati, Rooh ollah Arab& Seyed Saadat Masoumi , Challenges and problems faced by women workers in India.
11. Majnu, Women in Unorganised sector: problems and issues in India, International Journal of Applied Research 2017
12. Organising the unorganised- IGNOU BLD 102(2004)
13. P N singh and Neerja Kumar, Employee relations management, Pearson
14. Sinha, PRN, Sinha, Indu bala and shekhar, Seema Priyadarshini, Industrial Relations, Trade Unions and Labour legislation, Pearson
15. J.P. Sharma, Simplified Approach to Labour Laws, Bharat Law House

16. Arun Monappa, Ranjeet Nambudiri and Patturaja Selvaraj, Industrial Relations and Labour Laws, McGraw Hill

Teaching Learning Process, Assessment Methods and Teaching Plan Weekly Schedule	Unit no.	Hours	Course learning Outcomes	Teaching Learning Process	Assessment Methods
1-3 week	1.	12	The course will help students to understand basic theories of Labour market and identify features and challenges of India's labour market	Delivery of lectures. Providing theoretical understanding of Labour market, creating an understanding regarding the concepts of employment and unemployment, its measurement by looking in to	Asking students oral questions in the class, preparation of assignments and class test.

				secondary Labour Data. This will be followed with interactive discussion with students to improve their understanding of the topics.	
4-6	2.	18	The course will inculcate a deep understanding regarding evolution of labour market and enable students to identify different forms of labour and provide knowledge about various labour laws associated with these forms of labour	Delivery of lectures explaining evolution of labour market, types of labour market and relevant labour market legislation. Interactive discussion with students to improve their understanding of the topics.	Asking students oral questions in the class, classroom presentation. Class tests.
7-8	3.	12	Provide knowledge about the evolution of	Delivery of lectures explaining evolution and	Asking students oral questions in the class,

			trade union movement in India and learn to analyse the role of trade unions in the changing economic environment of the country.	growth of Trade union movement, different forms of Industrial action, and Labour protests. a group	preparation of assignments.
9-11	4.	12	The course enables students to Identify the state intervention in labour market in the form of administration machinery, national commission on labour	Delivery of lectures explaining the state intervention in labour market in the form of labour administration machinery, mechanism of settling labour disputes and labour regulation measures. The	Asking students oral questions in the class, conducting class test on the topics.