

SCHEME OF EXAMINATION AND
COURSES OF READING FOR B.A. (HONS)
PROGRAMME, ENGLISH COURSE

Part I	Examination 2018
Part II	Examination 2019
Part III	Examination 2020



SCHOOL OF OPEN LEARNING

(Campus of Open Learning)

University of Delhi

*Syllabus Applicable for the students seeking admission to
B.A. (Hons.) Programme, English Course
in the academic year 2017-18.*

Graduate Course

Scheme of Examination and Course of Reading for B.A. (Hons.) Programme, English Course

Part-I - Examination 2018

Part-II - Examination 2019

Part-III - Examination 2020



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University of Delhi

5, Cavalry Lane, Delhi-110007

Academic Session 2017-18

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The B. A. (Honours) Programme, English Course

The course will be pursued over a period of three years. In the first year the student will take two English courses and two credit courses (one language credit course and one interdisciplinary course) and one qualifying course. In the second year the student will take three English courses and two discipline centred courses out of the various options provided. In the third year all four courses will be English courses.

Eligibility

For general eligibility for admission to the undergraduate Pass and Honours courses see the minimum requirements laid down by the University.

Eligibility requirements indicated in respect of the English (Honours) course listed below assume that students seeking admission to these courses fulfil the minimum requirements laid down by the University.

Eligibility requirements for the honours course are as follows :

- Those who have passed elective English at Class XII level securing at least 45% marks ;
- Those who have passed Core English at Class XII level securing at least 55% marks ;
- Any others, subject to their fitness determined through a test by the College Departments concerned.

Scheme of Examination

Part I Examination 2018	Max. Marks	Duration
Paper 1 English Literature 4	100	3 hours
Paper 2 Twentieth-Century Indian writing	100	3 hours
Part II Examination 2019		
Paper 3 English Literature 1	100	3 hours
Paper 4 English Literature 2	100	3 hours
Paper 5 <i>Any one of the following</i> : -		
(a) Nineteenth-Century European Realism	100	3 hours
(b) Classical Literature	100	3 hours
(c) Forms of Popular Fiction	100	3 hours
Part III Examination 2020		
Paper 6 English Literature 3	100	3 hours
Paper 7 English Literature 5	100	3 hours
Paper 8 Contemporary Literature	100	3 hours

Paper 9 *Any one of the following :*

- | | | |
|------------------------------------|-----|---------|
| (a) Anglo-American Writing | | |
| Since 1930 | 100 | 3 hours |
| (b) Literary Theory | 100 | 3 hours |
| (c) Women's Writing in the | | |
| Nineteenth and Twentieth Centuries | 100 | 3 hours |
| (d) European Drama | 100 | 3 hours |

Pattern of Examination

The primary objectives behind the examination pattern are to ensure that (a) all texts are actually taught and examined, and (b) that students are not able to rely unduly on readymade critical materials.

Question 1. *Reference to Context :*

Questions with internal choice will be set on any three of the five units prescribed. Students will be required to answer each of the three parts.

15 x 3 = 45 marks

Question 2. *Background Prose Readings and Topics :*

This question will have two parts, each with internal choice. Part 'A' will test the students knowledge of the prose passages prescribed, and part 'B' will examine their knowledge of the critical concepts and literary movements, as specified for each paper. Students must attempt both parts.

8 + 7 = 15 marks

Question 3 & 4. *Essay-type Questions :*

These questions will be set on the two units out of five which have not already been covered in Question 1. Each question will offer an internal choice. Students must attempt both questions.

20 x 2 = 40 marks

DETAILED COURSES OF READING

Paper 1 : English Literature 4

- | | |
|---------------------|--|
| 1. Jane Austen | <i>Pride and Prejudice</i> |
| 2. Charles Dickens | <i>Hard Times</i> |
| 3. Charlotte Bronte | <i>Jane Eyre</i> |
| 4. George Eliot | <i>The Mill on the Floss</i> |
| 5. Alfred Tennyson | The Lady of Shalott, Ulysses, Crossing the Bar,
The Defence of Lucknow |
| Robert Browning | My Last Duchess, The Last Ride Together,
Porphyria's Lover, Fra Lippo Lippi |
| Christina Rossetti | The Goblin Market |

Background Prose Readings :

1. Karl Marx and Friedrich Engels, selections from *A Reader in Marxist Philosophy*, ed. Sels and Martel (New York, 1963), pp. 186-8, 190-1, 199-201.
2. Charles Darwin, selections from *The Origin of Species* (in *The Norton Anthology of English Literature*, 3rd edn., vol. 2), pp. 1647-52.
3. John Stuart Mill, selections from *The Subjection of Women* (in *The Norton Anthology of English Literature*, vol. 2), pp. 989-98.
4. Mathew Arnold, selections from *Culture and Anarchy* (in *The Norton Anthology of English Literature*, vol. 2) pp. 1403-12.

Background Topics :

The Novel from in Nineteenth-century England; Faith and Doubt; The Dramatic Monologue; The Writer and Society; Fiction and its Readers.

Paper 2 : Twentieth-Century Indian Writing

- | | |
|----------------------------|--|
| 1. Rabindranath Tagore | <i>Home and the world</i> , tr. Surendranath Tagore |
| 2. Amitav Ghosh | <i>The Shadow Lines</i> |
| 3. Vijay Tendulkar | <i>Ghasiram Kotwal</i> , tr. Jayant Karve and
Eleanor Zelliot |
| Mohan Rakesh | 'Half-way House', tr. Bindu Batra. |
| 4. Premchand | The Holy Panchayat |
| R.K. Narayan | The 'M.C.C.' |
| Vaikom Muhommad
Basheer | The Card-Sharpers
Daughter |
| Saadat Hasan Manto | Toba Tek Singh |
| Ismat Chughtai | Lihaf (The Quilt) |
| Ambai | Squirrel |
| 5. Jibanananda Das | Before Dying, Windy Night, I shall return
to this Bengal |

Sri Sri	Forward March, From <i>Some People Laugh, Some People Cry</i>
G. M. Muktibodh	The Void, So Very Far
Nissim Ezekiel	Enterpirse, The Night of the Scorpion, Goodbye Party for Miss Pushpa T.S.
Jayanta Mahapatra	Hunger, Dhauli, Grandfather, A Country

Note : Texts prescribed in the untis 4 and 5 will be made available in an anthology to be prepared and published by the Department of English, University of Delhi.

Background Prose Readings :

1. Rabindranath Tagore, *Nationalism* (Delhi : Rupa, 1992), chapters 1 and 3
2. Namvar Singh, "Decolonising the Indian Mind," *Indian Literature*, no. 151 (Sept/Oct. 1992).
3. U.R. Ananthamurthy, 'Being a Writer in India,,' from *Tender Ironies*, ed. Dilip Chitre et al. pp. 127-46.

Background Topics :

Nationalism ; The Theme of the Partition; Language and Audience in Modern India; Tradition and Experiment in Modern Indian Theatre; The Individual and Society in Modern Indian Literature.

Paper 3 : English Literature I

- | | |
|------------------------|--|
| 1. Geoffrey Chaucer | The Wife of Bath's Prologue and Tale |
| 2. Philip Sidney | Astrophel and Stella, Sonnets 1, 15, 27, 34, 41, 45 |
| Edmund Spenser | Epithalamion, Sonnets LXVII and XXXIV |
| John Donne | Elegie Going to Bed, The Sunne Rising, The Canonisation, A Hymn to God My God in My Sicknesse, Batter My Heart, Death be not Proud |
| 3. Christopher Marlowe | <i>Doctor Faustus</i> |
| 4. William Shakespeare | <i>Othello</i> |
| 5. William Shakespeare | <i>As You Like it</i> |

Background Prose Readings :

1. Pico della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Renaissance Portable* (Reader, pp. 476-9).
2. John Calvin on Predestination and Free Will, in *The Renaissance Portable Reader*, pp. 704-11.
3. Baldassare Castiglione, excerpt from Book 4 of *The Courtier* on the courtier, Love and beauty (from the Penguin edition, pp. 324-8; pp. 330-5).
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Macmillan, 1985), pp. 13-18.

Background Topics :

The Development of English Drama; Ideas of Love and Marriage in the Middle Ages and the Renaissance; Control and Censorship of Drama; The Poet in Society; Renaissance Humanism.

Paper 4 : English Literature 2

1. William Shakespeare *Antony and Cleopatra*
2. John Webster *The Duchess of Malfi*
3. John Milton *Paradise Lost* : Book I, Lines 1-26
(The Invocation) and Book IX
4. Aphra Behn *The Rover*
5. John Dryden *MacFlecknoe*
Alexander Pope *The Rape of the Lock*

Background Prose Readings :

1. The Holy Bible, Genesis, chapters 1-4 (Adam and Eve, Cain and Abel); Luke, chapters 1-7 and 22-24 (the Nativity, the Miracles, and the Passion of Christ).
2. Niccolo Machiavelli, from *The Prince*, chapters 15 (How not to be virtuous), 16 (Generosity), 18 (Princes need not honour their word) and 25 (On fortune).
3. Francis Bacon, 'Of Marriage and Single Life, 'Of Judgement' and 'Of Studies' (*Norton*, vol. 1, pp. 1563-8).
4. Thomas Hobbes, from *Leviathan*, chapters 8 (on Wit and Judgement), 11 (On Power and Competition) and 13 (on the State of Nature).
5. John Dryden, from 'A Discourse Concerning the Origin and Progress of Satire' (*Norton*, vol. 1, pp. 1767-8).

Background Topics :

Religion in the Seventeenth Century; Attitudes to Women in the Seventeenth Century; The Beginnings of Secular Thought; Epic and Mock-epic; Comedy and Satire.

Paper 5 : Optional Paper (any one of the following)

a. Nineteenth-Century European Realism

1. Honore de Balzac *O'd Goriot*
2. Ivan Turgenev *Fathers and Sons*
3. Fyodor Dostoevsky *Crime and Punishment*
4. Gustav Flaubert *Madame Bovary*
5. Emile Zola *Therese Raquin* (Penguin translations)

Background Prose Readings :

1. Honore de Balzac, 'Society as Historical Organism, 'Preface to *The Human Comedy*, in Ellmann and Feidelson, eds., *The Modern Tradition*, pp. 246-254.
2. Leo Tolstoy, 'Man as the Creature of History', from *War and Peace*, in Ellmann and Feidelson, pp. 265-7.
3. Gustav Flaubert, "Heroic Honesty, 'letter on *Madame Bovary*, Ellmann and Feidelson, pp. 242-3.
4. Emile Zola, "The Novel as Social Science, 'Ellmann and Feidelson, pp. 270-289.
5. George Lukacs, *Studies in European Realism*, chapter 3 : Balzac and Stendhal' (London, 1972), pp. 65-85.

Background Topics :

Contemporary Politics and the Russian Novel; The Realist Novel and its Relationship with History ; The Realist Novel and the Middle Class; Changing Forms of the Novel.

b. Classical Literature

1. Homer *The Iliad* (Penguin)
2. Euripides *Medea* (Penguin)
3. Aristophanes *Lysistrata* (Penguin)
4. Vyasa *The Mahabharata*. 'The Dicing' and 'The Sequel to Dicing,' in *The Mahabharata*, 2. 'The Book of the Assembly Hall', tr. and ed. J.A.B. van Buitenen (Chicago, 1975), pp. 106-69.
5. Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in Kalidasa. *The Loom of Time* (Penguin, 1989)

Background Prose Readings :

1. Aristotle, *Poetics*, chapters 6-17, 23, 24 and 26 (Penguin)
2. Plato, *The Republic*, Book X (Penguin)
3. Bharata, *Natyashastra*, tr. Manomohan Ghosh, Chapter 6 : 'Sentiments,' revd. 2nd edn. (Calcutta Granthalaya, 1967), vol. 1, pp. 100-18.
4. Iravati Karve, 'Draupadi' in *Yuganta The End of an Epoch* (Disha, 1991), pp. 79-105.
5. C. Rajagopalachari, *The Mahabharata*, 2nd edn. (Bombay : Bharatiya Vidya Bhavan, 1972).

Background Topics :

Notions of the Epic ; Comedy and Tragedy in Greek and Indian Drama; Drama in the Athenian City; State; Catharsis; Rasa; the Heroic and Dharma.

c. *Forms of Popular Fiction*

- | | | |
|-----------------------|-------------------|------------------------------------|
| 1. Science Fiction | Issac Asimov | <i>Foundation</i> |
| 2. Children's Fiction | Lewis Carroll | <i>Through the Looking Glass</i> |
| 3. Detective Fiction | Agatha Christie | <i>The Murder of Roger Ackroyd</i> |
| 4. The Spy Thriller | Ian Fleming | <i>From Russia with Love</i> |
| 5. Popular Romance | Margaret Mitchell | <i>Gone with the Wind</i> |

Background Prose Readings :

1. Christopher Pawling, 'Popular Fiction : Ideology or Utopia ?' *Popular Fiction and Social Change*, ed. Christopher Pawling (London: Macmillan, 1984).
2. Umberto Eco, 'Narrative Structure in Fleming,' in *The Study of Popular Culture : A Sourcebook*, ed. Bob Ashley (London : Pinter, 1989). 124-34.
3. Darko Suvin, 'On Teaching SF Critically,' from *Positions and presuppositions in Science Fiction* (London : Macmillan) pp. 86-96.
4. Felicity Hughes, 'Children's Literature : Theory and Practice,' *ELH*, 45 (1978), pp. 542-62.

Background Topics :

What Sells and Why; Bestsellers and Other Media of Mass Culture; Morality and Education in Children's Literature; Popular Literature and Fantasy.

Paper 6 : English Literature 3

- | | |
|-------------------------|---|
| 1. Jonathan Swift | <i>Gulliver's Travels</i> |
| 2. Samuel Johnson | London, The Vanity of Human Wishes. |
| Oliver Goldsmith | Selections from <i>The Deserted Village</i> ,
lines 35-84, 195-238, 267-339. |
| Thomas Gray | Elegy Written in a Country Churchyard,
Ode on the Death of a Favourite Cat. |
| 3. William Blake | The Chimney Sweeper (from both <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>), The Little Black Boy (<i>The Songs of Innocence</i>), The Lamb (<i>The Songs of Innocence</i>), The Tyger (<i>The Songs of Experience</i>), The Garden of Love (<i>The Songs of Experience</i>), London (<i>The Songs of Experience</i>) |
| William Wordsworth | Tintern Abbey, Ode on the Intimations of Immortality. Lines Composed upon Westminster Bridge |
| Samuel Taylor Coleridge | Kubla Khan, Dejection : An Ode |

4. Lord Byron From 'Childe Harold, 'Canto III, verses 36-45 (lines 316-405); Canto IV, verses 178-186 (lines 1594-1674)
- Percy Bysshe Shelley Ode to the West Wind, Ode to Liberty, Hymn to Intellectual Beauty
- John Keats Ode to a Nightingale, To Autumn, La Belle Dame Sans Merci, On First Looking into Chapman's Homer
5. Mary Shelley *Frankenstein*

Background Prose Readings :

- Jonathan Swift, *A Modest Proposal*.
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman,' in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London, 1984).
- Samuel Johnson, *The Rambler*, essay 156 (on Literary Rules); *Rasselas* chapter 10 (on the Business of the Poet); on Genius (from 'The Life of Pope, Norton, vol. 1, pp. 2306; 2308-9).
- Mary Wollstonecraft, from *A Vindication of the Rights of Woman*, chapter 2 (Penguin, 1975), pp. 100-5, 106-9, 111-113) (on Milton's Adam and Eve, Rousseau, and Fathers of daughters).
- William Wordsworth, from 'Preface to *Lyrical Ballads*', in Norton, vol. 2, pp. 127-9, 130-7, 138-9.
- John Keats, Letter to George and Thomas Keats, 22 December, 1817; Letter to Richard Woodhouse, 27 October, 1818.

Background Topics :

Science and Literature ; Neoclassicism; The Country and the City; Concepts of Nature; Concepts of Imagination; The Rise of the Gothic.

Paper 7 : English Literature 5

- Joseph Conrad *Heart of Darkness*
 - D.H. Lawrence *Sons and Lovers*
 - Virginia Woolf *Mrs. Dalloway*
 - W.B. Yeats Leda and the Swan, The Second Coming, No Second Troy Sailing to Byzantium, Among School Children
- T.S. Eliot The Love Song of J. Alfred Prufrock, Gerontion, Sweeney Among the Nightingales, The Hollow Men, Marina.

5. Samuel Beckett *Waiting for Godot*
 John Osborne *Look Back in Anger*

Background Prose Readings :

1. Sigmund Freud, 'Theory of Dreams,' 'Oedipus Complex' and 'The Structure of the Unconscious,' from *The Modern Tradition*, eds. Ellmann and Feidelson, pp. 571, 578-80, 559-63.
2. T.S. Eliot, 'Tradition and the Individual Talent,' *Norton*, vol. 2, pp. 198-205.
3. Albert Camus, 'Absurdity and Suicide, and 'The Myth of Sisyphus,' from *The Myth of Sisyphus* (Penguin), pp. 11-17, 107-111.
4. E.M. Forster, 'Art for Art's Sake,' from *Two Cheers for Democracy*, in Ellmann and Fiedelson, pp. 198-202.
5. Raymond Williams, 'Introduction' in *The English Novel from Dickens to Lawrence* (London : Hogarth, 1984), pp. 9-27.

Background Topics :

The Theater of the Absurd; Modernism; The Uses of Myth; The Stream of Consciousness : The Women's Movement in the Early Twentieth Century.

Paper 8 : Contemporary Literature

- | | |
|---------------------------|--|
| 1. Chinua Achebe | <i>Things Fall Apart</i> |
| 2. Nadine Gordimer | <i>My Son's Story</i> |
| 3. Gabriel Garcia Marquez | <i>Chronicle of a Death Foretold</i> |
| 4. Dario Fo | <i>Accidental Death of an Anarchist</i> |
| Ngugi wa Thiongo | <i>The Trial of Dedan Kimathi</i> |
| 5. Pablo Neruda | Poetry, Tonight I can Write, The Way Spain Was, Ars Poetica, Discoverers of Chile, Ode to a Tomato (Penguin) |
| Derek Walcott | A Far Cry from Africa, Goats and Monkeys, Names, The Sea is History. |
| Margaret Atwood | Spelling, This is a Photograph of Me, Procedures for Underground, The Animals in that Country, The Landlady. |

Background Prose Readings :

1. Franz Fanon, (on colour prejudice) from *Black Skin, White Masks*, (Paladin edition, 1970), pp. 21-29.
2. Ngugi wa Thiongo, from 'The Language of African Literature, in *Decolonising the Mind*, Chapter 1, sections 4-6.
3. Gabriel Garcia Marquez, the Nobel-Prize acceptance speech, in *Gabriel Garcia Marquez : New Readings*, eds. Bernard McGuirk and Richard Cardwell (Cambridge : Cambridge University Press, 1987).

4. V.S. Naipaul, 'East Indian', in *The Overcrowded Barracoon* (Penguin, 1976), pp. 32-41.

Background Topics :

Magic Realism : Literature and Revolution; Literature and Cultural Identity; Writing for the New World Audience.

Paper 9 : Optional Paper (any one of the following)

(The School only provides study materials on Option 'd' of paper 9)

a. Anglo-American Writing from 1930

- | | |
|---------------------|---|
| 1. Graham Greene | <i>The Power and the Glory</i> |
| 2. Toni Morrison | <i>The Beloved</i> |
| 3. Arthur Miller | <i>The Crucible</i> |
| Tom Stoppard | <i>Rosencrantz and Guildenstern are Dead</i> |
| 4. William Faulkner | <i>Dry September</i> |
| F. Scott Fitzgerald | <i>The Crack-up</i> |
| Ernest Hemingway | <i>A Clean Well-Lighted Place</i> |
| Somerset Maugham | <i>The Door of Opportunity</i> |
| John Updike | <i>Dentistry and Doubt</i> |
| John Cheever | <i>The Swimmer</i> |
| Salman Rushdie | <i>The Courter</i> |
| 5. Adrienne Rich | <i>Aunt Jennifer's Tigers, Necessities of Life, Diving into the Wreck, Snapshots for a Daughter-in-law, Valediction Forbidding Mourning</i> |
| Philip Larkin | <i>Whitsun Weddings, Annus Mirabilis, Dublinesque, Homage to a Government, Toads, The Explosion</i> |
| Seamus Heaney | <i>Bogland, Traditions, Punishment, An Ulster Twilight, The Railway Children, From the Frontier of Writing.</i> |

Background Prose Readings :

1. Salman Rushdie, 'Imaginary Homelands,' from *Imaginary Homelands*.
2. George Orwell, 'Politics and the English Language.'
3. Seamus Heaney, 'The Redress of Poetry,' from *The Redress of Poetry* (London : Faber, 1995).
4. Adrienne Rich, 'When We Dead Awaken : Writing as Revision,' from *Adrienne Rich's Poetry* (Norton Critical Edition).
5. Denys Thompson and F. R. Leavis, 'Advertising Types of Appeal,' from *Culture and Environment*.

Background Topics :

Social Realism and the Contemporary Novel ; Folklore and the contemporary Novel ; Black Women's Writing ; Identity in Contemporary Poetry; Tragicomedy in Contemporary Theater.

b. Literary Theory

1. Marxism :

- i) Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers,' from *Selections from the Prison Notebooks*, ed. Quentin Hoare and Geoffrey Novell Smith (London : Lawrence and Wishart, 1971), pp. 5-13 and 245-6.
- ii) Bertolt Brecht, 'A Short Organum to the Theatre,' in John Willet, ed. *Brecht on Theater*, pp. 179-205.
- iii) Georg Lukacs, 'Critical Realism and Socialist Realism,' from *The Meaning of Contemporary Realism*.
- iv) Louis Althusser, Ideology and Ideological State Apparatuses, from Lenin and *Philosophy and Other Essays*.

2. Feminism :

- i) Elaine Showalter, 'Introduction' in *A Literature of Their Own : British Women Novelists from Bronte to Lessing* (1977).
- ii) Juliet Mitchell, 'Femininity, Narrative and Psychoanalysis', in *Modern Criticism and Theory : A Reader*, ed. David Lodge (London : Longman, 1988), pp. 426-30.
- iii) Michele Barrett, 'The Cultural Production of Gender'.
- iv) Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is not One*), in *New French Feminisms*, eds. Elaine Marks and Isabelle de Courtivron (New York : Schocken Books, 1981) pp. 107-110.

3. Post-Structuralism, Deconstruction, Post-Modernism :

- i) Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Sciences' in *Modern Criticism and Theory : A Reader*, ed. David Lodge (London : Longman, 1988), pp. 108-23.
- ii) Michel Foucault, 'Truth and Power', from *Power/knowledge* (New York : Pantheon, 1977).
- iii) Jean-Francois Lyotard, 'Answering the Question : What is Postmodernism ?', from *The Postmodern Condition : A Report on Knowledge*. (Minneapolis : University of Minnesota Press, 1984).

4. Cultural Studies :

- i) Raymond Williams, from 'Forms', in *Culture* (London : Fontana, 1981), pp. 154-80.

- ii) Stephen Greenblatt, 'Introduction' in *Renaissance Self-Fashioning* (Chicago : University of Chicago Press 1980), pp. 1-9.
- iii) Alan Sinfield and Jonathan Dollimore, "Foreword" and 'Introduction' in *Political Shakespeare: New Essays in Cultural Materialism* (Ithaca : Cornell, 1985), pp. vii-viii, 2-17.
- iv) Roland Barthes, from *Mythologies* (New York : Noonday Press, 1972): 'The World of Wrestling', 'Novels and Children', 'Toys', 'Striptease', 'Photography and Electoral Appeal', 'The Lost Continent', 'Plastic,' and 'The Great Family of Man', pp. 15-25, 50-5, 84-7, and 91-102.

5. Post-colonial Studies :

- i) Edward Said, *Orientalism* (Harmondsworth : Penguin, 1978), chapter 1.
- ii) Gayatri Chakravarty Spivak, 'Can the Subaltern Speak ?', in *Colonial Discourse and Postcolonial Theory: A Reader*, eds. Patrick Williams and Laura Chrisman (London : Harvester Wheatsheaf, 1993).
- iii) Gauri Vishwanathan, 'The Beginnings of English Literary Study in British India', *Oxford Literary Review*.
- iv) Aijaz Ahmad, "Indian Literature" : Notes towards the Definition of a Category' from *In Theory : Classes, Nations, Literatures* (London : Verso, 1992).

Background Prose Readings :

Terry Eagleton, *Literary Theory : An Introduction*, 2nd edn. (Oxford : Blackwell).

c. Women's Writing in the Nineteenth and Twentieth Centuries

- | | |
|-------------------------------|--|
| 1. Elizabeth Barrett Browning | Aurora Leigh, Book V, lines 1-447 |
| Emily Dickinson | Because I Could not Stop for Death, Elysium is as Far a to, I Had no Time to Hate, I Felt a Funeral in My Brain, Heard a Fly Buzz, The Soul Selects Her Own Society. |
| Sylvia Plath | Daddy, Lady Lazarus Soliloquy of a Solipsist, Mirror |
| Marge Piercy | Rape Peom, The Consumer For Shoshana Rihn-Pat Swinton, Right to Life |
| 2. Alice Walker | <i>The Color Purple</i> |

3. Dorris Lessing
4. Rassundari Debi

Pandita Ramabai

Florence Nightingale

Harriet Jacob

5. Kate Chopin
- Katherine Mansfield
- Charlotte P. Gilman
- Willa Cather
- Mahasweta Devi

The Golden Notebook

Excerpts from Amar Jiban, in Susie Tharu and K. Lalita, eds., *Women's Writing in India* (Delhi: Oxford, 1989), vol. 1, pp. 191-202.

Excerpts from Tharu and Lalita, vol. 1, pp. 247-53.

Cassandra

Incidents in the Life of a Slave Girl

The Story of an Hour

Bliss

The Yellow Wallpaper

Coming 'Aphrodite'

'Draupadi in Gayatri Chakravarty Spivak, *In Other Worlds*, pp. 179-96.

● Background Prose Readings :

1. Virginia Woolf, Chapter 1 and selections from Chapter 3 of *A Room of One's Own* (New York: Harvest HBJ, 1957), pp. 3-24 and 48-59.
2. Simone de Beauvoir, 'Introduction' in *The Second Sex, in New French Feminisms*, eds. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981), pp. 41-56.
3. Sandra Gilbert and Susan Gubar, Chapter 2: 'The Infected Sentence: Women's Authorship and the Anxiety of Influence' from *The Madwoman in the Attic* (Yale Univ. Press, 1979), pp. 45-92.
4. Cora Caplan, 'Women and Language', in Deborah Cameron, ed., *Feminist Linguistics: Reader*.
5. Sigmund Freud, 'Female Sexuality', in *The Collected Works of Sigmund Freud*, vol. 5 (London: Hogarth Press, 1957) pp. 252-272.

d. Modern European Drama

- | | |
|----------------------|---|
| 1. Henrik Ibsen | <i>Ghosts</i> (Penguin) |
| 2. August Strindberg | <i>Miss Julie</i> (Methuen) |
| 3. Bertolt Brecht | <i>The Good Woman of Szechuan</i> (Methuen) |
| 4. Jean Genet | <i>The Balcony</i> (Faber) |
| 5. Eugene Ionesco | <i>Rhinoceros</i> (Penguin) |

Background Prose Readings :

1. Bertolt Brecht, 'The Street Scene' (pp. 121-8), 'Theatre for Pleasure of Theatre or Theatre for Instruction' (pp. 68-76) and 'Dramatic Theatre vs Epic Theatre' (chart) - (p-31) from *Brecht on Theatre : The Development of an Aesthetic*, ed. John Willet (London : Methuen, 1992).
2. Antonin Artaud, 'No More Masterpieces', from *The Theatre and its Double* (London : Calder and Boyars, 1970), pp. 55-63.
3. George Steiner, {On Modern Tragedy}, from *The Death of Tragedy* (London : Faber), pp. 303-24.
4. Stanislavski, *An Actor Prepares* (Penguin), chapter 8 : 'Faith and the Sense of Truth', sections 1, 2, 7, 8, 9 (pp. 121-5, 137-46).
5. Jean Genet, *Reflections on Theatre* (London : Faber), chapter 2 : 'The Strange Word Urb....' pp. 63-74.
6. Raymond Williams, 'Tragedy and Revolution,' in *Modern Tragedy*, rev. edn. (London : Verso, 1979), pp. 61-84).

Guidelines for the Restructured B. A. Honours Programme w.e.f. 2006

CONCURRENT COURSES

Introduction

The Restructured B.A. Honours Programme replaces the earlier B.A. Honours Programme in respect to what were earlier called subsidiary courses. Subsidiary courses are now known as Concurrent courses.

Structure of Concurrent Courses

Each student will be required to take four credit courses , and one qualifying course

Concurrent courses have four components

1. Language credit course
2. Qualifying course
3. Interdisciplinary course
4. Discipline centred courses
 - ◆ In the first year a student shall offer 1,2 and 3.
 - ◆ In the second year a student shall offer two discipline centred courses out of the various options provided.

Marks

- ◆ Each course carries 50 marks.
- ◆ Total marks : 200
- ◆ The pass marks for the credit courses is 40 percent.
- ◆ The pass marks for the qualifying courses is 36 percent. A student has to pass in the qualifying course to be eligible for Honours degree; however, the marks in this course will not be counted in the final division awarded.

Promotion Rules

The minimum marks required to pass the examination at the end of each year shall be 40% in the aggregate as in the main discipline courses of the existing B.A. (Hons.) Programme. The promotion rules for the main discipline of B.A. (Hons.) shall be applicable to all concurrent credit courses. The minimum marks required to pass the qualifying language courses shall be 36%.

Components

First Year Honours in subjects other than Literature

Students will offer

◆ One compulsory language course from any of the following:

1. English (Not permissible for B.A. (Hons.) Programme, English students)
2. Hindi
3. Urdu
4. Punjabi
5. Tamil
6. Sanskrit

Note :

Students who have not studied any of the languages after Class VIII, or if the language they have studied beyond Class VIII is not offered by the College, will not be required to take the compulsory course in a language. Instead they will opt for one of the interdisciplinary courses in lieu thereof.

◆ Qualifying Course

Students will offer one qualifying course in any language other than the one offered above.

For example, if a student chooses English as a compulsory language course, he or she shall be required to offer one qualifying course from Hindi or any other Indian language or vice-versa. The options are :

1. English (Higher/Lower) (Not permissible for B.A. (Hons.) Programme, English Students)
2. Hindi (Higher/Lower)
3. Urdu (Higher/Lower)
4. Punjabi (Higher/Lower)
5. Tamil
6. Sanskrit

◆ Honours students in subjects other than language/literature who opt for the compulsory language course in say English will offer the higher qualifying course in Hindi and vice-versa.

◆ Honours students in subjects other than language/literature shall take

the lower course if they have studied the language only upto class VIII.

◆ Students who have not studied any of the languages after class VIII, or if the language they have studied beyond class VIII is not offered by the College, will not be required to take the qualifying course in a language. Instead they will opt for one of the interdisciplinary courses in lieu thereof.

First Year Honours in Literature

A student who is enrolled in a B.A. (Hons.) course where a literature subject is the main discipline (namely, English, Hindi, Urdu, Bengali, Sanskrit, Punjabi, Arabic, Persian) shall not be required to take a Compulsory Language Course.

He/she can opt for one of the following in lieu of a compulsory language:

The Individual and Society

Or

Hindi Language, Literature and Culture.

Such students may opt for a language course **provided it is not the same language as the main discipline.**

Qualifying Course : For Language/Literature students, the qualifying language course has to be chosen from among the remaining languages (i.e. neither the language of the main discipline nor the one chosen as a language course for credit)

First Year : All Honours

- ◆ All First Year Honours Students are required to opt for one of the following interdisciplinary concurrent courses.
- ◆ Those Literature Honours students who have offered 4 (a) or (b) in lieu of compulsory language cannot offer this set of courses as an option.

Interdisciplinary concurrent Courses

- 1 Environment Issues in India
2. Reading Gandhi
- 3 (a) The Individual and Society

Nodal Department

- History Department
Political Science Department
English Department

or

3. (b) Hindi Language
Literature and Culture

Hindi Department

4. Mathematical Awareness

Mathematics Department

Second Year : All Honours

- ◆ All students will opt for any **two** of the following discipline centred concurrent courses.
- ◆ These courses should be in subjects **other** than their main discipline.
- ◆ In those subjects where more than one discipline centred course is offered, the student shall opt for one of the course.

Discipline centred courses

Nodal Department

1. Psychology for Living

Psychology Department

2. Urdu Literature

Urdu Department

3. Persian Literature

Persian Department

4. Hindi Literature

Hindi Department

5. Modern Indian Literature
Poems, and Short Stories :
Novel or Play

English Department

Or

Cultural Diversity, Linguistic
Plurality and Literary
Traditions in India

6. Punjabi Literature

Punjabi Department

7. Sanskrit Literature

Sanskrit Department

8. Students can offer *one* course
out of the following :

Philosophy Department

(i) Formal Logic or Symbolic
Logic

- (ii) Philosophical Investigations
(Readings in Western Philosophy)
- (iii) Theories of Consciousness
(Readings in Classical Indian Philosophy)
- 9. Citizenship in a Globalizing World Political Science Department
- 10. Groups A may be offered for a four year period 2005-2009 and then Group B in rotation : History Department
 - (i) Culture in India : A Historical Perspective
 - (ii) Delhi : Ancient/Medieval/ Modern
 - (iii) Religion and Religiosity in Indian
 - (iv) Inequality and difference in India
- 11. Sociology of Contemporary India Sociology Department
- 12. Any *one* of the following : Geography Department
 - (i) Principles of Geography
or
 - (ii) Geography of India
- 13. Mathematics Department

For Honours other than Economics Honours

13a. Algebra and Calculus

or

13b. Mathematical Methods

Note : The S.O.L. provides the five options i.e. 4,5,9,10 and 11. However, the student can offer other options at his/her own.

LANGUAGE CREDIT COURSES

ENGLISH

Contemporary English : An Anthology for Undergraduates 1 (Delhi : Oxford-University Press 1991)

Note : However, the course will use only fourteen out of the twenty-eight readings in this textbook. The deleted authors are : Gerald Durrell, W.B. Yeats, R.A. Robinson, Vikram Seth, Rabindranath Tagore, Nissim Ezekiel, Arthur C. Clarke, Chidananda Dasgupta, Keki Daruwalla, James Matthews, Ray Bradbury, Eugene Ionesco, David Campton.

The course aims at developing comprehension and composition skills through exposure to samples of writing in English, carefully graded according to the level of grammatical, lexical and rhetorical complexity. Emphasis will be laid on analysis of texts, with special attention to the unity of paragraphs and transition between paragraphs, identification of topic sentences and general argument etc. Rhetorical methods employed in narration, description, and exposition will also be introduced. Composition exercises would include various kinds of writing styles such as description, narration, definition, and dialogue and special attention will be paid to vocabulary enrichment.

हिंदी

हिन्दी भाषा (प्रथम वर्ष)

(विद्यार्थी हिन्दी/अन्य भारतीय भाषा अथवा अंग्रेजी भाषा में से एक का चुनाव करेंगे।)

I हिन्दी भाषा का विकास : परिचय

अंक-15/20 पीरियड

- (अ) पूर्वपीठिका : आधुनिक भारतीय भाषाओं का विकास
(ब) मध्यकालीन हिन्दी के विविध रूप
(स) आधुनिक काल में हिन्दी का विकास :

आजादी से पूर्व-फोर्ट विलियम कॉलेज की भूमिका
मिशनरियों की भूमिका

हिन्दी-उर्दू : अंतः संबंध

राजा शिव प्रसाद सित्तारे ब्रिन्द, भारतेन्दु हरिश्चन्द्र,
राजा लक्ष्मण सिंह आदि का योगदान
सामाजिक-सांस्कृतिक संस्थाएँ और हिन्दी
-आर्यसमाज, नागरी प्रधरिणी सभा इत्यादि
साहित्यिक हिन्दी का स्वरूप :

(1) साहित्यिक पत्र-पत्रिकाओं में हिन्दी का स्वरूप

(2) खड़ी बोली व कन्नड़ भाषा के रूप में विकास

राष्ट्रीय आन्दोलन में हिन्दी की भूमिका

आजादी के बाद - हिन्दी का अखिल भारतीय
स्वरूप

- राष्ट्रभाषा, राजभाषा सम्पर्क भाषा, मानक
भाषा

- हिन्दी की अंतर्राष्ट्रीय व्याप्ति

II प्रिंट एवं इलेक्ट्रॉनिक मीडिया में हिन्दी

अंक-15/15 पीरियड

- प्रिंट मीडिया-(दैनिक एवं साप्ताहिक
पत्रों की भाषा)

सम्पादक के नाम पत्र व्यवहार (व्यावहारिक)

- इलेक्ट्रॉनिक मीडिया

- रेडियो (समाचार, विज्ञापन, मनोरंजन,
परिचर्चा की भाषा)

- टेलीविजन (समाचार विज्ञापन, मनोरंजन,
परिचर्चा की भाषा)

- फिल्म पटकथा, गीत, संवाद

-इंटरनेट की हिन्दी, एरा.एम.एस की हिन्दी
(सहायक सामग्री विभाग द्वारा तैयार की जाएगी)

- (i) पारिभाषिक शब्दावली
- (ii) अंग्रेजी के अनुच्छेद का हिन्दी में अनुवाद.

पारिभाषिक शब्द-सूची

- | | |
|-------------------------|-------------------------|
| 1. Audience | 30. Direction |
| 2. Audio-Visual display | 31. Discretion |
| 3. Audition | 32. Dispatcher |
| 4. Authentic | 33. Dividend |
| 5. Authority | 34. Editorial |
| 6. Autograph | 35. Empire |
| 7. Autonomous | 36. Enclosure |
| 8. Awareness | 37. Endorsement |
| 9. Bearer | 38. Enforcement |
| 10. Bonafide | 39. Epistemology |
| 11. Bureaucracy | 40. Feudalism |
| 12. Bye-law | 41. Finance |
| 13. Capital | 42. Fiscal year |
| 14. Cash sheet | 43. Globalisation |
| 15. Charge | 44. Good will |
| 16. Circular | 45. Guaranty |
| 17. Class-struggle | 46. Honorarium |
| 18. Clearing | 47. Idea |
| 19. Cognition | 48. Image |
| 20. Commission | 49. Identity |
| 21. Compensaton | 50. Infrastructure |
| 22. Complex | 51. Instinct |
| 23. Comfirmation | 52. Investment |
| 24. Contract | 53. Labour-force |
| 25. Currency | 54. Land-relations |
| 26. Current Account | 55. Lumpsum |
| 27. Depositor | 56. Management |
| 28. Diagnosis | 57. Means of production |
| 29. Dialectics | 58. Memorandum |

- | | |
|-------------------------|------------------------|
| 59. Metaphor | 93. Rental value |
| 60. Metaphysics | 94. Repression |
| 61. Mobilisation | 95. Reservation |
| 62. Mode of production | 96. Resistance |
| 63. Modus operandi | 97. Resources |
| 64. Mortgage | 98. Restoration |
| 65. Multinational | 99. Revenue |
| 66. Non-alignment | 100. Sensex |
| 67. Notification | 101. Short-term credit |
| 68. Out of stock | 102. Small Savings |
| 69. Outut | 103. Squeeze |
| 70. Outstanding | 104. Stagnation |
| 71. Owners | 105. Sublimation |
| 72. Panel | 106. Sur-charge |
| 73. Patnership | 107. Telecommunication |
| 74. Payable | 108. Third Party |
| 75. Payment | 109. Transaction |
| 76. Perception | 110. Transition |
| 77. Pervert | 111. Treasury |
| 78. Poetic justice | 112. Tropes |
| 79. Postponement | 113. Typical |
| 80. Pre-history | 114. Unconscious |
| 81. Proceedings | 115. Undertaking |
| 82. Production-relation | 116. Validity |
| 83. Prognosis | 117. Variation |
| 84. Purgation | 118. Verification |
| 85. Qualitative | 119. Vision |
| 86. Quality certificate | 120. White-paper |
| 87. Quantitative | 121. Winding up |
| 88. Recommendation | 122. Withdrawal |
| 89. Record | 123. World-association |
| 90. Recovery of dues | 124. Working capital |
| 91. Rectification | 125. Yellow journalism |
| 92. Renewal | |

(वार्ता, फीचर, पटकथा, शीर्षक लेखन, स्लोगन
समाचार लेखन, विज्ञापन लेखन आदि)

सहायक ग्रंथ

- | | |
|--|------------------------|
| 1. हिंदी भाषा का इतिहास - | धीरेन्द्र वर्मा |
| 2. भारत की भाषा-समस्या - | रामविलास शर्मा |
| 3. हिंदी भाषा : संरचना के विविध आयाम - | रवीन्द्रनाथ श्रीवास्तव |
| 4. भारत की भाषाएँ - | राजगल बोरा |
| 5. हिंदी भाषा की उदगम और विकास - | उदयनारायण तिवारी |
| 6. समाचार संपादन और पृष्ठसज्जा - | रमेश कुमार जैन |
| 7. समाचार पत्र : मुद्रण और साजसज्जा - | श्याम सुंदर शर्मा |
| 8. समाचार-संकलन और लेखन - | नंदकिशोर त्रिखा |
| 9. रेडियो वार्ता शिल्प - | सिद्धनाथ कुमार |
| 10. रेडियो प्रसारण - | कौशल शर्मा |
| 11. रेडियो नाटक - | उषा सक्सेना |
| 12. रेडियो और दूरदर्शन पत्रकारिता - | हरिमोहन |
| 13. ब्रेक के बाद - | सुधीश पचीरी |
| 14. विज्ञापन की दुनिया - | कुमुद शर्मा |
| 15. समाचार फीचर लेखन एवं संपादन कला - | हरिमोहन |

URDU

Unit-1	Urdu Ki Adabi Tehrikat (a) Aligarh Tehreek (b) Roomani Tehreek (c) Taraqqi Pasand Tehreek (d) Jadidiyat	10 Marks / 20 Lectures
Unit-2	Azadi Ke Bad Urdu Sher-o-Adab (a) Urdu Ghazal (b) Urdu Nazm (c) Urdu Novel (d) Urdu Afsana (e) Urdu Drama	10 Marks / 20 Lectures
Unit-3	A wami Zaraye Tarseel Mein Urdu (a) Introduction of Mass Media Print Media & Electronic Media (b) Study and Practice of : (i) Khabar Nigari (ii) Feature Nigari (iii) Interview	10 Marks / 10 Lectures
Unit-4	Adabi Istilahat Ki Farhang (a) English Terms Aur Unke Urdu Mutaradifat	8 Marks / 10 Lectures

Recommended Books

- (1) Sir Syed Aur Unke Namwar Rufaqa, By Syed Abdullah, Pub. Educational Book House, Aligarh.
- (2) Classikiyat Aur Roomaniyat, By Ali Jawed, Pub. Writers' Guild India, Delhi.
- (3) Urdu Mein Taraqqi Pasand Adabi Tehreek, By Khalilul Rehman Azmi, Pub. Educational Book House, Aligarh.
- (4) Jadeediyaat Aur Adab, By Al-e-Ahmed Suroo, Pub. Department of Urdu, A.M.U., Aligarh.
- (5) Urdu Adab Azadi Ke Baad, By Khurshidul Islam, A.M.U., Aligarh.
- (6) Biswien Sadi Mein Urdu Adab, By Gopichand Narang, Pub. Sahitya

Akademy, New Delhi.

- (7) Urdu Adab Azadi Ke Baad, By Mohammed Zakir, Pub. Maktaba Jamia Ltd., New Delhi.
- (8) Awami Zaraye Iblagh Aur Taleem-o-Taraqqi, By Devender Isser, Pub. N.C.P.U .L., New Delhi.
- (9) Rehbar-e-Akhbaar Naweesi, By Syed Iqbal Qadri, Pub. N.C.P.U.L., New Delhi.
- (10) Iblaghiyat, By Mohd. Shahid Husain, Pub. Educational Publishing House, Delhi.

* Attendance (2) Home Examinations (5) Assignment (5) =12 Marks

PUNJABI

1. Punjabi pattarkari da itihaas, rozana Punjabi akhbaran da daut. Khaban Sewayan ate agencian, electronic pattarkari, pattarkarita de kaushal (Khabran da ikatrikaran, sampadan, vishesh lekh rachna, feature lekhan, review, mulankan) 8 marks
2. Punjabi cinema da bunyadi sankalp, cinemaee bimb, sampadan shellian pachhmi te bharati cinemaee vidhavan, darshakpan ate sweekriti, star da bimb ate prashansak sabhiachar. 8 marks
3. Radio te television da takniki vikas, cassetan, C.D.'s, video filman, internet, sangeetak vidhvan, mandian ate sambandhit sanskritian (classical, Punjabi folk, Punjabi pop ate rock), ishtiharbazi, programman di viharik samikhaya 6 marks
4. Punjabi prakashan media vich ishtiharbazi, radio duara ishtiharbazi, visual ate electronic media, ishtiharbazi de rachna-path ate samajik manovigian, prashaski dhang. 8 marks
5. Anuvad da sarup, khetar, prakiriya ate vidhi, daftari Punjabi ate anuvad, jan-sanchar madhiamaan da anuvad, ishtiharbazi vich anuvad, sahit-anuvad, viganik- takniki khetran vich anuvad, khatan, dastavezan de anuvad, dobhas de di pravidhi 8 marks

Recommended Books

1. *Punjabi Sanchar Yogta Abhian*, Punjab State University Text-book Board, Chandigarh.
2. Gill, M.K., *Viharik Punjabi*, Surjit Book Depot, Delhi.
3. Grover, D.R., *Suchna-Sewavaan*, Punjabi University, Patiala.
4. Waraich, Amarjit, *Ih Akashvan: Ein*, Punjabi University, Patiala.
5. Behl, Navnindra, *Rangmanch ate Television Nanak*, Punjabi Academy, Delhi.
5. Sushil Kumar, *Anuvad da Sumard*, Udan Publishers, Mansa, 2003.

TAMIL

A. Credit Course - I

- (a) A novel 15 marks
Sennel by Solai Sundara Perumal
Kamalam Pathippakam
Thiruvaarur Year : 1999 (F.E.)
- (b) A long poem 15 marks
Thaippaavai by Kannadhasan
Vanathi Pathippakam Chennai
Year : 1988 (9th Edn.)
- (c) Translation from English to Tamil 8 marks
(No. of question : 2+2+1=5)

[There will be five questions in total. The students will be expected to answer 2 questions from the novel, 2 questions from poetry. There will be one English passage to be translated into the concerned Indian language.]

B. Credit Course - II

- (a) An autobiography 15 marks
Ithuvarai Naan by Vairamuthu
Soorya Literature Pvt. Ltd. Trust
Puram Chennai
Year : 1992 (6th Edn.)
- (b) A play (Drama) 15 marks
Kumara Kurubara
by Bharathidhasan Kaavya
Bangalore, Year : 1995
- (c) Format of journalism 8 marks
Letters to the Editor, Editorial,
Reporter Ref. Book : Ithazhiyal
Kalai Ma. Pa. Kurusami
Thiruchendur, Year 1988 (F.E.)

SANSKRIT

Time 2 hrs. per week

1. रघुवंशम् (कालिदास)
(संदर्भ अर्थ व्याख्या एव पाठ्यांश पर आधारित प्रश्न)
2. दूतवाक्यम् (भास)
(सरलार्थ एवं ग्रन्थ पर आधारित प्रश्न)
3. व्याकरण
 1. कारक (वाक्य रचना एवं अशुद्धियों का संशोधन)
 2. अनुवाद (सरल)

सहायक ग्रन्थ सूची :-

1. रघुवंशम् (प्रथमसर्ग)	कालिदास
2. दूतवाक्यम्	भास
3. अनुवादचन्द्रिका	चक्रधर नौटियाल
4. हायर संस्कृत ग्रामर (हिन्दी अनुवाद)	एम. आर. काले
5. संस्कृत साहित्य का इतिहास	कपिल देव द्विवेदी
6. संस्कृत साहित्य का इतिहास	बलदेव उपाध्याय
7. संस्कृत साहित्य की रूपरेखा	चन्द्रशेखर पाण्डेय एवं व्यास

LANGUAGE QUALIFYING COURSES

ENGLISH (HIGHER)

Alan McConnell Duff, *Tiger's Eye* (Oxford : Oxford University Press, 1998)

The objectives of this course are:

1. to expose the students to an extended prose text which is plot-driven and addressed to second language learners
2. to learn the skills of English in the workplace and the world around us
3. to teach writing skills such as comprehension, exposition, summary making etc.
4. enrich the students' vocabulary

Students of the Higher English Qualifying Language Course may please note that the prescribed Text Book, **The Tigers Eye** is a self-sufficient workbook with keys. Therefore, no additional Study Material will be sent for this course.

ENGLISH (LOWER)

A Foundation English Course for Undergraduates. Book II (Delhi : Publication Division University of Delhi. 1992).

Note : Sections 7, 8, 17, 18, and 19 of this textbook will not be taught for this course.

The objectives of this course are:

1. to expose the students to a variety of both literary and non-literary genres (such as poster, advertisements and dialogues) which they are likely to encounter in daily life
2. to teach reading skills such as scanning, identifying the main ideas, and locating specific information
3. to teach writing skills such as narrating past and present events, describing, summarizing, writing applications and filling forms
4. to enrich the students' vocabulary

The teaching of the grammatical items has been interwoven in the units to bring home to the students not only their syntactic structure but the context in which they are more likely to occur. The two parts of the book, the Reader and the Workbook, are designed to be taught simultaneously as what is taught in the Reader is reinforced in the Workbook.

HINDI (HIGHER)

(उन विद्यार्थियों के लिए जिन्होंने दसवीं कक्षा तक हिन्दी पढ़ी है)

- I. आधुनिक काल में हिन्दी भाषा का भौगोलिक-विस्तार अंक-15/15 पीरियड
- (क) आजादी से पहले हिन्दी भाषा का मानचित्र
(ख) राष्ट्रीय आन्दोलन में हिन्दी की भूमिका
(ग) आजादी के बाद हिन्दी का स्वरूप और विस्तार
(राष्ट्रभाषा, राजभाषा, संपर्क भाषा एवं मानक भाषा के रूप में)

- II. संचार माध्यमों में हिन्दी के विविध रूप अंक-15/15 पीरियड
1. संचार माध्यम की अवधारणा
2. प्रिंट मीडिया में हिन्दी भाषा के विविध रूप
(i) समाचार के विविध रूप और उनकी भाषा
(ii) फीचर की भाषा
(iii) सम्पादकीय भाषा
3. इलेक्ट्रॉनिक मीडिया में हिन्दी भाषा के विविध रूप
(i) समाचार की भाषा
(ii) मनोरंजन की भाषा } रेडियो एवं टेलीविजन के संदर्भ में
(iii) विज्ञापन की भाषा }

- III. कार्यालयी हिन्दी : कार्यालयी पत्र लेखन (सरकारी और ज्वाबदायिक), आवेदन, स्ववृत्त लेखन (बायो डाटा), टिप्पण, प्रारूपण, पारिभाषिक शब्दावली, प्रशासनिक प्रयुक्तियाँ, मुहावरे/लोकोक्तियाँ (अंग्रेजी से हिन्दी)

पारिभाषिक शब्दावली (सूची)

- | | |
|-------------------------|---------------------|
| 1. Audience | 15. Charge |
| 2. Audio-Visual Display | 16. Circular |
| 3. Audition | 17. Class-struggle |
| 4. Authentic | 18. Clearing |
| 5. Authority | 19. Cognition |
| 6. Autograph | 20. Commission |
| 7. Autonomous | 21. Compensation |
| 8. Awareness | 22. Complex |
| 9. Bearer | 23. Confirmation |
| 10. Bonafide | 24. Contract |
| 11. Bureaucracy | 25. Currency |
| 12. Bye-law | 26. Current Account |
| 13. Capital | 27. Depositor |
| 14. Cash sheet | 28. Diagnosis |

29. Dialectics
30. Direction
31. Discretion
32. Dispatcher
33. Dividend
34. Editorial
35. Empire
36. Enclosure
37. Endorsement
38. Enforcement
39. Epistemology
40. Feudalism
41. Finance
42. Fiscal year
43. Globalisation
44. Good will
45. Guaranty
46. Honorarium
47. Idea
48. Image
49. Identity
50. Infrastructure

अंग्रेजी मुहावरों और लोकोक्तियों के हिन्दी प्रतिरूप

1. A bone of contention
2. Apple of one's eye
3. Beggars must/should not be choosers
4. Between the devil and deep sea
5. Birds of a feather flock together
6. Brain drain
7. Easy come easy go
8. Empty vassels make much noise
9. Handsome is that handsome does
10. Hold the candle to the sun
11. Hold your mouth
12. Mind one's own business
13. Once in a blue moon
14. Out of frying pan into the fire

15. Pull one's leg
16. Thrown on one's back
17. To Beat about the bush
18. To blow hot and cold
19. To clear the air
20. To do one's level best
21. To freeze out
22. To look blank
23. To take the words out of mouth
24. To walk on air
25. Where there is a will there is a way

अ. अंग्रेजी की प्रशासनिक अभिव्यक्तियों के हिंदी प्रतिकार

1. Accepted for payment
2. Action has already been taken in the matter
3. Action may be taken as proposed
4. Application may be rejected
5. As per details below
6. Call for an explanation
7. Carried forward
8. Charge handed over
9. Seen, thanks
10. Seen and returned
11. For information only
12. Submitted for orders
13. Kindly acknowledge
14. Needful has been done
15. The proposal is self - explanatory
16. No further action is called for
17. This may please be treated as urgent
18. The papers are sent herewith
19. Seen and returned with thanks
20. Delay in returning the file is regretted
21. The matter is still under consideration
22. No decision has so far been taken in the matter
23. We have no remarks to offer
24. The proposal is quite in order
25. Administrative approval may be obtained

26. Please speak
27. Please discuss
28. Issue reminder urgently
29. I agree
30. Draft approved as amended
31. Please make a special note of this decision
32. We are competent to grant permission
33. A draft sanction letter is put up for approval

IV. पल्लवन, संक्षेपण, निबंध लेखन

अंक-10/10 पीरियड

सहायक ग्रंथ

- | | |
|--|---------------------------------------|
| 1. हिन्दी भाषा का इतिहास - | धीरेन्द्र वर्मा |
| 2. हिन्दी भाषा : संरचना के विविध आयाम - | रवीन्द्रनाथ श्रीवास्तव |
| 3. हिन्दी भाषा का इतिहास - | भोलानाथ तिवारी |
| 4. हिन्दी भाषा - अतीत से आज तक - | विजय अग्रवाल |
| 5. भारत की भाषाएँ - | राजमल बोरा |
| 6. व्यावहारिक हिन्दी और रचना - | कृष्णकुमार गोस्वामी |
| 7. व्यावहारिक हिन्दी - | रवीन्द्रनाथ श्रीवास्तव/भोलानाथ तिवारी |
| 8. प्रशासनिक हिन्दी-निपुणता - | हरिबाबू कंसल |
| 9. प्रयोजनमूलक हिंदी : संरचना और अनुप्रयोग : | डॉ० रामप्रकाश, डॉ० दिनेश कुमार गुप्त |
| 10. कथा पटकथा - | मन्नू भण्डारी |
| 11. पटकथा लेखन - | मनोहरश्याम जोशी |
| 12. फीचर लेखन का स्वरूप - | सं. रामशरण जोशी |
| 13. रेडियो वार्ता शिल्प - | सिद्धनाथ कुमार |
| 14. रेडियो प्रसारण -- | कौशल शर्मा |
| 15. टी०वी० टाइम्स - | सुधीश पचौरी |
| 16. रेडियो और दूरदर्शन पत्रकारिता - | हरिमोहन |
| 17. पटकथा लेखन : फीचर फिल्म - | उमेश राठौर |
| 18. भूमंडलीकरण और मीडिया : | कुमुद शर्मा |

HINDI (LOWER)

(उन विद्यार्थियों ने जिन्होंने केवल आठवीं कक्षा तक हिन्दी पढ़ी है)

1. हिन्दी भाषा : सामान्य परिचय अंक 15/15 पीरियड
(क) हिन्दी का भौगोलिक विस्तार
(ख) भाषा और बोली : स्वरूप और अंतर
(ग) हिन्दी वर्तनी : मानक रूप
2. हिन्दी का शब्द-भण्डार और शब्द-रचना अंक 10/10 पीरियड
(क) संज्ञा, सर्वनाम, विशेषण, क्रिया
(ख) पर्याय और विलोम
(ग) अशुद्धि-शोधन
(घ) मुहावरे और लोकोक्तियाँ
3. पल्लवन अथवा अनुच्छेद लेखन अंक 5/5 पीरियड
4. निबंध-लेखन अंक 10/10 पीरियड
प्रत्यक्ष अनुभव से जुड़े विविध पक्षों (घटना, दृश्य, पर्यटन, खेलकूद) पर आधारित
5. पत्र लेखन अंक 10/10 पीरियड
(क) माता-पिता अथवा मित्र के लिए पत्र
छात्र-जीवन के अनुभव के संदर्भ में
(ख) समाचार पत्र के संपादक को पत्र
अपने क्षेत्र की किसी समस्या के विषय में
(ग) प्रधानाचार्य को पत्र
छात्रवृत्ति, अवकाश तथा छात्र-जीवन से जुड़ी समस्याओं के बारे में

सहायक ग्रंथ

1. बेसिक ग्रामर ऑफ हिन्दी (केन्द्रीय हिन्दी निदेशालय)
2. Spoken Hindi : Fair Banks & G.B. Mishra
3. हिन्दी भाषा : हरदेव बाहरी
4. हिन्दी का समसामयिक व्याकरण : यमुना काचरू
5. हिन्दी व्याकरण (एन.सी.ई.आर.टी.)

URDU (HIGHER)

Unit-1 Jadeed Urdu Nasr

10 Marks/15 Lectures

- (a) Sir Syed Ahmad Khan (Guzra Hua Zamana, Suraab-e-Hayaat)
- (b) Mohammad Hussain Azad (Insaan Kisi Haal Mein Khush Nahein Rahta, Sach Aur Jhoot Ka Razm Naama)

Unit -2 Azaadi Ke Baad Urdu Shairi

10 Marks / 15 Lectures

- (a) Urdu Ghazal
Firaq Gorakhpuri (Ghazal No.1,2,4,6,7)
Majrooh Sultanpuri (Ghazal No. 1,2,3,4,5)
Nasir Kazmi (Ghazal No.1,2,3,4,7)
- (b) Urdu Nazm
Noon Meem Rashid (Rukhsat, Bekaraan Raat Ke Sannate Mein) Akhtarul Iman (Qabr, Yaadein)
Makhdoom Mohiuddin (Intezaar, Chand Taron Ka Ban)

Unit -3 Azadi Ke Baad Urdu Fiction

10 Marks / 15 Lectures

- (a) Ek Chadar Maili Si (Rajender Singh Bedi)
- (b) Chotein (Ismat Chughtai) First Five Short-Stories

Unit-4 Essay and Translation

8 Marks / 15 Lectures

Recommended Books

- (1) Mazameen-e-Sir Syed, Pub. Maktaba Jamia Ltd., Delhi.
- (2) Nairang-e-Khayal, Pub. Maktaba Jamia Ltd., Delhi.
- (3) Muntakhib Ghazaliyat, Edited by Dr. Ibne Kanwal, Pub. Kitabi Duniya, Delhi.
- (4) Muntakhib Nazmein, Edited by Dr. Ibne Kanwal, Pub. Kitabi Duniya, Delhi.
- (5) Sir Syed Aur Unke Nanwar Rufaqa, by Syed Abdullah, Pub. Educational Book House, Aligarh.
- (6) Taareekh-e-Adab-e-Urdu, by Syed Ejaz Hussain & Syed Aquil Rizvi, Pub. Educational Book House, Aligarh.
- (7) Taraqqi Pasand Adab, by Khalilur Rahman Azmi, Pub. Educational Book House, Aligarh.

*Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

URDU (LOWER)

Unit-1 Urdu Abad Ka Mukhtasar Tanuf 12 Marks / 15 Lectures .
Prescribed Book : Urdu Ki Kahani By Syed Ehtisham Husain
Publisher : N.C.P.U.L., New Delhi

Following Topics :

- (a) Urdu Zaban Ka Irtiqā
- (b) Dilli Aur Lucknow Ki Shairi
- (c) Naya Zamana - Naya Adab

Unit -2 Urdu Nazm 12 Marks / 15 Lectures

Prescribed Book: Muntakhib Nazmein
Published by Uttar Pradesh Urdu Academy, Lucknow

Following Poems:

- | | |
|-----------------------------|---------------------|
| (1) Muflisi | (Nazeer Akbarabadi) |
| (2) Qata: Farzi Latifa | (Akbar Allahabadi) |
| (3) Naqqad | (Josh Malihabadi) |
| (4) Aye Ishq Kahin Ley Chal | (Akhtar Shirani) |
| (5) Taj Mahal | (Sahir Ludhyanvi) |

Unit-3 Urdu Nasr (i) 14 Marks / 15 Lectures

Prescribed Book: Urdu Ke Shaahkar Afsane Ed. Sadique
Modern Publishing House, New Delhi

Following Afsane:

- | | |
|---------------------------|---------------------|
| (a) Kafan: | Prem Chand |
| (b) Tobatek Singh: | Sadat Hasan Manto |
| (c) Adhe Ghante Ka Khuda: | Krishn Chander |
| (d) Garam Coat: | Rajinder Singh Bedi |
| (e) Peetal Ka Ghanta: | Qazi Abdus Sattar |

Recommended Books

- (1) Urdu Adab Ki Tanqeedi Tareekh, By Syed Ehtisham Husain, Pub. N.C.P.U.L., New Delhi.
- (2) Tareekh-e-Adab-e-Urdu, By Noorul Hasan Naqvi, Pub. Educational Book House, Aligarh

- (3) Aaj Ka Urdu Adab, By Abulleis Siddiqui, Pub. Educational Book House, Aligarh.
- (4) Azadi Ke Bad Urdu Fiction, Ed. Abul Kalam Qasmi, Pub. Sahitya Academy, New Delhi.
- (5) Urdu Shairi Ka Faḥni Irtiqa, By Farman Fatehpuri, Pub. Educational Publishing House, Delhi.
- (6) Urdu Nasr Ka Fanni Irtiqa, By Farman Fatehpuri, Pub. Educational Publishing House, Delhi.

*Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

(Note : For the candidates who opted Punjabi in Xth Class)

50 Marks

(NO Internal Assessment)

Syllabus

1. Sadharan vakaan nu sanyukt ate mishrit vakaan vich badalna : Sidhant ate amali varton
10 Marks
2. Reporting karna : samachar likhann di vidhi ate tatt, samachar de prakar, sankhep karna te viakhia karni.
10 Marks
3. Bharat vich Punjabi T.V. network ate is di akaadmik zimevari.
8 Marks
4. 'Heer Ranjha' (Drama), Harsaran Singh, Lokayat Prakashan, Chandigarh, 1990
15 Marks

Recommended Books

1. *Punjabi Sanchar Yogata abhyas*, Punjab state University Text-book Board, Chandigarh
2. *Punjabi Vyakaran*, Dr. Harkira Singh, Giani Lal Singh, Punjab State University Text-Book Board, Chandigarh, 1999
3. *Eh Akashwani Ai*. Amarjit Varhaich, Publication Bureau, Punjab University, Patiala. 1999
4. *Teekakari, Itihaskari te Patarkari: kujh Drishtikon*, 3rd Punjabi Vikas Conference, Publication Bureau, 1984
5. *Punjabi Patarkari de sahitak Sarokar ate Seemavan*, Dr. Meghna Singh, Lokgeet Prakashan, Chandigarh, 2003
6. *Heer Ranjha* (Drama), Harsaran Singh, Lokayat Prakashan, Chandigarh, 1990

PUNJABI (LOWER)

(Note : For the candidates who opted Punjabi in VIIIth Class)

50 Marks

(NO Internal Assessment)

Syllabus

1. Parbhashik Shabadawali da Punjabi Anuvad (Bhasha, Sahit te Sabbhiachard de Parsang wich)
10 Marks
2. Rasami pattar-vihar, express pattar, telegram daftri adesh , daftri soochna, press note
10 Marks
3. Soochna taknology : Paribhasha, mahattav bhasha ate soochna taknology, sahit te suchna taknology.
8 Marks
4. sankhep Rachna jan Para Rachna.
7 Marks
5. 'Katha-Kahani' Edited by Raghbir Singh & Darbara Singh, Publication Bureau, Punjabi University, Patiala, 2002. (First eight stories)
15 Marks

Recommended Books

1. *Punjabi Sanchar Yogta Abhias*, Punjab State University Text-Book Board, Chandigarh.
2. Lal Singh ate Harkirat Singh, *College Punjabi Viakaran* Punjab State University Text-Book, Chandigarh
3. *Katha-Kahani*, Edited by Raghbir Singh & Darbara Singh, Publication Bureau, Punjabi University, Patiala, 2002

TAMIL

- (a) Short Stories Collection 15 marks
Aimbathandu Tamil eirukathaikal
(first five stories)
Ed. S. Kandasamy Kavitha
Publications T. Nagar, Chennai
Year : 2000 (F.E.)
- (b) A modern play 15 marks
Panivaal by Velu Saravanan
Tharkkala Tamil Nadakangal Ed.
Veli Rangarajan Kaavya Trust
Puram, Chennai Year : 1988 (F.E.)
- (c) A short essay on a current topic 8 marks

[There will be five questions in total. The students will be required to answer 2 questions from the five short stories, 2 questions from the play. The essay will on a current topic.]

SANSKRIT

Time 2 hrs. per week

1. नीतिशतकम् (भर्तृहरि) – 1 से 50 श्लोक तक
(संदर्भ, अर्थ, व्याख्या)
2. श्रीमद्भगवद्गीता— द्वादश अध्याय (भाक्तयोग)
3. संस्कृत व्याकरण –
 1. स्वर सन्धि (सन्धि, सन्धिविच्छेद, अशुद्धियों का संशोधन)
 2. लघु निबन्ध
 3. अनुवाद (सरल)

सहायक-ग्रन्थ-सूची :-

- | | |
|---|-----------------------------|
| 1. नीतिशतकम् | |
| 2. श्रीमद्भगवद्गीता, हिन्दी अनुवादसहित | गीता प्रेस गोरखपुर |
| 3. अनुवादचन्द्रिका | चक्रधर नौटियाल |
| 4. भाष्य संस्कृत ग्रामर (हिन्दी अनुवाद) | एम. आर. काले |
| 5. संस्कृत साहित्य का इतिहास | कपिलदेव द्विवेदी |
| 6. संस्कृत साहित्य का इतिहास | बलदेव उपाध्याय |
| 7. संस्कृत साहित्य की रूपरेखा | चन्देशेखर पाण्डेय एवं व्यास |

IN LIEU OF COMPULSORY LANGUAGE COURSE

ENGLISH

'The Individual and Society' Concept Note

This course makes the assumption that literature is an important and relevant way of making sense of the world we live in, though literature employs myth, metaphor, fictional characters, irony, rhyme, and other devices of language that might not be seen as legitimate in more 'scientific' subjects. By these means, literature can, for example, enable the reader to identify temporarily with people from other cultures and backgrounds, and offer an 'experience' of being a Dalit boy rejected by a school (Valmiki's 'Jhootan'), or a Black African rejected as a tenant by a white landlady (Soyinka's 'Telephone Conversation') - and an opportunity to compare the two. Discussion of one text in the light of other texts is an important part of this course. For example, several of the chosen texts vividly illustrate the socialization of the girl child into roles acceptable to a patriarchal society and show this same phenomenon occurring in widely different cultures—inviting revealing comparisons. At least two pieces use poetic language and irony in very quiet ways to make a devastating criticism of the unnaturalness of war. We expect students to discuss how the use of language and choice of genre affect the writer's meaning and the reader's response.

We deliberately chose texts from widely different backgrounds precisely because we wanted the student to appreciate the ways in which his or her situation is comparable or analogous to the experiences of other races, classes or nationalities. We also strongly felt that though our students are Indian, they cannot possibly be untouched by western and other cultural influences, and since we live in the so-called 'global village' the essays and stories selected should reflect that reality. We have chosen 29 writers in all in this paper and 13 of them are from the Indian subcontinent. Nearly all are twentieth century authors as their themes and experiences are closer to the students' world.

The course comprises fictional writing, essays of different types and styles, and poems. It is arranged according to themes that we thought would

not only be of interest and relevance to students but would be similar to those likely to appear in the new courses of other disciplines. But where a Sociology or Political Science course would handle 'Gender,' or 'Race,' etc, according to the specific approaches of those disciplines, our course would bring these concepts to life for the student by literary means and thus reinforce and deepen the impact of the other courses he or she may be studying.

The Course

The course will consist of an anthology, *The Individual and Society*, comprising a wide selection of poems, short stories and prose pieces. These have been grouped under four broad themes : *Caste/Class; Gender; Race and Violence and War*. Readings will comprise 110 - 120 pages. The anthology, including the readings, head notes, and annotations, will be produced by the Department of English.

Section 1 Theme : Caste/Class 10 marks

B.R. Ambedkar	'Who were the Shudras?'	Essay
Jotirao Phule	Caste laws	Essay (Extract)
Valmiki	Jhootan	Narrative Essay
Premchand	Deliverance	Short Story
Ismat Chughtai	Kallu	Short Story
Hira Bansode	Bosom Friend	Poem

Section 2 Theme: Gender 9 marks

Virginia Woolf	Shakespeare's Sister	Essay
Rabindranath Tagore	The Exercise Book	Short Story
Jamaica Kincaid	Gir.	Prose Monologue
Marge Piercy	Breaking Out	Poem
W B Yeats	A Prayer for My Daughter	Poem
Eunice D'Souza	Marriages are made	Poem
Ambai	Yellow Fish	Short Story
Margaret Atwood	Reincarnation of Captain Cook	Poem
A K Ramanujan	Highway Stripper	Poem

Section 3 Theme: Race 9 marks

Roger Mais	Blackout	Short Story
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Wole Soyinka	Telephone Conversation	Poem
Maya Angelou	Still I Rise	Poem
Nadine Gordimer	Jump	Short Story
Langston Hughes	Harlem	Poem

Section 4 Theme: Violence and War

10 marks

Siegfried Sassoon	Return from the Somme	Prose description
Wilfred Owen	Dulce et Decorum Est	Poem
Edna St Vincent Millay	Conscientious Objector	Poem
Henry Reed	The Naming of Parts	Poem
Bertolt Brecht	General that Tank...	Poem
Imtiaz Hussain	A Chronicle of the Peacocks	Essay
Manto	The Dog of Tetwal	Short Story
Amitav Ghosh	Ghosts of Mrs Gandhi	Anecdotal Essay

हिन्दी भाषा, साहित्य और संस्कृति

1. भाषा :- भाषा का महत्व

अंक 15/15 पीरियड

- भाषा के प्रकार्य : (क) वक्ता-श्रोता-संदेश, (ख) स्वनिम विज्ञान, व्याकरण, अर्थविज्ञान

भाषा और समाज :

- भाषा और वर्ग
- भाषा और लिंग बोध
- भाषा और जातीयता
- भाषा और अस्मिता के प्रश्न

हिन्दी भाषा :

- संक्षिप्त विकास-परिचय
- हिन्दी की बोलियाँ
- भाषा-नीति का विकास :
 - ब्रिटिश काल में भाषा-नीति
 - राष्ट्रीय आंदोलन और भाषा
 - संवैधानिक व्यवस्था (संपर्कभाषा, राजभाषा, राष्ट्रभाषा)
 - बहुभाषिकता अंक 20/20 पीरियड

2. भाषा और साहित्य :

- मौखिक एवं लिखित हिन्दी साहित्य
- प्राचीन भाषा और हिन्दी साहित्य (संस्कृत, पालि, अपभ्रंश)
- राष्ट्रीय आंदोलन और हिन्दी साहित्य
- स्वतंत्रता पश्चात् हिन्दी साहित्य : कविता, कथा-साहित्य (कंवल परिचयत्मक)
- स्त्रीवादी साहित्य
- दलित साहित्य

अंक 15/15 पीरियड

3. संस्कृति और समकालीन समाज :

- संस्कृति-अध्ययन :
 - संस्कृति की अवधारणा
 - पौपुलर कल्चर की अवधारणा और रूप
 - भारतीय संस्कृति : मूल्य बोध

संस्कृति और मीडिया

- हिन्दी पत्र-पत्रिकाओं के इतिवृत्त का परिचय

- रेडियो, सिनेमा, टेलीविजन, इंटरनेट
- विज्ञापन और उपभोक्ता-संस्कृति
- भूमंडलीकरण और संस्कृति

नोट : यह पाठ्यक्रम परिचयात्मक, अवधारणाबोधक और न्यूनतम सूचना मूलक रहेगा।

सहायक ग्रंथ

- | | | |
|---------------------------------------|---|-------------------------|
| 1. भाषा और समाज | : | रामविलास शर्मा |
| 2. मूल्य-मीमांसा | : | गोविन्द चंद्र पांडे |
| 3. हिन्दी भाषा और उसकी बोलियाँ | : | विमलेश कांति वर्मा |
| 4. संस्कृति के चार अध्याय | : | रामधारी सिंह दिनकर |
| 5. राष्ट्रभाषा की समस्याएँ और सम्बन्ध | : | देवेन्द्रनाथ शर्मा |
| 6. हिन्दी भाषा : संरचना के विविध आयाम | : | रवीन्द्र नाथ श्रीवास्तव |
| 7. पॉपुलर कल्चर | : | सुधीश पचौरी |
| 8. दूरदर्शन : दशा और दिशा | : | सुधीश पचौरी |
| 9. विज्ञापन की दुनिया | : | कुमुद शर्मा |
| 10. सिने-सिद्धांत | : | अनुपम |
| 11. हिन्दी पत्रकारिता और साहित्य | : | क्षमा शर्मा |
| 12. रेडियो और दूरदर्शन पत्रकारिता | : | हरिमोहन |
| 13. दलित साहित्य की समस्याएँ | : | तेज सिंह |

INTER-DISCIPLINARY COURSES

ETHICS IN THE PUBLIC DOMAIN

This is a general course designed to introduce students to some central ethical issues of public policy and public debate. This course will touch upon questions of moral agency, freedom and moral commitment in both personal and public life. The broad themes within the course, touch on different aspects of everyday life that students are exposed to. It thus attempts to raise questions relevant to their self-understanding as moral agents. It is designed to sharpen this understanding and provide them with some conceptual tools to grapple with the complexities of the modern world.

COURSE CONTENT

1. What is Ethics ? : Subjectivism, Relativism, Good, Moral Standards :
Prescribed Text :
Bernard Williams : *Morality : An introduction to Ethics*, Harper and Row, London, 1972
2. Family, Marriage and Dowry
Prescribed Texts :
Patricia Oberoi : 'Family, Kinship, and Marriage in India, Student's Encyclopedia, New Delhi-2000 (pp. 145-55)
Simone de Beauvoir, *Second Sex* (Part V chapter 1 : The Married Woman)
James Rachels, 'Morality, Parents and Children, 'in *Ethics in Practice*, ed. Huge Lafollette, Blackwell, 2002 (pp 167-178)
3. Structures of Inequality : Caste, Hunger, Poverty
Prescribed Texts :
B.R. Ambedkar 'Caste in India' (from *Writings and Speeches* Vol. 3. Bombay, 1987 (pp 99-111)
Amartya Sen *Inequality Reexamined*, Oxford 1992 (Chapters 4 & 7) Peter Singer 'Famine, Affluence and Morality,' (in *Ethics in Practice*, pp. 572-581)
4. Media and Ethics : Agency, Privacy Censorship
Prescribed Texts :

Herbert Dreyfuss '*Nihilism on the information highway*' (in *On The Internet* by Herbert Dreyfuss Routledge 2001 (pp. 73-87)

David Archard '*Privacy, the public interest and a prurient public*' (in *Media Ethics* ed. Mathew Kieran, Routledge 1998 (pp 82-94)

Ann Garry '*Sex, Lies and Pornography.*' (in *Ethics in Practice*, (pp. 344-355)

5. Secularism and Tolerance

Prescribed Text :-

T.N. Madan, Modern Myths, Locked Minds, Oxford University Press 1997, Chapters 1, 8.

ENVIRONMENTAL ISSUES IN INDIA

This course has the following objectives

- * To introduce the student to pressing issues in environment;
- * To familiarise the student with the history of environmental issues in India;
- * To throw light on some of the dilemmas and problems in environmental debates

Course Content

1. The Importance of Environment
2. Geography, ecology and cultures in Pre-Colonial India
Land, Forests, Water, Pastures, Ecology of Hills and Mountains
3. Colonialism and Developments in the Environment
New Regimes of Land, Forests Water and Irrigation
Resistance : Peasants, Tribals, and Pastoralists
4. Environmental Issues in Independent India
Forests, Dams, Displacement, Pollution Degradation
5. Environmental Movements in Independent India
Forests, Dams, Displacements, Pollution
6. Environmental Concerns in a Globalising World.

Suggested Readings

- * Anil Aggarwal et al, 1985, *The State of India's Environment : The Second Citizen's Report*, Delhi.
- * 1992, *The State of India's Environment : A Civizen's Report*, Delhi.
- * Madhav Gadgil and Ramchandra Guha, 1999, *This Fissured Land, An Ecological History of India*, Delhi, OUP, second edition.
- * Madhav Gadgil and Ramchandra Guha, 1995, *Ecology and Equity*, The use and abuse of nature in Contemporary India, Delhi, Penguin.
- * David Arnold and Ramchandra Guha, 1995, Eds, *Nature, Culture, Imperialism*, Delhi, OUP, selected chapters.
- * Salim Ali, 1985, *The Fall of a Sparrow*, Delhi, O.U.P.

READING GANDHI

The course seeks to meet two essential objectives : one, to acquaint the students with the art of reading texts, to enable students to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and social historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. We focus on Gandhi for three reasons : first, Gandhi is highly original; second, some of his texts have the requisite argumentative structure; third, the availability of a wide range of critical commentaries on his work. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

1. Ways to read a text:
 - a. Textual
 - b. Contextual
 - (a) Terence Ball, *Reappraising Political Theory*, Chapter I, OUP, 1995.
 - (b) "Meaning and Understanding in the History of Ideas: in *Visions of Politics*, Quentin Skinner (ed.), Vol. I, CUP, Cambridge, 2002.
2. Gandhi in his own words : a close reading of *Hind Swaraj*.
3. Commentaries on *Hind Swaraj* and Gandhian thought :
 - (a) "Introduction", M.K. Gandhi, *Hind Swaraj and other writings* ed. A.J. Parel (1997).
 - (b) B.Parekh, Gandhi (1997), chs. 4("Satyagraha") and 5("The critique of modernity").
 - (c) D. Hardiman, *Gandhi in his time and ours* (2003), ch.4 ("An alternative modernity")
4. Gandhi and modern India :
 - a. Nationalism.
 - b. Communal unity
 - c. Women's Question
 - d. Untouchability.

This component will contain the following selections from Gandhi's *India of my Dreams* (compiled R.K. Prabhu) : "The meaning of Swaraj" (no. 2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no. 45); "Regeneration of Indian women" (no. 54); "Women's education" (no. 55); "Communal unity" (no. 59); "The curse of untouchability" (no. 61); "Religious tolerance in India" (no. 62); and, "The problem of minorities" (no. 66)

ENGLISH

'The Individual and Society' Concept Note

This course makes the assumption that literature is an important and relevant way of making sense of the world we live in, though literature employs myth, metaphor, fictional characters, irony, rhyme, and other devices of language that might not be seen as legitimate in more 'scientific' subjects. By these means, literature can, for example, enable the reader to identify temporarily with people from other cultures and backgrounds, and offer an 'experience' of being a Dalit boy rejected by a school (Valmiki's *Jhootan*), or a Black African rejected as a tenant by a white landlady (Soyinka's *Telephone Conversation*) and an opportunity to compare the two. Discussion of one text in the light of other texts is an important part of this course. For example, several of the chosen texts vividly illustrate the socialization of the girl child into roles acceptable to a patriarchal society and show this same phenomenon occurring in widely different cultures—inviting revealing comparisons. At least two pieces use poetic language and irony in very quiet ways to make a devastating criticism of the unnaturalness of war. We expect students to discuss how the use of language and choice of genre affect the writer's meaning and the reader's response.

We deliberately chose texts from widely different backgrounds precisely because we wanted the student to appreciate the ways in which his or her situation is comparable or analogous to the experiences of other races, classes or nationalities. We also strongly felt that though our students are Indian, they cannot possibly be untouched by western and other cultural influences, and since we live in the so-called 'global village' the essays and stories selected should reflect that reality. We have chosen 29 writers in all in this paper and 13 of them are from the Indian subcontinent. Nearly all are twentieth century authors as their themes and experiences are closer to the students' world.

The course comprises fictional writing, essays of different types and styles, and poems. It is arranged according to themes that we thought would

not only be of interest and relevance to students but would be similar to those likely to appear in the new courses of other disciplines. But where a Sociology or Political Science course would handle 'Gender,' or 'Race,' etc, according to the specific approaches of those disciplines, our course would bring these concepts to life for the student by literary means and thus reinforce and deepen the impact of the other courses he or she may be studying.

The Course

The course will consist of an anthology, *The Individual and Society*, comprising a wide selection of poems, short stories and prose pieces. These have been grouped under four broad themes : *Caste/Class; Gender; Race and Violence and War*. Reading will comprise 110 - 120 pages. The anthology, including the readings, head notes, and annotations, will be produced by the Department of English.

Section 1 Theme : Caste/Class

10 marks

B.R. Ambedkar	'Who were the Shudras'	Essay
Jotirao Phule	Caste laws	Essay (Extract)
Valmiki	Jhootan	Narrative Essay
Premchand	Deliverance	Short Story
Ismat Chughtai	Kallu	Short Story
Hira Bansode	Bosom Friend	Poem

Section 2 Theme : Gender

9 marks

Virginia Woolf	Shakespeare's Sister	Essay
Rabindranath Tagore	The Exercise Book	Short Story
Jamaica Kincaid	Girl	Prose Monologue
Marge Piercy	Breaking Out	Poem
W B Yeats	A Prayer for My Daughter	Poem
Eunice D' Souza	Marriages are made	Poem
Ambai	Yellow Fish	Short Story
Margaret Atwood	Reincarnation of Captain Cook	Poem
A K Ramanujan	Highway Stripper	Poem

Section 3 Theme : Race

9 marks

Roger Mais	Blackout	Short Story
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Wole Soyinka	Telephone Conversation	Poem
Maya Angelou	Still I Rise	Poem
Nadine Gordimer	Jump	Short Story
Langston Hughes	Harlem	Poem

Section 4 Theme : Violence and War

10 marks

Siegfried Sassoon	Return from the Somme	Prose description
Wilfred Owen	Dulce et Decorum Est	Poem
Edna St Vincent Millay	Conscientious Objector	Poem
Henry Reed	The Naming of Parts	Poem
Bertolt Brecht	General that Tank...	Poem
Imtiaz Hussain	A Chronicle of the Peacocks	Essay
Manto	The Dog of Tetwal	Short Story
Amitav Ghosh	Ghosts of Mrs. Gandhi	Anecdotal Essay

हिन्दी

हिन्दी भाषा, साहित्य और संस्कृति

1. भाषा :- भाषा का महत्व

अंक 15/15 पीरियड

- भाषा के प्रकार्य : (क) वक्ता-श्रोता-संदेश, (ख) स्वनिम विज्ञान, व्याकरण, अर्थविज्ञान

भाषा और समाज :

- भाषा और वर्ग
- भाषा और लिंगबोध
- भाषा और जातीयता
- भाषा और अस्मिता के प्रश्न

हिन्दी भाषा :

- संक्षिप्त विकास-परिचय
- हिन्दी की बोलियाँ
- भाषा-नीति का विकास :

- ब्रिटिश काल में भाषा-नीति
- राष्ट्रीय आंदोलन और भाषा
- संवैधानिक व्यवस्था
(संपर्कभाषा, राजभाषा, राष्ट्रभाषा)
- बहुभाषिकता

2. भाषा और साहित्य :

अंक 20/20 पीरियड

- मौखिक एवं लिखित हिंदी साहित्य
- प्राचीन भाषा और हिंदी साहित्य (संस्कृत, पालि, अपभ्रंश)
- राष्ट्रीय आंदोलन और हिंदी साहित्य
- स्वतंत्रता पश्चात् हिन्दी साहित्य : कविता, कथा-साहित्य (केवल परिचयात्मक)
- स्त्रीवादी साहित्य
- दलित साहित्य

3. संस्कृति और समकालीन समाज :

अंक 15/15 पीरियड

- संस्कृति-अध्ययन :
 - संस्कृति की अवधारणा
 - पॉपुलर कल्चर की अवधारणा और रूप
 - भारतीय संस्कृति : मूल्य बोध

संस्कृति और मीडिया

- हिन्दी पत्र-पत्रिकाओं के इतिवृत्त का परिचय
- रेडियो, सिनेमा, टेलीविजन, इंटरनेट

- विज्ञापन और उपभोक्ता-संस्कृति
- भूमंडलीकरण और संस्कृति

नोट : यह पाठ्यक्रम परिचयात्मक : अवधारणाबोधक और न्यूनतम सूचनामूलक रहेगा।

सहायक ग्रंथ

- | | | |
|--------------------------------------|---|---------------------------|
| 1. भाषा और समाज | : | रामविलास शर्मा |
| 2. मूल्य-मीमांसा | : | गोविन्दचंद्र पांडे |
| 3. हिन्दी भाषा और उसकी बोलियाँ | : | विमलेश कांति वर्मा |
| 4. संस्कृति के चार अध्याय | : | रामधारी सिंह दिनकर |
| 5. राष्ट्रभाषा की समस्याएँ और समाधान | : | देवेन्द्रनाथ शर्मा |
| 6. हिंदी भाषा : संरचना के विविध आयाम | : | रवीन्द्रनाथ श्रीवास्तव |
| 7. पॉपुलर कल्चर | : | सुधीश पचौरी |
| 8. दूरदर्शन : दशा और दिशा | : | सुधीश पचौरी |
| 9. विज्ञापन की दुनिया | : | कुमुद शर्मा |
| 10. सिने-सिद्धान्त | : | अनुपम |
| 11. हिंदी पत्रकारिता और सहित्य | : | क्षमा शर्मा |
| 12. रेडियो और दूरदर्शन पत्रकारिता | : | हरिमोहन |
| 13. दलित साहित्य की समस्याएँ | : | तेज सिंह |
| 14. दलित साहित्य की समस्याएँ | : | शरण कुमार |
| 15. परिधि पर स्त्री | : | मृणाल पांडे |
| 16. उपनिवेशवाद में स्त्री | : | प्रभा खेतान |
| 17. संस्कृति विकास और संचार क्रांति | : | पूरनचन्द जोशी |
| 18. स्त्री पराधीनता | : | जॉन स्टुवर्ट मिल्स (अनु.) |
| 19. स्त्री उपेक्षिता | : | सीमोन द बोबुआर (अनु.) |

GENDER AND SOCIETY

Course Objectives

This course will introduce the student to basic concepts of gender and convey a sense of the multiple relations of gender and society. A comparative frame that cuts across disciplines as well as cultures is intrinsic to the framework of the course and readings. Issues of private and public articulations of gender are explored within the domestic domain as a context for power as well as the larger domain of politics and social movements.

Expected Learning Outcomes

Students offering this course will be able to develop a perspective on gender relations, gendered institutions and gender politics within a comparative cultural frame to understand the dynamic and changing nature of gender and society. Questions in the Annual Examination should cut across topics.

I. Social constructions of gender

- a. Concepts of sex and gender
- b. Dislocating gender identity

II. Everyday formations of gender

- a. Divisions of work and property
- b. Familial domain

III. Politics of gender

- a. Gender and resistance
- b. Sexual liberation movements

Readings :

1. Oakley, Ann, 1972. *Sex, Gender and Society*. London : Temple Smith.
2. Scott, Joan W., 1988. *Gender and the Politics of History*, New York: Columbia University Press (Part I: Chapter 2).
3. Harre, Rom 1998. Contested constructions : Man and Woman. In Donn Welton (Ed.) *Body and Flesh: A Philosophical Reader*. Pp. 11-27. Oxford : Blackwell.
4. Nanda, Serena, 1990. *Neither man nor woman : The hijras of India*. Belmont: Wadsworth Publishing.

5. Cornwall, Andrea and Lindisfarne, Nancy (Eds.) 1994, *Dislocating masculinities: Comparative ethnographies* (Chapter 1). London and New York : Routledge.
6. Leacock, Eleanor, Safa, Helen, et al. (Eds) 1986. *Women's work: Development and the division of labour* (articles by Weiner pp. 96-110, Afonja pp. 122-139, Lourdes and Arande 174-193) Massachusetts: Bergin and Garvey Publishers.
7. Agarwal, Bina, 1998. "Who Sows? Who Reaps? Women and land rights in India *Journal of Peasant Studies*. 15 (4): 531-581.
8. Papanek, Hanna 1990. To each less than she needs, From each more than she can do: Allocations, entitlements and value. In Irene Tinker (Ed.) *Persistent Inequalities: Women and World Development*. Pp. 162-181. Oxford: Oxford University Press.
9. Pineda, Javier, 2001. Partners in women headed households: Emerging masculinities? In Cecile Jackson (Ed.) *Men at work: Labour, masculinities, development*. Pp. 72-92. London: Frank Cass.
10. Jeffrey, Patricia, 1979/2000. *Frogs in a well: Indian women in purdah*. Delhi: Manohar .
11. De Pina Cabral, Joao, 1984. Female power and the inequality of wealth and motherhood in Portugal. In Renee Hirschon (ed.) *Women and property. women as property*. Pp. 75-90. London: Croom Helm.
12. Ray, Raka, 2000. *Fields of Protest: Women's movements in India*. New Delhi: Kali for Women.
13. Kumar, Radha, 1989. *A history of doing: An illustrated account of movement's for women's rights and feminism in India*. New Delhi: Kali for Women.
14. Radway, Janice, 1983. *Women read the romance: The interaction of text and context*. *Feminist Studies* 8, (Spring) pp. 53-78.
15. Castells, Manuel: 1983. "Cultural identity, sexual liberation and urban structure: the gay community in San Francisco" In *The city and the grassroots: A cross- cultural theory of urban movements*. Pp 138-170. Berkeley: University of California Press.
16. Millet, Kate, 1970. *Sexual Politics* New York: Doubleday.

MATHEMATICAL AWARENESS

Preamble

The above-mentioned course on Mathematical Awareness is designed to create appreciation of the beauty and importance of mathematics in our everyday lives. Care has been taken to gently yet purposefully introduce the student to some central yet elementary aspects of mathematics. The contents are to be taught with emphasis on the use of intuition, and history rather than on rigour. Skills for visual interpretation shall be brought into focus and yet some theoretical aspects with stress on enhancing numerical ability shall be developed.

Mathematical Awareness

The aim of this course is to enhance mathematical ability and increase awareness of mathematical developments, with a special relevance to the real world. Keeping these objectives in view,

- * the emphasis will be on an intuitive approach
- * historical background relevant to each topic will be given and
- * special emphasis will be on skill of visual interpretation and enhancing numerical ability

The syllabus for this course is given below.

Unit I - Brief Biographical Sketches

6 marks

A brief introduction to the lives and information on the works of the following Mathematicians

Archimedes, Euclid, Pythagoras, Aryabhata, Bhaskaracharya II, Brahmagupta, Madhavacharya, Neelkantha, Newton, Cauchy, Euler, Abel, Galois, Gauss, Germain, Kovalyskaya, Noether, Riemann, Hilbert, Noether and Ramanujan, Harish Chandra.

Of the above, biographies of Euclid, Newton, Noether, Ramanujan and Riemann will be examined.

The biographies of the remaining mathematicians in the above list are to be covered via projects for internal assessment.

Unit II - Numbers

12 marks

An overview of number systems, including algebraic and transcendental numbers, with some historical background.

Divisibility of integers, The Euclidean algorithm, Modular Arithmetic and some divisibility criteria. Magic squares.

Prime numbers, the sieve of Eratosthenes, the fundamental theorem of arithmetic, Euclid's Theorem, Mersenne Numbers and Mersenne Primes, Goldbach Conjectures, Prime testing method of Fermat, Statement and significance of The Prime number theorem. Uses of prime numbers, for example in RSA.

Pythagorean triples, Statement and historic background of Fermat's Last Theorem. Fibonacci sequences in nature.

Multiplication Principle, Permutation and Combinations.

The emphasis will be on enhancing numerical ability through these concepts.

Unit III - Graph Theory and Geometry

12 marks

Basics of Graph theory, the Konigsberg Bridge problem, Four-Colour map theorem.

Introduction to functions, graphs of function. Increasing and decreasing functions, even and odd functions, location of points of extrema, inflection, periodic functions-all via graphs.

Perspective and Projection. Perspective geometry: lines and points in 2D and 3D, Fundamental trigonometric functions. Use of perspective in drawing, historical background. Common tools adopted by artists for such representations. Analysis of some paintings to spot use of perspective and techniques. Escher's art.

Types of symmetry, concrete examples of symmetry groups, Basic tilings.

Study of symmetry and patterns by looking at monuments/buildings/ornamental art.

Shapes and solids. The regular Polyhedra. Euler's formula. Golden ratio. Golden rectangle.

The importance of Platonic solids and mystical significance to the ancient Greeks. Construction of Altars and geometry in ancient India.

Fractals in nature, for example snowflakes and coastlines.

The Mobius Strip and the Klein Bottle.

The emphasis while dealing with the above topics will be on enhancing skills of visual perception and interpretation.

Unit IV - Statistical and Related Concepts **8 marks**

Histograms, pie charts, tabular forms and ogives. Mean, Median, Mode, Variance, and Standard Deviation. Data analysis, interpretation and prediction.

Classical approach to probability, the addition and multiplication laws of probability.

Solutions of linear inequalities using graphs. Historical development of operations research.

Use of computer based spreadsheets for simple statistical analysis.

Project work for internal assessment **12 marks**

Projects based on one of the following:

1. Data analysis, interpretation and prediction using an appropriate computing tool.
2. The biographies of the mathematicians listed above. (Excluding the five that are examinable)

Texts

- * Gulberg, Jan, *Mathematics: from the birth of numbers*, W. W. Norton and Company, New York & London, 1996.
- * Ioan, James, *Remarkable Mathematicians*, Cambridge University Press, 2004.
- * Salkind, Neil J., *Statistics for people who (think they) hate Statistics*, Sage Publications, Inc. 2000.

Supplements

- * Bibhutibhusan Datta, *Ancient Hindu Geometry: The Science of the Sulbas*, Calcutta Univ. Press, 1932, Reprinted, Cosmo. Pub., New Delhi, 1993.
- * Farmer, David, W., *Groups and Symmetry: A Guide to Discovering Mathematics*, AMS 1996.
- * Stillwell, John, *Mathematics and its History*, Springer-Verlag, 2002.
- * Tattersall, James J., *Elementary Number Theory*, Cambridge University Press, 1999.
- * Taha, Hamdy A., *Operations Research: An Introduction*, 5th ed., Prentice Hall, 1995.
- * Various issues of *Ganita Bharati*, the Bulletin of the Indian Society for History of Mathematics.
- * Website: www.math.iupui.edu/m290 (for Perspective and Art).

DISCIPLINE CENTRED COURSES

PSYCHOLOGY FOR LIVING (for Non Psychology Students)

Preamble

This course addressed to the needs of the students who wish to study Psychology as a means of providing an understanding of a person situated in social context. Its aim is to introduce the general principles and approaches that psychologists use to understand behaviour. It also offers an understanding of the expanding field, its relevance to problems and concerns of every day life; and the strategies for a healthy life. It attempts to provide the students up-to-date knowledge of the key concerns of psychology in context of the Self. It enables the student to develop an understanding of himself, his relationships, and his discordant behaviours. The syllabus integrates the conceptual with the experiential by integrating short experiential exercises along with the core concepts.

Theory

- Unit 1: Self Direction in a Changing World : Social Change; The challenge of Self Direction.
Marks : 5
- Unit 2: The Physical Self : The body and health; Body image; Psychological factors and physical illness; Promoting wellbeing.
Marks : 5
- Unit 3: The Knowing Self : Cognitive Processes : Consciousness, learning, memory, language, thinking & intelligence.
Marks : 6
- Unit 4: The Emotional Self : Understanding emotions; Expressing emotions; Managing emotions.
Marks : 5
- Unit 5: Self in Relationships : Interpersonal relationships : Family, peer group, culture.
Marks : 5
- Unit 6: Self in Disintegrative Experiences: Anxiety, stress and depression; Understanding stress and coping with it.
Marks : 6

Unit 7 : Growth and Actualizing Self : Subjective well being in relation to social world; Suffering and resilience; Hope; Happiness; Compassion.

Marks : 6

Note : Each Unit will be supported by experiential exercises. These exercises will be done in groups of 10-12 students for more effective implementation.

Reference Texts

1. Atwater Eastwood (1995). *Psychology for living : Adjustment, growth and behaviour today*. New Delhi : Prentice Hall.
2. Berk L.E. (2003). *Development through the Lifespan*. (3rd Edition). Allyn & Bacon.
3. Burnard, C. (2002), *Interpersonal skills training*. New Delhi : Viva Books Private I td.
4. Capacchione, L (2003) *The well-being journal*. India : Penguin Books.
5. Carr. Alan (2004). *Positive Psychology : The science of happiness and human strength*. New York : Brunner Routledge.
6. Kakar, S. (Ed.) (1979). *Identity and adulthood*. Delhi : Oxford University Press Pg. 3-36.
7. Kolb, David A. (1984). *Experiential learning : Experience as the source of learning and development*. Englewood Cliffs, N.J : Prentice-Hall.
8. Lynn, A.B. (2002). *The emotional intelligence activity book*. New York : AMACOM.
9. Mayer, J.D., Solovey, P., & Caruso, D.R. (2000). Models of emotional intelligence. In R.J. Sternberg (Ed.) *The handbook of intelligence (pp. 396-420)*. New York : Cambridge University Press.
10. Nelson-Jones, R. (1997). *Practical counselling & Helping Skills*. 4th ed. London/New York : Continuum.

Reference Readings

1. Seligman, Martin E.P., & Csikszentmihalyi, Mihaly (2000). Positive psychology : an introduction *American Psychologist*, 55, 5-14.
2. Smith, Donna M., & David A. Kolb. (1986). *The user's guide for the learning-style inventory: a manual for teachers and trainers*. Boston, MA : McGraw & Company.
3. Sternberg R.J. (2001). *In search of the human mind*. New York : Harcourt.
4. Wade, C. & Tavris, C. (2004) *Invitation to psychology (3rd Edition)*. New Jersey : Prentice-Hall.
5. Wallace, R.H. & Masters, A.L. (2001). *Personal development for life and work* (8th edition). South-Western, Thomson Learning.
6. Winnicott, D.W. (1971). *Playing and reality*. London : Tavistock Publications Ltd. (Pg. 138-150)
7. Zimbardo, P.G. and Pusch, F.L. (1996) *Psychology and life* (15 Ed.). New-York : Harper Collins.

Internal Assessment

12 marks

Attendance

:

2 marks

Presentation/Assignment/

:

10 marks

Home Examination/Experimental Exercise

Norms

2 Theory per week + 1 Tutorial (per group) fortnightly.

Tutorial group size 12-15

URDU LITERATURE

Time : 2 Hours (2 classes per week)

- Unit-1 Urdu Zaban-o-Adab Ki Ibtida 10 Marks / 20 Lectures
Introduction of the following:
(1) Sanskrit Aur Prakrit Zabaanein
(2) Urdu Ki Ibtida Se Mutalliq Nazaryat
(3) Amir Khusrau Aur Hindvi Shairi
- Unit-2 Urdu Sher-o-Adab 10 Marks / 20 Lectures
(1) Deccan Mein Urdu Sher-o-Adab Ka Irtiqa
Quli Qutab Shah - Mulla Wajhi, Nusrati, Wali Dakani, Siraj
Aurangabadi
(2) Shumali Hind Mein Urdu Sher-o-Adab Ka Irtiqa
Meer, Nazeer Akbarabadi, Ghalib, Anees, Iqbal
- Unit-3 Urdu Ka Afsanvi Adab 10 Marks / 10 Lectures
(1) Daastanien
(2) Novel
(3) Mukhtasar Afsana
- Unit-4 Takhliqi Adab Ki Amali Mashq 8 Marks / 10 Lectures
1) Afsana Nigaari
2) Khaka Nigari
3) Reportage

Recommended Books

- (1) Urdu Adab Ki Tanqeedi Tareekh, By Syed Ehtisham Husain, Pub. N.C.P.U.L., New Delhi.
- (2) Mayar-O-Meezan, By Masih Uzzaman, Allahabad.
- (3) Amir Khusrau, By Waheed Mirza, Pub. National Amir Khusrau Society, Delhi.
- (4) Dakani Adab Ki Tareekh, By Mohioddin Qadri Zor, Pub. Educational Book House, Aligarh.
- (5) Dakan Mein Urdu, By Naseeruddin Hashmi, Pub. N.C.P.U.L., New Delhi

- (6) Tareekh-e-Adab-e-Urdu, By Noorul Hasan Naqvi, Pub. Educational Book House, Aligarh.
 - (7) Dastan Se Afsane Tak, By Waqaar Azeem, Pub. Educational Book House, Aligarh.
 - (8) Dastan Se Novel Tak, By Ibne Kanwal, Pub. Maktaba Jamia Ltd., Delhi.
 - (9) Biswin Sadi Mein Urdu Novel, By Yousuf Sarmast, Pub. N.C.P.U.L., New Delhi.
 - (10) Urdu Asnaf Ki Tadrish, By Onkar Kaul, Pub. N.C.P.U.L., New Delhi.
 - (11) Fan-e-Afsana Nigari, By Waqaar Azeem, Pub. Educational Book House, Aligarh.
 - (12) Adab Ka Mutalia, By Athar Parvez, Pub. Urdu Ghar, Aligarh.
 - (13) Urdu Mein Reportage Nigari, By Abdul Aziz, Pub. Saqi Book Depot, Delhi.
 - (14) Urdu Reportage Tareekh-o-Tanqeed, By Talat Gul, Pub. Kitabi Duniya, Delhi.
- * Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

PERSIAN LITERATURE

1. Rubaiyat-e-Khayaym (First 25 Rubaiyat) (۲۵ رباعی از آغاز) رباعیات مسر عنایم
 Ghazalyat-e-Hafiz (۵) غزلیات حافظ
 (next 5 from Naseb-e-Jaid-e-farsi) حکایات سعدی (انتخاب از باب اول و سوم)
 Hikayat-e-Sa'di (from Chapter I & III) Marks 8

2. Introduction of important Literary Personalities. معرفی شخصیت‌های برجسته ادبیات فارسی
 Hafiz Shirazi حافظ شیرازی
 Sa'di Shirazi سعدی شیرازی
 Firdausi فردوسی طوس
 Umar Khayyam مسر عنایم
 Iraj Mirza ایراج میرزا (بدون اتصال) (اشک بایم)
 Parveen Etesami Marks 8

3. Introduction of cultural background of Iran. معرفی سابقه فرهنگ و تمدن ایران
 Jashn-e-Mehragan جشن مهرگان
 Jashn-e-Sadeh جشن سده
 Jashn-e-Norooz جشن نوروز
 Jashn-e-Chahar shamb-e-suri جشن چهارشنبه سوری Marks 8

4. Introduction of Indo-Persian Historians معرفی مورخان هند و ایران
 Abulfazl ابوالفضل بیهقی
 Minhaj Siraj مناج سراج
 Abdul Qadir Badauni عبدالقادر بدایونی Marks 8

5. Grammar & Translation : دستور و ترجمه :
 Verb (all the tenses) مصدر
 Ism-e-Faail اسم فاعل
 Ism-e-Maful اسم مفعول
 Sifat Mosoof صفت موصوف
 Wahid-o-Jama واحد جمع
 Morakkab-e-adadi مرکب عددی
 Tashbih تشبیه
 Iste'arah استعاره
 Mozaf مضاف
 Mozaf Elaih مضاف الیه Marks 8

6. Internal Assessment ارزش یابی داخلی Marks 10

हिन्दी साहित्य

(HINDI LITERATURE)

I हिन्दी साहित्य का संक्षिप्त परिचय

अंक-10/15 पीरियड

- (अ) आदिकालीन और मध्यकालीन साहित्य का संक्षिप्त परिचय
(कालविभाजन एवं नामकरण की समस्या पर विचार)
- (ब) आधुनिक का अर्थ, मध्यकालीन बोध और आधुनिक बोध में अंतर
- (स) हिन्दी साहित्य में नवजागरण एवं विकास की दिशा

II हिन्दी कविता

अंक-15/15 पीरियड

1. भारतेन्दु समग्र - (प्रचारक ग्रंथावली परियोजना) नये जमाने की मुकरी प्रथम-10
2. सुभद्रा कुमारी चौहान - बालिका का परिचय
3. प्रसाद - अशोक की चिन्ता
4. निराला - कुकुरमुत्ता - I
5. बच्चन - मधुशाला - पाठ्यअंश (46 से 58)
6. दिनकर - जनतंत्र का जन्म (हुंकार)
7. नागार्जुन - पौंचपूत
8. धूमिल - शांतिपाठ
9. दुष्यन्त - गजलें - (i) कहौं तो तय था चिरागौं हरेक घर के लिए ।
(ii) हो गई है पीर पर्वत-सी पिघलनी चाहिए ।.....
10. रघुबीर सहाय - अधिनायक

III हिन्दी गद्य (विविध रूप)

अंक - 15/15 पीरियड

1. गुलेरी - उसने कहा था
2. प्रेमचन्द - दूध का दाम
3. स्वयं प्रकाश - पार्टीशन
4. महादेवी वर्मा - बिबिया
5. हरिशंकर परसाई - विज्ञापन में बिकती नारी
6. फणीश्वर नाथ 'रेणु' - पुरानी कहानी : नया पाठ
7. हजारी प्रसाद द्विवेदी - घर जोड़ने की माया

IV दूतपाठ

अंक - 10/5 पीरियड

- नाटक - भीष्म साहनी : माधवी अथवा स्वदेश दीपक : कोर्ट मार्शल
- उपन्यास - श्रीलाल शुक्ल : रागदरबारी अथवा मनोहरश्याम जोशी : कसप

सहायक ग्रंथ

1. हिन्दी साहित्य का इतिहास - रामचन्द्र शुक्ल
2. हिन्दी साहित्य की भूमिका - हजारीप्रसाद द्विवेदी
3. मध्यकालीन बोध का स्वरूप - हजारीप्रसाद द्विवेदी
4. हिन्दी जाति का साहित्य - रामविलास शर्मा
5. निराला की साहित्य-साधना (भाग-2) - रामविलास शर्मा
6. प्रेमचन्द और उनका युग - रामविलास शर्मा
7. भारतेन्दु हरिश्चन्द्र - रामविलास शर्मा
8. भारतेन्दु और उनके सहयोगी कवि - किशोरीलाल गुप्त
9. प्रसाद का काव्य - प्रेमशंकर
10. दूसरी परंपरा की खोज - नामवर सिंह
11. शौंतिनिकेतन से शिवालिक तक - संपा. शिवप्रसाद सिंह
12. नागार्जुन की कविता - अजय तिवारी
13. कटघरे का कवि : धूमिल-गणेश तुलसीराम अष्टेकर
14. रघुवीर सहाय - संपा. विष्णुनागर, असद जैदी
15. आधुनिक साहित्य और इतिहास बोध - नित्यानंद तिवारी
16. धुगचारण दिनकर - सावित्री सिन्हा
17. देश के इस दौर में - विश्वनाथ त्रिपाठी
18. महादेवी - संपा. परमानंद श्रीवास्तव
19. सृजनशीलता का संकट - नित्यानंद तिवारी
20. बच्चन - कृष्णचंद्र पंड्या
21. आत्यकथा : स्वरूप और विकास - विनीता अग्रवाल
22. हिन्दी नाटक : मिथक और यथार्थ - रमेश गौतम

ENGLISH LITERATURE

- I. Modern *Indian Literature* : 18 marks
Poems and Short Stories
(Delhi : Oxford University Press, 1999)
- II. Shakespeare, *The Merchant of Venice* 20 marks
- Or
- Bertolt Brecht, *Mother, Courage*
- Or
- Emily Bronte, *Wuthering Heights*
- Or
- E. M. Forster. *A Passage to India*

The aims of this course are to train the students to read and appreciate various literary forms such as poetry, prose, novel and drama and to write essays and short notes involving explanations and critical comments.

CULTURAL DIVERSITY, LINGUISTIC PLURALITY AND LITERARY TRADITION IN INDIA

Concept :

This course aims at introducing the student to some literary currents in the contexts of cultural diversity and linguistic plurality of India. The objective is to demonstrate the interface between language and culture and the evolving of literary traditions from medieval times. With the help of selected essays and creative writing in this area, the course will endeavour to show that "Unity in diversity" is not a mere slogan but an idea that has emerged out of the lived experience of the subcontinent over centuries. It finds its expression in the multi-lingual consciousness of its people, something that is completely lacking in the mono-lingual cultures of many Western nations.

When languages are politicized and polarized, an artificial insularity is imposed, which then severely damages the very fabric of society. For instance, the Sanskritization of Hindi or the Persianisation of Urdu over the last 150 years has had alarming consequences, creating a crisis of identity for many speakers of the languages. Sectarian politics can affect and distort a whole way of life.

This course will provide a perspective to the students to comprehend the complexity of the cultural context of our multilingual society. Such an objective can be fulfilled through a close reading of some seminal essays and selected creative writing that captures the varied nuances of living in India.

Content

- I. Extracts from the following essays : 14 Marks
1. Sisir Kumar Das. "The Mad Lover", from *Indian Literature*, no. 215, May-June 2003, pp. 149-178.
 2. Rabindra Nath Tagore, "Baul Songs" (pp. 42-48), "The Bengali of Mahtabs and Madarsas" (p. 358-360), *Selected Writing on Literature and Language*, ed. Sukanta Chaudhuri, OUP, Delhi, 2001.

3. "The Origin and Development of Hindi/Hindavi.' from Amrit Rai : *A House Divided*, OUP, 1984, pp. 285-289.:
4. M.K. Naik, "Indian Pride and Indian Prejudice : Reflection on the Relationship between Regional Indian Literatures and Indian Writing in English", *Indian Literature*, New Delhi.
5. A. K. Ramanujan : "Towards a Countersystem : Women's Tales" (pp. 29-447), *The Collected Essays of A.K. Ramanujan*, ed. Vinay Dharwadker, Oxford India Paperbacks, 2004, pp. 96-114.
6. Ali Asani, "At teh Crossroads of Indic and Iranian Civilization' : Sindhi Literary Culture. "*Literary Cultures in History*: ed. Sheldon Pollock, OUP, 2003. pp.615-624. 627-639.
7. Sitanshu Yashaschandra, "From Hemacandra to Hind Swaraj', Region and Power in Gujarati Literary Culture". *Literary Cultures in History*, ed, Sheldon Pollock, OUP, 2003 (17 pages)
8. Eleanor Zelliot, "Dalit Sahitya, The Historical Background", *An Anthology of Dalit Literature*, ed. Mulk Raj Anand and Eleanor Zelliot, Gyan Publishing House, Delhi, 1992. pp. 1-19.
9. Sujit Mukherji : "Propositions" from *Some Position on a Literary History of India*. Central Institute of Indian Language, Mysore, 1981, pp. 43-53.
10. Nabneeta Deb Sen, "A Woman's Retelling of the Rama-Tale', Narrative Strategies employed in the Chandrabati Ramayana", *Narrative: A Seminar*, Sahitya Akademi, 1994, pp. 166-179.
11. G.N. Devy, Introduction, *An Anthology of Tribal Literature*. Penguin Books, 2002, pp. IX-XVII.

II. Creative Writing :

24 Marks

1. 3 Poems in translation : Raghubir Sahai from Hindi ("Hindi"); Ayyappa Paniker from Malayalam; Padma Sachdev from Dogri ("Mother Tongue").
2. Short Story : Urdu story in translation by Rajinder Singh Bedi : "Lajwanti".

3. 3 poems from Bhakti in translation : Kabir /Nanak/ Chaitanya and A.K. Ramanujan's translation of *vachanas*.
4. A selection of Sufi poetry in translation : Amir Khusro/Baba Farid/ Bulle Shah
5. Iqbal "Qaumi Tarana'
6. 2 Dalit poems from *No Entry for the New Sun*, ed. Arjun Dangle, Disha Books, Delhi, 1992.
7. "Songs of Birth and Death". A selection of tribal verse, from G.N. Devy ed., *Anthology of Tribal Literature*, Penguin Books 2002, pp. 170-172.
8. An extract from Raja Rao's novel *Kanthapura*.
9. A story by U.R. Anantha Murthy.

Suggested Readings (For teachers and Interested students) :

Aijaz Ahmad, "Indian Literature : Notes towards the Definition of a Category", *In Theory, Classes, Nations, Literatures*, OUP, India, 1992.

Vinay, Dharwadker, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament*, ed. Carol A. Breckenridge & Peter Van Der Veer, OUP, Delhi, 1994.

Anjam Hasan, "The North-east : A Tale of Two Literatures", *Indian Review of Books*, A..... Special, 16th Sept.,-15 Nov. 1995.

Jawaharlal Nehru. "The Variety and Unity of India", *The Discovery of India*, OUP, 1940/1994. pp. 61-62, pp. 99-109.

Gopal Guru, "Dalits in pursuit of Modernity", *India Another Millenium*, ed, Romila Thapar, Penguin India, 2000,.

Rustom Barucha, "Thanking Through Culture", *India Another Millenium*.

U.R. Anantha Murthy, "Tradition and Creativity", Govt. Sanskrit College Committee. Tripurithura, 1994/Essay from A.J. Thomas's collection of U.R. Anantha Murthy's prose writings.

E. Annamalai. "Language and the Indian Constitution", *Language and*

the State Perspectives on the Eighth Schedule, ed. R.S. Gupta, Anvita Abbi, Kailash Aggarwal, Creative Books, New Delhi. (4 pages).

N.B. : Literature Honours students (English, Hindi, Sanskrit, any other Indian Language) who are not required to take a compulsory Language Credit Course may opt for either of these two courses.

These courses may be made available to other Honours students as well.

The scheme of examinations will be as per the University Ordinances.

PUNJABI LITERATURE

Pattern and Structure

1. The summary of the theme of any poem (One question is to be asked out of two alternative questions). 8 marks
2. The theme or artistic peculiarities of the novelette (One question is to be asked out of two alternative questions). 8 marks
3. The theme or artistic peculiarities of the travelogue (One question is to be asked out of two alternative questions). 8 marks
4. The theme or artistic peculiarities of any one-act play (One question is to be asked out of two alternative questions). 6 marks
5. History of Punjabi Literature (One question is to be asked out of two alternative questions). 8 marks
6. Internal assessment 12 marks

Syllabus

1. Arshi, Gurcharan Singh (ed.), *Kav-Lok*, Arsee Publishers, Delhi.
2. Pritam, Amrita, *Pinjar*, Nagmani Prakashan, New Delhi.
3. Gargi, Balwant, *Pataal di Dharti*, Arsee Publishers, Delhi.
4. Attar Singh (ed.), *Chonvan Ikangi Sangreh*, Sahit Academy, Delhi.
5. Sital, Jit Singh, *Punjabi Sahit da Itihas*, Punjabi University, Patiala.

Recommended Books

1. Arshi Gurcharan Singh, *Bawa Balwant di Kavya Kala*, Arsee Publishers, Delhi 1993.
2. _____, *Sathi Samikhya*, Arsee Publishers, Delhi 2001, "Kav-Sidhant", pp. 45-53, 'Pritam Singh Safer di Kavita', pp. 100-113.
3. _____, *Novel di Sanrachna*, National Book Shop, Delhi.
4. Behl, Navnindra (ed.), *Rangmanch ate Television Natak*, Punjabi Academy, Delhi, 1989.
5. Cheema, Gurdip Kaur, *Amrita Pritam de Novelan vich Manavi Rishte*. Lokait Prakashan, Chandigarh, 1983.

6. Harcharan Kaur (Dr.), *Samikhya Sabhiachar*, Sapt-Sindhu Publications, Delhi, 1995.
7. Noor, Sutinder Singh, *Navin Kavita : Seema te Sambhavana*, Vadwan Prakashan, Ambala Cant., 1972, 'Haribhajan Singh', pp. 70-77, 'Jaswant Singh Neki', pp. 78-83, "Tara Singh", pp. 84-89, "S.S. Misha", pp. 90-94, "Shiv Kumar", pp. 95-100, "Jagtar", pp. 101-105, 'Pash', pp. 118-122.
8. *Punjabi Sahit Kosh*, Part I, Punjabi University, Patiala, 1971, 'Ikangi', pp. 127-129, Safarnama, pp. 145-147.
9. Rachhpal Kaur (Dr.), *Punjabi Safarnama : Sarup te Sambhavana*, Vrijesh Prakashan Nabha, 1991, 'Safarnama : Sarup te Vishesh-tavan', pp 1-12, 'Punjabi Safarnama Pichhokar ate Sarvekhan', pp. 13-32.

SANSKRIT

Paper I -- Text and Grammar

Internal Assessment
Annual Examination

A. Text (Translation, Explanation)

- (i) Bhagavadgita, Chapter 2
- (ii) Svapnavasavadattam of Bhasa
(Character Analysis & literary Criticism)

B. Grammar based on the prescribed texts (Sandhi and Karakas only)

Books Recommended :-

- | | | |
|------------------------|----|--|
| (1) Jaidoyal Goendeka | -- | Bhagavadgita (Gita Press Gorakhpur) |
| (2) S. Radhakrishnan | -- | The Bhagavadgita (Hindi Translation) |
| (3) Baladeva Upadhyaya | -- | Sanskrit Sahitya Ka Itihasa |
| (4) M.R. Kale | -- | A Higher Sankrit Grammar |
| (5) V.S. Apte | -- | A Guide to Sanskrit Composition |
| (6) Varadraj | -- | Laghu Siddhanta Kaumudi
(Sridharanand Shastri's Tika) |
| (7) Jaipal Vidyalkar | -- | Svapnavasavadattam (Hindi) |
| (8) M. Hiriyanna | -- | Outlines of Indian Philosophy
(Chapter on Bhagavadgita) |
| (9) Kapil Dev Dwivedi | -- | Sanskrit Sahitya Ka Itihasa |
| *** Attendance | -- | 2 marks |
| House Exam. | -- | 5 marks |
| Assignment | -- | 5 marks |

DISCIPLINE CENTRED COURSES

PSYCHOLOGY FOR LIVING (for Non Psychology Students)

Preamble

This course addressed to the needs of the students who wish to study Psychology as a means of providing an understanding of a person situated in social context. Its aim is to introduce the general principles and approaches that psychologists use to understand behaviour. It also offers an understanding of the expanding field, its relevance to problems and concerns of every day life; and the strategies for a healthy life. It attempts to provide the students up-to-date knowledge of the key concerns of psychology in context of the Self. It enables the student to develop an understanding of himself, his relationships, and his discordant behaviours. The syllabus integrates the conceptual with the experiential by integrating short experiential exercises along with the core concepts.

Theory

- Unit 1: Self Direction in a Changing World : Social Change; The challenge of Self Direction.
Marks : 5
- Unit 2 : The Physical Self : The body and health; Body image; Psychological factors and physical illness; Promoting wellbeing.
Marks : 5
- Unit 3 : The Knowing Self : Cognitive Processes : Consciousness, learning, memory, language, thinking & intelligence.
Marks : 6
- Unit 4 : The Emotional Self : Understanding emotions; Expressing emotions; Managing emotions.
Marks : 5
- Unit 5 : Self in Relationships : Interpersonal relationships : Family, peer group, culture.
Marks : 5
- Unit 6 : Self in Disintegrative Experiences: Anxiety, stress and depression: Understanding stress and coping with it.
Marks : 6

Unit 7 : Growth and Actualizing Self : Subjective well being in relation to social world; Suffering and resilience; Hope; Happiness; Compassion.

Marks : 6

Note : Each Unit will be supported by experiential exercises. These exercises will be done in groups of 10-12 students for more effective implementation.

Reference Texts

1. Atwater Eastwood (1995). *Psychology for living : Adjustment, growth and behaviour today*. New Delhi : Prentice Hall.
2. Berk L.E. (2003). *Development through the Lifespan*. (3rd Edition). Allyn & Bacon.
3. Burnard, C. (2002), *Interpersonal skills training*. New Delhi : Viva Books Private I td.
4. Capacchione, L (2003) *The well-being journal*. India : Penguin Books.
5. Carr. Alan (2004). *Positive Psychology : The science of happiness and human strength*. New York : Brunner Routledge.
6. Kakar, S. (Ed.) (1979). *Identity and adulthood*. Delhi : Oxford University Press Pg. 3-36.
7. Kolb, David A. (1984). *Experiential learning : Experience as the source of learning and development*. Englewood Cliffs, N.J : Prentice-Hall.
8. Lynn, A.B. (2002). *The emotional intelligence activity book*. New York : AMACOM.
9. Mayer, J.D., Solovey, P., & Caruso, D.R. (2000). Models of emotional intelligence. In R.J. Sternberg (Ed.) *The handbook of intelligence (pp. 396-420)*. New York : Cambridge University Press.
10. Nelson-Jones, R. (1997). *Practical counselling & Helping Skills*. 4th ed. London/New York : Continuum.

Reference Readings

1. Seligman, Martin E.P., & Csikszentmihalyi, Mihaly (2000). Positive psychology : an introduction *American Psychologist*, 55, 5-14.
2. Smith, Donna M., & David A. Kolb. (1986). *The user's guide for the learning-style inventory: a manual for teachers and trainers*. Boston, MA : Mccl er & Company.
3. Sternberg R.J. (2001). *In search of the human mind*. New York : Harcourt.
4. Wade, C. & Tavis, C. (2004) *Invitation to psychology (3rd Edition)*. New Jersey : Prentice-Hall.
5. Wallace, R.H. & Masters, A.L. (2001). *Personal development for life and work (8th edition)*. South-Western, Thomson Learning.
6. Winnicott, D.W. (1971). *Playing and reality*. London : Tavistock Publications Ltd. (Pg. 138-150)
7. Zimbardo, P.G. and Pusch, F.L. (1996) *Psychology and life (15 Ed.)*. New-York : Harper Collins.

Internal Assessment

12 marks

Attendance

:

2 marks

Presentation/Assignment/

:

10 marks

Home Examination/Experimental Exercise

Norms

2 Theory per week + 1 Tutorial (per group) fortnightly.

Tutorial group size 12-15

URDU LITERATURE

Time : 2 Hours (2 classes per week)

Unit-1 Urdu Zaban-o-Adab Ki Ibtida 10 Marks / 20 Lectures

Introduction of the following:

- (1) Sanskrit Aur Prakrit Zabaanein
- (2) Urdu Ki Ibtida Se Mutalliq Nazaryat
- (3) Amir Khusrau Aur Hindvi Shairi

Unit-2 Urdu Sher-o-Adab 10 Marks / 20 Lectures

- (1) Deccan Mein Urdu Sher-o-Adab Ka Irtiqa
Quli Qutab Shah - Mulla Wajhi, Nusrati, Wali Dakani, Siraj
Aurangabadi
- (2) Shumali Hind Mein Urdu Sher-o-Adab-Ka Irtiqa
Meer, Nazeer Akbarabadi, Ghalib, Anees, Iqbal

Unit-3 Urdu Ka Afsanvi Adab 10 Marks / 10 Lectures

- (1) Daastanien
- (2) Novel
- (3) Mukhtasar Afsana

Unit-4 Takhliqi Adab Ki Amali Mashq 8 Marks / 10 Lectures

- 1) Afsana Nigaari
- 2) Khaka Nigari
- 3) Reportage

Recommended Books

- (1) Urdu Adab Ki Tanqeedi Tareekh, By Syed Ehtisham Husain, Pub. N.C.P.U.L., New Delhi.
- (2) Mayar-O-Meezan, By Masih Uzzaman, Allahabad.
- (3) Amir Khusrau, By Waheed Mirza, Pub. National Amir Khusrau Society, Delhi.
- (4) Dakani Adab Ki Tareekh, By Mohioddin Qadri Zor, Pub. Educational Book House, Aligarh.
- (5) Dakan Mein Urdu, By Naseeruddin Hashmi, Pub. N.C.P.U.L., New Delhi

- (6) Tareekh-e-Adab-e-Urdu, By Noorul Hasan Naqvi, Pub. Educational Book House, Aligarh.
- (7) Dastan Se Afsane Tak, By Waqaar Azeem, Pub. Educational Book House, Aligarh.
- (8) Dastan Se Novel Tak, By Ibne Kanwal, Pub. Maktaba Jamia Ltd., Delhi.
- (9) Biswin Sadi Mein Urdu Novel, By Yousuf Sarmast, Pub. N.C.P.U.L., New Delhi.
- (10) Urdu Asnaf Ki Tadris, By Onkar Kaul, Pub. N.C.P.U.L., New Delhi.
- (11) Fan-e-Afsana Nigari, By Waqaar Azeem, Pub. Educational Book House, Aligarh.
- (12) Adab Ka Mutalia, By Athar Parvez, Pub. Urdu Ghar, Aligarh.
- (13) Urdu Mein Reportage Nigari, By Abdul Aziz, Pub. Saqi Book Depot, Delhi.
- (14) Urdu Reportage Tareekh-o-Tanqeed, By Talat Gul, Pub. Kitabi Duniya, Delhi.

* Attendance (2) Home Examinations (5) Assignment (5) = 12 Marks

PERSIAN LITERATURE

1. Rubaiyat-e-Khayaym (First 25 Rubaiyat) (۲۵ رباعی از آغاز) (۵) غزلیات حافظ
 Ghazalyat-e-Hafiz (next 5 from Naseb-e-Jaid-e-farsi) حکایات سعدی (انتخاب از باب اول و سوم)
 Hikayat-e-Sa'di (from Chapter I & III) Marks 8
2. Introduction of important Literary Personalities.
 Hafiz Shirazi سخنرانی شخصیت‌های برجسته ادبیات فارسی
 Sa'di Shirazi حافظ شیرازی
 Firdausi سعدی شیرازی
 Umar Khayyam فردوسی طوس
 Iraj Mirza عصر خیام
 Parveen Etesami (میرین ایتسانی) اشک بزم (میرزا) Marks 8
3. Introduction of cultural background of Iran.
 Jashn-e-Mehragan سخنرانی سابقه فرهنگ و تمدن ایران
 Jashn-e-Sadeh جشن سده
 Jashn-e-Norooz جشن نوروز
 Jashn-e-Chahar shamb-e-suri جشن چهارشنبه سوری Marks 8
4. Introduction of Indo-Persian Historians
 Abulfazl ابوالفضل بیہقی
 Minhaj Siraj منهاج سراج
 Abdul Qadir Badauni عبدالقادر بدایونی Marks 8
5. Grammar & Translation : دستور و ترجمه :
 Verb (all the tenses) مصدر
 Ism-e-Faail اسم فاعل
 Ism-e-Maful اسم مفعول
 Sifat Məsoof صفت موصوف
 Wahid-o-Jama واحد جمع
 Morakkab-e-adadi مرکب عددی
 Tashbih تشبیه
 Iste'arah استعاره
 Mozaf مضاف
 Mozaf Elaih مضاف الیه Marks 8
6. Internal Assessment ارزشیابی داخلی Marks 10

हिन्दी साहित्य

(HINDI LITERATURE)

I हिन्दी साहित्य का संक्षिप्त परिचय

अंक-10/15 पीरियड

- (अ) आदिकालीन और मध्यकालीन साहित्य का संक्षिप्त परिचय
(कालविभाजन एवं नामकरण की समस्या पर विचार)
- (ब) आधुनिक का अर्थ, मध्यकालीन बोध और आधुनिक बोध में अंतर
- (स) हिन्दी साहित्य में नवजागरण एवं विकास की दिशा

II हिन्दी कविता

अंक-15/15 पीरियड

1. भारतेन्दु समग्र - (प्रवारक ग्रंथावली परियोजना) नये जगाने की मुकरी प्रथम-10
2. सुभद्रा कुमारी चौहान - बालिका का परिचय
3. प्रसाद - अशोक की चिंता
4. निराला - कुकुरमुत्ता - I
5. बच्चन - मधुशाला - पाठ्यअंश (46 से 58)
6. दिनकर - जनतंत्र का जन्म (हुंकार)
7. नागार्जुन - पाँचपूत
8. धूमिल - शांतिपाठ
9. दुष्यन्त - गजलें - (i) कहाँ तो तय था चिरागों हरेक घर के लिए ।
(ii) हो गई है पीर पर्वत-सी पिघलनी चाहिए ।.....
10. रघुबीर सहाय - अधिनायक

III हिन्दी गद्य (विविध रूप)

अंक - 15/15 पीरियड

1. गुलेरी - उसने कहा था
2. प्रेमचन्द - दूध का दाम
3. स्वयं प्रकाश - पार्टीशन
4. महादेवी वर्मा - बिबिया
5. हरिशंकर परसाई - विज्ञापन में बिकती नारी
6. कृष्णेश्वर नाथ 'रेणु' - पुरानी कहानी : नया पाठ
7. हजारी प्रसाद द्विवेदी - घर जोड़ने की माया

IV द्रुतपाठ

अंक - 10/5 पीरियड

- नाटक - भीष्म साहनी : माधवी अथवा स्वदेश दीपक : कोर्ट मार्शल
उपन्यास - श्रीलाल शुक्ल : रागदरबारी अथवा मनोहरश्याम जोशी : कसप

सहायक ग्रंथ

1. हिन्दी साहित्य का इतिहास - रामचन्द्र शुक्ल
2. हिन्दी साहित्य की भूमिका - हजारीप्रसाद द्विवेदी
3. मध्यकालीन बोध का स्वरूप - हजारीप्रसाद द्विवेदी
4. हिन्दी जाति का साहित्य - रामविलास शर्मा
5. निराला की साहित्य-साधना (भाग-2) - रामविलास शर्मा
6. प्रेमचन्द और उनका युग - रामविलास शर्मा
7. भारतेन्दु हरिश्चन्द्र - रामविलास शर्मा
8. भारतेन्दु और उनके सहयोगी कवि - किशोरीलाल गुप्त
9. प्रसाद का काव्य - प्रेमशंकर
10. दूसरी परंपरा की खोज - नामवर सिंह
11. शौंतिनिकेतन से शिवालिक तक - संपा. शिवप्रसाद सिंह
12. नागार्जुन की कविता - अजय तिवारी
13. कटघरे का कवि : धूमिल-गणेश तुलसीराम अष्टेकर
14. रघुवीर सहाय - संपा. विष्णुनागर, असद जैदी
15. आधुनिक साहित्य और इतिहास बोध - नित्यानंद तिवारी
16. युगचारण दिनकर - सावित्री सिन्हा
17. देश के इस दौर में - विश्वनाथ त्रिपाठी
18. महादेवी - संपा. परमानंद श्रीवास्तव
19. सृजनशीलता का संकट - नित्यानंद तिवारी
20. बच्चन - कृष्णचंद्र पंड्या
21. आत्यकथा : स्वरूप और विकास - विनीता अग्रवाल
22. हिन्दी नाटक : मिथक और यथार्थ - रमेश गौतम

ENGLISH LITERATURE

- I. Modern *Indian Literature* : 18 marks
Poems and Short Stories
(Delhi : Oxford University Press, 1999)
- II. Shakespeare, *The Merchant of Venice* 20 marks
- Or
- Bertolt Brecht, *Mother, Courage*
- Or
- Emily Bronte, *Wuthering Heights*
- Or
- E. M. Forster. *A Passage to India*

The aims of this course are to train the students to read and appreciate various literary forms such as poetry, prose, novel and drama and to write essays and short notes involving explanations and critical comments.

CULTURAL DIVERSITY, LINGUISTIC PLURALITY AND LITERARY TRADITION IN INDIA

Concept :

This course aims at introducing the student to some literary currents in the contexts of cultural diversity and linguistic plurality of India. The objective is to demonstrate the interface between language and culture and the evolving of literary traditions from medieval times. With the help of selected essays and creative writing in this area, the course will endeavour to show that "Unity in diversity" is not a mere slogan but an idea that has emerged out of the lived experience of the subcontinent over centuries. It finds its expression in the multi-lingual consciousness of its people, something that is completely lacking in the mono-lingual cultures of many Western nations.

When languages are politicized and polarized, an artificial insularity is imposed, which then severely damages the very fabric of society. For instance, the Sanskritization of Hindi or the Persianisation of Urdu over the last 150 years has had alarming consequences, creating a crisis of identity for many speakers of the languages. Sectarian politics can affect and distort a whole way of life.

This course will provide a perspective to the students to comprehend the complexity of the cultural context of our multilingual society. Such an objective can be fulfilled through a close reading of some seminal essays and selected creative writing that captures the varied nuances of living in India.

Content

- I. Extracts from the following essays : 14 Marks
1. Sisir Kumar Das. "The Mad Lover", from *Indian Literature*, no. 215, May-June 2003, pp. 149-178.
 2. Rabindra Nath Tagore, "Baul Songs" (pp. 42-48), "The Bengali of Mahtabs and Madarsas" (p. 358-360), *Selected Writing on Literature and Language*, ed. Sukanta Chaudhuri, OUP, Delhi, 2001.

3. "The Origin and Development of Hindi/Hindavi.' from Amrit Rai : *A House Divided*, OUP, 1984, pp. 285-289.
4. M.K. Naik, "Indian Pride and Indian Prejudice : Reflection on the Relationship between Regional Indian Literatures and Indian Writing in English", *Indian Literature*, New Delhi.
5. A. K. Ramanujan : "Towards a Countersystem : Women's Tales" (pp. 29-447), *The Collected Essays of A.K. Ramanujan*, ed. Vinay Dharwadker, Oxford India Paperbacks, 2004, pp. 96-114.
6. Ali Asani, "At the Crossroads of Indic and Iranian Civilization' : Sindhi Literary Culture. "*Literary Cultures in History*, ed. Sheldon Pollock, OUP, 2003. pp.615-624. 627-639.
7. Sitanshu Yashaschandra, "From Hemacandra to Hind Swaraj', Region and Power in Gujarati Literary Culture", *Literary Cultures in History*, ed, Sheldon Pollock, OUP, 2003 (17 pages)
8. Eleanor Zelliot, "Dalit Sahitya, The Historical Background", *An Anthology of Dalit Literature*, ed. Mulk Raj Anand and Eleanor Zelliot, Gyan Publishing House, Delhi, 1992. pp. 1-19.
9. Sujit Mukherji : "Propositions" from *Some Position on a Literary History of India*. Central Institute of Indian Language, Mysore, 1981, pp. 43-53.
10. Nabaneeta Deb Sen, "A Woman's Retelling of the Rama-Tale', Narrative Strategies employed in the Chandrabati Ramayana", *Narrative: A Seminar*, Sahitya Akademi, 1994, pp. 166-179.
11. G.N. Devy, Introduction, *An Anthology of Tribal Literature*, Penguin Books, 2002, pp. IX-XVII.

II. Creative Writing :

24 Marks

1. 3 Poems in translation : Raghubir Sahai from Hindi ("Hindi"); Ayyappa Paniker from Malayalam; Padma Sachdev from Dogri ("Mother Tongue").
2. Short Story : Urdu story in translation by Rajinder Singh Bedi : "Lajwanti".

3. 3 poems from Bhakti in translation : Kabir /Nanak/ Chaitanya and A.K. Ramanujan's translation of *vachanas*.
4. A selection of Sufi poetry in translation : Amir Khusro/Baba Farid/ Bulle Shah
5. Iqbal "Qaumi Tarana'
6. 2 Dalit poems from *No Entry for the New Sun*, ed. Arjun Dangle, Disha Books, Delhi, 1992.
7. "Songs of Birth and Death". A selection of tribal verse, from G.N. Devy ed., *Anthology of Tribal Literature*, Penguin Books 2002, pp. 170-172.
8. An extract from Raja Rao's novel *Kanthapura*.
9. A story by U.R. Anantha Murthy.

Suggested Readings (For teachers and Interested students) :

Aijaz Ahmad, "Indian Literature : Notes towards the Definition of a Category", *In Theory, Classes, Nations, Literatures*, OUP, India, 1992.

Vinay, Dharwadker, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament*, ed. Carol A. Breckenridge & Peter Van Der Veer, OUP, Delhi, 1994.

Anjam Hasan, "The North-east : A Tale of Two Literatures", *Indian Review of Books*, A..... Special, 16th Sept.,-15 Nov. 1995.

Jawaharlal Nehru. "The Variety and Unity of India', *The Discovery of India*, OUP, 1940/1994. pp. 61-62, pp. 99-109.

Gopal Guru, "Dalits in pursuit of Modernity", *India Another Millenium*, ed, Romila Thapar, Penguin India, 2000,.

Rustom Barucha, "Thanking Through Culture", *India Another Millenium*.

U.R. Anantha Murthy, "Tradition and Creativity", Govt. Sanskrit College Committee, Tripurithura, 1994/Essay from A.J. Thomas's collection of U.R. Anantha Murthy's prose writings.

E. Annamalai. "Language and the Indian Constitution", *Language and*

the State Perspectives on the Eighth Schedule, ed. R.S. Gupta. Anvita Abbi, Kailash Aggarwal, Creative Books, New Delhi, (4 pages).

N.B. : Literature Honours students (English, Hindi, Sanskrit, any other Indian Language) who are not required to take a compulsory Language Credit Course may opt for either of these two courses.

These courses may be made available to other Honours students as well.

The scheme of examinations will be as per the University Ordinances.

PUNJABI LITERATURE

Pattern and Structure

1. The summary of the theme of any poem (One question is to be asked out of two alternative questions). 8 marks
2. The theme or artistic peculiarities of the novelette (One question is to be asked out of two alternative questions). 8 marks
3. The theme or artistic peculiarities of the travelogue (One question is to be asked out of two alternative questions). 8 marks
4. The theme or artistic peculiarities of any one-act play (One question is to be asked out of two alternative questions). 6 marks
5. History of Punjabi Literature (One question is to be asked out of two alternative questions). 8 marks
6. Internal assessment 12 marks

Syllabus

1. Arshi, Gurcharan Singh (ed.), *Kav-Lok*, Arsee Publishers, Delhi.
2. Pritam, Amrita, *Pinjar*, Nagmani Prakashan, New Delhi.
3. Gargi, Balwant, *Pataal di Dharti*, Arsee Publishers, Delhi.
4. Attar Singh (ed.), *Chonvan Ikangi Sangreh*, Sahit Academy, Delhi.
5. Sital, Jit Singh, *Punjabi Sahit da Itihas*, Punjabi University, Patiala.

Recommended Books

1. Arshi Gurcharan Singh, *Bawa Balwant di Kavya Kala*, Arsee Publishers, Delhi 1993.
2. _____, *Sathi Samikhya*, Arsee Publishers, Delhi 2001, "Kav-Sidhant", pp. 45-53, 'Pritam Singh Safeer di Kavita', pp. 100-113.
3. _____, *Novel di Sanrachna*, National Book Shop, Delhi.
4. Behl, Navnindra (ed.), *Rangmanch ate Television Natak*, Punjabi Academy, Delhi, 1989.
5. Cheema, Gurdip Kaur, *Amrita Pritam de Novelan vich Manavi Rishte*. Lokait Prakashan, Chandigarh, 1983.

6. Harcharan Kaur (Dr.), *Samikhya Sabhiachar*, Sapt-Sindhu Publications, Delhi, 1995.
7. Noor, Sutinder Singh, *Navin Kavita : Seema te Sambhavana*. Vadwan Prakashan, Ambala Cant., 1972, 'Haribhajan Singh', pp. 70-77, 'Jaswant Singh Neki', pp. 78-83, "Tara Singh", pp. 84-89, "S.S. Misha", pp. 90-94, "Shiv Kumar", pp. 95-100, "Jagtar", pp. 101-105, 'Pash', pp. 118-122.
8. *Punjabi Sahit Kosh*, Part I, Punjabi University, Patiala, 1971. 'Ikangi', pp. 127-129, Safarnama, pp. 145-147.
9. Rachhpal Kaur (Dr.), *Punjabi Safarnama : Sarup te Sambhavana*, Vrijesh Prakashan Nabha, 1991, 'Safarnama : Sarup te Visheshtavan', pp 1-12, 'Punjabi Safarnama Pichhokar ate Sarvekhan', pp. 13-32.

SANSKRIT

Paper I -- Text and Grammar

Internal Assessment
Annual Examination

A. Text (Translation, Explanation)

- (i) Bhagavadgita, Chapter 2
- (ii) Svapnavasavadattam of Bhasa
(Character Analysis & literary Criticism)

B. Grammar based on the prescribed texts (Sandhi and Karakas only)

Books Recommended :-

- | | | |
|------------------------|----|--|
| (1) Jaidayal Goendeka | -- | Bhagavadgita (Gita Press Gorakhpur) |
| (2) S. Radhakrishnan | -- | The Bhagavadgita (Hindi Translation) |
| (3) Baladeva Upadhyaya | -- | Sanskrit Sahitya Ka Itihasa |
| (4) M.R. Kale | -- | A Higher Sankrit Grammar |
| (5) V.S. Apte | -- | A Guide to Sanskrit Composition |
| (6) Varadraj | -- | Laghu Siddhanta Kaumudi
(Sridharanand Shastri's Tika) |
| (7) Jaipal Vidyalkar | -- | Svapnavasavadattam (Hindi) |
| (8) M. Hiriyanna | -- | Outlines of Indian Philosophy
(Chapter on Bhagavadgita) |
| (9) Kapil Dev Dwivedi | -- | Sanskrit Sahitya Ka Itihasa |
| *** Attendance | -- | 2 marks |
| House Exam. | -- | 5 marks |
| Assignment | -- | 5 marks |

PHILOSOPHY

- Note :** 1. There are three courses out of which a student may choose one.
2. Every college should offer at least two of these courses.

1. (a) *Formal Logic*
or
(b) *Symbolic Logic*
2. **Philosophical Investigations**
(Readings in Western Philosophy)
3. **Theories of Consciousness**
(Readings in Classical Indian
Philosophy)

COURSE - I

1. (a) Formal Logic

This course is designed as an introductory course in logic which will bring out the standard forms of formal and informal reasoning, introducing basic logical concepts and providing for an understanding of the structure of arguments and the nature of inferential reasoning as well as some account of development of techniques for formal testing of syllogisms.

Prescribed Text

Irvin M. Copi : *Introduction to Logic* (tenth or later editions) chapter 1-9

Or

1. (b) Symbolic Logic

This course is designed for students who are comfortable with elementary mathematical and algebraic techniques. It will look at both truth functional logic and methods of deductive proof, quantification and predicate logic as well as the logic of relations.

Prescribed Text

Irvin M. Copi : *Symbolic Logic* (5th or later editions) chapter 1-6

COURSE - II

READINGS IN WESTERN PHILOSOPHY

This introductory course provides a selection of readings from the western philosophical tradition. The essays or excerpts in this selection, from some of the most celebrated thinkers in the western philosophical tradition, have in common an engagement with and an investigation of issues of general interest and contemporary relevance. The aim of this course is to stimulate philosophical thinking by providing varied examples of such reflection.

Prescribed Readings

1. Plato : On Love and madness: *Phaedrus* 227a-258 (in Plato's: *Phaedrus*, translated by Walter Hamilton, Penguin Books, Harmondsworth 1973)
2. Aristotle : On Friendship: *Nichomachean Ethics* Bk IX (in Works of Aristotle vol. IX,(ed) W.D.Ross, Oxford 1975)
3. JJ Rousseau : "The origin and foundation of inequality among men" (in Jean-Jacques Rousseau, *The First and Second Discourses* (ed) Roger D. Masters, St. Martin's Press New York, 1964)
4. I. Kant : "On Enlightenment" (in Immanuel Kant, *Perpetual Peace and other essays*, Hackett 1983)
5. A. Schopenhauer : "On Religion: a dialogue" (in Schopenhauer, *Essays and Aphorisms*, trans R.J. Hollingdale, Harmondsworth, 1970)
6. F. Nietzsche : "What do Ascetic Ideals mean?" (in Nietzsche: *On the Genealogy of Morality* (ed) Keith Ansell Pearson Cambridge 2002)
7. J.P. Sartre : "The body"(in *Being and Nothingness*, part 3 chapter 2, trans. Hazel Barnes, New York 1970)
8. Richard Taylor : "The meaning of life (in Richard Taylor, *Good and Evil*, New York 1970)

9. Thomas Nagel : "The absurd" (in *Mortal Questions*, Cambridge 1979)

Note: Equal weightage will be given to each topic.

Recommended Readings

1. Martha Nussbaum : 'this isn't true' : Madness, reason and recantation in 'The Fragility of Goodness, chapter 7, Cambridge :CUP 1987.
2. A.W. Price : Love and Friendship in Plat and Aristotle, Oxford : Clarendon Press, 1990.
3. Arthur Koestler, Rousseau, Kant and Goethe, Harper Torch Rooks : New York, 1963.
4. Micheal Foucault, "What is Enlightenment?" in the Foucault Reader, Blackwell 1990.
5. Keith Ansell-Pearson, Nietzsche contra Rousseau, Cambridge, CUP, 1996 (esp. chapters 2-4)
6. Leszek Kolakowski, Religion, Fontana Books, 1982.
7. Peter Caws, Sartre, London : Routledge and Kegan Paul 1979 (chapter VII).
8. Marjorie Grene, Sartre, New York : New Viewpoints, 1973 (chapters 4 & 5).
9. David Wiggins, "Truth invention and the meaning of life" *Proceedings of the British Academy* 1979.
10. Albert Camus, The Myth of Sisyphus, Penguin Books 1975.

COURSE - III

THEORIES OF CONSCIOUSNESS

(Readings in Classical Indian Philosophy)

The students opting for this course will be given a general perspective on "Cit" or "Consciousness" from Indian classical orthodox and heterodox traditions. The aim of this course is to introduce the students to the diverse theories of consciousness in Indian philosophy, those of Upanishad, Early Buddhism, Jainism, Carvaka, Mimamsa, and Advaita Vedanta. Students will be introduced to selective readings from classical texts with suitable secondary critical readings that will enrich their understanding of diversity in Indian thinking.

Prescribed Text

1. Kathopanisad : Chapter I: Valli, I, II & III, *Katha Upanisad* in "Ekaadashopanisad", Ed. By V.S. Sastri, (Motilal Banarasidas, Delhi -1966).
2. *Bhagavat Gita*: Chapter II, Verses 11-30, *The Bhagavad Gita* (Text & Translation) by R.C. Zaehner, (Oxford University Press (New York) -1973).
3. *The Questions of King Milinda*, Book II Translated from Pali by T.W. Rhys David, (Motilal Banarasidass Delhi -1965) pp 40-99.
4. *Umasvati, Tattvartha Sutra*: Chapter 2 (The Institute of Jainology, Harper Collins Publishers USA, 1994) pp 33-63.
5. Jayanta Bhatta, *Nyayamanjari*: Dehatmavada (Sariratma-Vadi-Carvaka Mata) (*Indian Council of Philosophical Research, New Delhi, 1990*), pp 109-128.
6. Narayan, *Manameyodaya* (edited with an English Translation by C. Kunhan Raja and S.S. Suryanarayana Sastri) (The Adyar Library and Research Centre) pp 195-217.
7. Sankara's Introduction to the *Brahmasutras* called *Upodghata*, pp 1-4, *Brahmasutrasamkarabhasya*, (Edited by Vasudeva Sharma, Published by Tukaram Javaji, Nimaya Sagara, Bombay).

Recommended Readings

1. *Thirteen Principal Upanisads* (Translated by Hume R.E., Oxford University Press, Oxford -1921).

2. *The Bhagavad Gita* (Text & Translated by Anneie Besant & Bhagwan Das, Anmol Publication, Delhi -1987).
3. *History of Indian Philosophy Vol.-I* (S.N. Dasgupta, Motilal Banarsi Das, Delhi - 1975).
4. *Outline of Indian Philosophy* (M. Hiriyana, George Allen & Unwin India-1973).
5. *Indian Philosophy - A Counter Perspective* (Daya Krishna, Oxford University Press, Delhi-1992).
6. *Constructive Survey of Upanisadic Philosophy* (R.D. Ranade, Bharatiya Vidya Bhawan, Bombay-1968).

CITIZENSHIP IN A GLOBALIZING WORLD

Course Objective

The idea of citizenship holds a prominent place in human history. It defines who belongs to a political community and who does not. Citizenship assigns a legal status, a set of rights, immunities and protections in the modern age. In many ways, the trajectory of the debates surrounding citizenship have delved into the heart of justice in a community, namely the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership. Some concerns about these normative dimensions of citizenship have changed over time.

The contemporary revival of interest in the concept of citizenship is a response to developments such as the disintegration of the Soviet Bloc and the rise of independent states in its wake, the rise of new forms of virulent nationalism and sub-nationalism, and globalization and migration. In addition, demands for political recognition by minorities based on new sources and forms of identity have wrought significant changes in the way we conceive of citizenship. States are scrambling to deal with tensions created in increasingly complex and diverse societies and the idea of citizenship seeks to simultaneously cross national boundaries.

This course will explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.

1. Classical conceptions of citizenship
2. The Evolution of Citizenship and the Modern State
3. Citizenship and Diversity
4. Citizenship beyond the Nation-state: Globalization and global justice
5. The idea of cosmopolitan citizenship

Readings

Required :

- * Beiner, R. (1995) *Theorising Citizenship*. Albany : State University of New York Press.
- * Held, David (1995), *Democracy and the Global Order : From the*

Modern State to Cosmopolitan Governance (Stanford : Stanford University Press).

- * Kymlicka, Will (1999), "Citizenship in an Era of Globalization : A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.) *Democracy's Edges* (Cambridge. UK : Cambridge University Press).
- * Oliver, D. and D. Heater (1994). *The Foundations of Citizenship*. London. Harvester Wheatsheaf.
- * Schotle, Jan Aart (2000), *Globalization : A Critical Introduction* (New York : St. Martin's):
- * Zolo, Danilo (1997), *Cosmopolis : Prospects for World Government* (Cambridge. UK : Polity Press).
- * Spinner. J. (1991). *The Boundaries of Citizenship : Race, Ethnicity and Nationality in the Liberal State*. Baltimore, Johns Hopkins University Press.

Recommended :

- * Archibugi, Daniele, Held, David and Koehler, Martin (ed.) (1998), *Re-imagining Political Community : Studies in Cosmopolitan Democracy* (Stanford : Stanford University Press).
- * Baubock, R. (1994). *Transnational Citizenship : Membership and Rights in International Migration*. Brookfield : Edward Elgar.
- * Carca C.N. (1996). *Consumers and Citizens : Multicultural conflicts in the proceses of globalization*. Minneapolis : University of Minneapolis Press.
- * Clarke, P., ed. (1994). *Citizenship*. London, Pluto Press.
- * Dallmayr, Fred (1998), *Alternative Visions : Paths in the Global Village* (Lanham, Md. : Rowman & Littlefield).
- * Jones, Charles (1999), *Global Justice : Defending Cosmopolitanism* (Oxford : Oxford University Press).
- * Pogge, Thomas (2001), "Priorities of Global Justice." *Metaphilosophy* 32; 6-24.
- * Scheuerman, William E. (1999), "Globalization, Exceptional Powers, and the Erosion of Liberal Democracy," *Radical Philosophy* 93; 14-23.

HISTORY

Group A

- (1) Culture in India : a historical perspective.
- (2) Delhi : Ancient, Medieval and Modern.

Group B

- (1) Religion and Religiosity in India.
- (2) Inequality and Difference in India.

Note : To obviate administrative difficulties, the four courses have been divided into two groups : A and B. Colleges are required to offer at least two papers choosing one from each course. Group A may be offered for a four year period 2005-9 and then Group B in rotation.

The four courses have been designed keeping several important factors in mind.

- (1) As per the requirements of the University's proposal that these courses be of B.A. (Honours) standard, therefore requiring a serious engagement with the discipline and its variety.
- (2) Since those opting for these courses will be completing an Honours degree in disciplines other than History, these courses try to engage with interdisciplinary work done by historians engaging with methods in literary criticism, sociology and economics etc.
- (3) Keeping in mind the fact that a) the courses are of 50 marks and b) that teachers at the undergraduate level have heavy workloads, each course is structured around readings that do not run into more than 300 pages to be done over the year.
- (4) The syllabi are structured in a user-friendly manner in which the themes and the readings associated with them are clearly demarcated and a supplementary list of readings for further information on historical background is provided.
- (5) Given that college teachers are appointed according to specialization, each course has an Ancient, Medieval and Modern section so that colleges can opt to teach any of these sections, depending on the teacher-specializations in that particular college.

- (6) An important feature of this course is that it attempts to introduce the best and most innovative of historical scholarship to a student audience drawn from disciplines other than history. The choice of themes rather than a strict chronological sequence arises from the assumption that students will have already a basic knowledge of Indian history from their years of schooling.
- (7) The success of such a multidisciplinary course depends on the UGC and other grant making bodies making a one-time special grant to all colleges for acquisition of the readings.

CULTURE IN INDIA : ANCIENT

This course explores various aspects of Indian culture in a historical perspective through scholarship of an interdisciplinary nature. Classical and folk narratives, textual and visual traditions, the interpretation of cultural practices through material remains, the iconography and meaning of ancient images are explored in the section on ancient India.

1. Interpreting the material remains of cultural practice.

Alexandra Ardeleanu-Jansen, "The Terracotta Figurines from Mohenjo Daro : Considerations on Tradition, Craft and Ideology in the Harappan Civilization (c. 2400-1800 BC).

S.Settar, "Memorial Stones in South India," in S. Settar and Gunther D. Sontheimer eds. *Memorial Stones: a study of their origin, significance and variety* (Dharwad: no date).

2. Classical Sanskrit drama and poetry.

The Natyashastra of Bharatamuni, transl. by Adya Rangachari (Delhi, 1986), chap. 25 ('Men and Women: outward characterizations') and chap. 34 ('Types of character').

Meghadutam, *Uttara-Meghad* section in Chandra Rajan. *The Loom of Time* (New Delhi, Penguin, 1989), verses 66-174 (pp. 152-164), and Introduction.

Romila Thapar, *Shakuntala: Texts, Readings, Histories* (N. Delhi, 2000), Chapter 3, pp. 44-82.

3. The Ramayana and Mahabharata - stories, characters, versions.

A.K. Ramanujan, "300 Ramayanas : five examples and three thoughts on translation." In Paula Richman ed., *Many Ramayanas: the diversity of a narrative tradition in South Asia* (N. Delhi, 1992), pp. 22-49.

Iravati Karve, *Yuganta : The end of an epoch* (Hyderabad : Disha Books, 1974), Chapter 9, pp. 138-158 (chapter on Karna).

4. Early Tamil poems, poets, and patrons.

A.K. Ramanujan, *The Interior landscape: love poems from: a classical Tamil anthology* (Bloomington and London, 1975).

David Shulman, "Poets and Patrons in Tamil Literary legend," In *The Wisdom of Poets : Studies in Tamil, Talugu and Sanskrit* (New Delhi, 2001), pp. 63-102.

5. Folk narratives, ancient and contemporary.

Uma Chakravarti, "Women, Men, and Beasts : The Jatakas as Popular Tradition," *Studies in History*, 9, 1, n.s. (1993), pp 43-70.

A.K. Ramanujan, *Folk Tales from India: a selection of oral tales from twenty-two-language* (New York, 1991), Introduction, pp. xiii-xxxii.

Vijaya Ramaswamy, "Women and the 'Domestic' in Tamil folk Songs," in Kumkum Sangari and Uma Chakravarti eds. *From Myths to Markets: Essay on Gender* (Simla and N. Delhi, 2001), pp. 39-55.

6. Religious icons and their makers; the modern histories of ancient images.

Susan L. Huntington, *The Art of Ancient India : Buddhist, Hindu, Jain* (New York Tokyo), pp. 532-36 (on the metal images of South India and the iconography of the Nataraja).

Vijaya Ramaswamy, "Visvakarma craftsmen in Medieval Peninsular India," *Journal of the Economic and Social History of the Orient*, vol. 47, No. 4 (2004).

Richard H. Davis, *The Lives of Indian Images*, (N. Delhi, 1999), chapter 7 ('Loss and Recovery of Ritual Self,' pp. 222-259.

Supplementary readings : Michel Postel and Zarine Cooper, *Bastar Fold Art: Shrines, figurines and memorials* (Mumbai : Project for Indian Cultural Studies Publication VII, 1999).

Paula Richman ed., *Many Ramayanas: the diversity of a narrative tradition in South Asia* (N. Delhi, 1992).

Paula Richman ed., *Questioning Ramayanas : a South Asian tradition* (N. Delhi, 2000).

Robert P. Goldman, *The Ramayana of Valmiki : an epic of ancient India*. Interoduction.

C. Sivaramamurti, *Nataraja in art, though and literature*.

Ananda K. Coomaraswamy, "The Dance of Shiva," in *The Dance of Shiva* (reprint edn., New Delhi, 1968), pp. 66-78.

CULTURE IN INDIA MEDIEVAL

Medieval culture is analysed through the themes of kingship traditions, social processes of religious devotion, records of inter-cultural perception, forms of identities, and aesthetics. The idea is to integrate existing historiography of the period which deals with issues of state policy and formation with the larger domain of culture.

Required Readings :

1. Kingship & court : mixing the classic with the folk

David Shulman, *The King & Clown in South Indian Myth & Poetry* (Princeton : Princeton University Press, 1985) Chapter 4, pp. 152-213.

C.M. Naim, "Popular Jokes and Political History, The Case of Akbar, Birbal and Mulla Do-Piyaza" in *Economic and Political Weekly*, vol. XXXV, June 1995, pp. 1456-1464.

Monika Horstmann, "Religious dignitaries in the court protocol of Jaipur, mid 18th to early 19th century", in George Berkemer ed. *Explorations in the history of South Asia : essays in honour of Dietmar Rothermund* (Delhi; Manohar, 2001), pp. 139-55.

2. Devotionalism

J.R.I. Cole, "Popular Shi'ism" in *idem, Roots of North Indian Shi'ism in Iran and Iraq, Religion and State in Awadh, 1722-1859* (Delhi : OUP, 1989) pp. 92-119.

R. Champakalakshmi, "From devotion and dissent to dominance : The bhakti of the Tamil Alvars and Nayanars" in Champakalakshmi & S. Gopal, eds, *Tradition, Dissent and Ideology : Essays in Honour of Romila Thapar* (Delhi : OUP, 1996).

3. Perceiving Cultures

Brajadulal Chattopadhyaya, *Representing the Other? Sanskrit Sources and the Muslims (Eight to Fourteenth Century)* (New Delhi : Manohar, 1998) pp. 28-43, 92-97.

Richard Eaton, "The Articulation of Islamic Space in the Medieval Deccan" in *Essays on Islam & Indian History* (Delhi: OUP, 2000) pp.159-175.

Richard Eaton, "Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut" in *Essays on Islam & Indian History* (Delhi: OUP, 2000) pp. 76-92.

4. Negotiating identities

Carla Petievich, "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti" in *The Indian the Economic and Social/History Review*, vol. 38/3, 2001, pp. 223-248.

Aditya Behl, "The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503" in Richard Eaton, ed., *India's Islamic Traditions 711-1750* (Delhi : OUP, 2003) pp. 180-208.

5. Painting, architecture, music

Ebba Koch, "The Hierarchical Principles of Shah-Jahani Painting" in *Mughal Art and Imperial Ideology* (Delhi : OUP) pp. 130-162.

Brian Silver, 'The *Adab* of Musicians', in B.D. Metcalfe, *Moral Conduct and Authority*. (Berkeley : University of California Press, 1984), pp. 315-332.

General Readings

Muzaffar Alam & Sanjay Subrahmanyam, eds, *The Mughal State (1526-1750)* (Delhi : OUP, 1998) pp. 126-167.

Karine Schomer & W.H. McLeod eds. *The Sants, Studies in Devotional Tradition of India* (Delhi : Motilal Banarsidass, 1987) pp. 375-383.

J.S. Hawley, *Three Bhakti Voice, Mirabai, Surdas, and Kabir in their Time and Ours* (Delhi : OUP, 2005) pp. 181-193 & 368-371.

M.H. Fisher, *Counterflows to Colonialism : Indian Travellers & Settlers in Britain 1600-1857* (New Delhi : Permanent Black, 2004).

Barbara Daly Metcalf, ed., *Moral Conduct and Authority. The Place of Adab in South Asian Islam*. (Berkeley : University of California Press, 1984) pp. 357-371.

R.P. Rana, "Change protest and politics : situating Jat revolts of the late 17th and early 18th centuries", *Social Science Probings*, 16, 2, 2004, pp. 53-74.

CULTURE IN INDIA : MODERN

In the section on modern India, the staples of history writing-nationalism, the state, and the people are looked at through newer perspectives like oral history, film, and the popular imagination. The readings are specially designed for non-specialists to allow them window into the historians craft and the use of methods of different social sciences like sociology, anthropology and literary criticism.

1. History of Sport

Ramachandra Guha, "Cricket and politics in colonial India", *Past and Present*, 161, 1998, pp. 155-90.

Ashis Nandy, "The wistful camel and the eye of the needle", in *The Tao of Cricket : on Games of Destiny and the Destiny of Games* (Delhi : Oxford University Press, 2000), pp. 52-89.

2. Film and the Arts

Sumita Chakravarty, "National Identity and the realist aesthetic" in *National Identity in Indian Popular Cinema, 1947-87* (Delhi : Oxford University Press, 1998), pp. 80-118.

Tapati Guha-Thakurta, "The demands of independence: from a national exhibition to a national museum", in *Monuments, Objects, Histories : Institutions of Art in Colonial and Post-Colonial India* (Delhi : Permanent Black, 2005), 175-204.

3. Gender identities

Ashis Nandy, *The Intimate Enemy : Loss and recovery of Self under Colonialism* (Delhi Oxford University Press, 1983), pp.

Tanika Sarkar, "A book of her own, a life of her own : the autobiography of a 19th century woman", in *Hindu Wife, Hindu Nation: Community, Religion and Cultural nationalism* (Delhi: Permnet Black, 2001), pp. 95-134.

4. Oral History

Rustom Bharucha, "The past in the present", in *Rajasthan : an Oral History : Conversations with Komal Kothari* (Delhi : Penguin Books, 2003), pp. 16-35.

Stuart Blackburn, "Colonial contract in the "hidden land: oral history among the Apatanis of Arunachal Pradesh", *Indian Economic and Social History Review*, 40, 3, 2003.

5. Music and the Music Industry

Peter Manuel, "Cassettes and the modern *ghazal*", in *Cassette Culture : Popular Music and Technology in North India* (Delhi : Oxford University Press, 2001), pp. 89-104.

Amanda Weidman, "The guru and the gramophone : fantasies of fidelity and modern technologies of the real", in *Public Culture*, 15, 3, 2003, 453-76

6. Popular visual culture

Christopher Pinney, "The politics of popular images : from cow protection to M.K. Gandhi", in *Photos of the Gods' : the Printed Image and Political Struggle in India* (London : Reaktion Books, 2004), pp. 105-44 (including plates).

Patricia Uberoi, "Unity in diversity' : dilemmas of nationhood in Indian calender art", *Contributions to India Sociology*, 36, 2, 2002, p. 191-232 (including plates).

General reading

Richard Lannoy, *The Speaking Tree* (New York : Oxford University Press, 1981).

K.Moti Gokulsing and Wimal Dissanayake, *Indian Popular Cinema : A Narrative of Cultural Change* (Hyderabad : Orient Longman, 1998).

Tapati Guha-Thakurta, *The making of a New 'Indian' Art" Artists, Aesthetics and Nationalism in Bengal, 1850-1920* (Delhi : Cambridge University Press, 1992).

ANCIENT DELHI

This course segment will discuss the history of Delhi and its surrounding areas as reflected in literature, archaeology, myth, history and memory. The section of Ancient Delhi will have a special focus on the remains of the stone age, late Harappan sites, the Purana Qila excavations and the Mahabharata legend, the Ashokan edict at Bahapur, the iron pillar at Mehrauli, and the remains of an early medieval settlement at Lal Kot. The reconstitution and reinterpretation of ancient remains in medieval and modern times will be illustrated through a discussion of the iron pillar at Mehrauli, the two Ashokan pillar, and the practice of the worship of ancient images in modern village shrines.

1. Stone age sites in the Delhi area.

A. K. Grover and P.L. Bakliwal, "River Migration and the Floods-A Study of Yamuna river through Remote Sensing," *Man and Environment* 9 (1985), pp. 151-3.

Dilip K. Chakrabarti and N. Lahiri, "A Preliminary Report on the Stone Age of the Union Territory of Delhi and Haryana," *Man and Environment*, 11 (1987), pp. 109-16.

A.K. Sharma, *Prehistoric Delhi and its Neighbourhood*, New Delhi, 1993.

Upinder Singh, *Ancient Delhi* (New Delhi, 1999), pp. 1-20.

2. Protohistoric settlements : later Harappan remains at Bhorgarh and Mandoli.

B.S.R. Babu, "A Late Harappan Settlement in Delhi," in C. Margabandhu and K.S. Ramachandran eds., *Spectrum of Indian* (Prof. S.B. Deo Felicitation vol.), Delhi, 1996, pp. 98-104.

B.S.R. Babu, "Excavations at Bhorgarh," *Puratattva*, No. 25 (1994-95), pp. 88-93.

B.R. Mani, *Delhi : Threshold of the Orient (Studies in Archaeological Excavations)* (New Delhi, 1997), pp. 17-25.

R.C. Thakran, "Protohistorical archaeological remains in the Union Territory of Delhi", *Proceedings of the Indian History Congress*; Calcutta session, 1990, pp. 800-806.

3. Archaeology and legend: The Purana Qila excavations and the Mahabharata legend; Painted Grey Ware sites.

Indian Archaeology - A Review, 1954-55 (pp. 13-14); 1969-70 (pp.4-6); 1970-71) (pp. 8-11).

J.B. van Buitenen trans. *Mahabharata*, (Chicago : Chicago University Press) *Sabha Parva* (description of Indraprastha)

B.D. Chattopadhyaya, "Indian Archaeology and the Epic Traditions," in *Studying Early India : Archeology, Texts, and Historical Issues* (N. Delhi, 2003), pp. 29-38.

S.P. Gupta and K.S. Ramachandran eds., *Mahabharata - Myth and Relaity : differing views* (Delhi, 1976), Introduction.

4. The early historic period; the Ashokan rock edict at Shrinivasपुरi/ Bahapur.

M.C. Joshi and B.M. Pande, "A Newly-discovered Inscription of Ashoka at Bahapur. Delhi," *Journal of the Royal Asiatic Society of Great Britain and Ireland*, 1967, parts 3-4, pp. 96-98. D.C. Sircar, "New Delhi Inscription of Asoka," *Epigraphia Indica*, 38 (1969-70), pp. 1-4. Upinder Singh, *Ancient Delhi* (New Delhi, 1999), pp. 46-56.

B.r. Mani, *Delhi threshold of the Orient (Studies in Archaeological Excavations)* (New Delhi, 1997), pp. 35-37.

5. Remains of the 4th-6th centuries; the Mehrauli iron pillar

M.C. Joshi ed., *Kind Chandra and the Mehrauli pillar* (Meerut, 1989).

B. Chhabra and G.S. Gai ed., *Corpus Inscriptionum Indicarum*, vol. 3 : *Inscriptions of the early Gupta kings* (New Delhi, 1981), pp. 257-259.

6. The early medieval period; Lal Kot and Anangpur

B.R. Mani, Excavations at Lal Kot 1991 and Further Explorations in Delhi," *Puratattva*, No. 22 (1991-2), pp. 75-87.

B.R. Mani and I.D. Dwivedi, 'Anangpur Fort : The Earliest Tomar Settlement near Delhi," *Puratattava*, No. 24 (1993-4), pp. 41-43.

7. **The medieval and modern history of ancient remains : the Ashokan Delhi-Meerut and Delhi-Topra pillars; the iron pillar; and the worship of ancient images in modern village shrines.**

Upinder Singh, *Ancient Delhi* (New Delhi, 1999), pp. 56-62, 73-74, 81-83.

Nayanjot Lahiri and Upinder Singh, "In the shadow of New Delhi : understanding the landscape through village eyes.: In Peter J. Ucko and Robert Layton, *The Archaeology and Anthropology of Landscape*, (1999), pp. 175-188.

Supplementary Readings :

Delhi Gazetteer (Delhi, 1976), pp 1-46.

Upinder Singh, *Ancient Delhi* (New Delhi, 1999)

Alexander Cunningham, *Archaeological Survey of India : Four Reports made during the year 1862-63, 64-65*, vol. 1 (Simla, 1871; reprint edn., Delhi, Varanasi), pp. 131-174.

Y.d. Sharma, *Delhi and its neighbourhood* (New Delhi : Archaeological Survey of India, 1990) pp. 1-2, 8-16.

B.R. Mani, *Delhi: Threshold of the Orient (Studies in Archaeological Excavations)* (New Delhi, 1997), pp. 25-35.

R.C. Thakran, "Implications of Partition on the proto-historical investigation in the Ghaggar-Ganga basin", *Social Scientist*, 2000, pp. 42-67. _

MEDIEVAL DELHI

The medieval history of the cities of Delhi is associated with the Sultanate and the Mughals, with the Sufis, the courtiers and the poets who resided here. It is concerned with the artisanate, the commercial groups and brokers, the bazaars and their hinterlands that created a glittering emporium and a culture of urbanity that seized the imagination of the people of the age.

Required Readings :

(1) An account of the many cities :

Athar Ali, 'Capital of the Sultans : Delhi during the 13th and 14th centuries' in R. Frykenberg, *Delhi through the Ages*, (Delhi ; OUP, 1986), pp. 34-44.

J. Burton Page, 'Dihli: History, Monuments' in *Encyclopaedia of Islam*, vol. 2, pp. 255-66.

Ebba Koch, 'The Delhi of the Mughals prior to Shahjahanabad as reflected in the patterns of Imperial Visits', in Ebba Koch, *Mughal Art and Imperial Ideology*, (Delhi : OUP, 2001), pp. 163-82.

(2) Delhi as Imperial Camp and Cioty :

Mohammad Habib, 'Introduction to Elliot and Dowson's History of India vol. II', in, Khaliq Nizami, ed., *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 1, pp. 80-4.

Sunil Kumar, 'Qutb and Modern Memory' in Sunil Kumar, *The Present in Delhi's Pasts*, (Delhi: Three Essays Press, 2002), pp. 1-61.

Peter Jackson, 'The Problems of a vast Military Encampment', in R.E. Frykenberg, *Delhi Through the Ages : Essays in Urban History, Culture and Society*, (Delhi : OUP, 1986) pp. 18-33.

Stephen P. Blake, 'Cityscape of an Imperial Capital : Shahjahanabad in 1739' in R.E. Frykenburg, *Delhi Through the Ages : Essays in Urban History, Culture and Society*, (Delhi : OUP, 1986), pp. 152-91.

(3) Delhi as Economic centre :

Selections relating to the bazaars and artisanal activities in Shahjahanabad from Francois Bernier, *Travels in the Mogul Empire, AD 1656-68*, (Delhi : Low Price Publications, 1989 reprint), pp. 239-84.

Shama Mitra Chenoy, *Shahjahanabad : A City of Delhi, 1638-1857*, (Delhi : Vedamse Books (P) Ltd., 1998), Chapter 7.

(4) Delhi as social and cultural centre :

Zoya' al-Din Barani, *Ta'rikh-i-Firuz Shahi*, Hindi trans. S.A.A. Rizvi, *Adi Turk Kalin Bharat*, PP. 232-9; *Adi Khalaji kalin Bharat*, pp. 15-21.

Selections from Dargah Quli Khan, Moraqqa-i-Dehli, trans. Chandra Shekhar and Shama Mitra Chenoy, (Delhi : Deputy Publication, 1989).

Niccolao Manucci, *Storia do Mogor*, trans. William Irvine, (Delhi : Low Price Publications, 1990 reprint), vol. 2, pp. 308-58.

Shamsur Rahman Faruqi, *Early Urdu Literary Culture and History*, (Delhi : OUP, 2001), pp. 145-84.

General Reading

Y.D. Sharma, *Delhi and its neighbourhood* (N. Delhi : Archaeological Survey of India, 1990).

J.A. Page, *An Historical Memoir on the Qutb: Delhi*, (Delhi : ASI Memoir no. 22, 1998 reprint).

J.A. Page, ed., *List of Mohammedan and Hindu Monuments, Delhi Province*, (Delhi: ASI, 1913), 4 vols..

R.E. Frykenberg, *Delhi Through the Ages : Essays in Urban History, Culture and Society*, (Delhi: OUP, 1986).

Stephen Blake, *Shahjahanabad: the Sovereign City in Mughal India, 1639-1739*, (Cambridge: University Press, 1991).

Ebba Koch, *Mughal Art and Imperial Ideology*, (Delhi: OUP, 2001).

MODERN DELHI

Modern Delhi is explored through its imperial monuments and architecture, its literary and visual culture as also the formation of the city through histories of migration, displacement and violence. It takes the student from the 18th century to the 20th century and maps on the history of colonialism, and the post colonial experience on to social history and the history of imaginative practices.

Required Readings

1. Delhi : from the Battle of Patparganj to the Ghadar of 1857 - An Overview.

Narayani Gupta, *Delhi Between the Empires: 1803-1931* (Delhi: OUP, second impression, 1999), ch. 1, pp. 1-20.

Gali Minault, 'Qiran al-Sa'adain: The Dialogue between Eastern and Western Learning at Delhi College', in Jamal Malikk ed., *Perspectives on Mutual Encounters in South Asian History* (Leiden, Brill, 2000), pp. 260-277.

2. Literary Cultures of Delhi

Pavan Varma, *Ghalib, the Man, His Times* (Penguin, 1989), pp. 86-139.

C.M. Naim, 'Ghalib's Delhi: a Shamelessly Revisionist Look at two Popular Metaphors', (Delhi : Permanent Black, 2004), pp. 250-73.

3. The Ghadar and its aftermath in the life of Delhi

Narayani Gupta, *Delhi between the Empires*, pp. 20-31, 50-66.

Nayanjot Lahiri, 'Commemorating and Remembering 1857 : The Revolt in Delhi and its Afterlife', *World Archaeology* vol. 35, no 1 (June 2003).

4. The Making of New Delhi

Thomas Metcalf, 'Architecture and Empire : Herbert Baker and New Delhi', in Frykenberg ed., *Delhi Through the Ages*, pp. 391-400.

R.G. Irving, *Indian Summer: Lutyens, Baker and the Making of Imperial Delhi* (Yale University Press, Yale, 1981).

5. **Delhi : Partition and After**

Gynaendra Pandey, *Remembering Partition* (Cambridge University Press, 2001), Ch. 6.

Begum Anees Kidwai, *Azaadi ki Chhaon Mein* (NBT, Delhi : Hindi tr. of Urdu original, 1980), c. 3. pp. 38-65.

V.N. Datta, 'Punjabi Refugees and the Urban Development of Delhi', in Frykenberg ed., *Delhi through the Ages*, 442-462.

6. **Violence, Dislocations, Expansions**

Emma Tarlo, 'Welcome to History : A Resettlement Colony in the Making', in V. Duppont et al ed., *Delhi: Urban Spaces and Human Destinies* (Delhi: Manohar Publications, 1999) pp. 51-75.

Anita Soni, 'Urban Conquest of Outer Delhi : Beneficiaries, Intermediaries and Victims', in *Delhi: Urban Spaces and Human Destinies*, pp. 75-94.

Aditya Nigam, 'Theatre of the Urban: The Strange Case of the Monkey Man', in *Sarai Reader 02* (Delhi : CSDS, 2002).

7. **Layers of History and Memory in Delhi**

Charles and Karoki Lewis, *Delhi's Historic Villages : A Photographic Evocation* (Delhi : Ravi Dayal Publisher, 1997), Begampur, pp. 33-54.

Narayani Gupta, 'From Architecture to Archaeology : The "Monumentalizing" of Delhi's History in the Nineteenth Century', in Jamal Malik ed., *Perspectives on Mutual Encounters in South Asian History* (Leiden, Brill, 2000), pp. 49-65.

Shahid Amin, 'Past Remains', *Conversations*, vol. 3, no. 2, Summer 2003, pp. 77-84 (with plates); *IIC Quarterly*, Winter 2001, pp. (without plates).

Supplementary Readings/Viewings

Ali Sardar Jafri, *Deevan-e-Ghalib* (Hindi) (Delhi : Rajkamal Paperbacks, 1990) *bhumika*, pp. 1-15 and Poem no. 21 (except sh'ers 3, 4, 8); no. 27 (except sh'ers 3 and 9); no. 33 no. 79 (except sh'ers 2,5 and 6); no. 111 (except sh'ers 3,4,6 and 7).

Media Nagar 01 (Sarai, CSDS, 2004) (Hindi), p. 7-13, 14-19, 20-30 (articles by Pulorna Pal, Faizan Ahmad, Bhagwati Prasad. English version in *Publics and Practices in the History of the Present* (Resource CD, produced by, Sarai/CSDS) Focus on Delhi. <http://pphp.sarai.net/>

Begum Akhtar Sings Ghalib, LP and cassette, HMV

Gulzar's Mirza Ghalib, 1988, TV serial (VCD)

Ralph Russell and Khurshidul Islam, *Three Mughal Poets : Mir-Sauda-Mir, Hasan* (Delhi : OUP, 1988) section on Mir.

Ameer Ali, *Twilight in Delhi* (A Novel in English) Urdu tr. by Bilkqis Jahan *Dilli Ki Ek Sham* (*Maktab-Jamia Millia, New Delhi*)

Mohan Rakesh, *Andhere Band Kamre* : A Novel in Hindi (Rajkamal Prakashan, Dilli)

Krishna Sobti, 'Abhi Dilli Door Hai', Pts. I-II, *Hans*, Sept-Oct. 1987.

The Past is a Foreign Country a The Past is a Foreign Country [on Purana Qila] documentary (on Purana Qila), by Anand V. Taneja, Akshay Singh, Sakina Ali on Purana Qila documentary, by Anand v. Taneja, Akshay Singh, Sakina Ali (2004).

Narayani Gupta & James Masselos, *Beato's Delhi, 1857, 1997* (Delhi: Ravi Dayal Publishers 2000).

RELIGION AND RELIGIOUSITY : ANCIENT INDIA

This course explores problems both of belief and faith as well as of defining religious boundaries. It looks at identities through a nuanced notion of overlaps and shared symbols, institutions, beliefs, and practices.

1. The problem of defining religious categories :

Gavin Flood, *An Introduction to Hinduism*. (N. Delhi, 2004), pp. 5-22.

David N. Lorenzen, "Who Invented Hinduism?" *Comparative Studies in Society and History*, 1999, pp. 630-59.

2. The renunciatory traditions :

Peter Harvey, *An Introduction to Buddhism : teachings, history and practices* (N. Delhi, 1991), chap. 3 (pp. 47-72).

Uma Chakravarti, "The Social Philosophy of Buddhism and the Problem of Inequality," in *Social Compass*, 33, 2-3 (1986), pp. 199-221

Kendall W. Folkert, *Scripture and Community: Collected Essays on the Jains* ed. By John E. Cort (Atlanta, 1993), Chapter 1 (pp. 1-19).

3. Vaishnava and Shaiva devotional cults :

Bimal Matilal, "Krsna : In Defence of a Devious Divinity," in "The Collected Essays of Bimal Krishna Motilal: Ethics and Epics," ed. J. Ganeri (N. Delhi, 2002), pp. 91-108.

Selections from A.K. Ramanujan, *Hymns for the Drowning* (Delhi, Penguin, 1993) pp. 4-6, 22-27, 54-57.

A.K. Ramanujan, *Speaking of Siva* (Harmondsworth, 1973), Introduction (pp. 19-55).

Uma Chakravarti, "The World of the Bhaktin in South Indian Traditions - The body and beyond," *Manushi*, 50-2, 1982, pp. 18-29; reprinted in Kumkum Roy ed., *Women in Early Indian Societies*, pp. 299-321.

4. **The temple; temple cities; royal temple policy:**

R. Champakalakshmi, "Urbanization from Above : Tanjavur, The Ceremonial City of the Colas," in *Trade, Ideology and Urbanization: South India 3000 BC to AD 1300* (Delhi, 1996), Chapter 8, pp. 424-441.

Hermann Kulke, "Royal Temple Policy and the Structure of Medieval Hindu Kingdoms" in A. Eschmann, H. Kulke, and G.C. Tripathi eds., *The Cult of Jagannath and the Regional Tradition of Orissa* (N. Delhi, 1978), pp. 125-38.

5. **Pilgrimage and patronage**

Romila Thapar, "Patronage and the Community," in Barbara Stoler Miller ed., *The Powers of Art : Patronage in Indian Culture* (Delhi, 1992), pp. 19-34.

U. Singh, "Sanchi : The History of the patronage of an ancient Buddhist establishment," in *The Indian Economic and Social History Review*, 33, 1 (1996), pp. 1-35.

General Readings

R. Champakalakshmi and Usha Kris, *The Hindu Temple* (New Delhi, Roli Books, 2001), Chaps. 1 and 2, pp. 9-26.

S.M! Bhardwaj, *Hindu Places of Pilgrimage in India* (Delhi and Berkeley, 1973).

Gunther-Dietz Sontheimer, "Hinduism: The five components and their interaction," in Gunther-Dietz Sontheimer and Hermann Kulke eds., *Hinduism Reconsidered* (New Delhi: Manohar Publications 2001), pp. 305-324.

Lous Renou, "Religions of Ancient India," (New Delhi reprint, 1972), Chap. 6 (pp. 111-133. (chapter on Jainism).

Mandakranta Bose ed. *Faces of the Feminine in Ancient, Medieval, and Modern India* (N. Delhi, 2000), pp. 124-147.

I.B. Horner, *Women Under Primitive Buddhism : Laywomen and*

Almswomen, extract in Kumkum Roy ed. *Women in Early Indian Society*, pp. 82-112.

Uma Chakravarti, *The Social Dimensions of Early Buddhism* (Delhi : Oxford University Press, 1996).

Dilip Chakrabarti, "The Archaeology of Hinduism," in Timothy Insoll ed., *Archaeology and World Religion* (London and New York : Routledge 2001) pp. 33-59.

Elizabeth A. Bachus and Nayanjot Lahiri eds. The Archaeology of Hinduism, "*World Archaeology*, vol. 36, No. 3, Sept. 2004, pp. 313-325.

Vijaya Ramaswamy, *Walking Naked: Women, Society, Spirituality in South India* (Shimla : IIAS, 1997).

Barbara Stoler Miller ed., *The Powers of Art : Patronage in Indian Culture* (Delhi : Oxford University Press 1992).

A.L. Basham, *The Wonder That Was India*, pp. 256-312.

RELIGION AND RELIGIOSITY : MEDIEVAL INDIA

This course explores problems both belief and faith as well as of defining religious boundaries. The Middle Ages in India were the years that saw the historical evolution of piety and religious systems into forms familiar to us today. Through themes that touch upon communities of belief sustained through visual and oral practices, practices, shared spaces between beliefs and practices and 'conversions', students are introduced to the universe of a multitude of religious organizations and an infinite variety of religiosity.

Required Readings:

1. Communities of Belief :

Carl Ernst, 'The Textual Formation of Oral Teachings in the Early Chishti Order in *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*, (Albany : State University of New York Press), pp. 62-84.

W.H. McLeod, 'The Janam-Sakhis' in *The Evolution of the Sikh Community : Five Essays*, (Oxford : Clarendon Press, 1976), pp. 20-36.

A.K. Ramanujan, *Hymns for the Drawing*, (Delhi : Penguin, 1993), pp. 4-6, 22-7, 54-7.

2. Practices :

Carl W. Ernst and Bruce B. Lawrence, 'The Major Chishti Shrines' in *The Chishti Order in South Asia and Beyond*, (New York : Palgrave Macmillan, 2002), pp. 85-104.

Richard Eaton, 'Sufi Folk Literature and the Expansion of Indian Islam' in *Essays on Islam and Indian History*, (Delhi ; OUP, 2000), pp. 189-99.

David N. Lorenzen, 'Who invented Hinduism', *Comparative Studies in Society and History*, vol. 41, (1999), pp. 630-59.

3. Shared Spaces :

Phillip B. Wagoner, "Sultan among Hindu Kings: Dress, Titles and the Islamicization of Hindu Culture at Vijayanagara" in *Journal of Asian Studies* 55 (1996), pp. 851-880.

Subrahmanyam, Sanjay, 'Violence and Identities in South Asia: Grievances and Memory in Community Formation', *Purusartha*, 22 (2001), pp. 47-70.

Phukan, Shantanu, "Through throats where many rivers meet" : the Ecology of Hindi in the world of Persian', *Indian Economic and Social History Review*, 38 (2001), 33-58.

4. Conversions :

Richard M. Eaton, *The Rise of Islam and the Bengal Frontier 1204-1760*, (Delhi : OUP, 1997 reprint), Ch. 10.

Dominique Sila-Khan, *Conversions and Shifting Identities : Ramdeo Pir and Ismailis and Rajasthan* (Delhi : Manohar, 2003), pp 29-59.

General/Reading

Marshal Hodgson, *Venture of Islam : Conscience and History in a World Civilization*, (Chicago University of Chicago Press, 1974), vol. 1, pp. 3-69, 315-472; 201-54; 437-531.

Carl W. Ernst and Bruce B. Lawrence, *The Chishti Order in South Asia and Beyond*, (New York : Palgrave Macmillan, 2002).

Richard Eaton, *The Rise of Islam and the Bengal Frontier 1204-1760*, (Delhi : OUP, 1997 reprint).

Richard Eaton, *Sufis of Bijapur*, (Princeton : University Press, 1978).

Simon Digby, "Sufi Sheikh as the source of authority in medieval India", *Purusartha*, 9, 1989, 52-79.

Charlotte Vaudverille, *Kabir*, (Oxford : Clarendon Press, 1974), pp. 81-148.

David Lorenzen ed., *Religious Movements in South Asia, 600-1800*, (Delhi : OUP, 2004)

Karine Schomer and W.H. McLeod, *The Sants : Studies in a Devotional Tradition of India*, (Delhi : Motilal Banarsidas, 1987).

Vijaya Ramaswamy, *Walking Naked : Women, Society, Spirituality in South India* (Shimla : IAS, 1997).

Athar Ali, "Encounter and efflorescence : genesis of the medieval civilization" *Proceeding of the Indian History Congress, 1989-90*, pp. 1-17.

RELIGION AND RELIGIOSITY IN MODERN INDIA

This paper looks at the transition from a religious imagination to a modern perception of secularism. It also attempts to integrate notions of state, politics and self through their articulation in the space of religion. Religion emerges both as a site of belief and faith as much as social protest.

1. Traditions of Epics texts :

A.K. Ramanujan, "Three hundred Ramayanas : five examples and three thoughts on translation", in Vinay Dharwadker ed. *A.K. Ramanujan's Collected essays* (Delhi: Oxford University Press, 1999), pp. 131-60.

Philip Lutgendorf, "Words made flesh: the text enacted", in *The Life of a Text : Performing the Ramcaritmanas of Tulasidas* (Delhi : Oxford University Press, 1991), pp. 248-66.

2. Dissenting Reading of Religious Tradition :

Mark Juergensmeyer, "The rise of Ad Dharm", in *Religion as Social Vision: the Movement Against Untouchability in 20th century Punjab* (Berkeley : University of California Press, 1982), pp. 33-72.

R.S. Khare, *The Untouchable as Himself* (Cambridge : Cambridge University Press, 1984), pp. 21-50.

3. Shared spaces of Religion :

Susan Bayly, "warrior martyr pirs in the 18th century", in *Saints, Goddesses and Kings : Muslims and Christians in South Indian Society, 1700-1900* (Cambridge : Cambridge University Press, 1989). pp. 187-215.

Shahid Amin, "On retelling the Muslim Conquest of northern India", in Partha Chatterjee and Anjan Ghosh ed., *History and the Present* (Delhi : Permanent Black, 2004), pp. 24-43.

4. Politics of Religion :

Sarah Ansari, in *Sufi Saints and State Power : the Pirs of Sind, 1843-1947* (Cambridge Cambridge University Press, 1992), pp.

Peter van der Veer, "God must be liberated' : A Hindu Liberation

4. Tribes and forest people; perceptions of cultural difference.

Andre Beteille, "The Definition of Tribe," Seminar, Oct. 1960.

N.K. Bose, "Some forest-dwelling communities" in *idem. The Structure of Hindu Society*, pp. 29-40.

Brajadulal Chattopadhyaya, "Other, or the Others? Varieties of Difference in Indian Society at the Turn of the First Millennium and Their Historiographical Implications," in B. Chattopadhyaya, *Studying early India: Archaeology, Texts, and Historical Issues* (New Delhi, 2003), pp. 191-213.

General Readings :

P.V. Kane, *History of Dharmashastra*, vol. II, part I Poona, 1941), Chap. 2.

Uma Chakravarti, *Gendering Caste : Through a Feminist Lens* (Calcutta, 2003).

Kumkum Roy ed. *Women in Early Indian Societies* (New Delhi, 1999).

Aloka Parasher-Sen ed., *Subordinate and Marginal Groups in Early India* (N. Delhi, 2004), pp. 275-313.

Romila Thapar, "Perceiving the forest : early India," in *Studies in History*, vol. 17, No. 1, Jan.-June 2001, pp. 1-16.

V. Jha, "Candala and the Origin of Untouchability." *Indian Historical Review*, 13, no. 1-2 (July 1986-Jan 1987), pp. 1-36.

S.C. Dube, *Indian Society* (N. Delhi, 1990).

Dipankar Gupta ed., *Social Stratification* (New Delhi, 1991).

R.S. Sharma, *Shudras in Ancient India* (Delhi, 1983).

INEQUALITY AND DIFFERENCE : MEDIEVAL INDIA

This course attempts to lay out the parameters of Indian history through the theme of inequality and difference. In the Middle ages, with the formation of authoritarian regimes, the expansion of agrarian societies, and the emergence of pan-regional market economics, rather unique ways of articulating individual and collective identities, noting differences, formulating, displaying and reproducing social and economic inequalities came into being.

Required readings :

1. Class inequalities :

Zia al-Din Barani, 'Advice XIX : On the Noble Birth of the Supporters of the State' and 'Advice XXI: On the High Born and the Low Born', trans., Mohammad Habib and Dr. Mrs. Afsar Umar Salim Khan, *Fatawa-i-Jahandari : The Political Theory of the Delhi Sultanate*, (Allahabad : Kitab Mahal, nd.), pp. 91-6, 97-100.'

Satish Chandra, 'The Structure of Village Society in northern India : the *Khud-kasht* and *Pahi-kasht*', in *Medieval India : Society, the Jagirdari Crisis and the Village*, (Delhi: Macmillan India, 1986 reprint), pp. 29-45.

Irfan Habib, "Forms of class struggle in Mughal India", in *Essays in Indian History : Towards a Marxist Perspective*, (Delhi : Tulika, 1995), pp. 233-258.

2. Slavery and Caste :

Sunil Kumar, 'When Slaves were Nobles', *Studies in History*, ns 10 (1994), pp. 23-52.

Sumit Guha and Indrani Chatterjee, 'Slave-queen, Waif-prince : Slavery and Social Capital in Eighteenth-Century India', *Indian Economic and Social History Review*, vol. 36, (1999), pp. 165- 86.

Salim Kidwai, "Sultans, eunuchs and domestics : new forms of bondage in medieval India", -in Utsa Patnaik and Dingwaney ed. *Chains of Servitude : bondage and slavery in India*. Madras : Sangam Books, 1985), pp. 76-96.

Irfan Habib, "Caste in Indian History", in *Essays in Indian History: Towards a Marxist Perspective*. (Delhi : Tulika, 1995). pp. 161-79.

3. Narrating Differences :

Romila Thapar, 'The Tyranny of Labels', in *Cultural Pasts: Essays in Early Indian History*. (Delhi : OUP, 2000), pp. 990-1014.

Cynthia Talbot, 'Inscribing the Other, Inscribing the Self: Hindu-Muslim Identities in Pre-Colonial India', in Richard Eaton, *India's Islamic Tradition, 711-1750*. (Delhi : OUP, 2003), pp. 83-117.

Sanjay Subrahmanyam, 'Taking Stock of the Franks: South Asian Views of Europeans and Europe, 1500-1800', *Indian Economic and Social History Review*, vol. 42 (2005).

5. Lordship and hierarchy :

Velcheru Narayana Rao, David Shulman and Sanjay Subrahmanyam, 'The Rhetoric of Kingship' in *Symbols of Substance : Court and State in Noyaka Period Tamilnadu*. (Delhi : OUP, 1992), pp. 169-188.

Norbert Peabody, 'In whose turban does the lord reside?: Kings, saints and merchants in western India', in *Hindu Kingship and Polity in Precolonial India*, (Cambridge : University Press, 2003), pp. 50-79.

6. Gender difference - inequality :

A.K. Ramanujan, 'On Women Saints', John S. Hawley, and Donna M. Wulff, *The Divine Consort : Radha and the Goddesses of India*, (Boston : Beacon Press, 1982), pp. 316-26.

John Stratton Hawley and Mark Juergensmeyer, *Songs of the Saints of India* (New York : Oxford University Press, 1988), chapter on Mirabai, pp. 119-40.

General Reading

Irfan Habib, *Essays in Indian History : Towards a Marxist Perspective*. (Delhi : Tulika, 1995).

Louise Marlow, *Hierarchy and Egalitarianism in Islamic Thought*, (Cambridge : University Press, 1997).

Cynthia Talbot, *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, (Delhi : OUP, 2001).

Frederique Apffel Marglin, *Wives of the God-King. The Rituals of the Devadasis of Puri*, (Dehli : OUP, 1985), pp. 46-88.

Women bhakta poets, *Manushi Special issue*, 50-52, 1989.

INEQUALITY AND DIFFERENCE : MODERN INDIA

In the modern period, under the impact of colonialism and a renewed engagement with tradition by indigenous intellectuals as well as the conscious attempt to frame the history of India in terms of equality and justice, differences were negotiated and transformed. The course looks at the persisting search for equality and for a politics that engages with the idea of difference within evolving political frameworks.

1. Caste

Jotirao Phule, "Slavery", in G.P. Deshpande ed. *Selected Writings of Jotirao Phule* (Delhi : Leftword Books, 2002), pp. 26-46.

B.R. Ambedkar, *What Congress and Gandhi have Done to the Untouchables* (Bombay : Thaker and Co., 1946), pp. 126-64.

2. Gender

Lata Mani, "Abstract disquisitions : *bhadralok* and the normative violence of *sati*", in *Contentious Traditions : the Debate on Sati in Colonial India* (Delhi : Oxford University Press, 1998), pp. 42-82.

Gali Minault, "Role Models : Educated Muslim women-real and ideal", in *Secluded Scholars: Women's Education and Social Reform in Colonial India* (Delhi : Oxford University Press, 1999), pp. 14-57.

3. Social Movements

V. Geetha and S. Rajadurai, "Problems of caste and the new order", in *Towards a Non-Brahmin Millenium: from Iyothee Dass to Periyar* (Calcutta: Samya Publications, 1998), pp. 351-77.

Sekhar Bandyopadhyaya, *Caste, Protest and Identity in Colonial India: the Namasudras of Bengal 1872-1947* (Richmond: Curzon Press, 1997).

4. Tribe

David Hardiman, "Assertion, conversion and Indian nationalism: Govind's movement among the Bhils", in Rowena Robinson and Sathianathan Clarke ed., *Religious conversion in India: Modes, Motivation and Meanings* (Delhi: Oxford University Press, 2003), pp. 255-84.

Sanjib Baruah, "Confronting constructionism : ending the Naga war", in *Durable Disorder : understanding the politics of North East India* (Delhi : Oxford University Press, 2005), pp. 98-122.

5. Religious communities

Gyanendra Pandey, "Disciplining difference", in *remembering Partitions: Violence, Nationalism and History in India* (Cambridge : Cambridge University Press 2001), pp. 152-74.

Omvedt, "Colonial challenges, Indian responses and Buddhist revival", in *Buddhism in India: Challenging Brahmanism and Caste* (New Delhi : Sage Publication, 2003), pp. 217-42.

6. Development in Modern India

Amita Baviskar, *In the Bely of the River: Tribal Conflict over Development in the Narmada Valley* (Delhi: Oxford University Press, 1995), pp.

Partha Chatterjee, "Development planning and the Indian State", in Terence J. Byres ed. *The State, Development Planning and Liberalization in India* (Delhi: Oxford University Press, 1998), pp. 82-103.

General Reading

Susan Bayly,, *Caste Society and Politics in India from the 18th century to the Modern Age* (Cambridge: Cambridge University Press, 1999).

M.N. Srinivas, *Social Change in Modern India* (Hyderabad: Orient Longman, 1977).

Geraldine Forbes, *Women in Colonial India* (Cambridge: Cambridge University Press,)

Andre Beteille, *Society and Politics in India* (London: Athlone Press, 1991).

Francine Frankel, *India's Political Economy, 1947-77: the Gradual revolution* (Princeton : Oricenton University Press, 1978).

Paul Brass, *The Politics of India since Independence* (Cambridge: Cambridge University Press, 1990).

Oliver Mendelsohn ad Marika Vicziány, *The Untouchables: subordination poverty and the state in Modern India* (Cambridge: Cambridge Press, 1998).

SOCIOLOGY OF CONTEMPORARY INDIA

1. *Understanding India*
 - (a) India as an object of Study
 - (b) Tradition and Modernity
 - (c) India as a plural society
 - (d) Social Movements.
2. *Social Institutions and Practices*
 - (a) Caste
 - (b) Tribes
 - (c) Class
 - (d) Village
 - (e) Family and Kinship
 - (f) Gender

Readings:

1. B.S. Colin. 1987. *An Anthropologist among the Historians and other Essays*. Delhi: OUP. (Chapter 1).
2. Milton Singer. 1972. *When a Great Tradition Modernizes*. New York: Praeger Press. (Chapter 5 and 9).
3. Mukul Kesavan. 2002. *Secular Common Sense*. New Delhi: Penguin.
4. T.N. Madan (ed). 2004. *India's Religions*. Delhi: OUP. (Chapter 1).
5. Phillip Mason. 1967. *India and Ceylon: Unity and Diversity*. Delhi: OUP. (Chapter 3).
6. M.S. Gore. (2002). *Unity in Diversity: The Indian Experience in Nation Building*. Delhi: Rawat Publications. (Chapter 6).
7. M. L. Dantwalla, H. Sethi and P. Visaria (ed) 1998. *Social Change Through : Voluntary Action*. New Delhi: Sage Publications. Pp 74-92.
8. M.N. Srinivas. 1969. *The Caste System in India*. In Andre Beteille (ed) *Social Inequality*. England: Penguin Books.
9. Gail Omvedt. 1995. *Dalit Visions: The anti-caste movement and the construction of an Indian identity*. Delhi: Orient Longman.

10. C.J. Fuller. 1991. *Kerala Christians and the Caste System*. In Dipankar Gupta *Social Stratification*. Delhi: OUP.
11. Virginius Xaxa. 2002. "Tribes in India". In Veena Das (ed) *The Encyclopaedia of Sociology and Social Anthropology*. Pp 373-408.
12. Andre Beteille. 1974. *Studies in Agrarian Social Structure*. Delhi: OUP. (Chapter 1).
13. Mark Holmstrom. 1991. "Who are the Working Class?" In Dipankar Gupta (ed) *Social Stratification*. Delhi: OUP.
14. Jan Breman. et.al. 1997. *The Village in Asia Revisited*. Delhi: OUP. (Introduction. Pp. 126-174).
15. Viramma, Jociane Racine and Jean-Luc Racine. 2000. *Viramma: Life of a Dalit*. New Delhi: Social Science Press.
16. A.M. Shah. 1998. *Critical Essays on the Family in India*. Delhi: Orient Longman. (Chapters 2, 3).
17. Patricia Uberoi (ed.). 1993. *Family Kinship and Marriage in India*. Delhi: OUP. (Chapters 1 & 15).
18. Rajeshwari Sunder Rajan. 2003. *Scandal of the State* Duke: Duke University Press (Chapter 6).
19. Uma Chakravarti. 2003. *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree. (Chapters 2 & 9).

GEOGRAPHY

Principles of Geography

Unit I - Introduction

- * Definition, nature and scope of Geography
- * Concepts : Location, space, place, region, spatial interaction
- * Methods & Techniques : Elements of maps, remot sensing and GIS

Unit II-Physical Geography

- * Internal structure on the earth
- * Plate Tectonics: Plate movements and interactions; volcanism, earthquakes, mountain building
- * Landform Development: Geographical cycle of W.M. Davis
- * Atmospheric circulation and composition

Unit III -Human Geography

- * World Population: Growth and distribution; demographic transition model
- * Settlements: Definition, types and patterns, Christaller's central place theory

Unit IV -Economic Geography

- * Agriculture: Determinants of agriculture, types of agriculture - Intensive subsistence and commercial farming; Von Thunen's Model
- * Industry: Factors of industrial location, Weber's theory of industrial location major industrial regions

Suggested Readings

1. Alexander, J.W. and Hartshorne, T. (1988), Economic Geography, New Jersey: Prentice Hall.
2. Chandna, R. C. (2000), Geography of Population, New Delhi: Kalyani Publishers.
3. Conte, D. J. and Thomson, D. J. (1994), Earth Sciences, New York: John Wiley and Sons.
4. Danial, P. and Hopkinson, M. (1994), The Geography of Settlements, Harlow, Essex: Oliver and Boyd.

5. Fellmann, J. D., Getis, A. and Getis, J. (2003), *Human Geography: Landscapes of Human Activities*, New Delhi: McGraw Hill.
6. Leong, G. C. and Morgan, G. L. (2004), *Human and Economic Geography*, Delhi: Oxford University Press.
7. Rubenstein, J. M. (2004), *Cultural Landscape: An Introduction to Human Geography*, Prentice Hall.
8. Singh, S. (2000), *Physical Geography*, Allahabad: Prayag Pustak Bhawan.
9. Strahler, A. H. and Strahler, A. N. (1997), *Physical Geography: Science and Systems of the Human Environment*, New York: John Wiley and Sons.
10. Strahler, A. H. and Strahler, A. N. (2000), *Introducing Physical Geography*, New York: John Wiley and Sons.

GEOGRAPHY OF INDIA

Unit I : Physical Base

- * Physiographic divisions
- * Climate -Distribution of temperature and precipitation, mechanism of monsoons
- * Soil and vegetation -Types and distribution

Unit II: Human Dimensions ..

- * Population distribution
- * Growth
- * Problems and policies

Unit III: Economic Activities

- * Agricultural landuse and cropping patterns; Green Revolution and White Revolution
- * Infrastructural development - Roads, railways and power
- * Industrial regions and complexes
- * Information technology & services

Unit IV: Contemporary Issues

- * Urbanization and metropolitanization
- * Food security
- * Land degradation
- * Natural hazards and disasters

Suggested Readings:

1. Barrow, C.J. (1994), Land Degradation, Cambridge: Cambridge University Press, pp 1-20.
2. Bhargava, K.K. and Khatri, S.K. (eds), (2002), South Asia 2010: Challenges and Opportunites, Konark Publishers, Delhi, pp. 173-195.
3. Chand, M. and Puri, V.K. (2004), Regional Planning in India, Allied Publishers Pvt. Ltd., Mumbai, pp. 219-267.
4. Chandna, R.C. (2000), A Geography of Population, Kalyani Publishers, Ludhiana, pp.68-84.
5. Govt. of India: INDIA: Annual Reference, New Delhi: Publication Division, Ministry of Information and Technology.

6. Indira Gandhi Institute of Development Research: India Development Report: A Annual Reference, New Delhi: Oxford University Press.
7. Johnson, B.L.C. (1980), India: Resources and Development, New Delhi (India): Arnold-Heinemann Publishers.
8. Mamorria, C.B., Economic and Commercial Geography of India, .Agra: Shivalal Aggarwal and Co.
9. Pal, S.K. (1997), Physical Geography of India: A Study in Regional Earth Sciences, Hyderabad :Orient Longman.
10. Raychaudhuri, S.P.(1996), Land and Soil, New Delhi: National Book Trust of India.
11. Sharma, J.C.Bharat Ka Praroop, Merrut: Kedar Nath Ram Nath.
12. Sharma, T .C.(2003), India: An Economic and Commercial Geography, Vikas Publishing House Pvt. Ltd.
13. Tewari, V.N., Bharat Ka Bhugolik Swaroop, Agra: Ram Prasad and Sons.
14. Tirtha, Ranjit and Krishan, Gopal (1996), Geography of India, New Delhi : Rawat Publication.

ALGEBRA AND CALCULUS

(Other than Economics) (II Year)

(3 lectures per week)

Unit-I Algebra and Geometry

12 marks

R , R^2 , R^3 as Vector Spaces over R . Standard basis for each of them. Concept of linear independence. Matrices, basic concepts and algebraic operations. Determinants. System of linear equations and their solutions. Methods for finding inverse of a matrix.

Cramer's rule. Solution of problems arising in psychology, geography and other Social Sciences.

Cartesian Coordinates in 2 and 3 dimensions. Techniques of tracing of standard curves like straight lines, circle, ellipse, parabola and hyperbola. Reflection Property.

Interpretation of Equations for surfaces like Sphere, Cones, Ellipsoid and their pictures.

Functions and analysis of graphical information. Graphs of functions such as polynomials, trigonometric functions, exponential and logarithmic functions, inverse trigonometric functions arising in problems of geography, political science, psychology etc. such as growth, decay and population growth. Concept of shifting and scaling of graphs.

Unit-II: Calculus-I

14 marks

Concept of limit and continuity along with the intuitive and graphical approach. Input output examples for motivation.

Statement and implication of intermediate value theorem and other properties such as maximum and minimum attained for continuous functions on closed bounded intervals. Examples from common everyday phenomena related to social sciences and humanities. Differentiation and derivatives of first and second order. Statement and interpretation of algebra of derivatives. The derivative in graphing and applications. Slope of a graph, tangent lines. Increasing and decreasing behaviour of a function. Concavity and convexity. Maxima, minima and point of inflexion. Applications to problems in Social Sciences.

Statements, interpretation and practical applications of Rolle's theorem and Lagrange's mean value theorem.

Sequences to be introduced through the examples arising in social sciences beginning with finite sequences, followed by concepts of recursion and difference equations. The Fibonacci sequence arising from the branching habit of trees and the breeding habit of rabbits.

Intuitive idea of the convergence of series, especially geometric series. Taylor and Maclaurin series formula for $\exp x$, $\log(1+x)$, $\sin x$, $\cos x$.

Unit-III: Calculus-II

12 marks

Integration of simple trigonometric, rational and irrational functions. Concept of definite integral as sum of limits. Calculation of area and length of curves with emphasis on solution of problems arising in geography, psychology and other social sciences. Mathematical modelling with differential equations of first order. Formulation and verification of solution of differential equations such as population growth and spread of disease.

References:

1. H.Anton, I.Bivens and S. Davis: Calculus, John Wiley and Sons (Asia), 2002.
2. B. Thomas, R.L. Finney: Calculus and Analytic Geometry, Pearson Education (Singapore), 2001.
3. T.M.Apostol, Calculus, volume I. John Wiley and Sons (Asia) Ltd., 2002.
4. H.S. Bear, Understanding Calculus, John Wiley and Sons, 2003.

MATHEMATICAL METHODS
(Other than Economics) (II year)

(3 lectures a week)

Emphasis will be on examples from Social Sciences and Humanities :

Unit-I Approximation and Numerical Methods 13 marks

Linearization and differentials, estimating change with differentials, the error in approximation. Newton's method or finding roots, particularly of polynomial equations.

Concept of sum of a series, Infinite Geometric series. Series formulas for $\exp x$, $\log(1+x)$ and their use in polynomial approximation and error estimation.

Numerical integration: Simpson's rule, trapezoidal approximation. Roots of equations: bisection method, method of false position, Newton-Raphson method. Solution of linear equations: Gauss elimination, Gauss-Seidel method.

Programming: Data types, variables, control structure, functions and modules, arrays, interface with databases.

Unit-II : Statistical Methods 17 marks

Skewness, Kurtosis, Elementary Probability and basic laws. Discrete and continuous random variables. Mathematical expectation, mean and variance of binomial, Poisson and normal distributions; normal distribution curve.

Sample mean, sampling variance, standard error, confidence interval, t-test, z-test. Chi-square goodness of fit. Analysis of variance for one way classification. Least squares method. Correlation, multiple correlation, linear regression. Concept of multiple regression. Elementary Factor analysis.

Use of standard softwares (spreadsheets) for simple statistical analysis.

Unit-III : Linear Programming and Game Theory 8 marks

Formation of linear programming problem (LPP). graphical method, solving simple LPP by simplex method.

Theory of Games: Introduction to basic concepts of game theory including strategic games examples like prisoner's dilemma. Principle of dominance. Notion of zero sum and non-zero sum games. Formulation of two person zero sum game and strategies for players. Solution of simple games.

Recommended Books:

1. R.J.Shavelson, Statistical Reasoning for the Behavioural Sciences. Allyn and Bacon, Inc. 1981.
2. B.E. James and G.M.Barber, Elementary Statistics for Geographers. The Guilford Press, London, 1996.
3. G.B. Thomas and R.L. Finney. Calculus and Analytic Geometry, Pearson Education, 2001.
4. V. Rajaraman, Fundamentals of Computers, Prentice Hall of India, 2002.
5. S.S.Hillier and G.J. Lieberman, Introduction to Operational Research, Tata McGraw Hill, 2001.

Project Work for Internal Assessment

Project based on

1. Statistical Analysis using an appropriate computing tool.
2. Analysis and approximation of experimental data e.g. coastal disturbances, floods, cyclone, election results, child Psychology and behavioural patterns etc.