



ZAKIR HUSAIN DELHI COLLEGE UNIVERSITY OF DELHI



SUPPORTING DOCUMENT: 1.3.1

Title-Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, and Sustainability in transacting Curriculum

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, and Sustainability in transacting Curriculum

Sr. No	Course Name	AEC/SEC/VAC/GE/DSE
1	Environmental Science	AEC
2	Ethics and Values in Ancient Indian Tradition	VAC
3	Constitutional Values and Fundamental Duties	VAC
4	Gandhi and Education	VAC
5	Panchkosha-Holistic Development of Personality	VAC
6	Women's Writing	Core Course
7	Applied Gender Studies: Media Literacies	SEC
8	Literature in Cross Cultural Encounters	Core Course
9	Readings on Indian Diversities and Literary Movements	GE
10	Contemporary India: Women and Empowerment	GE
11	Marginalities in Indian Writing	GE
12	Feminism	GE
13	Women, Power, and Politics	Core Paper
14	Feminism: theory and Practice	Core Paper
15	Feminism: Theory and Practice	GE
16	Psychology of Gender	GE
17	Asmita-moolak Vimarsh aur Hindi Sahitya	Core Paper
18	Environmental Awareness in Sanskrit Literature	Core Paper

1.3.1 supporting document

1. Environmental Studies

Annexure-08

UNIVERSITY OF DELHI

Environmental Science: Theory into Practice at Undergraduate Level

Ability Enhancement Course (AEC-I)

(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



List of AEC-I Courses (Choose one from a pool)

S.No.	Course Title	Nature of Course	Total Credits	Components			Annexures (Contents of the Course and Reference is in) <i>Annexure-I</i>
				L	T	P	
1.	Environmental Science: Theory into Practice (I & II)	AEC-I	2	1	0	1	

**Ability Enhancement Course on
Environmental Science: Theory into Practice (I & II)
at UG level (AEC I) Course Learning Outcomes**

6.0 *The course will empower the undergraduate students by helping them to:*

- i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquire values and attitudes towards understanding complex environmental- economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Adopt sustainability as a practice in life, society, and industry.

**6.1 Year – 1
Ability Enhancement Course on
Environmental Science: Theory into Practice (I) – at UG level (AEC-I)**

Unit 1

Introduction to Environmental Studies (2 lectures and 3 practical/ outreach activities)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Suggested Readings

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter 3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).
2. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: 3-28).

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

1. Analysis of achievement of Sustainable Development Goals of any country.
2. Gain insights of sustainability framework for an industrial activity using activity worksheets
3. Use of environmental activity worksheets to understand interdependence and interactions between different environmental components.

Unit 2

Ecosystems (6 lectures and 6 practical/ outreach activities)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Suggested Readings

1. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: 1-16); **Chapter 2** (Pages: 18-76); **Chapter 10** (Pages: 414-458).
2. Raven, P.H, Hassenzuhl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: 38-52); **Chapter 4** (Pages: 53-62); **Chapter 5** (Pages: 100-103); **Chapter 6** (Pages: 106-128).
3. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: 307-323); **Chapter 18** (Pages: 420-442); **Chapter 28** (Pages: 747-769).

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

1. Schematic collection of data for depicting ecological pyramids in the College campus
2. Differentiation of natural and managed ecosystems using Google Earth/Google Map
3. Field visit to terrestrial and aquatic ecosystems (forests, grasslands, wetlands, biodiversity parks, etc.)
4. Develop a working model of any ecosystem
5. Use of worksheets to identify structure and function of different ecosystems.

Unit 3

Natural Resources (8 lectures and 6 practical/ outreach activities)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

Suggested Readings

1. Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
2. McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.
3. Raven, P.H, Hassenzuhl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: 180-263); **Chapter 14** (Pages: 272-275); **Chapter 15** (Pages: 286-289).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: 623-663).

Practical/Exercises/Experiential activities/Outreach activities (College may choose as per requirement)

1. Visit to a paper recycling unit/rainwater harvesting plant/solar plant/biogas plant in the College campus
2. Develop and understand working model of renewable/non-renewable sources of energy
3. Mapping of natural resources of a given study area using Google Earth
4. Time-series analysis of natural resource consumption of a given country using publicly available data
5. Comparison of energy demand and consumption of a particular state over the years using graphical tools
6. Assessing the consumption pattern of a natural resource in the dominant industry at local scale and status of natural resource in areas supplying it

Unit 4**Environmental Pollution** (8 lectures and 6 practical/ outreach activities)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
- Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

Suggested Readings

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: 243-255); **Chapter 18** (Pages: 280-305); **Chapter 21** (Pages: 352-358); **Chapter 22** (Pages: 365-374); **Chapter 23** (Pages: 378-388); **Chapter 25** (Pages: 416-426).
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA. Pp. 1-264.
3. Raven, P.H., Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 359-381); **Chapter 21** (Pages: 401-421); **Chapter 23** (Pages: 440-453).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: 445-535).

Practical/Exercises/Experiential activities/Outreach activities*(College may choose as per requirement)*

1. Determine water quality of a given location using rapid pollution monitoring kits
2. Assess air quality index (AQI) of any location using real-time air quality parameters
3. Determine magnitude of solid waste generated in a home/college on a monthly basis
4. Develop and maintain compost/vermicompost using biodegradable waste in the College
5. Identify suitability of given water samples for various purposes using given kits
6. Prepare water audit report of the college/house/locality/colony.
7. Map solid and liquid discharge of the college/colony and develop a management plan (show it using schematic diagram, and photographs).
8. Repurpose waste for economic and environmental benefits in your college/near by area/colony (submit a small video).
9. Analyze river-society-economy nexus based on primary or secondary data (use quantitative data, and show it using photographs on a poster).

Year – 2
Ability Enhancement Course on
Environmental Science: Theory into Practice (I) – at UG level (AEC-I)

Unit 5**Global Environmental Issues and Policies (7 lectures 8 practical/ outreach activities)**

- Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture
- International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc.
- Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 2 (Pages: 23-39); Chapter 3 (Pages: 41-86).**
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19 (Pages: 370-376); Chapter 20 (Pages: 385-399).**
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 23 (Pages: 555-598); Chapter 30 (Pages: 801-807).**

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

1. Depict temperature/precipitation trend of a given study area using online data
2. Formulate questionnaire/online surveys for assessment of the impact of climate change on people
3. Assess Nationally Determined Contributions (NDCs) of developed and developing countries
4. Development and simulation of Model UNFCCC for inoculating negotiation skills at climate change summits
5. Development and simulation of Moot Court for Mock Trials in Negotiation Green Tribunal
6. Identify carbon footprint of your college/home/locality (refer wwf@envvis.nic.in).
7. Analyze the status of at least 3 sustainable development goals in your neighbourhood and write a proposal to help achieve them at global standard (identify environmental problems and its social and economic impact, define objectives, explain methodology, budgetary requirements, and suggest the expected outcomes). A PowerPoint presentation to be made based on the project proposal.

Unit 6**Biodiversity and Conservation (8 lectures and 8 practical/ outreach activities)**

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories

- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples
- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation
- *Case studies*: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Suggested Readings

1. Primack, R.B. (2014). *Essentials of Conservation Biology*, Oxford University Press, USA. Page. 1-536.
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 5** (Pages: 97-99); **Chapter 16** (Pages: 299-318).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 24** (Pages: 599-690); **Chapter 26** (Pages: 664-714).

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

1. Acquaintance with open-source databases of biodiversity
2. Determine species location in a given study area
3. Depict distribution of biodiversity across latitude and altitude
4. Show species distribution across space and time
5. Quantify species loss across different time periods
6. Sampling of plant and animal biodiversity of the College campus
7. Identification of the floral diversity of Delhi and other states.

Documentation of the plants by clicking pictures, finding out the scientific names/ local names through literature or mobile applications, identification of their conservation status (IUCN red book list), medicinal properties, water consumption status, and socio-economic-environmental importance. A short report to be submitted)

8. Exercise to understand the socio-economic-environmental impact of wildlife conservation.

(Students can choose any global animal species and identify the relevance of the species for the ecosystem/ society/ culture/ local economy, historic or present range of the species, emerging threats due to human activities, identification of documented events of natural disasters/ conflicts/ poaching of the species in the present range, conservation status (IUCN red book list), identification of protected areas/ programs of the government/ international organisation, and their opinion to further improve the conservations of the species. A short report to be submitted.

Unit 7

Human Communities and the Environment (6 lectures and 7 practical/ outreach activities)

- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley

- movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). Environmental Law and Policy in India: Cases, Material & Statutes, 2nd Edition. Oxford University Press, India. **Chapter 10** (Pages: 416-473).
2. Raven, P.H, Hassenzuhl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). Environment, 9th Edition. Wiley Publishing, USA. **Chapter 2** (Pages: 33-36); **Chapter 8** (Pages: 148-162).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. **Chapter 1** (Pages: 23-26); **Chapter 31** (Pages: 826-842).

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

1. Assessment of carbon foot-print of different countries using online databases and mathematical tools
2. Visit to marginalized localities and students for environmental education and environmental awareness
3. Formulation of questionnaire/online surveys for assessment of the impact of environmental education
4. Visit to any developmental project affected locality for assessing the impacts of economic development on human lives
5. Correlation analysis of human population growth and impacts on the environment and human health

6.2 Essential Readings

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. (pp. 1-520).
2. Divan, S. and Rosencranz, A. (2002). Environmental Law and Policy in India: Cases, Material & Statutes, 2nd Edition. Oxford University Press, India. (pp. 1-837).
3. Gadgil, M., and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
4. Raven, P.H, Hassenzuhl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
5. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. (pp.1-842).

6.3 Weekly Lesson Plan (Year 1)

Weeks 1 -2

Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Weeks 3-7

Definition and concept of Ecosystem: Structure of ecosystem (biotic and abiotic components);

Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Weeks 8–11

Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities Natural and man-made sources of water; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water

Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

Weeks 12–15

Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
Related case studies

Nuclear hazards and human health risks; Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
Related case studies

6.4 Weekly Lesson Plan (Year 2)

Weeks 1–4

Definition of Biodiversity; Levels of biological diversity; India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories

Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis; Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation

Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Weeks 5–9

Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols,

Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Weeks 10–15

Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print; Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies; Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc; Environmental justice: National Green Tribunal and its importance

Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation

Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

7.0 Teaching Learning process

The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

7.1 Assessment methods

1. Written examinations (Semester exams) [(Year 1: 01 credit (1 hour); Year 2: 01 credit (1 hour)]
 2. Project work and reports related to field visits, outreach activities, case study, project formulation, assignments, presentations and practical learning (Internal practical assessment) [(Year 1: 01 credit (2 hour); Year 2: 01 credit (2 hour)]
- Year 1 (Sem-I/Sem-II): 01 Credit Theory+ 01 Credit practical exercises, etc.
= Total 02 Credits (03 hours)**
- Year 2 (Sem-I/Sem-II): 01 Credit Theory+ 01 Credit practical exercises, etc.
= Total 02 Credits (03 hours)**

8.0 Keywords

Environment, Ecosystem, Biodiversity, Conservation, Pollution, Natural Resources, Environmental Degradation, Protection, Sustainable Development, Climate Change, Environmental Justice, Environmental Ethics, Environmental Communication

2. Ethics and Values in Ancient Indian Tradition

VAC 1: ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ethics and Values in Ancient Indian Traditions	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the rich cultural traditions relating to discourses on life and its purpose, instilling of values relating to ethical and moral propriety.
- To make students more engaged with the past traditions of the country.
- To introduce students to early epics: Puranic, Buddhist and other traditions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will develop an overview of indigenous philosophies.
- Understanding the richness of Indian heritage leading to greater sensitivity.
- Inspiration from history to deal with contemporary issues.
- Appreciate the traditions of diversity, discussions, debates and knowledge transmission.

SYLLABUS OF ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS

UNIT – I The idea of India and Bharat

(5 Weeks)

- 'Jambudvipa'; 'Aryavrata'; 'Bharat'; India
- Early discourse on moral order- ṛta in Vedic traditions
- Debates in the Upanishads and the Shramanic traditions

UNIT – II State, Society and Dharma

(5 Weeks)

- Kingship and Society: Dharma, Neeti and Danḍa
- Rashtra, Sanskar and making of socio-cultural milieu

UNIT – III The 'Purpose of Life' in Texts

(5 Weeks)

- Right Conduct': Buddhist, Jaina and Shramanic Traditions
- Puruṣārtha Chatushtaya: Dharma, Artha, Kāma and Mokṣa
- Assimilation and Assertion: Ethical issues in Epics and Puranic traditions

Practical component (if any) –

(15 Weeks)

- Discuss in your locality, in 10-15 households with regard to Ethics and Values in Indian traditions:
 - i. Vedic traditions
 - ii. Puruṣārtha Chatushtaya
 - iii. Buddhist, Jaina and Shramanic Traditions
 - iv. Jambudvīpa; Aryavrata; Bharat; India
- Students are required to explore e-resources available with University of Delhi and academic institutions.
- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- Buietenen, J.A.B. Van, The Bhagwadgita in the Mahabharata: Text and Translation, Chicago: Chicago University Press, 1981. Bhagwadgita by Geeta Press Gorakhpur.
- Bhasham, A.L, Wonder that was India: A Survey of the Culture of the Indian Subcontinent Before the Coming of the Muslims. London, Sidgwick and Jackson, 1954
- Dasgupta, S. N. History of Indian Philosophy. Cambridge University Press, 1923, Vol. I-II.
- Hildebrandt, Alf. Rethinking the Mahabharata: A Reader's Guide to the Education of the Dharma King. Chicago: Chicago University Press, 2001.
- Kane, P.V. History of Dharmashastra (Ancient and Medieval Religious and Civil Law), vol. II, parts 1-2; vol. III 3rd ed. Pune: Bhandarkar Oriental Research Institute, [1941, 1946].

- Olivelle, Patric. *King, Governance, and Law in Ancient India: Kautilya's Arthashastra*, Oxford: Oxford University Press, 2013.
- Sharma, Arvind. 'On Hindu, Hindustan, Hinduism and Hindutva'. *Numen*, 49(1), 2002, p. 1-36.

Suggested readings

- Olivelle, Patric. (text and trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharmashastra*. New Delhi: Oxford University Press, 2006.
- Rocher, Ludo. 'The Concept of Boundaries in Classical India', in Peter Gaefkke and David Utz (eds.), *The Countries of South Asia: Boundries, Extensions, and Interrelations*.
- Philadelphia: University of Pennsylvania, Department of South Asia Regional Studies (Proceedings of The South Asia Seminar, III, 1982-1983), 1988, p. 3-10
- Sukthankar, V.S., S.K. Belvalkar, and P.L. Vaidya(ed.). *The Mahabharata*. Poona: Bhandarkar Oriental Research Institute, 1933-66.
- Tripathi, Radhavallabh, ed. *India's Intellectual Traditions: A Revealed Through Sanskrit Sources*. New Delhi: Sahitya Akademi, 2016.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



3. Constitutional Values and Fundamental Duties

VAC 1: CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Constitutional Values And Fundamental Duties	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

SYLLABUS OF CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES

UNIT – I The Constitution of India – An Introduction (5 Weeks)

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and Sarva Dharma Sama Bhava

UNIT – II Constitutional Values (5 Weeks)

- Justice: Social, Political, Economic



- Liberty: Thought, Expression, Belief, Faith, Worship
- Equality: Equality before law & equal application of laws
- Fraternity: Dignity, Unity and Integrity

UNIT – III Fundamental Duties

(5 Weeks)

- Reflecting on the ancient Indian notions of righteousness and duty consciousness
- Fundamental Duties- Article 51A [(a) – (k)]
- Legal status of Fundamental Duties - Judicial approach

Practical component (if any) –

(15 Weeks)

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.
- Conduct workshops to spread awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- Preamble to the Constitution of India, 1950.
- The Constitution of India, Articles - 14, 19, 21.
- The Constitution of India, Fundamental Duties [Ar. 51 A (a) – (k)].

Suggested readings

- Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
- Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
- Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
- B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



4. Gandhi and Education

VAC 1: GANDHI AND EDUCATION

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Gandhi and Education	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives:

The Learning Objectives of the course are:

- Seek inspiration from Gandhi's thoughts on education.
- Analyse Gandhian education philosophy for moral and character development.
- Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)
- Relate Gandhi's educational thoughts to NEP 2020

Learning Outcomes

The Learning Outcomes of the course are:

- Value Gandhian perspective on education
- Appreciate the significance of education in Indian languages
- Evaluate the application of Gandhian thoughts in NEP 2020
- Realise the principles of NEP 2020 in vocational and skill oriented education.

SYLLABUS OF GANDHI AND EDUCATION

UNIT – I : Gandhi's Philosophy and education

(Weeks: 5)

- Gandhi's Philosophy on education
- Education for character building and moral development
- Education relating to health, hygiene, heritage, and handicraft

UNIT – II Gandhi’s Experiment in Education (Weeks: 5)

- Gandhi’s educational ideas on use of Indian Language as a medium of Instruction, TextBook and Teacher.
- Gandhi’s educational thought on Elementary and Adult Education.
- Gandhi’s vision on Higher Education

UNIT – III : Gandhi’s Educational Thought on Skill and Vocational Education (Weeks: 5)

- Rural development through Skill and Local Need Based education
- Skill education in NEP 2020 and Gandhi
- Gandhi’s Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy.

Practical component (if any) - (15 Weeks)

- Regular visits to Gandhi Museum and library to gain insight on Gandhi
- Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.
- Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.
- Adoption of one place for Swachhta Mission or Skill Education
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- महात्मा गांधी. (2014). बुनियादी शिक्षा. वाराणसी : सर्व सेवा संघ प्रकाशन.
- गांधी, मो. क. (2010). मेरे सपनों का भारत. अहमदाबाद : नवजीवन प्रकाशन मंदिर. नवजीवन प्रकाशन मंदिर. (1960). शरीर-श्रम. अहमदाबाद: मो. क. गांधी. pp- 196-231
- प्रभु, आर. के. व राव, यू. आर. (1994). महात्मा गांधी के विचार. इंडिया: नेशनल बुक ट्रस्ट.
- Anand T. Hingorani, ed.] Gandhi, M.K. Our Language Problem (Bombay: Bharatiya Vidya Bhavan,), pp. 53-55
- TOWARDS NEW EDUCATION written by M. K. Gandhi Edited by Bharatan Kumarappa

Suggestive readings

● गांधी, मो.क. (2012). सत्य के प्रयोग अथवा आत्मकथा (त्रिवेदी, काशीनाथ, अनुवादक)
अहमदाबाद: नवजीवन प्रकाशन मंदिर.

● गांधी, मो.क. (2012). हिंद स्वराज (नणावती, अमृतलाल ठाकोरदास, अनुवादक).
अहमदाबाद. नवजीवन प्रकाशन मंदिर

● Coomaraswamy, Anand K . (1910). Art and Swadeshi . Munshi Ram Manoharlal.
Delhi

**Examination scheme and mode: Subject to directions from the Examination
Branch/University of Delhi from time to time**

5. Panchkosha- Holistic Development of Personality

VAC 1: PANCHKOSHA: HOLISTIC DEVELOPMENT OF PERSONALITY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Panchkosha: Holistic Development of Personality	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce Five Koshas – five levels of mind-body complex – Annamaya, Pranayama, Manomaya, Vigyanamaya and Anandamaya Kosha; for a holistic development of personality.
- To generate awareness about physical and mental wellbeing through the Indian concept of Panchkosha.
- To develop a positive attitude towards self, family and society amongst students.
- To guide students build personalities based on the understanding of Panchkosha.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enhanced physical and mental health.
- Coping with peer pressures and stress.
- Improved concentration leading to better overall performance.
- Manage life situations through a balanced and mature approach.

SYLLABUS OF HOLISTIC DEVELOPMENT OF PERSONALITY

UNIT – I Elements of Personality

(4 Weeks)

- PanchaKosha: Introduction
- Five aspects of Human Personality: Annamaya Kosha (Physical

body), Pranamaya Kosha (Vital life force energy), Manomaya Kosha (Psychological wellness), Vijnanamaya Kosha (Intellect), Anandamaya Kosha (Happiness and Blissfulness)

- Health: Mental and Physical

UNIT – II *Annamaya Kosha and Pranamaya Kosha* (4 Weeks)

- Human Body and Panca Karmendriyas
- Annamaya Kosha: Balanced diet and exercise for healthy body
- Pranamaya Kosha: Development of life force, Pranayam
- Charucharya: Social Etiquettes

UNIT – III *Manomaya Kosha and Vijnanamaya Kosha* (4 Weeks)

- Antahkarana and its functions
- Panca Gyanendriyas
- Manomaya Kosha : Controlling the Mana (mind)
- Vijnanamaya Kosha: Ability of discretion and decision making

UNIT – IV *Anandamaya Kosha and Beyond* (3 Weeks)

- Anandamaya Kosha: Experience of happiness and bliss
- Self-realisation, Nature of Consciousness: Sat-Chit-Ananda

Practical component (if any) – (15 Weeks)

- Recitation of select verses from Taitiriyopansid
- Asana
- Pranayama
- Meditation
- Visit to a Yog shivir or meditation centres
- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Essential Readings

- पंचकोश वि वेक, स्वामी परमहंस योगानन्द, <https://ndl.iitkgp.ac.in/> पर उपलब्ध
- वि वेक चूडामणि, आदि शंकराचार्य द्वारा लिखित, अरवि नन्द आनंद द्वारा अनुदित,

चौखम्भा प्रकाशन, वाराणसी, 2015

- Vivek Chudamani, Adi Shankaracharya, Swami Turiyananda (Sanskrit and English), Sri Ramakrishna Math, Mylapore, 2019
- सभी के लिए योग, बी.के.एस. आयंगर, प्रभात प्रकाशन, 2018
- Yoga The Path to Holistic Health: The Definitive Step-by-step Guide, B.K.S. Iyengar, Dorling Kingsley, London, 2021
- The Sacred Science of Yoga & The Five Koshas, Christopher Sartain, CreateSpace Independent Pub, 2015

Suggested Readings

- PanchaKosha: The five sheaths of the human being, Swami Nishchalanand, Kindle edition.
- Upanisadvakya Mahakosa. (An Upanishadic Concordance, taken from 239 Upanishads, G. S. Sadhale (Compiled by). Chowkhamba Vidyabhawan, Varanasi, 2014
- The Pentagon of Creation: As Expounded in the Upani

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



6. Women's Writing

Structure of B. A. (Hons.) English under LOCF

CORE COURSE

Paper Titles

Sem V

1. **Women's Writing**
2. British Literature: The Early 20th Century

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Semester V

Papers 1-10 will be offered in the 5th semester. Students will choose **two** from a **mandatory four** to be offered by each college.

Paper Titles

1. Graphic Narratives
2. Literary Criticism and Theory-I
3. Literature and Caste
4. Literature and Mediality
5. Literature for Children and Young Adults
6. Literatures of Diaspora
7. Interrogating Queerness
8. Modern Indian Writing in English Translation
9. Nineteenth Century European Realism
10. Pre-Colonial Indian Literatures

GENERIC ELECTIVE (GE) COURSE: Semesters 5

Any one of the following to be offered for B.A/B.Com Programme students

Paper Titles

1. Academic Writing and Composition
 2. Media and Communication Skills
 3. Text and Performance: Indian Performance Theories and Practices
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CORE COURSE

PAPER 11: WOMEN'S WRITING SEMESTER 5

Course Statement

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

Course Objectives

This course aims to

- help students understand the social construction of woman by patriarchy;
- examine feminism's concerns of equality with men;
- highlight the structural oppression of women;
- foreground resistance by women;
- discuss women's writing as an act of resistance and of grasping agency;
- facilitate an understanding of the body of woman and its lived experience; and
- help students engage with the heterogeneity of the oppression of women in different places, historically and socially.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions

2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Novel

Alice Walker *The Color Purple*

Unit 2

Short Stories

- a) Charlotte Perkins Gilman 'The Yellow Wallpaper'
- b) Begum Rokeya 'Sultana's Dream', Tara Publishing Ltd, India, 2005.

Drama

Maria Irene Fomes, *Fefu and Her Friends*.

Unit 3

Poetry

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

Unit 4

Autobiography

- a) Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap.1, pp. 11–19; chap. 2, pp. 19–38.
 - b) Pandita Ramabai 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
-

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

Unit 5

Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Elaine Showalter, 'Introduction', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977).
- Simone de Beauvoir, 'Introduction', in *The Second Sex*.
- Rosemarie Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory', in *The Disability Studies Reader*, ed. Lennard J. Davis, 2nd edition (London and New York: Routledge, 2006) pp. 257-73.
- Kumkum Sangari and Sudesh Vaid, 'Introduction', in *Recasting Women: Essays in Colonial History*

Essential reading

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

Teaching Plan

Paper 11: Women's Writing

Week 1 – Introduction to Paper 11: Women's Writing

Week 2 – Unit 1 – Novel: Walker, *The Color Purple*

Week 3 – Walker (contd..)

Week 4 – Unit 2 -- Short Stories:

(a) Gilman, 'The Yellow Wallpaper'

(b) Begum Rokeya 'Sultana's Dream'

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

Week 6 – Fornaes (contd..)

Week 7 – Unit 3 – Poetry:

(a) Behbahani, 'It's Time to Mow the Flowers'

(b) Plath, (i) 'Lady Lazarus'

(c) De Souza, (i) 'Bequest'; (ii) 'Advice to Women'

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

Week 8 – Poetry (contd..)

Week 9 – Poetry (contd..)

Week 10 – Unit 4 – Autobiography:

- (a) Rassundari Debi, Excerpts from *Amar Jiban*
- (b) Pandita Ramabai, 'A Testimony of our Inexhaustible Treasures'
- (c) Wollstonecraft, *A Vindication of the Rights of Woman*

Week 11 – Autobiography (contd..)

Week 12 – Unit 5 -- Prose Readings:

- (a) Showalter, 'Introduction', in *A Literature of Their Own*
- (b) de Beauvoir, 'Introduction', in *The Second Sex*
- (c) Irigaray, 'When the Goods Get Together'
- (d) Garland-Thomson, 'Integrating Disability, Transforming Feminist Theory'
- (e) Sangari and Vaid, 'Introduction', in *Recasting Women*

Week 13 – Prose Readings (contd..)

Week 14 – Concluding lectures; exam issues, etc.

Keywords

Women writers
Women poets
Women's confessional poetry
Women novelists
Women playwrights
Women's autobiography
Women theorists
Feminist writers
Gender
Patriarchy

7. Applied Gender Studies: Media Literacies

4. Language and Linguistics
5. Readings on Indian Diversities and Literary Movements
6. Contemporary India: Women and Empowerment
7. Language, Literature and Culture
8. Comic Books and Graphic Novels
9. Cinematic Adaptations of Literary Texts
10. Indian English Literatures
11. Bestsellers and Genre Fiction
12. Culture and Theory
13. Marginalities in Indian Writing
14. The Individual and Society
15. Text and Performance: Western Performance Theories and Practices
16. Literature and the Contemporary World

SKILL ENHANCEMENT COURSE (SEC)– for B.A. Program students only

Paper Titles

- SEC 1: Analytical Reading and Writing
- SEC 2: Literature in Social Spaces
- SEC 4: Oral, Aural and Visual Rhetoric
- SEC 5: Introduction to Creative Writing for Media
- SEC 6: Translation Studies
- SEC 7: Introduction to Theatre and Performance
- SEC 8: Modes of Creative Writing: Poetry, Fiction and Drama
- SEC 9: English Language Teaching
- SEC 10: Film Studies
- SEC 11: **Applied Gender Studies: Media Literacies**

English Discipline Course

Semester V (any one to be opted by a student in a semester)

DSC 1 E

1. Detective Literature
2. Modern Drama

PAPER S11: APPLIED GENDER STUDIES: MEDIA LITERACIES

Course Objectives

- This course will help students perceive, understand and interpret issues of gender in various cultural texts in India, particularly in mass media representations, including advertising, cinema and journalism. The course aims to mainstream ideas from gender theory, so as to equip the common student to intervene in these issues in an informed way and to become both an informed consumer as well as a confident and ethical participant. The course will focus on enhancing students' textual skills via the use of Indian primary, conceptual, critical and applied texts to create media literacy. The course may be taught to Honours and Program course students. Teachers may evolve more advanced practical work methodologies for advanced students.

Learning Outcomes

This course will enable students to

- identify, read closely, and rewrite narratives of gendered privilege in contemporary Indian popular representation;
- examine the intersections of gender with other categories like caste, race, etc., to understand how different forms of privilege/oppression and resistance/subversion interact in heterogeneous and variable formations; and
- focused on practical application, creating, over the duration of the course, a portfolio of interpretative work that analyses fictional and non-fictional mass medium narratives and that can serve as foundations/sourcebooks for intervention to reduce gender discrimination through media literacy.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders

3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests
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Course Content

Unit 1

Gender/s: concepts and frameworks

Femininities/Masculinities Cis/Trans bodies Heterosexuality/ Homosexuality/ Heteronormativity/ Heteropatriarchy/Sexism/Privilege/Biology/Reproduction

Unit 2

Analysing gender in advertising

The use of gendered stereotypes and privilege in advertising; hegemonic and normative ideas of gender and sexuality in selling and buying products; consumption of goods/bodies; commodification and objectification; the reach and memorability of advertising; matrimonial and personal ads; and reinforcement of caste/class/gender binaries.

Unit 3

Analysing representations of gender in reporting and journalism

Vocabulary of news media coverage in relation to gender representation of masculine/feminine/non-dimorphic bodies re-narrativizing this vocabulary productively; difference in coverage of stories of obviously 'gendered' subjects such as rape, heroism, war, domestic violence, sexual harassment, and supposedly 'neutral' subjects, like labour rights, or work and wages, or health, or politics; advocacy networks for various minority subjects; persistence of sexism in new media

Unit 4

Gender as represented in film (fiction and nonfiction/documentary);

Narrative time available to male/female/trans subjects; use of normative heterosexuality and gender privilege in plots, casting, narrative development, and marketing of films; the Bechdeltest: the importance of clearing it and the implications for mainstream narrativization; consistently failing the test; documentary films for presentation of alternative narratives.

Readings

1. Kandasamy, Meena. "Screw tiny," "Pride goes before a full-length mirror," "Joiissance," and "Backstreet Girls" in *Ms Militancy*. Delhi: Navayana, 2014.

2. Dasgupta R.K and Gokulsing K. M., Introduction: Perceptions of Masculinity and

Challenges to the Indian Male from Rohit K. Dasgupta & K. Moti Gokulsing (eds).
Masculinity and its Challenges in India: Essays on Changing Perceptions. Jefferson, NC:
McFarland, 2014. pp 5-26

3. Revathi, A. A Life in Trans Activism. Delhi: Zubaan, 2016. Pp. 158—168

4. Nadimpally, S., and V. Marwah.. "Shake Her, She is Like the Tree That Grows Money!
In Of Mothers and Others: Stories, Essays, Poems." Edited by J. Mishra. New Delhi:
Zubaan, 2013.

5. Chaudhuri, Maitrayee. "Gender and Advertisements: The Rhetoric of Globalisation",
Women's Studies International Forum 2001 24.3/4 pp. 373-385.

6. Jha, Sonora, and Mara Adelman. "Looking for love in all the white places: a study of
skin color preferences on Indian matrimonial and mate-seeking websites." Studies in
South Asian Film & Media 1.1 (2009): 65-83.

7. View and discuss *any one* of the feature films: *Dangal* (Dir. Nitish Tiwari. 2016. UTV
and Walt Disney Pictures) or *Chak De* (Dir. Shimit Amin. Yash Raj Films, 2007). *Pink*
(Dir. Aniruddha Roy Chowdhury. Rashmi Sharma Telefilms, 2016).

8. View and discuss the documentary films Unlimited Girls (Dir. Paromita Vohra. Sakshi,
2002); and, Newborns (Dir. Megha Ramaswamy. Recyclewala Labs, 2014).

9. Khabar Lahariya FAQ (<http://khabarlahariya.org/faqs/>, accessed on 05.05.2018) and
"Open letter to our Male Colleagues of the Media World, from Khabar Lahariya Editors"
(<http://khabarlahariya.org/an-open-letter-to-our-male-colleagues-of-the-media-world-from-khabar-lahariya-editors/> May 03, 2018. Accessed on 05.05.2018).

10. Rege, Sharmila, 'Dalit Women Talk Differently: A Critique of 'Difference' and
Towards a Dalit Feminist Standpoint Position' in Economic and Political Weekly, Vol. 33,
No. 44, 1998, pp. WS39-WS46.

11. "Sarpanch, Woodcutter, Handpump Mechanic: Dalit Women in UP tell Women@WorkStories".
(<http://theladiesfinger.com/woodcutter-sarpanch-handpump-mechanic-dalit-women-work-stories>. May 02,
2018. Accessed on 05.05.2018).

12. Siddiqui, Gohar. "Behind her Laughter is Fear: Domestic violence and transnational
feminism". Jump Cut 55 (2013 Fall)
(<https://www.ejumpcut.org/archive/jc55.2013/SiddiquiDomesAbuseIndia/index.html>.
accessed on 05.05.2018)

For Visually Disabled Students

(i) Reading no. 7 (*Dangal* and *Pink* movies) replaced with

Phadke, Shilpa, Sameera Khan, and Shilpa Ranade. *Why Loiter? Women and Risk on Mumbai Streets*. New Delhi: Penguin, 2011. Pp. 65—106.

(ii) Reading no. 8 (documentaries *Unlimited Girls and Newborns*) replaced with Agnihotri, Anita. "The Peacock." *Seventeen*. New Delhi: Zubaan, 2011.69-79 **and** Paromita Vohra's "Interview with Veena Mazumdar, part 1" and "Interview with Veena Mazumdar, part 2". *Unlimited Girls* footage. *Point of View*. <https://pad.ma/MH/info> and (<https://pad.ma/NC/info>. Accessed on 05.05.2018).

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading.

Suggested Reading

Poyntz, Stuart R. *Media Literacies: A Critical Introduction*. Wiley Blackwell, 2012.

Evaluation

Emphasis will be on student's ability to apply concepts generatively rather than to test memory and to encourage intersectional thinking. Therefore all the readings may be treated as applying to all units in terms of concepts and techniques therein.

Practicals (14 hours)

1. Students may submit for evaluation either one full-length academic essay or produce a portfolio that re-writes or re-scripts or reviews texts they select (with the assistance of the teacher) from contemporary Indian media such that units 2 3 and 4 each are represented in the portfolio. Alternatively students may choose to focus on any one of units 2/3/4 should they have special aptitude for or interest in any area.
2. The objective of the course is to enable the student to intervene as an informed gender-ethical respondent to media narratives so any mode of media that permits this analysis such as blog-posts television programming new media including social media documentary and other short films news coverage may also be admitted such that they are equivalent in total effort to a full-length academic essay.
3. Students may also be encouraged to create samplers and portfolios of contemporary coverage thematically.
4. Students are to be encouraged to find and bring supplementary texts to classroom discussion for all units.

Teaching Plan

Paper S11: Applied Gender Studies: Media Literacies

Week 1 – Introduction to Paper S11

Week 2 -- Unit 1 -- Gender/s: concepts and frameworks

Topics: Femininities/Masculinities; Cis/Trans bodies; Heterosexuality/ Homosexuality/
Heteronormativity/ Heteropatriarchy; Sexism/Privilege/Biology/Reproduction

Texts:

- a. Kandasamy, Meena. "Screwtiny," "Pride goes before a full-length mirror," "Joiissance," and "Backstreet Girls".
- b. Dasgupta R.K and Gokulsing K. M., Introduction: Perceptions of Masculinity and Challenges to the Indian Male.
- c. Revathi, A. *A Life in Trans Activism*. Pp. 158—168.
- d. Nadimpally, S., and V. Marwah. "Shake Her, She is Like the Tree That Grows Money!"
- e. Rege, Sharmila, 'Dalit Women Talk Differently: A Critique of, 'Difference', and Towards a Dalit Feminist Standpoint Position'.

(Practicals as applicable to unit)

Week 3 -- Unit 1 contd..

Week 4 -- Unit 1 contd..

Week 5 -- Unit 2 -- Analysing gender in advertising

Topics: The use of gendered stereotypes and privilege in advertising; hegemonic and normative ideas of gender and sexuality in selling and buying products; consumption of goods, bodies; commodification and objectification; the reach and memorability of advertising; matrimonial and personal ads and reinforcement of caste/class/gender binaries.

Readings

- a. Chaudhuri, Maitrayee. "Gender and Advertisements: The Rhetoric of Globalisation".
- b. Jha, Sonora, and Mara Adelman. "Looking for love in all the white places: a study of skin colour preferences on Indian matrimonial and mate-seeking websites."

(Practicals as applicable to unit)

Week 6 -- Unit 2 contd..

Week 7 -- Unit 2 contd..

Week 8 -- Unit 3 -- Analysing representations of gender in reporting and journalism

Topics: Vocabulary of news media coverage in relation to gender; representation of masculine/feminine/non-dimorphic bodies; Re-narrativizing this vocabulary productively; difference in coverage of stories of obviously "gendered" subjects such as rape; heroism; war; domestic violence; sexual harassment, and supposedly "neutral" subjects like labour rights or work and wages, or health or politics; advocacy networks for various minority subjects; persistence of sexism in new media

Readings

- a. *Khabar Lahariya* FAQ (<http://khabarlahariya.org/faqs/>) and "Open letter to our Male Colleagues of the Media World, from Khabar Lahariya, editors".
- b. "Sarpanch, Woodcutter, Handpump Mechanic: Dalit Women in UP tell Women@Work Stories". (<http://theladiesfinger.com/woodcutter-sarpanch-handpump-mechanic-dalit-women-work-stories>, May 02, 2018. Accessed on 05.05.2018).

(Practicals as applicable to unit)

Week 9 -- Unit 3 contd..

Week 10 -- Unit 3 contd..

Week 11 -- Unit 4 -- Gender as represented in film (fiction and nonfiction/documentary)

Topics:

- Narrative time available to male/female/trans subjects; use of normative heterosexuality and gender privilege in plots, casting, narrative development and marketing of films; the Bechdel test: the importance of clearing it and the implications for mainstream narrativization consistently failing the test; documentary films for presentation of alternative narratives.

Readings and viewings

a. View and discuss *any one* of the feature films: *Dangal* or *Chak De* or *Pink*.

b. View and discuss the documentary films *Unlimited Girls* and *Newborns*.

c. Siddiqui, Gohar. "Behind her Laughter is Fear: Domestic violence and transnational feminism".

For visually challenged students:

a. (*Dangal* and *Pink* movies) **replaced with** Phadke, Shilpa, Sameera Khan, and Shilpa Ranade. Why Loiter? Women and Risk on Mumbai Streets. Pp. 65—106.

b. (documentaries *Unlimited Girls* and *Newborns*) **replaced with**

Agnihotri, Anita. "The Peacock." *Seventeen*. New Delhi: Zubaan, 2011.69-79 **and**
Paromita Vohra's "Interview with Veena Mazumdar, part 1" and "Interview
with Veena Mazumdar, part 2". *Unlimited Girls* footage. Point of View.
<https://pad.ma/MH/info> and (<https://pad.ma/NC/info>. Accessed on 05.05.2018).

Week 12 -- Unit 4 contd..

Week 13 -- Unit 4 contd..

Week 14 -- Conclusions

For entire course: Practical work done by students is to be shared in class to enable dissemination of knowledge produced.

Keywords

Femininities

Masculinities

Heteronormativity

Heteropatriarchy

Social Reproduction

Intersections

8. Literature in Cross Cultural Encounters

PAPER S3: LITERATURE IN CROSS-CULTURAL ENCOUNTERS

Course Objectives

Acknowledging literature's status as an important medium in making sense of the world we live in, this paper will enable students to critically view their location within a larger globalized context. By reading texts cross-culturally, students will engage with people's

experience of caste/class, gender, race, violence and war, and nationalities and develop the skills of cross-cultural sensitivity. The paper will give them the vocabulary to engage with experiences of people from varying cultures and backgrounds, particularly relevant in contemporary times as these issues continue to be negotiated in the workplace as well as larger society.

Learning Outcomes

This course aims to help students

- develop skills of textual and cultural analysis;
- develop insights into and interpretations of complex cultural positions and identities; and
- pay specific attention to the use of language and choice of form/genre that affects the production and reception of meaning between writers and readers.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts of skill to be taught	Interactive discussions with students to guide them towards skill based learning	Reading theoretical material together in small groups working in peer groups to discuss material
2.	Application of skill	Practical application of skill performed under supervision of teacher	Producing assignments preparing project folders
3.	Demonstrating conceptual understanding and practical application of skill in tests and examinations	Discussing exam questions and answering techniques	Class tests

The readings of all units are taken from *The Individual and Society: Essays Stories and Poems*, edited by Vinay Sood et al., for The Department of English, University of Delhi, New Delhi: Pearson, 2006.

Unit 1

Caste/Class

1. Jotirao Phule, 'Caste Laws'
2. Munshi Premchand, 'Deliverance'
3. Ismat Chughtai, 'Kallu'
4. Hira Bansode, 'Bosom Friend'

Unit 2

Gender

1. Virginia Woolf, 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. W. B. Yeats, 'A Prayer for My Daughter'
4. Eunice de Souza, 'Marriages Are Made'
5. Margaret Atwood, 'The Reincarnation of Captain Cook'

Unit 3

Race

1. Roger Mais, 'Blackout'
2. Wole Soyinka, 'Telephone Conversation'
3. Langston Hughes, 'Harlem'
4. Maya Angelou, 'Still I Rise'

Unit 4

Violence and War

1. Wilfred Owen, 'Dulce et Decorum Est'
2. Edna St Vincent Millay, 'Conscientious Objector'
3. Henry Reed, 'Naming of Parts'
4. Bertolt Brecht, 'General Your Tank Is a Powerful Vehicle'
5. Intizar Husain, 'A Chronicle of the Peacocks'
6. Amitav Ghosh, 'Ghosts of Mrs Gandhi'

Unit 5

Living in a Globalized World

1. Roland Barthes, 'Toys'
2. Chitra Banerjee Divakaruni, 'Indian Movie New Jersey'
3. Intiaz Dharker, 'At Lahore Karhai'
4. Naomi Klein, 'The Brand Expands'

(5 sections – 12 poems 11 essays/stories – to be completed in 14 weeks 42 lectures + 14 practicals)

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Paper S3 -- Literature in Cross-Cultural Encounters

Week 1 -- Introduction

Week 2 -- Unit 1 -- Caste/Class

Week 3 -- Unit 1 contd

Week 4 -- Unit 2 -- Gender

Week 5 -- Unit 2 contd

Week 6 -- Unit 2 contd

Week 7 -- Unit 3 -- Race

Week 8 -- Unit 3 contd

Week 9 -- Unit 3 contd

Week 10 -- Unit 4 -- Violence and War

Week 11 -- Unit 4 contd

Week 12 -- Unit 5 -- Living in a Globalized World

Week 13 -- Unit 5 -- contd

Week 14 -- Concluding lectures; discussion on exam pattern etc.

Keywords

Race

Caste

War

Class

Globalisation

Gender

Violence

Literature

Culture

Cross Cultural Encounters

Critical thinking

PAPER S4: ORAL AURAL AND VISUAL RHETORIC

Course Description

9. Readings on Indian Diversities and Literary Movements

PAPER GE 5: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS

Course Objectives

This course seeks to equip students with an overview of the development of literatures in India and its wide linguistic diversity. Students will study authors and movements from different regions and time periods.

Facilitating the Achievement of Course Learning Outcomes

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

Course Contents

Prescribed text:

Sucrets Paul Kumar et al. eds, *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India* (New Delhi: Macmillan, 2005; Editorial Board: Department of English, University of Delhi).

Unit 1

This unit is compulsory

Any 6 of remaining 7 Chapters to be covered in the classroom

Overview

Unit 2

Linguistic Plurality within Sufi and Bhatia Tradition

Unit 3

Language Politics: Hindi and Urdu

Unit 4

Tribal Verse

Unit 5

Dalit Voices

Unit 6

Writing in English

Unit 7

Woman Speak: Examples from Kannada and Bangla

Unit 8

Literary Cultures: Gujarati and Sindhi

Essential Reading

Kumar, Sukrita Paul et al. eds. *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005; Editorial Board: Department of English, University of Delhi.

Teaching plan

Week 1 – Unit 1 -- Overview

Week 2 – Unit 1contd

Week 3 – Unit 2 -- Linguistic Plurality within Sufi and Bhakti Tradition

Week 4 – Unit 2contd

Week 5 – Unit 3 -- Language Politics: Hindi and Urdu

Week 6 – Unit 3contd

Week 7 – Unit 4 -- Tribal Verse

Week 8 – Unit 4 contd

Week 9 – Unit 5 -- Dalit Voices

Week 10 – Unit 6 -- Writing in English

Week 11 – Unit 6 contd

Week 12 -- Unit 7 -- Woman speak: Examples from Kannada and Bangla/ Unit 8:

Literary Cultures: Gujarati and Sindhi

Week 13 – Selected Unit: contd

Week 14 – Concluding lectures discussion on exam pattern etc

Assessment methods

Unit 1 is compulsory. Any 6 of remaining 7 units to be covered in the classroom.

Assessment is through projects, assignments, group discussions and tutorial work.

Class tests may also form a basis for assessment.

At the end, the end semester exam will take place.

Keywords

Cultural diversity

Indian languages

Sufi and Bhakti movements

Oral literature

Indian literary traditions

Tribal literature

Indian literatures

Indian literature in English

Indian literature in translation

10. Contemporary India: Women and Empowerment

PAPER GE 6: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

Course Objectives

This course engages with contemporary representations of women femininities, gender-parity and power. The course aims to help students from non-English literature backgrounds to develop a robust understanding of how discourses of gender underlie and shape our very lives, experiences, emotions and choices. The course exposes students to a broad range of literary and textual materials from various historical periods and contexts, so that they are able to examine the socially-constructed nature of gendering. Through the analysis of literary texts humanities and social sciences scholarship students will develop a nuanced understanding of how to perceive, read, understand, interpret and intervene ethically in debates on the subject.

The course will help students

- read, understand and examine closely narratives that seek to represent women, femininities and, by extension, gendering itself;
- understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression;
- identify how gendered practices influence and shape knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses;
- participate in challenging gendered practices that reinforce discrimination; and
- Create a portfolio of analytical work (interpretations and readings of literary and social-sciences texts) and analyses of fictional and non-fictional narratives that students encounter in their lived worlds.

Facilitating the Achievement of Course Learning Outcomes

S1 No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering	Class tests

Course Contents

Unit 1

Concepts

- Sex and Gender – social construction of gender; socialisation into gender
- Femininities and masculinities – normative gender privilege; heteronormativity
- Patriarchy – history of the efforts to undo feminism

Readings

Baby Kamble, 'Our Wretched Lives', *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 307-11.
 Rassundari Devi, From *Amar Jiban*, in *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 190-202.
 Rokeya Shekhawat Hossain, 'Sultana's Dream', in *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 340-51.
 V Geetha, *Patriarchy*, Theorizing Gender Series (Kolkata: Stree, 2007) pp. 3-61.

Unit 2

Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and ART, parenting, abortion, and other rights over own body

Readings

Mahaweta Devi, 'Bayen', *Five Plays*, trans. Samik Bandyopadhyaya (Calcutta: Seagull, 2009).
 Mary John, 'Feminism Poverty and the Emergent Social Order', in *Handbook of Gender*, ed. Raka Ray (Delhi: Oxford University Press, 2012).
 Leela Kasturi, 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', in *Feminism in India*, ed. Maitrayee Chaudhuri (Delhi: Zed, 2005) pp. 136-55.
 Vandana Shiva, *Saying Alive: Women Ecology and Development*, Chapters 2&4

(Delhi: Kali for Women, 1989).

M. M. Vinodini, 'The Parable of the Lost Daughter', in *The Exercise of Freedom*, eds K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp 164-77.

Unit 3

Histories

- The women's question pre-Independence – sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns – against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women – in politics, in the workplace, in the economy, creating educational inclusion

Readings

Radha Kumar, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990*, Chapters 2, 3, 7, 8, 11 (Delhi: Zubaan, 1993).

Kumkum Sangari, 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly* 3052 (1995).

Tanika Sarkar, 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly* 2836 (1993 April).

Urvashi Butalia, Chapter 2 'Blood', in *The Other Side of Silence: Voices from the Partition of India* (Delhi: Penguin Books, 1998)

Urmila Pawar and Meenakshi Moon, *We also made history: Women in the Ambedkarite Movement*, Chs 1, 5, 6 (Delhi: Zubaan, 2008).

Unit 4

Women, the Law, the State

- Constitutional remedies and rights against gender-based violence
- The history of constitutional protections for women (Hindu Code Bill, right to property, personal laws)
- State interventions and feminist engagements with the law
- IPC sections relevant to rape protection, of the 'modesty' of women, obscenity
- The concept of 'woman' in these frameworks

Readings

Janaki Nair, 'The Foundations of Modern Legal Structures in India', in *Handbook of Gender*, ed Raka Ray (Delhi: OUP, 2012).

Flavia Agnes, 'Conjuality, Property, Morality and Maintenance', in *Handbook of Gender*, ed Raka Ray (Delhi: OUP, 2012).

Workshop: Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis – laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

Essential Reading

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading. In addition to those texts, the following is also essential reading:

Indian Literature: An Introduction. Delhi: University of Delhi, 2005.

Teaching plan

Week 1: Unit 1 – Concepts

Week 2: Unit 1 contd

Week 3: Unit 1 contd

Week 4: Unit 2 – Intersections

Week 5: Unit 2 contd

Week 6: Unit 2 contd

Week 7: Unit 2 contd

Week 8: Unit 3 – Histories

Week 9: Unit 3 contd

Week 10: Unit 3 contd

Week 11: Unit 3 contd

Week 12: Unit 4 – Women the Law the State

Week 13: Unit 4 contd

Week 14: Unit 4 contd

Keywords

Gender

History

Law

Caste

Femininities

Masculinities

Heteronormativity

Patriarchy

Feminism

Gender-based violence

Casteism

Women's movements

11. Marginalities in Indian Writing

PAPER GE 13: MARGINALITIES IN INDIAN WRITING

Course Objectives

Since the twentieth century, literary texts from varied contexts in India have opened up new discursive spaces, from within which the idea of the normative is problematized. Positions of marginality, whether geographical, caste, gender, disability, or tribal, offer the need to interrogate the idea of the normative as well as constitutions of the canon. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within Indian writing that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

This paper intends to

- make undergraduate students approach literature through the lens of varied identity positions and evolve in them a fresh critical perspective for reading literary representations;
- enable them to explore various forms of literary representations of marginalisation as well as writing from outside what is the generally familiar terrain of Indian writing in schools;
- make them aware of the different ways in which literary narratives are shaped, especially since some of the texts draw on traditions of the oral mythic folk and the form of life-narrative as stylistics;
- make them understand how literature is used also to negotiate and interrogate this hegemony; and
- evolve an alternative conception of corporeal and subjective difference.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts	How to think	Writing essay length

	through writing	critically and write with clarity	assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Caste

B. R. Ambedkar, *Annihilation of Caste: The Annotated Critical Edition*, Chaps 4 (233-236) 6 (241-244) and 14 (259-263) (New Delhi: Navayana Publications, 2015).

Bama, *Sangati*, 'Chapter 1', trans. Lakshmi Holmstrom (New Delhi: Oxford University Press, 2005) pp. 3-14.

Ajay Navaria, 'Yes Sir', *Unclaimed Terrain*, trans. Laura Brueck (New Delhi: Navayana, 2013) pp. 45-64.

Aruna Gogulamanda, 'A Dalit Woman in the Land of Goddesses', in *First Post*, 13 August 2017.

Unit 2

Disability

Rabindranath Tagore, 'Subha', *Rabindranath Tagore: The Ruined Nest and Other Stories*, trans. Mohammad A Quayum (Kuala Lumpur: Silverfish, 2014) pp. 43-50.

Malini Chib, 'Why Do You Want to Do BA', *One Little Finger* (New Delhi: Sage, 2011) pp. 49-82.

Raghuvir Sahay, 'The Handicapped Caught in a Camera', trans. Harish Trivedi, *Chicago Review* 38: 1/2 (1992) pp. 146-7.

Girish Karnad, *Broken Images. Collected Plays: Volume II* (New Delhi: Oxford University Press, 2005) pp. 261-84.

Unit 3

Tribe

Waharu Sonawane, 'Literature and Adivasi Culture', *Lokayana Bulletin*, Special Issue on Tribal Identity, 10: 5/6 (March-June 1994): 11-20

Janil Kumar Brahma, 'Orge', *Modern Bodo Short Stories*, trans. Joykanta Sarma

(Delhi: Sahitya Akademi, 2003) pp. 1-9.

D. K. Sangma, 'Song on Inauguration of a House', trans. Caroline Marak, *Garo Literature* (Delhi: Sahitya Akademi, 2002) pp. 72-73.

Randhir Khare, 'Raja Pantha', *The Singing Bow: Poems of the Bhil* (Delhi: Harper Collins, 2001) pp. 1-2.

Unit 4

Gender

Living Smile Vidya, 'Accept me!' in *I Am Vidya: A Transgender's Journey* (New Delhi: Rupa, 2013) pp. 69-79.

Rashid Jahan, 'Woh', trans. M. T. Khan, in *Women Writing in India 600 BC to the Present Vol 2* Susie Tharu and K Lalita, eds (New York: The Feminist Press, 1993) pp. 119-22.

Ismat Chughtai, 'Lihaf', trans. M. Assadudin, *Manushi*, Vol. 110, pp. 36-40.

Hoshang Merchant, 'Poems for Vivan', in *Same Sex Love in India: Readings from Literature and History*, Ruth Vanita and Saleem Kidwai, eds (New York: Palgrave, 2001) pp. 349-51.

Unit 5

Region

Cherrie L Chhangte, 'What Does an Indian Look Like', ed, Tilottoma Misra, *The Oxford Anthology of Writings from North-East India: Poetry and Essays* (New Delhi: Oxford UP, 2011) p. 49.

Indira Goswami, 'The Offspring', trans. Indira Goswami, *Inner Line: The Zubaan Book of Stories by Indian Women*, ed. Urvashi Butalia (New Delhi: Zubaan, 2006) pp. 104-20.

Shahnaz Bashir, 'The Transistor', *Scattered Souls* (New Delhi: Harper Collins, 2017).

Stanzin Lhaskyabs, 'Mumbai to Ladakh', *Himalayan Melodies: A Poetic Expression of Love, Faith and Spirituality* (Amazon Kindle, 2016. Web. Kindle Location 1239-1297).

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Week 1: Introduction to the paper through an understanding of marginality in Indian

literary representations and voices from positions of marginality and the political impetus of such writing

Week 2: Introduction contd

Week 3: Unit 1 -- Caste: Ambedkar, *Annihilation of Caste*; Bama 'Ch1' *Sangati*

Week 4: 1 contd – Ajay, 'Yes Sir'; Aruna, 'A Dalit Woman in the Land of Goddesses'

Week 5: Unit2 -- Disability: Tagore, 'Subha'; Chib, 'Why Do You Want to Do BA'

Week 6: Unit 2 contd -- Sahay, 'The Handicapped Caught in a Camera'; Karnad, *Broken Images*

Week 7: Unit3 --Tribe: Sonawane, 'Literature and Adivasi Culture'; Kumar, 'Orge'

Week 8: Unit 3 contd – Sangma, 'Song on Inauguration of a House'; Khare, 'Raja Pantha'

Week 9: Unit 4: Gender: Vidya, 'Accept me!'; Jahan, 'Woh'

Week 10: Unit 4 contd – Chughtai, 'Lihaf'; Merchant, 'Poems for Vivan'

Week 11: Unit5 --Region: Bashir, 'The Transistor'; Chhangte, 'What does an Indian Look like'

Week 12: Unit 5 contd – Lhaskyabs, 'Mumbai to Ladakh'; Goswami, 'The Offspring'

Week 13: (a) Engagement with the varied positions within the course and a consideration of literary representations of the same; and (b) What close reading offers to both an understanding of narrative and the socio-political worlds from which texts emerge

Week 14: Concluding lectures and course queries

Keywords

Lived experience

Hegemony

Voice

Normative

Oppression

Self-assertion

12. Feminism (DEPARTMENT OF PHILOSOPHY)

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) GENERIC ELECTIVE COURSE

SEMESTER III

FEMINISM

UNIT I: Patriarchy and Feminist Movement

Introduction and Chapter 11 entitled 'The creation of Patriarchy' in *The Creation of Patriarchy*, Gerda Lerner, OUP, 1986, pp 3-14 & 212-229.
The Risk of Essence, by Diana Fuss in *Feminisms*, Oxford Readers, (Ed.) Sandra Kemp and Judith Squires, OUP, 1997, pp250-258.
Feminism: A Movement to end Sexist Oppression, Bell Hooks, *Feminisms*, Oxford Readers pp 22-27.

UNIT II: Epistemology

"Is there a Feminist Method?", Sandra Harding (*Feminisms*, Oxford Reader) pp160-170.
"The Feminist Critique of Philosophy", Moira Gatens, *Feminism and Philosophy: Perspective on Difference and Equality*, Moira Gatens, Polity Press, UK, 1991, pp 85-99.

UNIT III: Body and Gender

"Life' as we have known It: Feminism and Biology of Gender", Lynda Birke, pp 243-264, *Science and Sensibility, Gender and Scientific Enquiry, 1780-1945*, ed. by Mariana Benjamin, Basil Blackwell, 1991, UK.
"The Self Is Not Gendered: Sulabha's Debate with King Janaka", RuthVanita, *NWSA Journal*, 2003, Vol 15, pp76-93.

UNIT IV: Women and Society

"Whatever happened to the Vedic *Dasi*? Orientalism, Nationalism and a Script for the Past, Uma Chakravarti" *Recasting Women, Essays in Indian Colonial History*, ed by KumkumSangari and SudeshVaid, pp27-79, Rutgers University Press, New Brunswick, 1990.
"Women Religion and Social Change in Early Islam", by Jane I Smith in *Women Religion and Social Change*, 1985, pp19-35.
"The Gender and the Environmental Debate Lessons from India" by BinaAggarwal, *Feminist Studies* 18, No 1, (spring) 1992, pp 119-158.

Recommended Readings:

Squires, Judith and Kemp, Sandra. *Feminisms*, Oxford Reader, OUP, USA, 1998.

13. Women, Power, and Politics

7.Women, Power and Politics

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

I. Groundings (6 weeks)

1. Patriarchy (2

weeks) a. Sex-Gender Debates b. Public and Private c. Power

2. Feminism (2 weeks)

3. Family, Community, State (2

weeks) a. Family
b. Community
c. State

II. Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

a. Visible and Invisible work
b. Reproductive and care work
c. Sex work

Reading List

I. Groundings

1. Patriarchy

Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)

Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

a. Sex Gender Debates

Essential Reading:

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-

20 b. Public and Private

Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46 c. Power

Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

2. Feminism

Essential Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

3. Family, Community and State

a. Family

Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

b. Community

Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Len*, Kolkata, Stree, pp. 139-159. c. State

Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press

S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

S. de Beauvoir (1997) *Second Sex*, London: Vintage.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

II. Movements and Issues

1. History of Women's Movement in India

Essential Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

2. Violence against Women

Essential Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

3. Work and Labour

a. Visible and Invisible work

Essential Reading:

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

b. Reproductive and care work

Essential Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

c. Sex work

Essential Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited

Justice Verma Committee Report, Available at <http://nlrd.org/womens-rights-initiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.

V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196-200

M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at

<http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-and-housewifization/>, Accessed: 19.04.2013.

R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.

S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284-306

V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

Readings in Hindi:

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.

14. Feminism

7.Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

I. Approaches to understanding Patriarchy (22 Lectures)

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
 - Understanding Patriarchy and Feminism
 - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

II. History of Feminism (22 Lectures)

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work, - Methods of computing women's work , Female headed households

Essential Readings

I. Approaches to understanding Patriarchy

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

II. History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

III. Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

15. Feminism: Theory and Practice

7.Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

I. Approaches to understanding Patriarchy (22 Lectures)

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Essential Readings

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Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

II. History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

III. Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

16. Psychology of Gender

GE-PSY-07: YOUTH PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To help students understand the notion of youth, youth across cultures, youth identity, significant concerns among the youth
- To inculcate sensitivity to issues related to youth with special emphasis on gender stereotypes/discrimination and risky behaviour
- To develop an understanding of ways of empowering the youth

UNIT 1

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT 2

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT 3

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT 4

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

REFERENCES

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
- Berk, L. (2013). *Child Development*. New York: Pearson.
- Brannon, L. (2017). *Gender: Psychological Perspectives* (7th edition). New Delhi: Routledge.
- Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21st Century. In Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds.), *The World's Youth: Adolescence in Eight Regions of The Globe* (pp. 1-19). Cambridge: Cambridge University Press.
- Carson, R.C, Butcher, J. N, Mineka, S., & Hooley, J. (2007). *Abnormal Psychology*. Delhi: Pearson Education.
- Cash, T.F., & Smolak, L. (2011) (Eds). *Body Image: A Handbook of Science, Practice, and Prevention*. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
- Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. *Journal of Developing Societies*, 27(2), 153-175.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage

ADDITIONAL RESOURCES

- Arnett, J.J. (2013). *Adolescence and Emerging Adulthood* (5th Ed). Delhi: Pearson.
- Bansal, P. (2012). *Youth in Contemporary India: Images of Identity and Social Change*. New Delhi: Springer.
- Baumgardner, SR & Crothers, MK (2009). *Positive Psychology*. Delhi: Pearson.
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. New York: Brunner- Routledge.
- Connidis, I. A. & Barnett, A.E. (2010). *Family Ties and Aging*. London: Sage.
- Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: Norton.
- Helgeson, V.S. (2018). *Psychology of Gender* (5th Edition). New Delhi: Routledge.
- Shaffer, D.R. & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*. California: Wadsworth.
- Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model. *Global Journal of Health Science*, 4(2), 26-35.
- Online resource: <https://www.pacer.org/bullying/resources/stats.asp>

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in youth psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life

experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Youth Identity; Gender Stereotypes; Substance Abuse; Optimism

GE-PSY-08: PSYCHOLOGY AND MENTAL HEALTH

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
- Basic understanding of common mental health problems like anxiety and depression.
- Understanding and enhancing positive mental health and wellbeing

UNIT 1

Mental Health: Concept of Mental Health; Importance of Mental Health, Reducing the stigma of Mental Illness; Mental Health Issues in Adolescence and Young Adults: Bullying, Academic Grades, Body Image, Relational Issues, Sexual Orientation

UNIT 2

The Dark Clouds: Anxiety, Depression, and Suicide: Basic Understanding and Preventive Treatment Measures

UNIT 3

Mental Health Disorders and Diagnosis: Overview of Important Psychological Disorders (Schizophrenia, OCD, Developmental Disorders- Autism, Learning Disabilities); Understanding Diagnostic Standards

UNIT 4

Mental Health Intervention: Recognizing the signs that someone may need support; Knowing what to do and what not to do when a person reaches out for help; Psychological First Aid, Guiding the person towards appropriate professional help: Medical Aid, Counseling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden

REFERENCES

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd Edition). Australia: Elsevier.

Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf

World Health Organization. (2003). Investing in mental health. World Health Organization.

Retrieved from <http://www.who.int/iris/handle/10665/42823>

ADDITIONAL RESOURCES

Dhillon, M. & Babu, N. (2008). Perceived stress amongst parents of children, adolescents and adults with intellectual disability. *Psychological Studies*, 53(3&4), 309-313.

Nock, M.K., Borges, G., & Ono, Y. (2012). *Suicide: Global Perspectives from the WHO World Mental Health Surveys*. Cambridge: Cambridge University Press.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in mental health to non-psychology students and help in providing psychological first aid to people in an emergency, and practice self-care. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, listen reflectively, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Mental Health, Intervention, Myths, Suicide Prevention; Peer Mentoring

17. Asmita-moolak Vimarsh aur Hindi Sahitya

अस्मितामूलक विमर्श और हिंदी साहित्य
(BAHHDSEC02)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

अस्मिताओं का सैद्धांतिक और व्यावहारिक ज्ञान

प्रमुख रचनाओं के अध्ययन के माध्यम से संवेदनात्मक विश्लेषण

Course Learning Outcomes

अस्मितामूलक विमर्श का ज्ञान

विभिन्न अस्मिताओं की समस्याओं और उसके परिवेश को समझना
प्रमुख कृतियों का परिचय

Unit 1

इकाई - 1 : विमर्शों की सैद्धांतिकी

क) दलित विमर्श : अवधारणा और आंदोलन, फुले और अम्बेडकर

ख) स्त्री विमर्श : अवधारणाएं और आंदोलन (पश्चात्य और भारतीय)

दलित स्वीवाद, लिंगभेद, पितृसत्ता

ग) आदिवासी विमर्श : अवधारणा और आंदोलन

जल, जंगल, जमीन और पहचान का सवाल

Unit 2

विमर्शमूलक कथा साहित्य : (1) ओमप्रकाश बाल्मीकि - सलाम (2) हरिराम मीणा - धूणी तपे तीर, पृष्ठ संख्या : 158-167 (3) ब्रजमोहन - क्रांतिवीर मदारी पासो, पृष्ठ संख्या : 44-57 (4) नासिरा शर्मा - खुदा की वापसी

Unit 3

विमर्शमूलक कविता :

क) दलित कविता : (1) हीरा डोम (अफ़्त की शिकायत), (2) मलखान सिंह (सुनो ब्राह्मण), (3) माता प्रसाद (सोनवा का पिंजरा), (4) असंगघोष (मैं दूंगा माकूल जवाब)

ख) स्त्री कविता : (1) अनामिका (स्त्रियां), (2) निर्मला पुतुल (क्या तुम जानते हो), (3) काल्यायनी (सात भाइयों के बीच घग्घा), (4) सविता सिंह (मैं किसकी औरत हूँ)

Unit 4

इकाई - 4 विमर्शमूलक अन्य गद्य विधारे :

- 1 प्रभा खेतान, पृष्ठ 28-42 : अन्या से अनन्या तक
- 2 तुलसीराम मुर्दहिया (चौधरी चाचा से प्रारम्भ पृष्ठ संख्या 125 से 135)
- 3 महादेवी वर्मा : 'स्त्री के अर्थ-स्वातंत्र्य का प्रश्न'
4. श्यामराज सिंह 'बेचैन' - मेरा बचपन मेरे कंधों पर (दिल्ली : बड़ी दुनिया में छोटे कदम, यहाँ एक मोची रहता था)

References

सहायक ग्रन्थ

अम्बेडकर रचनापत्नी - भाग-1

मूक नायक, बहिष्कृत भारत - अम्बेडकर (अनुवादक श्यामराज सिंह 'बेचैन')

•गुलामगिरी- ज्योतिबा फुले

ज्योतिबा फुले : सामाजिक क्रांति के अग्रदूत - डॉ नामदेव

दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मीकि

दलित साहित्य का सौंदर्यशास्त्र - शरण कुमार लिम्बाले

•दलित आंदोलन का इतिहास - मोहनदास नैमिशराय

•हिंदी दलित कथा साहित्य : अवधारणा एवं विधाएँ - रजत रानी 'मीनू'

अस्मितामूलक विमर्श - रजत रानी मीनू

स्त्री उपेक्षिता - सिमोन द बोडवा

18. Environmental Awareness in Sanskrit Literature

DSE-5: Environmental Awareness in Sanskrit Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Environmental Awareness in Sanskrit Literature	04	3	1	0	Semester II Passed	Nil

Learning Objectives

The main objective of this course is to make the students acquainted with the basic concepts of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature. The National culture of every country depends on its environmental and climatic conditions and human behavior towards natural resources. Nature-friendly thoughts reflected in Sanskrit Literature have benefited the human race for long. Many religious practices were framed by ancient thinkers as a tool to protect nature and natural resources.

Learning outcomes

After completing this course, students will realize themselves to be a part of Nature and Nature, intern, belongs to all creatures. They will learn to be a more careful about the utilization and preservation of natural resources. This will make them better citizens of the world.

Detailed Syllabus

Unit I

Science of Environment: Definition, Scope and Modern Crises:

Modern Challenges and Crises of Environment: Global warming, Climate change, Ozone depletion, explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood, draft and earthquakes.

Environmental Consciousness in Sanskrit Literature:

Concept of 'Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

Unit II

Environment Awareness in Vedic Literature:

Environmental Issues and Eco-system in Vedic Literature

Divinity to Nature, Co-ordination between all natural powers of universe; Equivalent words for Environment in *Atharvaveda*: 'Vṛtanṛpa' (12.1.52), 'Abhīvanak' (1.32.4.), 'Avṛtib' (10.1.30), 'Parvṛtas' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (*Aitareya Upaniṣad* 3.3)

Three constituent elements of environment: Jala (water), Vāyu (air), and Oṣadhi (plants) (Atharvaveda, 18.1.17).

Natural sources of water in five forms: rain water (Divyah), natural spring (Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers (Samudrarthah) (Rgveda, 7.49.2).

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: Parvat (mountain),

Soma (water), Vayu (air), Parjanya (rain) and Agni (fire) (Atharvaveda, 3.21.10);

Environment Protection from Sun (Rgveda, 1.191.1-16, Atharvaveda, 2.32.1-6,

Yajurveda, 4.4.10.6); Congenial atmosphere for the life created by the Union of

herbs and plants with sun rays (Atharvaveda, 5.28.5); Vedic concept of Ozone-

layer Mahat ulb' (Rgveda, 10.51.1; Atharvaveda, 4.2.8); Importance of plants and

animals for preservation of global ecosystem; (Yajurveda, 13.37); Eco friendly

environmental organism in Upaniṣads (Bṛhadāranyaka Upaniṣad, 3.9.28,

Taittiriya Upaniṣad, 5.101)

Unit III

Environment Awareness in Puranas and Classical Sanskrit Literature:

Environmental Awareness and Tree plantation :

Planting of Trees in Purāṇas as a pious activity (Matsya Purāṇa, 59.159; 153.512 ;

Varāha Purāṇa 172. 39), Various medicinal trees to be planted in forest by king

(śukranīti, 4.58-62) Plantation of new trees and preservation of old trees as royal duty

of king (Arthasāstra, 2.1.20); Punishments for destroying trees and plants

(Arthasāstra, 3.19), Plantation of trees for recharging under ground

water (Bṛhatsamhitā, 54.119)

Environmental Awareness and Water management :

Various types of water canals 'Kulyā' for irrigation : canal originated from river

'Nādīmatṛ mukha kulyā', canal originated from near by mountain 'Parvataparva

vartini kulyā', canal originated from pond, 'Hrdsrta kulyā, Preservation of water

resources 'Vāpi -kūpa -taḍāga' (Agnīpurāṇas, 209-2; V. Rāmāyana, 2.80.10-11);

Water Harvesting system in Arthasāstra (2.1.20-21); Underground Water

Hydrology in Bṛhatsamhitā (Dakṣaśāstrīya, chapter-54);

Unit IV

Universal Environmental Issues in the Literature of Kalidasa:

Eight elements of Environment and concept of 'Aṣṭamūrti' Siva

(Abhijñānaśākuntalam); Preservation of forest, water resources, natural

resources; protection of animals, birds and plant in Kalidasa's works,

Environmental awareness in Abhijñānaśākuntalam Drama, Eco- system of

indian monsoon in Meghdūt, Seasonal weather conditions of Indian sub continent

in Ritusamhara, Himalayan ecology in Kumārasambhava, Oceanography in

Raghuvamśa (canto-13).

Essential/recommended readings

1. कौटिलीय अर्थशास्त्र — हिन्दी अनुवाद — उदयवीर शास्त्री, मेहरचन्द लखमनदास.

दिल्ली, 1968.

2. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
3. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
4. शुकनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
5. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
6. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ, 1967.
7. तिवारी, मोहन चन्द —अष्टाचक्रा अयोध्या: इतिहास और परम्परा, उत्तरायण प्रकाशन, दिल्ली, 2006.
8. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
9. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012 कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली, 1968.
10. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
11. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
12. शुकनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
13. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
14. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ, 1967.
15. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
16. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012
17. अग्निपुराण - हिंदी अनुवाद तारिणीश झा एवं घनश्याम त्रिपाठी, हिंदी साहित्य सम्मलेन, इलाहाबाद, 1998
18. ईशोपनिषद - गीता प्रेस, गोरखपुर संस्करण
19. तैत्तिरीयोपनिषद - ईशादिदशोपनिषद, दिल्ली, 1964
20. बृहदारण्यकोपनिषद - (108 उपनिषद) जानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार, 1997
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1997

22. मत्स्यपुराण – आनंदाश्रय संस्कृत सीरीज, पूजा, 1907
23. ओझा, डी.डी., विज्ञान और वेद, साइंटिफिक पब्लिशर्स, जोधपुर, 2005
24. द्विवेदी, कपिल देव, वेदों में विज्ञान, विख्याति अनुसंधान परिषद्, यदोई 2004
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27. *Arthashastra of Kautilya*—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
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31. Bhandarkar,RG— *Vaishnavism, Saivism and Minor Religious Systems*, Indological
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33. Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*,
Gitanjali Publishing House, New Delhi,1987
34. Dwivedi, OP — *The Essence of the Vedas*, Visva Bharati Research Institute,
Gyanpur, Varanasi ,1990
35. Pandya,SmtaP. — *Ecological Renditions in the Scriptures of Hinduism –I* (article)
Bulletin of the Ramakrishna Mission Institute of Culture.
36. Kiostermair,Klaus—*Ecology and Religion: Christian and Hindu Paradigms* (article)
Journal of Hindu-Christian Studies, Butler university Libraries, Vol.6,1993

**Examination scheme and mode: Subject to directions from the
Examination Branch/University of Delhi from time to time**