

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

Course Number & Title: HS 101 (English Communication Skills)
L-T-P-C: 2-0-2-0
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):
Kind of Proposal (New Course / Revision of Existing Course): Revision of Existing Course
Offered as (Compulsory / Elective): Compulsory
Offered to: B Tech/B.Des Semester I
Offered in (Odd/ Even / Any): Odd
Offered by (Name of Department/ Center): Humanities and Social Sciences
Pre-Requisite: A Classroom with movable furniture for flipped class ; Multi-media Language Laboratory
<p>Preamble / Objectives (Optional): The Course has the following objectives:</p> <p>The Course will help the learners to develop general proficiency in English in terms of listening, speaking, reading and writing, gain confidence to use grammatically accepted English for communication, gain confidence to speak English intelligibly, learn to use self - study strategies, use interpersonal communication skills effectively, become aware of the skills of critical thinking, information transfer and problem solving, develop analytical skills.</p>
<p>Course Content/ Syllabus <i>(as a single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas(,). Topics may be separated by Semi-Colons(;). Chapters may be separated by Full-Stop(.). While starting with broad heading, it may be indicated with Colon symbol before the topics. For example: Multi-variable Calculus: Limits of functions, Continuity,)</i></p> <p><i>General proficiency in English and Communication skills:</i></p> <p><i>Listening: What is listening, difference between listening and speaking, barriers to listening, effective listening strategies, comprehending social conversation, comprehending narrations and academic lectures. Speaking: Understanding accent (intelligibility, Indian and non-Indian accents), nuances of fluency; understanding effective speaking strategies, using language in various situations such as - introducing oneself and others on formal and informal situations, asking for information and giving information, describing people, places and objects, narrating events, explaining processes and products, expressing opinions, arguing, giving instructions, taking part in conversation and group discussions understanding turn taking strategies, making short presentations. Reading: Reading simple narratives and comprehending the gist, identifying topic sentences, identifying cohesive devices and their functions, comprehending texts of different genres and content matter. Vocabulary: understanding different aspects of a word, learning various strategies to develop vocabulary, using a dictionary for developing</i></p>

vocabulary. Grammar: <i>Revising grammar already learnt – use of articles, quantifiers, punctuation, use of tenses, gerunds and infinitives, present participles, subject verb concord, adverbs, nouns, pronouns, prepositions, use of connectives, use of adjectives and adverbs, common errors.</i> Writing: Writing short paragraphs with the help of topic sentences, cohesive devices, writing narratives of minimum three paragraphs, developing information transfer skills, summarising and paraphrasing, note-taking, note- making, writing short reviews, writing short reports.	
Books (In case UG compulsory courses, please give it as “Text books” and “Reference books”. Otherwise give it as “References”).	
Texts: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	Jayashree Mohanraj et al(Eds), <i>Speak Well</i> , First Edition, Orient Blackswan, 2012.
2.	
3.	
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	<i>Oxford Advanced Learners Dictionary of English</i> , Ninth Edition, 2016.
2.	Nitin Bhatnagar and Mamta Bhaatnagar, <i>Communicative English for Engineers and Professionals</i> (Pearson,2010)

Level 1 (Courses applicable for the **fourth and fifth semesters**)

HS 102 Introduction to International Politics 3-0-0-6

Preamble:

The purpose of this course is to introduce students to the study of international politics. The course will engage students with a range of political phenomena and events that determine world politics. The course begins with a general introduction to the key approaches to the study of world politics, security and inter-state relations. The objective is to familiarize students with the debates around conflict and cooperation, law of international institutions, multilateralism and human security.

Course Content:

History of international relations: idea of international society, balance of power in the inter-war period, new world order; Theories on inter-state conflict and cooperation: political realism, neo-realism, complex interdependence, social constructivism and post-positivist approaches; Multilateral organizations: collective security and the role of United Nations; European Union, North Atlantic Treaty Organization, Association of South East Asian Nations and other regional organizations; Cold war and post-cold war threats to international security: traditional and non-traditional security, deterrence, nuclear rivalry and maritime security.

Texts & references

1. Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis*, Colombia University Press, 2001.
2. Baylis, John, Steve Smith and Patricia Owens (eds.), *The Globalization of World Politics: An Introduction to International Relations* (5th edn.), Oxford: Oxford University Press, 2011.
3. M. Kaldor, *New and Old Wars: Organized Violence in a Global Era*, Polity Press, 2012.
4. E. Sridharan, *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images*, Oxford University Press, 2014.
5. Ian Hurd, *International Organizations: Politics, Law and Practice*, Cambridge University Press, 2017.

Preamble / Objectives (Optional):

Population has been one of the most contentious issues in India's development. This course aims to introduce students to the question of population and its inter-linkages with processes of socio-economic development in India. It will explore how the discourse of over-population evolved historically, discussing the various approaches of studying population. The objective is to critically engage with different perspectives and provide a comprehensive understanding of population and development.

Course Content/ Syllabus

Population in a historical context: approaches to population question; Evolution of demography as a discipline: demographic transition theory, fertility transition in India; Indian census: discourse of over-population, interlinkages with poverty; International foundations and population growth: role of foundations, priorities and consequences; Family planning programme in India: history, politics and current strategies; Population policy in India: evolution and implications, Gender and population: issues and debates, politics of reproduction; Population, hunger and food security: population and human development.

Text and References

1. F. Furedi, *Population and Development: A Critical Introduction*. Polity Press, 1997.
2. M. Connelly, *Fatal Misconception: The Struggle to Control Population*. Harvard University Press, 2008.
3. M. Krishnaraj, R. Sudarshan and A. Sharif, *Gender, Population and Development*. Oxford University Press, 1998.
4. M. Rao, *From Population Control to Reproductive Health: Malthusian Arithmetic*. Sage Publications, 2004.
5. S. Kumar, P. Panda and R. Ved, *Handbook of Population and Development in India*, Oxford University Press, 2010.
6. T. Dyson, R. Cassen, L. Visaria, *Twenty First Century India: Population, Economy, Human Development and the Environment*. Oxford University Press, 2004.

Preamble / Objectives (Optional):

This course will look into the ways in which visuality shaped specific ideas of India in the postcolonial period. These ideas of India manifested in a disparate array of spaces, ranging from international art movements to city planning to public religiosity. Indeed, visual discourses were often the site for negotiating and imagining Indian identities. The course will enquire into elite and popular cultures and their points of intersections to think about the centrality of visual forms in imagining the nation.

Course Content/ Syllabus

Modernism: Bombay Progressive, The Calcutta Group; Visualizing industrial India: Sunil Janah, Ahmed Ali; Visuality and the mass publics: Newspapers & magazines, cinema; City planning: Lutyens' Delhi, Le Corbusier's Chandigarh; Art and Activism: Chittaprosad, The Sahmat Collective; Anxiety of images: propaganda, censorship; Visual culture of electoral politics: M.G. Ramachandran in Tamil Nadu, Mayawati in Uttar Pradesh; Religion and popular visual culture: Calendar art, Ram Janmabhumi Movement

Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".

Texts: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

- 1.
- 2.

References: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

1. Kaur, Raminder and William Mazzarella, *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*, Indiana University Press, 2009.
2. Jain, Kajri. *Gods in the Bazaar: The Economies of Indian Calendar Art*, Duke University Press, 2007.
3. Brown, Rebecca M., *Art For a Modern India, 1947-1980*, Duke University Press, 2009.
4. Moss, Jessica and Ram Rahman, *The Sahmat Collective: Art and Activism in India Since 1989*, Smart Museum Of Art, University of Chicago, 2013
5. Pandian, M.S.S., *The Image Trap: M.G. Ramachandran In Film And Politics*, Los Angeles, London, SAGE Publications, 2015.

Preamble / Objectives (Optional):

This course will focus on both the political movements led by Mahatma Gandhi and also the texts and ideas authored by him. The purpose is to consider events and ideas as partially autonomous and yet mutually interacting aspects of Gandhi's life. The course will bring into relief Gandhi's role as an original thinker by considering his exchanges with other iconic historical figures like B.R. Ambedkar and Rabindranath Tagore. The course will also shed light on the effect of Gandhian ideas on politics outside the Indian subcontinent. Martin Luther King Jr.'s use of Gandhian ideas in the American Civil Rights Movement of the 1960s will be discussed as a crucial instance of Gandhi's international appeal.

Course Content/ Syllabus:

Gandhi in South Africa; Gandhi and the early 20th century Indian National Congress; *Hind Swaraj* and Gandhi's early theorization of nationalism; Movements before the non-cooperation; The Khilafat; The non-cooperation movement and ensuing controversies; Gandhi and subalternity; Gandhi's autobiography; the civil disobedience; Gandhi and Ambedkar; Gandhi, Tagore, and the debates on nationalism; The Quit India movement; The partition and the assassination; Gandhi and the women's question; Gandhi and Martin Luther King, Jr.

Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".

Texts: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

1. Sumit Sarkar, *Modern India: 1885-1947*, Pearson, 2014.
2. Bipan Chandra, *India's Struggle for Independence, 1857-1947*, Penguin, 1989.
3. Judith Brown, *Gandhi's Rise to Power: Indian Politics 1915-1922*, Cambridge U., 1972.

References: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

4. Ramachandra Guha, *Gandhi Before India*, Penguin, 2013.
5. Bhikhu Parekh, *Gandhi's Political Philosophy: A critical examination*, Springer, 1989.

Economic Development: concept, indicators to development, growth and development; Developing countries diverse structure and common characteristics; Obstacles to economic development; Factors of economic growth economic and non-economic; Economic growth in historical perspective: basic concepts, kuznets characteristics of modern economic growth; Historical growth experience, its lessons for developing countries; Capital formation and economic development; Poverty and income inequalities in developing countries; Role of agriculture and industry in economic development; Entrepreneurship in economic development; Technology and economic development; Commercial policy; Balance of payments and trade strategy.

Texts

1. S. K. Misra and V. K. Puri, *Economics of Development and Planning*, Himalaya Publishing House, 1998.
2. M. L. Jhingan, *The Economics of Development and Planning*, Vrinda publications Pvt. Ltd., 1995.

References:

1. M. Todaro, *Economic Development*, Longman, 2001.
2. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, 1995.

HS 107

Problems Of Philosophy (3 0 0 6)

Existence and the existent; freedom and commitment; reason and emotion; mind-body relationship; the problem of other minds; artificial intelligence.

Text:

1. P. M. Church, *Matter and Consciousness*, The MIT press, 1984.
2. C. G. Hill, and P. Lang, *Jean-Paul Satre: freedom and commitment*, 1992.
3. A.C. Ewing, *The fundamental questions of philosophy*, Macmillan, 1951.

HS 108 American Literature: A Retrospect And Structural English For COMMUNICATION (3 0 0 6)

The American Dream: Transcendentalism in the poems of Walt Whitman and Emily Dickinson: Pastoral in Robert Frost; The American Paradox; naturalism in John Steinbeck & existentialism in Ernest Hemingway; Self liberation in Mark Twain & Societal values in Arthur Miller; English for communication integrating structural, functional and situational skills.

Texts:

1. E. Hemingway, *The Snows of Kilimanjaro*, Scribner, 1961.
2. J. Steinbeck, *The Red Pony*, Mandarin Classics, 1993.
3. M. Twain, *The Adventures of Tom Sawyer*, Penguin, 1998.
4. A. Miller, *A View from the Bridge*, 1987.

References:

1. J. H. Richards, *Interchange English for international communication*, Cambridge University Press, 1998.

Introduction: definition, meaning, subject matter and scope of business economics; Demand analysis and forecasting: meaning, type of demand, determinants of demand; law of demand, demand function, elasticity of demand; Demand forecasting: meaning and purpose, methods of forecasting; Production and cost analysis: production function, production analysis, short-run and long-run; Concepts of costs, determination of cost, economies of scale; Pricing: determinants of price, market structure, pricing under different market structures, perfect competition, monopoly and monopolistic competition, pricing methods in practice; Capital budgeting: meaning, evaluation of investment decisions, methods, structure of investment decisions and data needs.

Texts:

1. V. G. Mankar, *Business Economics*, Macmillan, 1999.
2. G. S. Gupta, *Managerial Economics*, Tata McGraw Hill Company Limited, 1998.

References:

1. J. Dean, *Managerial Economics*, Prentice Hall of India Private Limited, 1951.
2. V. L. Mote, S. Paul and G. S. Gupta, *Managerial Economics*: Tata McGraw Hill, 1998.

Diversity of cultures: aesthetics and varying literary genres, haikus of Basho: excerpts from Jorge Luis Borges *Dreamtigers*; selected poems from Rabindranath Tagore's *Gitanjali*; Thomas Stearns Eliot's *The Love Song of J. Alfred Prufrock*; excerpts from Rainer Maria Rilke *Diaries of a young Poet*, A short extract from Chinua Achebe novel, *Things Fall Apart*; *The Past*, and *Somebody Else* by Jackie Kay; The Foreword from Raja Rao's *Kanthapura* and a short excerpt from *The Serpent and the Rope*. Language Strategies: understanding communication in interpersonal, group and public contexts

Texts:

1. L. Stryk (Ed), *On Love & Barley: Haiku of Basho*, University of Hawaii Press, 1985.
2. J. L. Borges, *Dreamtigers*, Viking Press, 1996.
3. R. N. Tagore, *Selected poems*, Penguin, 1991.
4. M. Jain (Ed), *Thomas Stearns Eliot: Selected poems*, OUP, 1992.
5. R. M. Rilke, *Diaries of a Young Poet*, W.W. Norton & Company, 1997.
6. C. Achebe, *Things Fall Apart*, Allied Publishers, 1958.
7. J. Kay, *Adoption Papers*, Bloodaxe, 1991.
8. R. Rao, *Kanthapura*, Orient Longman, 1989.
9. R. Rao, *The Serpent and the Rope*, Orient Longman, 1995.
10. J. Seely, *The Oxford Guide to Writing & Speaking*, OUP, 1998.

References:

1. S. J. Gearson, *Technical writing, Process and Products*, Pearson Education, 2001.
2. R. B. Adler, *Understanding Human Communication*, OUP, 2003.
3. Susan Stevenson & Steve Whitmore, *Strategies for Engineering Communication*, John Wiley & Sons, 2002.

Philosophy and science: the nature and the structure of science, general characteristics of science, the foundations of modern physics, physics and the mind, the ideas of biology, the social sciences; philosophy and technology: science, technology and industry; moral issues: technology: liberation or enslavement?, medical ethics: case studies, computer ethics, engineering ethics, managerial ethics: ethical decision making and cognitive framework, leadership and ethics, role of organizational context in ethical conduct.; bio- diversity: third world perspective; philosophy of religion: approaches to the study of religion: anthropological, feminist, sociological, phenomenological, psychological.

Texts:

1. J. Fieser and J. Powers, *Scriptures of the World's Religions*, Boston: McGraw Hill, 1998.
2. Agassi, and R.S. Cohen, *Scientific Philosophy Today*, Vol. 67, D, Reidel Publishing Co., Dordrecht, Holland. 1982.
3. P. Connolly, *Approaches to the study of religion*, CASSELL, London and New York, 1999.

Reference:

1. E.A. Butt, *The Metaphysical Foundations of Modern Science*, Dover Publ., 2003.
2. H. Marcuse, *One Dimensional Man*, Ark Paperbacks 1964.
3. R. Stuewe, *Historical and Philosophical Perspectives in Science*, University of Minnesota Press, Minneapolis, U.S.A. 1970.
4. V. Shiva, *Monocultures of the mind*, TWN, Third World Network, Penang, Malaysia 1993.
5. J. Adler, Mortimer, *10 philosophical mistakes*, Touchstone .1997.
6. D. D. Grazia, T. A. Mappes (Ed) *Biomedical Ethics* New York, Cambridge University, 2003.
7. R. Penrose, *The Large, the Small and the Human Mind*, Cambridge University Press, 1999.
8. S. Richards, *Philosophy and Sociology of Science*, Basil Blackwell, England, 1983.
9. R. Fellows (Ed), *Philosophy and Technology*, Cambridge University Press, 1995.

Philosophy as the science of what is: Thales and Anaxagoras; philosophy as poetry: parmenides and the logic of being; philosophy as dialogue: Socrates.against writing; philosophy as analysis: Aristotle on well-being; representation and context in early modern philosophy; the order of discourse: from hermeneutic to structuralism; history and historiography in the enlightenment.

Text:

1. J. Barnes, M. Schofield and R. Sorabji (Eds), *Articles on Aristotle*, Vol. 3, Duckworth, 1979.
2. B. Jowett, *The Dialogues of Plato*, D. Appleton & co., 1898.
3. B. Jowett, Aristotle, *Nichomachean Ethics*, Random House, 1937.
4. M. Foucault, *The Order of Things*, Vintage Books, 1973.
5. M. Blanchot, *The Infinite Conversation*, University of Minnesota Press, 1993.
6. G. Gadamer, *Truth and Method*, Sheed and Ward, 1975.
7. M. Heidegger, *Basic Problems of Phenomenology*, Indiana University Press, 1982.
8. S. Kierkegaard, *The concept of Dread*, Princeton University Press, 1944.

Introduction: schools of psychology: pre-scientific era, structuralism, functionalism, associationism, behaviourism, gestalt psychology, psychoanalysis, humanistic & existential psychology, cognitive psychology, fields, emerging fields; Physiological foundations of cognition: peripheral & central nervous systems, impulse transmission, brain imaging & basic neural processes, perceptual processes: vision, audition & other senses; Cognitive development: during infancy, early childhood, later childhood, adolescence, adulthood & old age, cognitive dissonance and cognitive framework in self-attribution; learning & cognition: basic learning processes- habituation, conditioning: classical & operant, cognitive learning, avoidance learning, punishment, generalization & discrimination, concept learning, verbal, motor learning and transfer of learning; Memory: basic neural operations, systems: sensory, STM, organization in STM, working memory, phonological Loop, visuo-spatial sketch pad, LTM, levels of processing, implicit vs. explicit memory, autobiographical memory, constructive memory, measurement of retention, forgetting, theories, improving memories and loss of memory; Language & cognition: language elements, meaning & concepts, pragmatics, verbal & nonverbal communication and psycholinguistics; Thinking: level of processing approach, role of symbols, images & language, concept attainment, problem solving: strategies & stages, reasoning, stages of creative thinking, artificial intelligence.

Text:

1. M. Eysenck and M. T. Keane, *Cognitive Psychology: A Student's Handbook*, 4th Ed, Psychology Press, 2000.
2. M. W. Eysenck, *Principles of Cognitive Psychology*, 2nd Ed, Psychology Press, 2001.
3. J.P. Das, *The Working Mind*, Sage Publications

References

1. A. Parker, E. L. Wilding and T. J. Bussey, *The Cognitive Neuroscience of Memory*, Psychology Press, 2002.
2. B. Rapp, *The Handbook of Cognitive Neuropsychology*, Psychology Press, 2000.
3. J. B. Best, *Cognitive Psychology*, 5th Ed, Wiley, 1998.

Approaches to culture: basic terms and concepts, idea of culture, definitions, worldviews, scope and development, historical antecedents and recent trends, individual, self, class, community, identity, power, ideology, cultural politics, counterculture, subcultures and cults; Applied and contemporary cultural studies: audience, communication, flow, message, medium, image, high vs pop culture, mass, discourse, the politics of representation, cultural analysis, modern vs postmodern cultures, technology and culture, the idea of the posthuman, extended individuals and prosthetics, cyborgs, hyperreality, simulation, internet, new age wisdom.

Texts:

1. J. R. Benton, *Arts and Culture: An Introduction to the Humanities*, Prentice Hall, 1988.
2. M. Gdurham and D. M. Kellner (Eds), *Media and Cultural Studies: Key Works*, Blackwell, 2001.

References:

1. P. Brooker, *A Glossary of Cultural Theory*, Arnold, 2000.
2. E. Hallman (Ed), *Cultural Encounters*, Routledge, 2000.
3. F. Mulhern, *Culture/Metaculture*, Routledge, 2000.

Dramatic literature and society; representations of leaders in drama: eastern and western; dramatization of the politics of power; leadership and structures of power; leadership and communication; drama and communication strategies: rhetoric and oratory; major issues in contemporary communication theory; dramatic literature and historical drama; historical drama and dominant conceptions of historical truth and utility of history; introduction to new historicism.

Texts:

1. W. Shakespeare, *Julius Caesar*, Oxford University Press, 2004.
2. G. Karnad, *Tughlaq*, Oxford University Press, 1998.

Reference:

1. J. Dollimore and A. Sinfield (Eds), *Political Shakespeare: essays in Cultural Materialism*, Manchester University Press, 1985, 94
2. S.K. Das, *A History of Indian Literature*, South Asia Books, 1991-95.

Social realities and unique institutions of India: Caste / Jati: nature and forms of caste; Tribe and Caste; Family: nature, economy and law; Village: nature and change in village community; Agrarian class: structure, inequality, tensions; Politics and society in contemporary India: Nationalism, Secularism, Communalism, Regionalism, Insurgency; Continuity and Change: Tradition and Modernity

Texts:

1. L. Dumont, *Homo Hierarchicus*, University of Chicago Press, 1980.
2. A. M. Shah, *Household dimension of Family in India*, Orient Longman, Delhi, 1973.
3. G. S. Ghurye, *Scheduled Tribes*, Popular Prakashan, Bombay, 1963.
4. M. Marriott, *Village India: Studies in the little community*, Asia Publishing house, 1961.

References:

1. P. C. Joshi, *Land reform and agrarian change in India and Pakistan since 1947*, The Journal of Peasant studies, Vols. 1, 2 & 3, 1974.
2. N. R. Ray, *Nationalism in India*, Aligarh Muslim University, 1973.
3. M. N. Srinivas, *Social change in Modern India*, Allied Publishers, Bombay, 1966.
4. R. Guha, *Elementary Aspects of Peasant insurgency in Colonial India*, Oxford University Press, Delhi, 1983.
5. Y. Singh, *Modernization of Indian Tradition*, Thomson Press, Delhi, 1973.
6. B. G. Verghese, *India's North East Resurgent- Ethnicity, insurgency, Governance, Development*, Konark Publishers Pvt.Ltd, Noida, 1996.

Social change: patterns of change, inevitability of change, factors and conditions of change, direction of change, planned change, perspectives on social change; Significance of culture in understanding social change: rise of popular culture; Modernity and relevant concepts: disenchantment, alienation, urbanization, industrialization, globalisation, development, revolution, social movements; India's response to modernity, little and great tradition in India; Relations between planning and development: desired role of political leadership in economic reforms, role of culture in social development, reorganizing values for development; Postmodernism: technology and social change.

Texts

1. Y. Singh, *Culture Change in India*, Rawat Publications, 2002.
2. Y. Singh, *Modernization of Indian Tradition*, Rawat Publication, 1988.
3. S. C. Dube, *Understanding Change*, Vikas Publishing House, 1992.

References:

1. M. Marriott, *Village India: Studies in the little community*, Asia Publishing house, 1961.
2. D. Sinha and H.S.R Rao (Ed), *Social Values and Development:Asian Perspectives*, Sage Publications, 1988.
3. S. N. Eisentadt, *Tradition Change and Modernity*, John Wiley and Sons, 1973.

Relationship between culture and environment; Cultural Materialism; Materialism and Culturalism; environmental determinism; Cultural determinism; Contemporary Approaches to Studying the Environment - Nature-Society Relations; Subsistence Patterns and Environments; Population and Environment; cultural ecology; Symbolic Anthropology.

Text:

1. R. Scupin and C. R. DeCorse, *Anthropology- A Global Perspective*, Prentice-Hall of India Pvt.Ltd. New Delhi, 2004.
2. K. Zimmerer and T. J. Bassett, *Political Ecology: An Integrative Approach to Geography and Environment-Development Studies*. Guilford Press. 2003.

References:

J. Steward, *Theory of Culture Change: the Methodology of Multilinear Evolution*, University of Illinois Press, Urbana, 1955

Pre-requisite: Nil

Social context of production of scientific knowledge: demarcation, autonomy, cognitive authority of science and challenges; Organisation and professionalisation of scientific knowledge: science as a social institution and the ethos of science; Inequalities in science: Matthew Effect, Mertonian paradigm; Social legitimation: interests, meanings and values; Science policies in India: Scientific Policy Resolution (1958), Technology Policy Statement (1983), Science and Technology Policy (2003)

Text

1. N. Stehr and V. Meja, eds., *Society and Knowledge: Contemporary Perspectives in the Sociology of Knowledge and Science*, Revised 2nd edition, Transaction Publishers, 2005.

References

1. T.S. Kuhn, *The Structure of Scientific Revolutions*. Chicago University Press, 1970.
2. K. Popper, *The Logic of Scientific Discovery*, Basic Books, 1959.
3. D. Raina and S.I. Habib, *Domesticating Modern Science: A Social History of Science and Culture in Colonial India*. Tulika Books, 2004.

Language: evolution, form and content; Issues in language and cognition: history, various views and areas of study; Cultural bases of language and cognition: embodiment, universalism / relativism, schemas, categorization, metaphor and mental imagery; Linguistic encoding: space, time, kinship, color, body; Recent trends in research: first and second language acquisition, spatial language comprehension, fictive motion etc.

Text:

1. Croft, W. and D.A. Cruse, Cognitive Linguistics, Cambridge University Press, 2004.

References:

1. A. Akmajian, R. A. Demers, A. K. Farmer, R. M. Harnish. Linguistics: An Introduction to Language and Communication. MIT Press, 2001
2. J.J Gumperz & S.C.Levinson. Rethinking Linguistic Relativity. Cambridge University Press, 1996.
- 3., R.W. Langacker. Foundations of Cognitive Grammar. Stanford University Press, 1987.

HS 121 Understanding Psychology: Individual and Work Settings (3 0 0 6)

The nature and scope of Psychology: various perspectives, methods; psychological development: development of self, personality adjustment; stress in day-to-day life and coping mechanisms; mental hygiene; social cognition: attribution in social context, attribution errors and biases; work psychology: work place design, ergonomics; psychological aspects of human-computer interaction.

Texts:

1. Schultz, D., & Schultz, S. Psychology and Work Today. Pearson Books, 2004
2. Baron, R., & Byrne, D. Social Psychology. Prentice Hall of India (10 Edn), 2002
3. Smith, E., Hoeksema, S., Fredrickson, B., & Loftus, G. Introduction to Psychology. Thompsons and Wadsworth Co, 2003

Reference:

1. Dix, A., Finlay, J., Abowd, G., & Beale, R. Human - Computer Interaction. Pearson Books. 2008

Prerequisite: nil

Sociology of language; Linguistic variation: language and dialect, regional and social varieties, register variation; Languages in contact: language contact, change, shift and death, pidgins, creoles, koine and mixed language, bi/multilingualism; Language in social context: social networks, speech communities, gender, style and social meaning; Language and ethnicity: language attitude, linguistic identity, language of culture and thought; Interaction: discourse analysis, politeness and power strategies; Sociolinguistic variables: phonetic, lexical and grammatical; Applied sociolinguistics: language policy and language planning, multilingualism and education.

Texts:

1. R. Wardhaugh. *An Introduction to Sociolinguistics*, 5th Ed. Wiley-Blackwell Publishing, 2005.
2. P. Trudgill. *Sociolinguistics: An Introduction to Language and Society*, 4th Ed. Penguin Books, 2000

References:

1. C.B. Paulston and G.R. Tucker. *Sociolinguistics: The Essential Readings*. Blackwell Publishing. 2003
2. R.A Hudson. *Sociolinguistics*. Cambridge University Press, 1996

Pre-requisite: Nil

Definition of game theory; Games with perfect information: strategic games, examples, Nash equilibrium, best response functions, dominated actions, symmetric games and symmetric equilibria; Illustrations: Cournot's model, Bertrand's model, electoral competition, the war of attrition, auctions, accident law; Mixed strategy equilibrium: definition and illustrations; Extensive games with perfect information: Nash equilibrium and subgame perfect equilibrium, finite horizon games and backward induction, illustrations; Coalitional games and core.

Text:

1. M. J. Osborne, *An Introduction to Game Theory*, Oxford University Press, 2004.

References:

1. A. Mas-Colell, M. D. Whinston and J. R. Green, *Microeconomic Theory*, Oxford University Press, 1995.
2. R. Gibbons, *A Primer in Game Theory*, Pearson Education, 1992.

Pre-requisites: Nil

Technology: meaning, philosophy and value; technology, community and culture: work, leisure, technophobia and technocracy; technology and democracy; technology and rural development: need for organizational renewal; technology and the environment: the virtual neighborhood; technology, art and music; technology and health; technology, humanism and post humanism; feminist critiques of technology; technology and alienation.

Texts

1 Arnold Pacey, *Meaning in Technology*, MIT, 1999.

2. Carl Mitcham and Robert Mackey. *Philosophy and Technology: Readings in the Philosophical Problems of Technology*, Free Press, 1983.

References

1. Lewis Mumford, *Art and Technics*, Columbia University Press, 2000.

2. Craig Hans (ed.), *Technology and Values: Essential Readings*, Chichester: Wiley-Blackwell, 2010.

Macroeconomics: concepts and aggregates, national income accounting, circular flow of income and production in two-three-four sector economy; Consumption and investment spending: IS-LM model, Classical and Keynesian models; Stabilization policies: inflation and unemployment, wage-unemployment relationship, rational expectations; Monetary and fiscal policy: role of multiplier, balance of payments, role of central bank; Business cycles: recession, depression, hyperinflation and deficits.

Texts:

1. R. Dornbusch, S. Fischer, and R. Startz, *Macroeconomics*, Tata McGraw Hill, 9th edition, 2006
2. E. Shapiro, *Macroeconomic Analysis*, Galgotia Publications (P) Limited, 5th edition, 2006

References:

1. R. J. Barro, *Macroeconomics*, MIT Press, 5th edition, 1997
2. R. T. Kaufman and N. G. Mankiw, *Macroeconomics*, Worth Publishers, 6th edition, 2006

Early trade theories: absolute advantage, comparative advantage; Terms of trade: offer curves, gains from trade, Factor endowment and Heckscher-Ohlin model; Balance of payments: current account, capital account, balance of trade; International monetary system: IMF, World Bank; Exchange rate volatility: fixed exchange rate, floating exchange rate; Multilateral trade agreements: GATT, UNCTAD, WTO.

Text:

1. D. Salvatore, *International Economics*, Wiley, 2003
2. [Bo Sodersten](#), [Geoffrey Reed](#), *International Economics*, Palgrave Macmillan, 3rd edition, 2008 (reprint)

Reference:

1. P.R. Krugman & Maurice Obstfeld, *International Economics: Theory and Policy*, Addison Wesley, 2008

Governance: theoretical roots of governance; World Bank's definition of governance, three basic principles of governance: efficiency, accountability and transparency; UNDP's eight indicators of good governance, World Bank's seven formulations; decentralization of governance; local governance; environmental governance; e-governance; multi-level governance; marketization; public-private partnership; social capital, communitization and social constructivism; good governance and administrative reforms in India.

Texts:

1. B. Chakrabarty and M. Bhattacharya, *The Governance Discourse: A Reader*, Oxford, 2008.
2. M. Bevir, *Key Concepts in Governance*, Sage, 2009.

References:

1. V. Chhotray, *Governance Theory and Practice*, Palgrave-Macmillan, 2008.
2. World Bank, *Governance and Development*, Washington DC, 1992.

The nature and history of psychology; Methods of psychology; Perceptual processes: Attention; Constancies and Illusion; Psychophysics - Classical Psychophysics & Signal Detectability; Learning: Thorndike; Classical Conditioning; Operant Conditioning; Cognitive Learning (Tolman, Kohler); Transfer of Learning; Memory: STM-LTM model, Forgetting - major theories; Emotion - major theories: James-Lange theory, Canon-Bard theory; Papez- MacLean theory; Lindsley's activation theory; Schachter's cognitive theory; Intelligence - major model; Measurement of abilities; Personality - Trait and Type approaches; Psychodynamic approach; Learning approaches/Social learning theory; Measurement of Personality; Genetic and environmental determinants of individual differences.

Texts:

1. C.T., Morgan, R.A., King, J.R., Weisz. & J., Schopler, Introduction to Psychology. TMGH, 1993.
2. E.R., Hilgard, R.C., Atkinson, & R.L., Atkinson. Introduction to Psychology. Oxford and IBH, 1976

Pre-requisite: Nil

Microeconomic theory: consumer behaviour: preference, utility, indifference curve, its properties, income and prices, budget line; Derivation of demand: graphically and mathematically using optimization technique, effects of price and income, demand elasticities, income and substitution effects, consumer's surplus; Production: output and inputs, short run and long run, law of variable proportions, returns to scale, different costs and revenues in competitive market conditions, profit maximisation and supply function, supply elasticities, opportunity cost; Markets: perfect competition, monopoly; Macroeconomic theory: national income: different aggregative concepts, methods of estimation of national income, circular flow of income, international trade and exchange rate, simple Keynesian model and income multiplier; Money and banking: role of central and commercial banks, money creation; Public finance: public revenue and expenditure, direct and indirect, progressive and regressive tax; Policy implications.

Text:

2. P. A. Samuelson and W. D. Nordhaus, *Economics*, McGraw Hill Inc., 2005.
3. A. C. Chiang, *Fundamental Methods of Mathematical Economics*, McGraw Hill Inc., 2005.

References:

5. R. S. Pindyck and D. L. Rubinfeld, *Microeconomics*, PHI, 2005.
6. G. N. Mankiw, *Principles of Macroeconomics*, Thomson, 2008.

Ethnic conflict: concepts and causes; Approaches exploring the causes, escalation and destructive consequences of violent conflicts and political instability of states in South and Southeast Asia, Sub-Saharan Africa, Balkans, and Eastern Europe; Implications of conflicts: changing power relations between different ethnic groups, intra and inter state politics; Strategies of mobilization; Management of conflict; Case studies: historical backgrounds and recent developments.

Texts:

1. Stanley Tambiah, *Leveling Crowds: Ethnonationalist Conflicts and Collective Violence in South Asia*, University of California Press, 1997.
2. Donald, Horowitz, *Ethnic Groups in Conflict*, University of California Press, Berkeley, 1985.

References:

1. Anthony D. Smith, *Theories of Nationalism*. New York: Harper and Row, 1971.
2. Jacques Bertrand, *Nationalism and Ethnic Conflict in Indonesia*, Cambridge, New York, Cambridge University Press, 2004.

Core areas of linguistic structure: phonetics, phonology, morphology, syntax and semantics; Phonetics: the vocal tract, articulation of vowels and consonants; Phonology: distinctive features, segmental and phonotactic structure, suprasegmental structure; Phonemic analysis, underlying representation and rewrite rules; Phonological processes: assimilation, dissimilation, metathesis, deletion, ellipsis, syncope; Morphology: inflectional and derivational morphology, compounding, reduplication; Syntax: innateness and Universal Grammar, categories, phrase structure rules, thematic relations, argument structure, Wh-movement, case and government, noun phrase movement, anaphors and binding; Semantics: the principle of compositionality, intension, extension, reference, denotation and truth conditions.

Texts

1. A. Akmajian, R. Demers, A.K. Farmer and R. Harnish, *Linguistics: An Introduction to Language and Communication*, MIT Press, 2001.
2. W. Grady, J. Archibald, *Contemporary Linguistic Analysis*, 6th Ed, Prentice Hall, 2009.

References:

1. V. Fromkin, R. Rodman, and N. Hyams, *Linguistics: An Introduction to Linguistic Theory*. Blackwell Publishers, 2001.

Introduction to the study of Indian history; Decline of pre-colonial rule; Transition to the British Empire; Transformation of rural economy; Merchants and cities; Resistance and repression: peasant and tribal rebellions, the rebellion of 1857; Expansion of the British Empire: caste and enumeration, census, cartographic surveys; Collaboration and resistance; Reform and revival; Early nationalist movement; Indian nationalism from 1920s: the age of Gandhi; Partition and Independence: memory and trauma; Postcolonial India.

Texts:

1. S. Bose and A. Jalal, *Modern South Asia: History, Culture, Political Economy*, Oxford University Press, 2010.
2. C. Markovits, ed. *A History of Modern India, 1480-1950*, Anthem University Press, 2004.

References:

1. B. D. Metcalf and T. R. Metcalf ed. *A Concise History of Modern India*, Cambridge University Press, 2006.
2. J. Nehru, *The Discovery of India*, Penguin, 2008.

HS 133

Introduction to Phonetics

(3 0 0 6)

Pre-requisites: Nil

Course Outline:

Basic terms in phonetics: speech sounds, phonemes, allophones, syllables, stress and rhythm; Articulatory phonetics: vocal organs, vowels, consonants, place of articulation, manner of articulation, voicing, phonation, stricture types, co-articulation; Acoustic phonetics: speech sounds, sound waves, loudness and pitch, voice quality, wave analysis, spectrum, glottal wave, resonance, noise; Auditory phonetics: hearing, perception of speech sounds, acoustic signal and speech perception, models of speech perception, native vs. non-native speech perception.

Texts:

1. J. C. Catford, A Practical Introduction to Phonetics, Oxford University Press, 2001.
2. H. Rogers, The Sounds of Language, Longman, 2000.

References:

1. P. Ladefoged, Elements of Acoustic Phonetics, Chicago University Press, 1996.
2. P. Ladefoged, Phonetic Data Analysis, Blackwell Publishing, 2003.

Course Contents: Definition; the nature and aims of Archaeology; the speculative phase; digging Pompei, past and present; evolution, Darwins Great Idea; categories of Archaeological evidence, plant, animal and human; dating methods and chronology, relative dating methods, absolute dating methods ; brief overview on world civilizations - Egyptian, Greek, Mayan, Indus Valley, Mesopotamian and Chinese; Archaeology in action, case study on origins of rice farming in Southeast Asia; Archaeology and the public, Archaeological Ethics, the uses of the past, conservation and destruction, presentation of the past.

Texts:

1. C. Renfrew and P. Bahn, Archaeology, Thames and Hudson, London, 2008.
2. A. Toynbee, A Study of History, Thames and Hudson, London, 1988.

References:

1. C. Gamble, Archaeology: the basics, Routledge, New York, 2004.
2. C.J. Whithrow, Time in History: views of time from Prehistory to the present day, O.U.P, Oxford, 1988.

Preamble: More people in the world are bi/multilingual than monolingual, this itself makes it a topic worthy of investigation. There are a number of intertwined social and political reasons responsible for people to acquire two or more languages. The course will look into issues responsible for this phenomenon as well the results of the same on society and the individual. Course content: Sociolinguistic aspects: a socio-political phenomenon, language contact leading to bilingualism, social motivation for bilingualism, language policy, diglossia, results of bilingualism; the bilingual mind: language and thought, Whorf and neo-Whorfism revisited, categories, event construals, inner speech, emotion categories; psycholinguistics of bilingualism: language acquisition, processing, the bilingual brain.

Texts/ References:

- 1.R. Guha, Multiple Voices: an introduction to Bilingualism, Blackwell Publishing, Oxford, UK, 2006.
- 2.F. Grosjean and P. Li, The Psycholinguistics of Bilingualism, Wiley Blackwell, Sussex, UK, 2013.
- 3.A. Pavlenko, The Bilingual Mind, Cambridge University Press, 2014

HS 136 Introduction to Indian Constitution and Political Processes (3-0-0-6)

Preamble: The purpose of this course is to introduce the students to the basic features of Indian constitution and political processes. The course also intends to make the students aware of the constitutional design and the functioning of democracy in India. It also aims to introduce the students to the major themes of Indian politics and the functioning of state in post independent India. Course content: Indian constitution: foundations, philosophies and basic features; Debates over basic structure doctrine; Fundamental rights and duties; Directive principles of state policy; Federal design: center-state relations; Linguistic re-organisation of the states; Electoral process and party system; Decentralisation and institutions of local self government: panchayatiraj institutions and municipalities, fifth and sixth schedule; Political and social themes and movements in India: caste, tribe, gender, religion, environment and class.

Texts/References:

1. S. Choudhary, M. Khosala and P. B. Mehta (Eds.), The Oxford Handbook of the Indian Constitution, Oxford University Press UK, 2016.
2. N. G. Jayal, and P. B. Mehta (Eds.), The Oxford Companion to Indian Politics, New Delhi: Oxford University Press, 2010.
3. A. Granville, Indian Constitution Corner stone of a Nation, New Delhi: Oxford University Press, 1966/1999.
4. R. Bhargava, (Ed.), Politics and Ethics of Indian Constitution, New Delhi: Oxford University Press, 2008.
5. P. R. Brass, The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books, 2nd Edn., 1999

Preamble:

This course will familiarize students with the works of three major classical thinkers -Smith, Ricardo and Marx. It will enable students to understand the historical contexts that led to the development of certain concepts, perspectives and ideologies in economics. It will also encourage critical and heterodox thinking within the discipline of economics. Course contents: Introducing classical political economy: Historical and philosophical genesis, major questions raised, neoclassical critique of classical economics; Adam Smith: Division of labour, theory of value, growth and distribution, views on trade (absolute advantage); David Ricardo: Labour theory of value, theory of rent, growth and distribution, views on trade (comparative advantage); Karl Marx: modes of production, dynamics of social change (primitive communism, slavery, feudalism, capitalism, socialism, communism, Asiatic mode of production), theory of value, surplus value and profit, simple and extended reproduction, crises of capitalism; The classical synthesis: synthesizing the ideas of Malthus, Adam Smith, Ricardo and Marx; Critique of neoclassical economics; Indian colonialism

Texts/references:

1. E. Secrepanti and S. Zamagni, "An Outline of the History of Economic Thought", Second Edition, OUP, New Delhi, 2006
2. J. Borchardt, "The People's Marx-Abridged Popular Edition of the Three Volumes of "Capital"", (Translated by S. L. Trask), Prajasakti Book House, Hyderabad, 2011
3. A. Smith, "An Inquiry into the Nature and Causes of Wealth of Nations", first published in 1901, Current edition, New York, 2011
4. D. Ricardo, "On the Principles of Political Economy and Taxation", Batoche Books, Kitchener, Ontario., 2001

Preamble:

This course will examine and interpret the latest research in psychology on happiness, well-being and personal growth. It will address questions such as 'what conditions allow people to flourish? What factors contribute to a satisfying and meaningful living? What interventions can promote psychological well-being? This course aims to identify and enhance the human strengths and virtues that make life worth living and allow individuals and communities to thrive. It is designed to explore the concepts, research behind the concepts, techniques, and exercises that enhance well-being. Course contents: The concept of well-being: hedonic and eudaimonic views; Models and dimensions of well-being; Happiness and positive emotions: biological foundations, socio-demographic predictors, hedonic adaptation, the broaden and build theory, emotional intelligence; Cognitive states and well-being: life satisfaction, self-efficacy, optimism, and hope; Motivation and well-being: intrinsic motivation and self-determination theory; Pro-social behavior, empathy, and well-being; Meaning and purpose in life; Social and workplace well-being; Interventions and exercises to increase well-being.

Texts/References:

1. S. J. Lopez, J. T. Pedrotti, and C.R. Snyder, Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage, 2015.
2. S. Lyubomirsky, The How of Happiness, Penguin USA, 2008
3. M. Seligman, Flourish, Atria Books, 2012
4. D. Kahneman, Well-being: Foundations of Hedonic Psychology, Russell Sage Foundation, 2003.
5. T. LeBon, Achieve Your Potential with Positive Psychology, McGraw-Hill Companies, 2014.

Preamble:

This course will introduce students to the short story as a literary form. Unlike the novel which has received greater critical attention, there has been a paucity of debates around the short story. The course will address the few debates that have addressed the short story in terms of its formal elements, and the popular understanding of the short story as that which is bound by a certain length and structured around an event. There will be readings of specific short stories from different cultures and regions that will enable comparative studies of the short story.

Course contents

The short story: modern history and form; the short story and the novel; theories of the short story: Dominic Head, Victoria Patea; formal elements: genre, length, event; thematic concerns; comparative studies; readings: Anton Chekhov, Guy de Maupassant, Franz Kafka, Edgar Allan Poe, Rabindranath Tagore.

Texts/References:

- 1.A. Chekhov, *The Lady with the Little Dog and Other Stories*, Penguin, London, 2002.
- 2.G. de Maupassant, *Pierre and Jean and Selected Short Stories* (Translated by Lowell Bair), Bantam Books, New York, 1992.
- 3.F. Kafka, *Stories-1904-24* (Translated by J.A. Underwood, Mac Donald & Co., London, 1981.
- 4.E. A. Poe, *The Complete Stories*, Campbell, London, 2002.
- 5.K. Mehta (Ed.), *The Twentieth Century Indian Short Story*, Creative Books, New Delhi, 2004.
- 6.D. Head (Ed.), *The Cambridge History of the English Short Story*, Cambridge University Press, New York, 2016.
- 7.V. Patea (Ed.), *Short Story Theories: A Twenty First Century Perspective*, Rodopi, New York, 2002.
- 8.M. Ramanan and P. Sailaja (Eds.), *English and the Indian Short Story: Essays in Criticism*, Orient Longman Ltd., New Delhi, 2000.
- 9.C. E. May (Ed.), *The New Short Story Theories*, Ohio University Press, Athens, 1994.

Preamble: The course will begin by reflecting on the “visual turn” in humanistic studies generally and specifically in South Asian studies; it will look into the ways in which the “visual turn” sought to rethink the dominance of written sources in constructing historical narratives on South Asia. It will highlight some of the major themes, including the relationship between the Empire and social construction of vision, contribution of mass circulated printed images in giving expression to popular nationalism, and colonial anxiety over popular images, that underpin the many historical experiences in colonial South Asia. Finally the course will enquire the possibility of “ways of seeing” that may be specific to the geographical region.

Course contents: The visual turn and South Asian studies: Importance of studying visuals, an alternative history of South Asia; The objects of Visual Culture: Approaches of studying cultural objects, popular arts, fine arts; Ontologies of visual imagery: The idea of representation, objecthood of images; Vision and visibility: Social construction of vision, cultural practices of looking; Empire and visibility: Maps, coins, painting, sketches, popular prints, anthropological photographs, propaganda cinema; Institutional practices and visual orientations: Museums, visual surveys, art schools; Connected histories of visuals: Idea of the picturesque, German-made lithographs of Indian deities, Indian-made advertisements of British products; Social lives of images: Social histories of production, circulation, and reception of images; Visualizing the land and its people: Governmentality, nationalism, and cosmopolitanism; Images and identity formations: Class, caste, religion, and language based identities; Nationalism and artistic discourses: Intellectual history of art, nativist claims and nationalism, Rabanindranath Tagore’s Bharat Mata; Intermediality: Interactions between media including lithography, painting, photography, printing, and moving images; Visibility in the age of mass publics: Newspapers, magazines, billboards.

Texts/References:

1. J. Berger, *Ways of Seeing*, British Broadcasting Corporation and Penguin Books, London, 1986.
2. K. Jain, *Gods in the Bazaar: The Economies of Indian Calendar Art*, Duke University Press, Durham, 2007.
3. W. J. T. Mitchell, *What Do Pictures Want? The Lives and Loves of Images*, University of Chicago Press, Chicago, 2005.
4. C. Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India*, Oxford University Press, Delhi, 2004.
5. C. Pinney, *Camera Indica: The Social Life of Indian Photographs*, Reaktion Books, London, 1997.

Preamble: The course aims to provide an introduction to Microeconomic theory and its applications. We begin by analyzing the action of a single consumer and a single producer. Then we see how the producers and consumers interact given various market forms. Finally, the course touches upon the emerging doctrine of behavioral economics.

Course contents: Consumer behaviour: preference, utility, indifference curve, income and prices, budget line; Derivation of demand: graphically and mathematically using optimization technique, effects of price and income, demand elasticities, income and substitution effects: applications, consumer's surplus; Production: output and inputs, short run and long run, law of variable proportions, returns to scale, profit maximisation and supply function, supply elasticities, cost functions; Markets: perfect competition, surplus maximization and welfare analysis: tax, subsidy, price ceiling and price floor, quota, import tariff; monopoly; monopolistic competition; monopsony; brief introduction to duopoly: Cournot and Bertrand competitions; Behavioral Economics: limited cognitive power, limited willpower, and limited self-interest; policy implications

Texts/References:

1. G. N. Mankiw, Economics: Principles and Applications, Cengage, 2007.
2. W. Nicholson, and C. M. Snyder, Intermediate Microeconomics and Its Application, South Western College Publishing, 2014.
3. A. Serrano and A. Feldman, A Short Course in Intermediate Microeconomics, Cambridge University Press, 2013

Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):

Kind of Proposal (New Course / Revision of Existing Course): **New Course**

Offered as (Compulsory / Elective): **Elective**

Offered to: **3rd Sem**

Offered in (Odd/ Even / Any): **Odd**

Offered by (Name of Department/ Center): **HSS**

Pre-Requisite: NA

Preamble: The objective of this course is to introduce students to the study of India's health system from an interdisciplinary perspective. It will explore how health systems in India have evolved historically and challenges they faced in contemporary times. The main aim is to expose students to debates on nature of health systems as it exists in different states of India from a critical perspective.

Course Content: Introduction to the concept of health and health systems in India; Structure of India's health system in British India and post-independence; Health services system: current structure and functions; Human resources for health: roles and responsibilities; Communicable and non-communicable diseases; Epidemiology; National health programmes of India; Technology for healthcare; Public and private sector in healthcare; Globalisation and health sector reforms; Health systems across different states in India: Main features and challenges.

References:

1. P. Gupta, and O. Ghai, *Textbook of Preventive and Social Medicine*. CBS Publishers and Distributors, 2017.
2. K. Park, *Preventive and Social Medicine*, B. Bhanot Publishers, 2017.
3. J. Kishore, *National Health Programs of India*, Century Publications, 2017.
4. D. Banerji, *Health and Family Planning Services in India: An Epidemiological, Socio-Cultural and Political Analysis and a Perspective*, LokPaksh, 1985.
5. R. Beaglehole, R. Bonita, and T. Kjellstrom, *Basic Epidemiology*, World Health Organisation, 2006.
6. A. Mills, S. Bennett, and S. Russell, *The Challenge of Health Sector Reform: What Must Governments Do?* Palgrave Macmillan, 2001.

HS 143 Perspectives on the history of modern Europe 3-0-0-6

Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):

Kind of Proposal (New Course / Revision of Existing Course): **New Course**

Offered as (Compulsory / Elective): **Elective**

Offered to: **3rd Sem**

Offered in (Odd/ Even / Any): **Odd**

Offered by (Name of Department/ Center): **HSS**

Pre-Requisite: NA

Preamble: This course provides an introduction to the history of modern Europe, broadly defined. By following critical accounts of key events in European history (circ.1500-1900 A.D.), the course attempts to present a comprehensive narrative of the advent of modernity and its general consequences. The course explores significant social, economic, and political changes that led to the emergence of European imperialism. The course will enable an understanding of the major historical debates that shaped the historiography of modern Europe.

Course Content: From Feudalism to Capitalism: transition debate, Maurice Dobb, Paul Sweezy, Robert Brenner; The “New Monarchy”: early Tudors; The Reformation: Luther, Calvin and Zwingli; The English Revolution: England and its neighbours in the 17th century; The Enlightenment; The French Revolution; The Industrial Revolution and the Standard of Living Debate; The Revolution of 1848; Italian and German Unifications; The “Scramble for Africa”: European colonisation of Africa; New Imperialism (circ.1890).

References:

1. Paul Sweezy et al., *The Transition Form Feudalism to Capitalism*, Aakar Books,
 2. 2006.
 3. T.H. Aston and C.H.E. Philpin, Eds, *The Brenner Debate*, Cambridge University
 4. Press, 2005.
 5. Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, 1947.
 6. Immanuel Wallerstein, *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*, University of California Press, 2011.
- Eric Hobsbawm, *Industry and Empire: From 1750 to the Present Day*, New Press, 1999.

Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):

Kind of Proposal (New Course / Revision of Existing Course): **New Course**

Offered as (Compulsory / Elective): **Elective**

Offered to: **3rd Sem**

Offered in (Odd/ Even / Any): **Odd**

Offered by (Name of Department/ Center): **HSS**

Pre-Requisite: **NA**

Preamble: As a form of ritual as well as entertainment, the theatre has served to unite communities and challenge social norms, to purge, vitalize and disturb its audiences. Drama achieves this important socio-cultural function through a combination of the literary arts of storytelling (often in verse) with the world of live performance. In order to understand this rich art form, this course will study its origin and development in the ancient and early modern world through a sampling of plays that exemplify different kinds of dramatic structure and practice. It will further provide an overview of the development of dramatic theory of the period with readings from major philosophers and thinkers to facilitate informed critical engagement with the texts.

Course Content: Theatre architecture and history: classical origins, miracle and morality plays, five act play; Genres: tragedy, comedy, dark comedy, closet, masque, comedy of manners; Major playwrights: Aeschylus, Sophocles, Aristophanes, Plautus, Terence, Seneca, Marlowe, Shakespeare, Jonson, Kyd, Calderón, Molière, Racine, Sheridan, Goethe; Theories of theatre and critical apparatus: Aristotle, Horace, Bharata, Castelvetro, Sidney, Corneille, Dryden, Rousseau, Schiller, Schlegel, Goethe; Bhārata: *Nāṭyaśāstra*; Aristotle: *Poetics*; Kālidasa: *Abhijñānaśakuntalam*; Sophocles: *Oedipus the King*; William Shakespeare: *The Merchant of Venice*.

References:

1. Stoler Miller, Barbara, ed. *Theater of Memory: The Plays of Kalidasa*. Columbia University Press, 1984.
2. Puchner, Martin et al. eds. *The Norton Anthology of Drama*. New York: Norton, (3rd ed.), 2017.
3. Shakespeare, William. "The Merchant of Venice." John Drakakis ed. Bloomsbury The Arden Shakespeare, Third Series, 2013.
4. Gerould, Daniel ed. *Theatre/Theory/Theatre: The Major Critical Texts from Aristotle and Zeami to Soyinka and Havel*. New York: Applause Theatre and Cinema Books, 2000.
5. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey, from the Greeks to the Present*. New York: Cornell University Press, 1993.
6. Cave, Terence. *Recognitions: A Study in Poetics*. Oxford: Clarendon Press, 1988.

HS 145 Money And The Financial System (3 0 0 6)

Money: definitions, functions, measures of money supply in india; Concept of high powered money (H); Financial system: functions and importance; Financial markets: structure and different markets; Central bank: its functions; Commercial banks: functions, balance sheet; co-operative banking system in India; Development banks; Non-bank financial intermediaries; Unregulated credit markets; Allocation of institutional credit; Interest rate: heterogeneity, interest rates differentials, equalizing and non-equalizing differences in interest rates; New financial developments: Narasimham committee report on financial system.

Text:

1. S. B. Gupta, *Monetary Economics: Institutions, Theory and Policy*, S.Chand and Co.Ltd, 2002

References:

1. L. V. Chandler and S. M. Goldfeld, *The Economics of Money and Banking*, Harper and Row, 1977.
2. S. B. Gupta, *Monetary Planning in India*, OUP, 1995

Preamble: Modern Indian Political Thought is one of the fascinating areas of scholarly debates and discussions in contemporary India. It also signifies a shift away from excessive reliance upon Eurocentric views, methods, and concepts to study and interpret Indian society and its politics. The major objective of this course is to introduce the students to some of the key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India.

Course Contents: Raja Rammohan Roy: Religious Reforms, Modern Education & Freedom of Press; Rabindranath Tagore: Nationalism and Cosmopolitanism; Aurobindo Ghosh: Self, Community and Religion; Vivekananda: Revitalisation of Indian life; M. K. Gandhi: Hind Swaraj and the Critique of Modern Civilisation; Muhammad Iqbal: Community, Religion, and Nation; Savarkar: Hinduism and Hindutva; Jawahar Lal Nehru: *Discovery of India* and Internationalism; B. R. Ambedkar: Liberal Democracy and Constitutional Morality; Lohiya: Caste & Class, and views on Indian Languages; Pt. Ramabai: Gender and Caste.

Texts:

1. Guha, Ramchandra, *Makers of Modern India*, Penguin: Delhi, 2010.
2. Pantham, Thomas and K. L. Deutsch eds., *Political Thought in Modern India*, Sage: Delhi, 1986.
3. Singh, M. P. and Himanshu Roy eds., *Indian Political Thought: Themes and Thinkers*, Pearson: Delhi, 2011.
4. Verma, V. P., *Modern Indian Political Thought*, Lakshmi Narayan Agarwal: Agra, 2005.

References:

1. Datta, P. K., and Sanjay Palshikar eds., *Indian Political Thought*, ICSSR & Oxford University Press: New Delhi, 2013.
2. Mcdermott, Rachel Fell et. al., *Sources of Indian Traditions*, Penguin: Gurgaon, 2014.
3. Mehta, V. R., *Foundations of Indian Political Thought*, Manohar: Delhi, 2013.
4. Singh, Aakash and Silika Mohapatra eds., *Indian Political Thought: A Reader*, Routledge: London & New York, 2012.
5. Vajpeyi, Ananya, *Righteous Republic: The Political Foundations of Modern India*, Harvard University Press: Cambridge, 2012.

Preamble: This course pertains to India's military history from the early to late twentieth century (1900s-2000). It is a modern history of India's engagement with the world through specific episodes of inter-state armed conflicts, peacekeeping operations and military strategies. It will examine India's role in the World Wars leading up to the Kargil conflict in 1999 to analyse the historical patterns of India's military strategies in a global context. Additionally, the course will highlight the transition of India's military organisation in the last century. In doing so, this course will offer uniquely Indian perspectives into the historical evolution of the country's role as a responsible military actor in the maintenance of international peace and domestic stability.

Course Content: Introduction to India's military organisation; Colonial Sino-Indian Military Relations: Boxer Rebellion and Indian forces; India in the First and Second World Wars; 'Indianisation' and Nationalisation of the Armed forces; Cold War in Asia: Korean Peninsula and Indian armed forces; South Asian military cooperation: Nepal, Bangladesh, Bhutan; Nuclear armament; India-China conflict 1962; India-Pakistan conflict 1965, 1971; India and the Gulf War; History of Indian Peacekeeping: Sri Lanka Civil War; Kargil 1999.

References:

1. Srinath Raghavan, *India's War: The Making of Modern South Asia*, Penguin: 2016,
 2. AJP Taylor, *The Origins of the Second World War*, Penguin: 2001.
 3. Susanne Rudolph, Llyod Rudolph, Mohan Singh Kanota, *Reversing the Gaze: Amar Singh's Diary, A colonial subject's narrative of Imperial India*, Basic Books: 2002.
 4. Srinath Raghavan, *War and Peace in Modern India*, Palgrave Macmillan: 2010.
 5. David Omissi, *Indian voices of the Great War: Soldier's Letters, 1914-18*, Penguin:
 6. 2014.
 7. VP Malik, *Kargil: From Surprise to Victory*, Harper Collins: 2011.
 8. David Malone, C Raja Mohan, *The Oxford Handbook of Indian Foreign Policy*, OUP: 2016.
- Marc Trachtenberg, *The Craft of International History: A Guide to Method*, Princeton University Press: 2006

Preamble: This course will introduce students to the idea of development as it emerged in the mid-twentieth century, with a focus on the Global South. It will examine how dominant ideas of development were framed by asking how development was defined, who defined it and for whom such ideas were designed. It will further examine the process through which such notions of development were challenged and by whom. As development continues to be hotly debated across the Global South, this course will expose students to the debates around development, anti-development, post-development, alternative development and alternatives to development.

Course Content: Development as a global agenda: decolonisation, emergence of the Third World; Modernisation theory: economic, sociological and political; Dependency theory: Raul Prebisch to Andre Gunder Frank, critiques of dependency theory; Development to globalisation: welfare state to neoliberal state, changing regimes of development; Globalisation from below: transnational social movements, development critiques from below; Anti-dispossession movements: conflicts related to land, territory, autonomy, self-determination; Development from below: alternatives, experiments and debates.

References:

- A. Escobar, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, 1992.
- C.E. Black, Ed, *Comparative Modernisation*, The Free Press, 1976.
- A. G. Frank, *Capitalism and Underdevelopment in Latin America: Historical Studies of Chile and Brazil*, Monthly Review Press, 1969.
- F.J. Schuurman, Ed, *Globalisation and Development Studies: Challenges for the 21st century*, Vistaar Publications, 2003.
- S.C. Motta and A.G. Nilsen, Eds, *Social Movements in the Global South: Dispossession, Development and Resistance*, Palgrave Macmillan, 2011.
- M. Edelman et al., Eds, *Global Land Grabbing and Political Reactions 'from Below'*, Routledge, 2017.
- A.P. D'Costa, A.P. and A. Chakraborty, Eds, *The Land Question in India: State, Dispossession, and Capitalist Transition*, Oxford University Press, 2017.
- A. Kothari and K.J. Joy, Eds, *Alternative Futures: India Unshackled*, AuthorsUpFront, 2017.

Preamble/ Objectives (Optional): The present course is designed to study the intricate relationship existing between consumers and the marketplace. Additionally the present course also looks at various psychological factors that shape the behaviour and actions of the consumer in the global market.

Course Content/ Syllabus (as single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas (,). Topics may be separated by Semi-Colons (;). Chapters may be separated by Full-Stop (.). While starting with broad heading, it may be indicated with Colon symbol before the topics, For example: Multi-variable Calculus: Limits of functions, Continuity,)

Introduction: Consumer research, process, methods and tools; Market segmentation, bases, effective targeting and strategic implementation; Internal Influences on consumer behaviour: Information processing, consumer perception, dynamics, imaginary and perceived risk; exposure and Attention; learning theories and brand loyalty; Motivation, emotion and attitude: Motives and needs, nature, types and systems, theories and their marketing implications, Maslow's Consistency, optimum stimulation, conflict, marketing implications; types of emotion, levels of affective response, marketing application, appeals; Personality, lifestyle and self concept: Definitions, theories and marketing implications, psychographics, AIO: application to marketing personality variables and consumer market; Evaluation criteria and purchase choice: Definition, evoked set, nature, opinion leadership, levels of consumer decision making; Decision heuristics: Compensatory and non-compensatory model, claims and support, types and strategies, appeals and reasoning, store attributes affecting choice, shopping orientations, unplanned choice; Social and cultural influences: Family and household, role structure and influences; Family communication pattern: marketing implications, social class, general implication, types of reference groups; Types of socialization: marketing implications, culture characteristics, measurement and core values.

HS 150

Critical Perspectives on Caste in Contemporary India

3-0-0-6

Preamble / Objectives (Optional): This course introduces students to the spectrum of issues and debates in understanding caste in contemporary India. It examines the social, economic, cultural and political aspects of the way in which caste continues to be reproduced in both rural and urban areas even as its shape and form continue to be dynamic. By engaging with the twin concepts of deprivation and privilege, the course examines these aspects through contemporary politics around caste in India.

Course Content/ Syllabus: Introduction: genesis of the caste system, understanding caste and varna; Caste across rural India: village society, agrarian structure, occupational patterns; Caste across urban India: urban landscapes, employment and labour; Caste and politics: politicization of caste and castization of politics; Caste and gender: interlinkages, community and honour; Caste and education: affirmative action, higher education, knowledge production; Caste and assertion: Dalit Panthers, Ranvir Sena, Gujjar, Patel and Jat reservation uprisings, Una movement.

Texts:

2. Deshpande, S., The Problem of Caste (EPW), Orient Blackswan, 2014.
3. Thorat, S. and K.S. Newman, Blocked by Caste, Oxford University Press, 2012.
4. Teltumbde, A., The Persistence of Caste, Navayana, 2010.
5. Dangle, A., Poisoned Bread, Orient Blackswan 2009.
6. Kothari, R., Caste in Indian Politics, Orient Blackswan, 2010.
7. Chakravarti, U., Gendering Caste: Through a Feminist Lens, Sage Publications, 2018.

HS 154 Sociology: The Science of Praxis

Course Number & Title: HS 154 Sociology: The Science of Praxis	
L-T-P-C: 3-0-0-6	
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades): Regular	
Kind of Proposal (New Course / Revision of Existing Course): New	
Offered as (Compulsory / Elective): Elective	
Offered to: UG – Level I	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): Department of Humanities and Social Sciences	
Pre-Requisite: Nil	
<p>Preamble / Objectives (Optional): The course will introduce students to sociology – the study of society – and how the concept of society itself emerges as an object of research and analysis. The course will cover the emergence of sociology as a scientific discipline linked to the French Revolution and the industrialization of England, the “dual revolutions” often thought of as heralding the beginning of modern society, and then will move on to consider how social stratification (of gender, race, caste, etc.) became central to the study of society and in movements for social change.</p>	
<p>Course Content/ Syllabus (as a single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas(,). Topics may be separated by Semi-Colons(;). Chapters may be separated by Full-Stop(.). While starting with broad heading, it may be indicated with Colon symbol before the topics. For example: Multi-variable Calculus: Limits of functions, Continuity,)</p> <p>Auguste Comte: Transition from theological and metaphysical stages to positivistic stage, social physics, social statics and dynamics; Herbert Spencer: Organic analogy between biology and sociology; Emile Durkheim: Influence of natural sciences on sociology, objectivity in social sciences, autonomy and necessity of science, comparative social sciences; Max Weber: Engaging with and critiquing positivism, verstehen, relationship between the study of nature and the study of human action, interface of explanation with understanding; Karl Marx: Critique of metaphysics and positivism, materialist conception of history, dialectic, ideology and science.</p>	
Books (In case UG compulsory courses, please give it as “Text books” and “Reference books”. Otherwise give it as “References”.	
<p>Texts: (Format: Authors, <i>Book Title in Italics font</i>, Volume/Series, Edition Number, Publisher, Year.)</p>	
1.	A. Giddens, <i>Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber</i> , Cambridge University Press, 1973.
2.	R. Aron, <i>Main Currents in Sociological Thought</i> , Volumes I and II, Routledge, 2018.
3.	T. Benton, <i>Philosophical Foundations of the Three Sociologies</i> , Routledge, 2015.
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	D. Gupta, <i>Social Stratification</i> . Oxford University Press, 1993.
2.	

Detailed Course Content (Optional)		
It will not be included in the Courses of Study Booklet		
Sl. No.	Broad Title / Topics	Number of Lectures
1		
2		
3		
4		
5		
Total Number of Lectures =		

In case of revision of existing course, please provide below the details of existing course.
EXISTING COURSE
Course Number, Title, L-T-P-C:

Pre-Requisite (if any)
Contents:
References:

HS 155 Introductory Mathematical Economics

Course Number & Title: HS 155 Introductory Mathematical Economics	
L-T-P-C: 3-0-0-6	
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades): Regular letter grades	
Kind of Proposal (New Course / Revision of Existing Course): New course	
Offered as (Compulsory / Elective): Elective	
Offered to: 5 th Semester BTech	
Offered in (Odd/ Even / Any): Odd	
Offered by (Name of Department/ Center): HSS	
Pre-Requisite: None	
Preamble / Objectives (Optional): This is a basic course on application of mathematical techniques in economics. The course will help students explore the subject of economics through mathematical techniques. Several economics topics will be introduced to the students in the course.	
Course Content/ Syllabus: Review of real number system, logic, mathematical proof; Sets and set operations; Functions of one variable, consumption function, cost function; Differentiation, marginal cost, marginal utility, different kinds of elasticities; Sequence and series, limits, convergence, present discounted value and investment decision, applications in ecology; Single variable optimization: convex and concave functions, profit maximization, cost minimization, inter-temporal utility maximization; Integration: area under curves, indefinite and definite integrals, extraction from oil well, income distribution; Difference equations: first and higher order difference equation, dynamic stability of equilibrium, Cobweb model.	
Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".)	
Texts: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	K Sydsaeter and P Hammond: <i>Mathematics for Economics Analysis</i> , 1 st edition, Pearson Education India, 2002.
2.	A C Chiang: <i>Fundamental Methods of Mathematical Economics</i> , 3 rd Edition, McGrawHill, 1984.
3.	C P Simon and L Blume: <i>Mathematics for Economists</i> , 1 st edition, Viva Books, 2018.
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	

Detailed Course Content (Optional)		
It will not be included in the Courses of Study Booklet		
Sl. No.	Broad Title / Topics	Number of Lectures
1		
2		
3		
4		
5		
Total Number of Lectures =		

In case of revision of existing course, Please provide below the details of existing course.	
EXISTING COURSE	
Course Number, Title, L-T-P-C:	
Pre-Requisite (if any)	
Contents:	
References:	

HS 158 / Introduction to Language Acquisition

Course Number & Title: HS 158 / Introduction to Language Acquisition	
L-T-P-C: 3-0-0-6	
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades): Regular Letter Grades	
Kind of Proposal (New Course / Revision of Existing Course): New	
Offered as (Compulsory / Elective): Elective	
Offered to: B Tech (Level 1)	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): HSS	
Pre-Requisite: None	
Preamble / Objectives (Optional):	
Course Content/ Syllabus	
Theories of First language acquisition: Major historical turns; Key thinkers; Critical period hypothesis; Language acquisition and social cognition; New developments: Theory of Mind , joint attention, brain plasticity; Second Language Acquisition in children and adults; Different theories: Universal grammar, functional approach, input hypothesis (Krashen), output hypothesis (Swain), Interaction hypothesis (Long), cognitive turn, The Associative-Cognitive Construction based Rational, Exemplar driven, Emergent, Dialectic (CREED); Language Teaching: goals and methods; Language acquisition among atypical children: Autism Spectrum Disorder, Down's Syndrome and others; Latest contributions from interdisciplinary research.	
Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".	
Texts: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	
2.	
3.	
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	B. Van Patten, G. D. Keating, S. Wulff. <i>Theories in Second Language Acquisition</i> . Taylor and Francis. 2020.
2.	M. Becker , and K.U. Deen . <i>Language Acquisition and Development: A Generative Introduction</i> . MIT Press. 2020.
3.	M. Saville-Troike. <i>Introducing Second Language Acquisition</i> . Cambridge University Press. 2016.
4.	R. Ellis. <i>The Study of Second Language Acquisition</i> . Oxford University Press. 1994.

In case of revision of existing course, Please provide below the details of existing course.	
EXISTING COURSE	
Course Number, Title, L-T-P-C:	
Pre-Requisite (if any)	
Contents:	
References:	

HS 159 / History of Everyday Life in Modern India

Course Number & Title: HS 159 / History of Everyday Life in Modern India		
L-T-P-C: 3-0-0-6		
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades): Regular Letter Grades		
Kind of Proposal (New Course / Revision of Existing Course): New Course		
Offered as (Compulsory / Elective): Elective		
Offered to: B. Tech (Level 1)		
Offered in (Odd/ Even / Any): Any		
Offered by (Name of Department/ Center): Humanities and Social Sciences		
Pre-Requisite: Nil		
<p>Preamble / Objectives (Optional): By tracking the social history of clothing, food and everyday technology, the course will throw light on certain aspects of everyday life in modern India. It will illustrate the extent to which colonial encounter, nation-making and globalization had a bearing on how everyday life was conceived and lived as well as the extent to which latter was implicated in the class, caste and gender dynamics of modern times. Through the prism of clothing, food and everyday technology, through what may be broadly considered everyday, students will be encouraged to think about larger structures and processes that went into the making of modern India.</p>		
<p>Course Content/ Syllabus <i>(as a single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas(,). Topics may be separated by Semi-Colons(;). Chapters may be separated by Full-Stop(.). While starting with broad heading, it may be indicated with Colon symbol before the topics. For example: Multi-variable Calculus: Limits of functions, Continuity,)</i></p> <p>History of everyday life: debates and definitions; Modern times: colonial encounter, nation-making and globalization; Clothing: middle class self-fashioning, racial anxieties and dress codes, caste conflicts and clothing, designing the national dress, globalization and changing sartorial expectations; Food: colonial alterations, caste and religious anxieties, setting the nation's table, abundance and hunger, global food chain and national consumption; Everyday technology: middle class comfort to popular use, altering the spatial and the temporal, of new sights and sounds, marketing and local usage, virtual nation.</p>		
Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".		
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)		
1.	E. Tarlo, <i>Clothing Matters: Dress and Identity in India</i> , University of Chicago Press, 1996.	
2.	N. Haksar, <i>Flavours of Nationalism: Recipes for Love, Hate and Friendship</i> , Speaking Tiger, 2018.	
3.	K. T. Achaya, <i>Indian Food: An Historical Companion</i> , Oxford University Press, 1994.	
4.	D. Arnold, <i>Everyday Technology: Machines and the Making of India's Modernity</i> , University of Chicago Press, 2013.	

Detailed Course Content (Optional)		
It will not be included in the Courses of Study Booklet		
Sl. No.	Broad Title / Topics	Number of Lectures
1		
2		
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5		
Total Number of Lectures =		

In case of revision of existing course, Please provide below the details of existing course. EXISTING COURSE
Course Number, Title, L-T-P-C:
Pre-Requisite (if any)
Contents:
References:

HS 160 / Logical Reasoning

Course Number & Title: HS 160 / Logical Reasoning
L-T-P-C: 3-0-0-6
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades): Regular Letter Grades
Kind of Proposal (New Course / Revision of Existing Course): Proposal for a New Course
Offered as (Compulsory / Elective): Elective
Offered to: B.Tech (Level 1)
Offered in (Odd/ Even / Any): Any
Offered by (Name of Department/ Center): Humanities and Social Sciences
Pre-Requisite: Nil
<p>Preamble / Objectives (Optional):</p> <p>A course in logical reasoning should impart to the students the necessary skills to engage in reasoning through real world cases. With this aim in mind, the course will introduce the models of correct reasoning, both deductive and ampliative, and also dwell on their respective strengths and shortcomings. It will supplement this with an overview of commonly encountered fallacies and biases. The skills developed during the course will be put to use to evaluate real world cases of public reasoning, including diagnosing fake news and echo chambers.</p>
<p>Course Content/ Syllabus:</p> <p>Basic concepts: epistemology, arguments, truth, validity, soundness, strength; Language: words and meanings, intension and extension of terms, definitional techniques; Deductive reasoning: propositional logic, categorical reasoning; Inductive reasoning: generalization, analogies, inference to the best explanation; Fallacies: formal, informal, biases; Philosophy and critical thinking: moral reasoning, public reasoning, epistemology of fake news and echo chambers.</p>
Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".
Texts: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)
1. L. Vaughn, <i>The Power of Critical Thinking</i> , Oxford: Oxford University Press, 2005
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)
1. C. Howson and P. Urbach, <i>Scientific Reasoning</i> , Open Court, 2006
2. I. M. Copi, <i>Symbolic Logic</i> , Prentice-Hall of India, 2012
3. P. Lipton, <i>Inference to the Best Explanation</i> , Routledge, 2004

HS 161/ The Novel and Magic Realism

Course Number & Title: HS 161/The Novel and Magic Realism	
L-T-P-C: 3-0-0-6	
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):	
Kind of Proposal (New Course / Revision of Existing Course): New Course	
Offered as (Compulsory / Elective): Elective	
Offered to: B Tech 4 th semester Level 1	
Offered in (Odd/ Even / Any): Even	
Offered by (Name of Department/ Center): HSS	
Pre-Requisite: None	
Preamble / Objectives (Optional):	
<p>Course Content/ Syllabus (as a single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas(,). Topics may be separated by Semi-Colons(;). Chapters may be separated by Full-Stop(.). While starting with broad heading, it may be indicated with Colon symbol before the topics. For example: Multi-variable Calculus: Limits of functions, Continuity,)</p> <p>Magic realism as a descriptive category: between fantasy and reality, movement away from conventional plots and linearity, interconnectedness and hidden meanings of life; Authorial reticence and indifference, bringing together multiple and conflicting planes of reality: the urban and the rural, the western and the indigenous; The magic realist novel as metafiction: implication of the reader in its own reality; Magic realism as social and political satire.</p>	
Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".	
Texts: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	
2.	
3.	
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	L.R. Zamora, W.B Faris (eds.) <i>Magic Realism: Theory, History, Community</i> . Durham, NC, USA Duke University Press
2.	Gabriel Garcia Marquez, <i>One Hundred Years of Solitude</i> . Translated by Gregory Rabassa. Harper Perennial Modern Classics. 2006.
3.	Alejo Carpenter, <i>The Kingdom of this World</i> . Translated by Pablo Medina. Farrar, Straus and Giroux. 2017.
4.	Isabelle Allende, <i>The House of Spirits</i> . Translated by Magda Bogin. Vintage. 2017.
5.	M.E. Asayesh, <i>Power and Patriarchy in Magic Realism</i> . Cambridge Scholars Publishing. 2017.
6.	Salman Rushdie, <i>Midnight's Children</i> . RHUK, Vintage, 2013.