

Level 2 (Courses applicable for the **seventh and eighth semesters**)

HS 202

Modern Western Drama

3-0-0-6

Preamble: This continuation of the study of human society's predilection for theatre explores drama in the modern world. The course studies the development of modern and contemporary dramatic theory and explores the work of major playwrights to see how the art evolves in conversation with tradition and history. Aesthetic, cultural and political movements in the theatre and postmodern experiments in transmedia and metatheatre are incorporated in the discussion to understand the ways in which playwrights tease and play with time, space and the human imagination in the creation of the dramatic experience.

Course Content: History of modern drama; Concepts and movements: Naturalism, Realism, the problem play, Surrealism, Expressionism, epic theatre, theatre of the absurd, theatre of cruelty, theatre of identity and protest, the one-act play; Postmodern experiments: performance, style, technique; Women playwrights: Margaret Cavendish, Aphra Behn, Susannah Centlivre, Lady Gregory, Susan Glaspell, Sophie Treadwell, Ntozake Shange (choreopoem); Major playwrights: Strindbergh, Ibsen, Wilde, Chekhov, Shaw, Synge, Osborne, Lorca, Pirandello, Brecht, Pinter, Bond, Albee; Theories of theatre and critical apparatus: Schopenhauer, Hegel, Nietzsche, Strindberg, Maeterlinck, Marinetti, Brecht, Soyinka; Anton Chekhov: *The Cherry Orchard*; J. M. Synge: *Riders to the Sea*; Samuel Beckett: *Happy Days*; Sophie Treadwell: *Machinal*.

References :

1. Puchner, Martin et al. eds. *The Norton Anthology of Drama*. Norton, (3rd ed.), 2017.
2. Beckett, Samuel. "Happy Days." *The Complete Dramatic Works*. Faber, 2006.
3. 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.
4. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey, from the Greeks to the Present*. New York: Cornell University Press, 1993.

Human Resource Management: Concept, definitions, objectives, and scope; Traditional personnel management and modern HRM approaches; Human Resource Planning: Approaches, processes, and objectives; Recruitment: Concept, objectives, factors, sources, methods, and evaluations; Selection: Concept, objectives, and methods; Orientation and Induction: Concept, process of socializing the employees; Employee Training: Concept, factors, purpose, methods and development; Performance Appraisal: Purpose, objectives, approaches, methods, and MBO; Internal mobility: Concept of promotion, demotion, transfer, suspension, and concept of job enrichment and job enlargement; Compensation and Reward System: Concept, objectives, methods.

Text:

1. A. Monnappa & M.S. Saiyadain. *Personnel Management*, TMH, 1998.
2. E. B. Flippo. *Personnel Management*, McGraw Hill, 1976.
3. W. Cascio, *Managing Human Resource*, McGraw-Hill, 1998.
4. H. J. Bernardin and J. E. A. Russell, *Human Resource Management: An Experiential Approach*, McGraw-Hills, 1998.

HS 204 Phenomenology And Analytical Philosophy (3 0 0 6)

Husserlian phenomenology: introduction: the genesis of Heidegger's 'Being and Time'; the phenomenology of Merleau-Ponty; reflections on Mohanty's theory of philosophy; mind and brain sciences in the 21st centuries.

Text:

1. R. Sokolowski, *Introduction to Phenomenology*, Cambridge University Press, 2003.
2. R. Bernet, *An Introduction to Husserlian Phenomenology*, Northwestern University Press, 1993.
3. M. C. Dillon, *Merleau-Ponty's Ontology*, Indiana University Press, 1988.
4. Charles Guignon (Ed), *The Cambridge Companion to Heidegger*, Cambridge University Press. 1993.
5. J. N. Mohanty, *Transcendental Phenomenology: An Analytical Account*, Blackwell Publisher, 1989.
6. D. Krishna, K. L. Sharma, *The Philosophy of J. N. Mohanty*, ICPR, 1990.
7. R. L. Solso, *Mind and Brain Sciences in the 21st Century*, MIT Press, 1999.

Language and the brain: brain organization for language, aphasia, agrammatism, neurolinguistics, bilingualism, language acquisition, phonology: the organs of speech, places of articulation, vowels, diphthongs and consonants, intonation syntax, descriptive grammar, generative grammar, functional grammar, immediate constituency analysis, morphology, tree structures, semantics, pragmatics, synthetic truth, analytical truth, semantic field, Grice's cooperative principle, metaphorical language, speech act theory, language and society, registers, standardization, language and power, Indian English.

Text:

1. G. Finch, *Linguistic Terms and Concepts*, Macmillan, 2000.
2. L. K. Obler and K. Gjerlow, *Language and the Brain*, Cambridge University Press. 1999.
3. A. Goatly, *The Language of Metaphors*, Routledge, 1997.

Contemporary Indian literature in english; examination of main themes; Postcolonial Theory; readings from a few key theorists; some postcolonial issues for discussion; nation and narration; culture and identity; history and the nation; the subaltern; representations of the subaltern; dalit poetry.

Texts:

1. S. Tharoor, *The Great Indian Novel*, Aracde Books, 1991.
2. V. Tendulkar, *Ghashiram Kotwal*, Seagull Books, 1986.
3. A. Dangle (Ed), *Poisoned Bread*, Orient Longman, 1992.

References:

1. G. N. Devy, *In Another Tongue: Essays on Indian English Literature*, Macmillan, 1995.
2. M. Mukherjee, *The Perishable Empire: Essays on Indian Writing in English*, Oxford University Press, 2000.
3. S. Khilnani, *The Idea of India*, Penguin, 1999.

HS 207 Concepts and Ideologies in Social Life (3 0 0 6)

Eminent Sociologists and their different views of social life: St. Simon: Positivism; Herbert Spencer: Functionalism, Organic analogy; Talcott. Parsons: System analysis; Robert K. Merton: Codification of Functional analysis; Max Weber: Social action and Rationality, Types of social groups; Emile Durkheim: Forms of Solidarity and Division of Labour; Political Sociology: Power and Authority, Consensus and Conflict, State and Stateless societies: Nuer and Zulu political systems of Africa, Elites and Masses; Economic Sociology: Division of Labour, Occupational specialization, Property.

Texts:

1. R. Aron, *Main Currents in Sociological Thoughts*, Pelican Books, 1980.
2. T. B. Bottomore, *Sociology-A Guide To Problems and Literature*, Blackie and Son Publishers Pvt Ltd, 1978.
3. M. Weber, *Protestant Ethic and the Spirit of Capitalism*, Allen & Unwin, London, 1976.

References:

1. T. Parsons and E. A. Shils, *Towards a General Theory of Action*, Harper and Row, New York, 1952.
2. M. Gluckman, *Custom and Conflict in Africa*, Oxford Basil Blackwell, 1960.
3. C. W. Mills, *The Power Elite*, Oxford University Press, 1956.

Prerequisite: NIL

Applied psychology and applied social psychology: concepts and issues, attitude- nature, measurement, formation, and change, group dynamics- intergroup behaviour, communication processes, conflict and resolution; Psychology and advertising: psychological study of advertising- historical and contem

porary perspectives, psychological factors-perception, memory, learning and attitude, models- AIDA, elaboration likelihood and heuristic-systematic models; Psychology at work: accident, safety and performance, accident proneness principle, prediction and reduction, human engineering; Work and well-being- technological adaptation and behavioural consequences, psychophysiology of stress, work and stress model, stressors, consequences of stress, stress management, biofeedback applications.

Texts:

1. R. Bayne, and I. Horton, *Applied Psychology*, Sage publications, 2003.
2. A. Furnham, *The Psychology of Behaviour at Work*, Psychology Press, 1997.
3. D. Harris, *Engineering Psychology and Cognitive Ergonomics*, Aldershot: Ashgate, 1997.

References:

1. R. Gifford, (Ed.), *Applied psychology: Variety and opportunity*, Allyn and Bacon, 1991.
2. M.L. Blum, and J.C. Naylor, *Industrial Psychology*, CBS Publishers & Distributors, 1984.
3. D.M. Pestonjee, *Stress and Coping: The Indian Experience*, 2nd ed., Sage Publications, 1999.

HS 209

Critical Thinking

(3-0-0-6)

Pre-requisite: Nil

Introduction: nature and scope; basic concepts: truth and validity, arguments, premises; language: words and meanings, intention and extension of terms, definitional techniques; propositions: components, quality, quantity and distribution; immediate inferences: conversion, obversion, square of opposition; mediate inferences: categorical syllogisms – form, mood, figure, rules of inference; hypothetical and disjunctive syllogisms; propositional logic: symbols and translation, truth functions, truth tables for arguments; inductive reasoning; fallacies: formal, informal; philosophy and critical thinking: Indian and western

Texts:

1. L. Vaughn, *The Power of Critical Thinking*, Oxford: Oxford University Press, 2005.
2. P. J. Hurley, *A Concise Introduction to Logic*, London: Wadsworth, 2000.

Reference:

1. I. M. Copi, *Introduction to Logic*, New Delhi: Prentice-Hall of India, 2004.

Pre-requisite: Nil

Science and technology as socio-technical systems; Innovation in science and technology: socio-historical and politico-cultural processes; Emergence of knowledge economy; Knowledge society and the role of researchers; Science and innovation policy research; Science and democracy; Public sector – industry linkages; Transition from single-helix to triple-helix model of innovation: government-academia-private R&D institutions networking; Diffusion and commercialisation of research; Techno-entrepreneurship; Intellectual property rights: north-south debate; Scientific knowledge in India: from public resource to intellectual property

Texts

1. B. Jones and B. Miller, *Innovation Diffusion in the New Economy: The Tacit Component*, Routledge, 2007.
2. A. Webster and K. Packer (Eds.), *Innovation and the Intellectual Property System*, Kluwer Law International, 1996.

References

1. Federal Trade Commission, *To Promote Innovation: The Proper Balance of Competition and Patent Law and Policy*, A Report by the Federal Trade Commission, 2003.
2. D.E. Stokes, *Pasteur's Quadrant: Basic Science and Technological Innovation*, Brookings Institution Press, 1997.
3. P. Murmann, *Knowledge and Competitive Advantage: The Coevolution of Firms, Technology and National Institutions*, Cambridge University Press, 2003.
4. C. Edquist and M. McKelvey (Eds.), *Systems of Innovations*, Volumes I and II, Elgar, 2000.

HS 211 Sound Structure of Language and Speech Analysis (3 0 0 6)

Pre-requisite: Nil

Fundamentals of speech production and perception; Conventions for representing the sounds of the world's languages; Grammar of speech sounds in various languages; Distinctive features; Phonological patterning and interaction; Syllable structure; Feature geometry; Phonological rules and representations; Underlying and surface forms; Derivations; Processes in child phonology; Morpho-phonemic processes; Constraint-based versus derivational phonological grammars; Phonetics-phonology interface; Categorical versus gradient sound patterns; Preliminaries of Acoustic Phonetics; Tools and techniques of speech analysis: softwares, spectrographic analysis and acoustic measurements.

Texts:

1. P. Ladefoged, *A Course in Phonetics*. Fort Worth: Harcourt Brace College, 2006.
2. D. Odden, *Introducing Phonology*. Cambridge University Press, 2005.

References:

1. M. Kenstowicz, *Phonology in Generative Grammar*. Wiley-Blackwell, 1994.
2. P. Ladefoged, *Elements of Acoustic Phonetics*. University of Chicago Press, 1996.
3. P. Lieberman and S.E. Blumstein. *Speech Physiology, Speech Perception and Acoustic Phonetics*. Cambridge University Press, 1988.
4. K. Johnson, *Acoustic and Auditory Phonetics*. Blackwell, 2003.
5. C. Gussenhoven and H. Jacobs, *Understanding Phonology*. Hodder Arnold, 1998.

Public sector in a mixed economy: market failure, the economic rationale of government intervention, public goods and publicly provided private goods, merit goods, public choice; Public sector expenditure: externalities, income redistribution and expenditure programmes, healthcare, social security, cost-benefit analysis; Public sector revenue: tax incidence, efficiency and equity issues, the Indian tax system, tax reforms; Fiscal federalism: fiscal principles and concepts, fiscal institutions; Fiscal policy and economic stabilization: fiscal instruments, deficit and surplus budget, public sector debt, internal and external debt, symmetrical and asymmetrical debt, debt management.

Texts:

1. J. Stiglitz, *Economics of the Public Sector*, W. W. Norton and Company, 2000
2. B. P. Herber, *Modern Public Finance*, A.I.T.B.S. Publishers, Indian reprint, 1999

References:

1. A. Bagchi (edited), *Readings in Public Finance*, Oxford University Press, 2005
2. R. A. Musgrave, P. B. Musgrave, *Public Finance in Theory and Practice*, McGraw Hill International, Fifth edition, 1989

Course Goals

This course is designed to provide insights into the dynamics of human adjustment and mental health in a changing environment. It will address various issues related to human adjustment in personal as well as professional life. More specifically, this course will address: (1) Dynamics of human adjustment (2) Adjustment in the interpersonal realm (3) Adjustment in the transition period of life (e.g. adolescence, adulthood, professional life, adversity or traumatic events) (4) The concept of physical and mental health and their interactions and (5) Psychotherapy. Special emphasis will be given on experiential learning where students will be encouraged to participate in various self-reflective exercises and case study discussions to use the information from the text and lecture.

Course Contents

Dynamics of human adjustment; Stress and trauma: nature and consequences; Problem focused and emotion focused coping; Psycho-neuro-immunology: basic concepts, mechanisms, and applications; Human personality and adjustment: psychodynamic, behavioral, humanistic and biological perspectives, terror management theory, assessing personality; The self: basic principles of self perception, self regulation and self presentation; Social thinking and social influence: forming impression of others, prejudice and discrimination, persuasion, conformity and compliance; Interpersonal communication: communication problems, interpersonal conflict, effective communication; Development in adolescence and adulthood: transition of adolescence and adulthood, aging and death; Careers and work: models of career choice and development, coping with occupational hazard; Mental and physical health; Habits, lifestyles and health; Psychological disorders: anxiety, somatoform, dissociative, mood and schizophrenic disorders; Psychotherapy: insight and behavioral therapies

Texts:

1. W. Weiten, and M. A. Lloyd, *Psychology Applied to Modern Life: Adjustment in the 21st Century*, Wadsworth Publishing, 2007.
2. E. Atwater, *Psychology for Living: Adjustment, Growth, and Behavior Today*, Prentice Hall, 1994.

References:

1. J. Ogden, *Health Psychology*, McGraw Hill, 2007
2. H. Herrman, S. Saxena, and R. Moodie, *Promoting mental health: concepts, emerging evidence and practice*, WHO, 2005.

Pre-requisite: Nil

Preamble: The course provides an overview of various market forms and role of the government. Moving beyond introductory models of perfect competition and monopoly, it takes up issues such as oligopoly, various pricing strategies in the context of imperfect competition, the importance of information and the role of regulatory as well as antitrust authorities. Detailed case studies, wherever applicable, supplement the theoretical part. The course will equip the students with the tools to analyze current industrial scenario and policies.

Course Content

Cost concepts in single and multi-product firms, economies of scale and scope; Perfect competition; Monopoly, monopsony, and bilateral monopoly: price discrimination and two part tariff; Product differentiation and monopolistic competition; Oligopoly models: Cournot, Bertrand and Stackelberg, formation and stability of cartels; Role of imperfect information; Antitrust laws; Regulation: peak-load pricing, Ramsey pricing, average cost pricing.

Texts:

1. D W Carlton and J M Perloff, *Modern Industrial Organization*, Pearson, 4th Ed, 2004.
2. J Church and R Ware, *Industrial Organization: A Strategic Approach*, McGraw Hill, 2000.

References:

1. J Tirole, *The Theory of Industrial Organization*, MIT Press, 1988

Preamble:

Detective fiction enacts a serious threat to the established social order of a given community only to contain it through the ritualistic rigour of the investigative process. But whose justice is it that the detective story seeks to establish? In classic examples, the social order that is reaffirmed by the narrative's end is that of the dominant ideology, which is upheld as universal and normative. The classic formula, however, has been systematically manipulated by its founders just as it has been consistently challenged by recent writers of the form and this course engages with both the normative and the subversive in such genre fiction. This reading-intensive course studies the major generic variations of detective fiction written for mature readers through socio-political perspectives, questioning the meaning of justice when it is problematised by race, class, gender and historicity. Select classic and contemporary texts are read in juxtaposition with theoretical approaches.

Course contents:

Concepts and origins: popular literature, pulp fiction, crime fiction, detective fiction, justice as philosophical and politico-legal category, rise of the modern police force; Sub-genres and meta-genres: murder mystery, golden age mystery, hardboiled/noir thriller, police procedural, conspiracy/spy thriller, serial murder, Nordic noir, feminist detectives, ethnic/postcolonial detectives, postmodern/anti detective fiction; Major authors: Edgar Allan Poe, Arthur Conan Doyle, Wilkie Collins, Rudyard Kipling, Agatha Christie, Raymond Chandler, Dashiell Hammett, G. K. Chesterton, Ngaio Marsh, Dorothy Sayers, Ruth Rendell, Sarah Paretsky, Sue Grafton, Umberto Eco, Jorge Luis Borges, Sharadindu Bandyopadhyay, Alexander McCall Smith, Stieg Larsson, Keigo Higashino, Robert Galbraith (J. K. Rowling), Tarquin Hall; Justice as problematised by sub-generic formulations of the detective narrative; Justice and the outsider: marginality, difference, borders, enclosures; the postmodern detective novel and the problem of justice.

Texts:

1. Christie, A., *And Then There Were None* (first published 1939 or reprint).
2. Bandyopadhyay, S., 'The Menagerie', in Sreejata Guha-trans, *The Glass Menagerie and Other Byomkesh Bakshi Stories*, Penguin Books, New Delhi, 2006. First published in Bengali in 1953.
3. Higashino, K., *The Devotion of Suspect X*, trans. Alexander O. Smith, St Martin's Press, New York and Little, Brown, London, 2011. First published in Chinese in 2005.
4. Hall, T., *The Case of the Deadly Butter Chicken*, Simon and Schuster, London, 2012.
5. Galbraith, R. (pseud.), *The Silkworm*, Little, Brown, London, 2014.

References:

1. Delamater, J. H. and Prigozy R. (Eds.), *Theory and Practice of Classic Detective Fiction*, Greenwood Press, Westport, CT, 1997.
2. Bleiler, R. J., *Reference Guide to Mystery and Detective Fiction*, Libraries Unlimited Inc., Englewood, CO, 1999.

Preamble: This course introduces students to the ways in which social and cultural contexts prevailing in India during the 19th and 20th centuries mediated the development and use of certain technologies. It also traces the impact that these technologies had on how modernity came to be lived and experienced in the Indian sub-continent. The course discusses the emergence and development of railway, print technology and several 'everyday technologies' that had immediate bearing on human life and activity. In doing so, it seeks to encourage students to look at technology as it existed in relation to, rather than independent of, the social, economic and political transactions of people within a given time and place.

Course contents: Social history of technology: defining 'social history', towards a broader definition of the history of technology; Engines of change: coming of the railways, changes in notions of time and space, railways in the time of colonial rule and nationalism, railways and changing social relations, railways and cultural imaginaries of 19th and 20th centuries; Print revolution: establishment and development of printing presses, print and reform, print and the world of language and literature, print and censorship; Everyday technology: defining 'everyday technology', sewing machines and typewriters, gramophones and radios, everyday technology and intersections of race, gender and caste; Gandhi, Chaplain and the critique of technological society: Hind Swaraj and technology, Modern Times and technology, technological imaginary of the modern nation-state.

Texts:

1. Headrick, D. R., *Technology: A World History*, Oxford University Press, 2009.
2. Bijker, W.E. and Law, J., *Shaping Technology/Building Societies: Studies in Sociotechnical Change*, Massachusetts Institute of Technology Press, 1992.
3. Burke, P and Briggs, A., *A Social History of the Media: From Gutenberg to the Internet*, Polity Press, 2009.
4. Arnold, D, *Everyday Technology: Machines and the Making of India's Modernity*, University of Chicago Press, 2013.

References:

1. Kerr, I.J., *Engines of Change: The Railroads that Made India*, Orient Blackswan, 2012.
2. Orsini, F., *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India*, Permanent Black, 2010.
3. Gupta, P.S., *Radio and the Raj*, Centre for Studies in Social Sciences, 1995.
4. De, S.K., *Gramophone in India: A Brief History*, Uttisthata Press, 1990.
5. Hardiman, D, *Gandhi: In His Time and Ours*, Permanent Black, 2003.
6. Prakash, G, *Another Reason: Science and the Imagination of Modern India*, Princeton University Press,

Preamble: The course focuses on the ecology of human societies -human-environment relationships, with reference to cultural ecology and issues surrounding sustainable development. The ecology of human societies is about connections between ecological and human social, cultural, and organizational processes. Based on selected works of ecological anthropologists, this course focuses on the dynamic relationships between human cultures and their ecological environments. It uses basic concepts of anthropology, including the concept of culture as a dynamic system of learned behaviours and beliefs, to better understand how human beings adapt to and change their physical and social surroundings.

Course contents: Cultural and Human Ecology: concepts, meanings and interpretations, human-environment interactions; Approaches to Nature and Culture: ecological anthropology perspectives; Environmental Ethics: social ecology, deep ecology and shallow ecology; Natural Resource Management: biodiversity conservation, ethnoecology, symbolism, knowledge and indigenous communities.

Texts:

1. Descola, P and Pálsson, G. (Eds.), *Nature and Society: Anthropological perspectives*, Routledge, London and New York, 1996.
2. Ellen, R, Parkes, P and Bicker, A. (Eds.), *Indigenous Environmental Knowledge and its Transformations Critical Anthropological Perspectives*, Harwood academic publishers, U.K., 2005.
3. Gottlieb, S. R. (Eds.), *This Sacred Earth: Religion, Nature, Environment*, Routledge, New York and London, 2004.
4. Rappaport, R. A, *Ecology, Meaning, and Religion*, North Atlantic Books, Richmond, California, 1979.

References :

1. Gadgil, M. and R. Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Routledge, London, 1995.
2. Geertz, C, *The Interpretation of Cultures*, Basic Books, New York, 1973. 3. Guha, R. (Ed.), *Social Ecology*, Oxford University Press, Delhi, 1994.
4. Ingold, T, *The Perception of the Environment: Essays in Livelihood, Dwelling and Skill*, Routledge, London and New York, 2000.
5. McGregor, D, "Traditional Ecological Knowledge and Sustainable Development: Towards Coexistence," in Blaser, Mario (Eds.): *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*, Zed Books, London & New York, 2004.

HS 219 Archaeological Studies in Ancient Technology 3-0-0-6

Preamble: The main aim of the course is to introduce students to the study of ancient technological accomplishments and to understand the evolution of the technical capabilities of the human society. With these technical capabilities human beings modified the physical world according to their need. Was this a survival instinct or an adaptation of a pleasurable lifestyle? Ancient philosophers have opined that technological activities were inextricably bound up with the roots of human biology. The course will help students to understand the genesis of technology and build up discourses on its favourable use.

Course Content: Ancient Written Sources of Technology in the Classical World; Primary Technologies: mining and metallurgy, quarrying and stone working, sources of energy, agriculture; Secondary processes and manufacturing: food processing, metal working and tools, wood working, textile production, ceramic production, glass production; Technologies of movement: land and sea transport.

References:

1. Forbes, R.J, *Studies in Ancient Technology* (Vol. I to VIII), E.J Brill, 1964-72.
2. Oleson John Peter (ed.), *The Oxford Handbook of Engineering and Technology In the Classical World*, Oxford University Press, 2008.
3. Ziman J, *Technological Innovation as an Evolutionary process*, Cambridge University Press, 2000

Preamble: This course will be an introduction to modern Indian drama starting from its roots in late 19th century Parsi theatre to works by some of the most important playwrights of Independence India. The course will also draw attention to the formal links between theatre and the silent era of early cinema and the ways in which theatre has evolved in aesthetic and technological terms to carve out its own space in the midst of the growing popularity of cinema. Another point of discussion will be the dearth of female playwrights and the emergence of the female actress on stage. There will also be readings and discussions of the history of Independence Indian theatre and the works of specific playwrights who have formulated their own responses to social and political issues.

Course Content: Early precursors of Indian theatre, Parsi Theatre: the historical and cultural role of the colonial state and the native elite in theatre production companies; The politics of gender and performance in early theatre: the lives of early male actors like Jaishankar Bhalerao 'Sundari', Jaishankar Prasad and Fida Hussain Narsi; The absence of the female playwright and the emergence of the female actress on stage: the case of Binodini Dasi; Formal links between theatre, dance and silent era cinema; The history of post-Independence Indian theatre: from the Nehruvian Era to the Jana Natya Manch in reclaiming theatre for the people; The role of the National School of Drama in defining Indian theatre; Readings of specific memoirs and plays in response to major debates on nationalism and issues of social and political importance: Mahesh Elkunchwar: 'Garbo', 'Reflection'; Vijay Tendulkar: 'Kamala', 'Sakharam Binder'; Mahesh Dattani: 'Tara', 'Dance like a Man', 'Final Solutions'; Girish Karnad: 'Hayavadana', 'Dreams of Tipu Sultan' and 'Bali'; Badal Sircar: 'Procession', 'Bhadracharya', 'Stale News'.

References:

1. Kathryn Hansen, *Stages of Life*. 2011
 2. Kathryn Hansen, *Grounds for Play: The Nautanki Theatre of North India*. 1993.
 3. Ananda Lal, *The Oxford Companion to Indian Theatre*. 2004.
 4. Arjun Ghosh, *A History of the Jana Natya Manch: Plays for the People*. 2012.
 5. Mahesh Elkunchwar, 'Garbo' and 'Reflection' from *Collected Plays*. 2010.
 6. Vijay Tendulkar, 'Kamala', and 'Sakharam Binder' from *Five Plays*. 1997.
 7. Mahesh Dattani, 'Tara', 'Dance like a Man' and 'Final Solutions' from *Collected Plays*. 2000.
 8. Penguin India. 2000.
 9. Girish Karnad, 'Hayavadana', 'Dreams of Tipu Sultan' and 'Bali' from *Collected Plays*. 2017.
- Badal Sircar, *Three Plays*. 2009

Badal Sircar, *Three Plays*. 2009.

HS 222 Philosophy of Science

Course Number & Title: HS 222 Philosophy of Science	
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): Revision of Existing Course	
Offered as (Compulsory / Elective): Elective	
Offered to: B.Tech 4 th year	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): Humanities and Social Sciences	
Pre-Requisite: Nil	
Preamble / Objectives (Optional): This course aims to equip the students with the philosophical tools and the vocabulary needed to identify and reflect upon the presuppositions in science. Specifically, the course enables the students to (a) critically examine the nature of scientific knowledge; (b) cultivate an understanding of the methodology of science; and (c) appreciate the social character of scientific practice	
Course Content/ Syllabus: Building blocks of science: theories, models, laws; Theory and evidence: prediction, explanation, confirmation; Methodology of science: inductivism, falsificationism, demarcation problem; Theory change and progress in science; Relation between scientific knowledge and reality: scientific realism, underdetermination, instrumentalism, constructive empiricism; The social enterprise of science: disagreements, division of cognitive labour, values and biases; Case study: the anomalous precession of Mercury's perihelion	
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.	A. I. Rosenberg, <i>Philosophy of Science</i> , Routledge, 2000
2.	P. Godfrey-Smith, <i>Theory and Reality</i> , The University of Chicago Press, 2003
3.	T. Levenson, <i>The Hunt for Vulcan</i> , Random House, 2015
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	P. K. Stanford, <i>Exceeding Our Grasp</i> , Oxford University Press, 2006
2.	P. Kitcher, <i>The Advancement of Science</i> , Oxford University Press, 1993
3.	S. Psillos, <i>Scientific Realism</i> , Routledge, 1999
4.	S. Psillos and M. Curd (eds.), <i>The Routledge Companion to Philosophy of Science</i> , Routledge, 2008

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: HS 222, Philosophy of Science, 3-0-0-6
Pre-Requisite (if any): Nil
<p>Contents:</p> <p>Nature of scientific explanation: causal laws of Descartes and Leibniz; the pragmatics of explanation: the unification model of explanation; Case studies: Galileo's laws describing the motion of freely falling bodies and projectiles and derivation of Newton's laws and Kepler's laws; Induction: falsifiability, justification and complexity of scientific inferences; ambiguities of induction and Goodman's new riddle of induction; Case study: Bayles' theorem; Metaphysics of scientific entities: realism about scientific entities; Space, time, creation and evolution: Indian and western perspectives; Case studies: axiomatism and computational positivism in mathematics, Godel's theorem; Confirmation of scientific theory: objective evidence, Aristotle's worldview and later developments; problem of under determination of theory by evidence; Case studies: Heisenberg's indeterminacy and quantum collapse; Case study :causation and belief revision: detennination and self-organization, Ramsey test and counterfactual worlds. Geuetic prediction and ethical issues; Challenges to the objectivity of science: the challenge from Kuhnian relativism, the challenge from the sociology of scientific knowledge and social constructivism, the challenge from feminist epistemology and feminist philosophy of science. Case study.</p>
<p>References:</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. G. Galilie, Dialogue Concerning the Two Chief World Systems, translated by S. Drake, Modem Library, 2001. 2. S. I. Newton, Newton's Mathematical Principles of Natural Philosophy and His System of the World: The System of the World, Translator A. Motto, Kessinger Publishing Company, 2003. 3. A. I. Rosenberg, Philosophy of Science: A Contemporary Introduction, Routledge, 2000. 4. W. C. Salmon, Four Decades of Scientific Explanation, University of Minnesota Press, 1989. <p>References:</p> <ol style="list-style-type: none"> 1. F. Suppe, The Structure of Scientific Theories, 2 nd Ed, University of Illinois Press, 1977. 2. B. Latour and S. Woolgar, Laboratory Life: The Construction of Scientific Facts, 2 nd Ed, Princeton University Press, 1986. 3. C. Howson and P. Urbach, Scientific Reasoning: The Bayesian Approach, 1989. 4. D. L. Hull and M. Ruse, The Philosophy of Biology, Oxford University Press, 1998. 5. R. Klee, Introduction to the Philosophy of Science: Cutting Nature at Its Joints, Oxford University Press, 1997.

Entrepreneurship and an entrepreneurial perspective, economics and entrepreneurship, significance of entrepreneurship, entrepreneurship in relation to small business and corporate venture; Entrepreneurship and innovation: creativity, innovation -technological innovation and scientific knowledge, success factors for entrepreneurship; Business planning for a new venture: the concept of a planning paradigm, the four stage growth model, fundamentals of feasibility plan, steps/common elements; Marketing analysis and competitive analysis, strategies; Forms of business enterprises, Sole proprietorship, partnership and corporations; Financial resources- Project financing: fixed and working capital requirements, equity financing , securities market, venture capital ; debt financing, banks and financial institutions and other non-bank financial sources., Government programmes : direct loan assistance and subsidies, Appraisal of project financing by banks and financial institutions in India. Managing growth and transition: the organization life cycle; The entrepreneur's perspective, changing roles.

Texts:

1. D. H. Holt, *Entrepreneurship, New Venture Creation*, Prentice -Hall of India, 1999.
2. S. B. Gupta, *Monetary Economics, Institutions, Theory and Policy*, S. Chand & Company Ltd, 2002.

References:

1. D. F. Kuratko and R. M. Hodgetts, *Entrepreneurship, A Contemporary Approach*, The Dryden Press, Harcourt Brace College Publishers, 1998.
2. R. Vishwanathan, *Industrial Finance*, S. Chand & Company Ltd, 1988.
3. L. M. Bhole *Financial Institutions and Markets*, Tata McGraw-Hill, 2001.

HS 224 LITERATURE AND COGNITION (3 0 0 6)

Mind and consciousness: key issues from the scriptures to computers, western cognitive science: overview of historical development, key concepts and contributors, perspectives on creativity: myths and evolution, Sanskrit and western cognitive poetics, folk psychology and cultural relativity: culture-specific texts, cognitive modeling of literary texts I: schemas, scripts, frames and stereotypic knowledge representation, cognitive modeling of literary texts II: parabolic projections and conceptual integration networks, beyond cognitivism in creativity: the hard problem of the author's mind.

Texts:

1. M. Turner, *The Literary Mind*, Oxford University Press, 1996.
2. M. Boden, *The Creative Mind: Myths and Mechanisms*, Routledge, 19910.

References:

1. D. Reisberg, *Cognition: Exploring the Science of Mind*, Norton, 2001.
2. R. L. Solso and D. W. Massaro (Eds), *The Science of Mind: 2001 and Beyond*, Oxford University Press, 1995.
3. R. A. Wilson and Frank C. Keil (Eds), *The MIT Encyclopaedia of the Cognitive Sciences*, MIT Press, 1999.

Understanding and revisiting autobiography as a literary genre; The ideology of the genre in traditional autobiography: roles and functions; Autobiography as a means of self-expression: personal and social growth; Elements and shape of stories in crafting Life Narratives: Time and Language; Confession: the narrative self and Identity: history, race, ethnography and culture; The politics of subjectivity and resistance; Tensions between creativity, verisimilitude and sacred secrets; Interplay between Self, Mind and Inner Speech; Connection of Autobiography to memory, terror, trauma, , gender, class and space; Autobiography and Truth: forms of truth, fiction and truth; Journaling as a central feature of autobiographic narrative : the beginnings, the objective and the scientific, rhetoric and style; Revising Autobiography, Almanac and Memoir; Imagining future autobiographical manifestoes in media and technology: alternative futures for the 21st Century 'I' , websites as new sites for Life Narratives, blogging and weblogs as public journals.

Texts:

1. A.P.J., Abdul Kalam, *Wings of Fire: An Autobiography of APJ. Abdul Kalam*, Orient Longman, 1999.
2. M.K., Gandhi, *An Autobiography: The Story of My Experiments With Truth*, Beacon Press, (Reprint) 1993.
3. N., Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela* Tag, Back Bay Books, 1995.
4. C. L., Hobbs, *The Elements of Autobiography and Life Narratives*, University of Oklahoma, Longman, 2004.

References:

1. M. L. King Jr., *The Autobiography of Martin Luther King, Jr.*, Warner Books, 2001.
2. A. Hitler, *Mein Kampf*, Mariner Books, Reissue edition, 1998.
3. M. Angelou, *I Know Why the Caged Bird Sings*, New York, Bantam, 1971.
4. M. M. Bakhtin, *The Dialogic Imagination: Four Essays*, M., Holquist, (Ed), Austin, University of Texas Press, 1981.
5. B. Franklin's *Autobiography*, W. W. Norton & Company, 1985.
6. J. J. Rousseau, *Confessions*, W. C., Mallory (Trans), 1782 (1st published), eBooks@Adelaide, 2004.
7. A. Frank, *Anne Frank: The Diary of a Young Girl*, 1947, (1st published), Bantam, 1993.
8. D. Lama. *Freedom in Exile*, San Francisco, Harper, 1991.

HS 226

PHILOSOPHICAL ISSUES

(3 0 0 6)

Thinking: understanding of insight, importance of metaphor in insight, understanding the process of abstraction; BEING: allegory of the cave by Plato, world of becoming in Aristotle; Bodiliness: experience of body as object, experience of body as subject, phenomenology of the body, human person as factual being; emotion, body and self: gender differences in emotional experience and expression; Freedom: existentialism and humanism in Jean Paul Sartre; man's search for meaning: the philosophical doctrines of Wittgenstein ;Intersubjectivity: critique of Western logocentrism, communicative ethics, the experience of indifference, the experiences of hate, and love, loving encounter.

Texts:

1. D. Levy, *The Integrity of Thinking*, University of Missouri Press, 2002.
2. P. Ricour, *What Makes Us Think? A Neuroscientist and a Philosopher Argue About Ethics, Human Nature, and the Brain*, Princeton University Press, 2002.
3. P. Abela, *Kant's Empirical Realism*, Oxford University Press, 2002.
4. F. Baid, *20th Century Philosophy*. Prentice Hall, 2002.
5. R Kraut, *Plato's Republic: Critical Essays*, Rowman & Littlefield Publishers, 1997.

Pre-Requisite: Nil

Technology and culture: base, superstructure, hegemony, alienation, commodity fetishism and cultural materialism; 'technologization' of culture; techno-culture; consumption; culture and communication in the age of globalization; impact of changes in language and communication: theory of the public sphere; readings from selected theorists: Habermas, Thompson and Baudrillard; Drama as communication; dramatic art as mediated representation of culture; drama in the age of technology; modern and postmodern drama; drama and communication of cultural critique: the Absurd Theatre as a case study.

Texts:

1. A. Giddens et.al ed., *The Polity Reader in Cultural Theory*, Polity Press, 2004.
2. H. Pinter, *The Dwarfs and Nine Revue Sketches*, Faber and Faber: London, 1998.
3. S. Beckett, *Waiting For Godot*, Grove Press: New York, 1954.

References:

1. A. Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*, Univ. of Minnesota Press, 1996.
2. S. During ed., *The Cultural Studies Reader*, Routledge: London, 1993.
3. R. Williams, *Problems in Materialism and Culture: Selected Essays*, Verso, 1980.
4. M. Esslin, *The Theatre of the Absurd*, Pelican, 1980.

Pre-Requisite: Nil

Orientations: information age, perspectives of information society; Social impact of information technology: global village, surveillance, computer literacy, information versus knowledge, netizens versus citizens; Cyber sociology: cybernetics and socialization, identity and anonymity, order and deviance, co-operation and conflict, emergence of cyber society; Cyber culture: cultural politics of cyber space, political economy in cyber space, spirituality and cyberspace, cyber ethics and law, cyber crime, cyber relations, social implications of cyber culture on society.

Texts:

1. P. Nayar, *Virtual Worlds*, Sage Publications: London, 2004.
2. D. Tofts, A. Jonson and A. Cavallaro ed., *Prefiguring Cyber Culture: An Intellectual History*, MIT Press: New York, 2003.

References:

1. M. Castells, *The Rise of Network Society*, Blackwell: Oxford, 1996.
2. G. Lelia, *Communication, Technology and Society*, Sage Publications: New Delhi, 2001.

Prerequisite: Nil

The economy and the environment: economy-environment interaction, the first and second law of thermodynamics, environmental degradation as market failure, Pigouvian tax, property rights and transactions costs; Economics of natural resources: renewable and non-renewable resources, common property resources, open access, the tragedy of commons; Valuation methods: classification of environment and resource flows, use values, option values and non-use value, contingent valuation, hedonic pricing, travel cost method, environmental impact assessment; Pollution control: pollution prevention, control and abatement, command and control instruments and market based instruments – taxes vs. tradeable permits, overview of different acts/laws for pollution control in India ; Environment and development: environment-development trade off, environmental Kuznet's curve, poverty and environment, sustainable development- concepts and indicators, environmentally adjusted GDP, System of Integrated Environmental and Economic Accounting (SEEA).

Texts:

1. N. Hanley, J. F. Shogren and B. White, *An Introduction to Environmental Economics*, Oxford University Press, 2001
2. C. Kolstad, *Environmental Economics*, Oxford University Press, 2000

References:

1. U. Sankar (ed.), *Environmental Economics (Readers in Economics)*, Oxford University Press, 2001
2. T. Tietenberg, *Environmental and Natural Resource Economics*, Pearson Education, 2004

HS 230 INDIA'S NORTHEAST: A PANORAMIC PERSPECTIVE (3-0-0-6)

Geography, history, population (tribes and communities), economy, education, industry, agriculture, natural resources of the region; Profiles of eight states – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Manipur – North Eastern Council and its integrative role; Government and politics - elections - political parties, regional party formations and their histories - problems of development; Local governance - panchayat raj institutions, Sixth Scheduled institutions in tribal and hill areas, non-Sixth Scheduled institutions in Nagaland, traditional institutions, such as, Keiban and Buliang in Arunachal Pradesh; Insurgency movements in the region - the Naga secessionist movement, the MNF movement during 1961-1986, the ULFA movement, the tribal armed insurgency in Tripura, the Bodo movement – peace processes since 1953 – a brief historical perspective; North East India and its connectivity with South and Southeast Asia – its role as a corridor, the Asian Highway and the Stilwell road.

Texts:

1. N.N. Pandey, *India's North-Eastern Region*, Institute of Southeast Asian Studies, Singapore, 2008
2. A. Baruah, *India's Northeast: Development Issues in a Historical Perspective*, Manohar, New Delhi, 2005..

References:

1. D. N.. Bordoloi, *Tribes of Assam* , Lawyers, Guwahati, 1998.
2. S. Chaube, *Hill Politics in Northeast India* , Orient Longman, Bombay, 1993
3. P. Das, and N. Goswami (eds), *India's North East: New Vistas for Peace* , Manas, New Delhi , 2008.
4. E. Gait, *A History of Assam* , Thacker Spink, Calcutta, 1933.
5. P. Hazarika, *Economic Development and Ecological Balance in Assam* , DVS, Guwahati, 2009.
6. M. Taher, and P. Ahmed, *Geography of North-East India* , El-Dorado Publication, Guwahati, 1998

Sociology of communication; Basic concepts: mass media, new media (ICTs), mass culture and popular culture; Tracing history: from radio networks to ICTs; Theoretical Perspectives: Bourdieu, Habermas, Thompson, Baudrillard, Hall; Role of communication media in socio-political and cultural change: manufacturing of public opinion, media stereotypes and representation, ICTs and digital divide, censorship; Television studies: audience and meaning constructions; Popular cinema: utopia & dystopia, constructing national culture; Youth subculture: globalisation, localisation, glocalisation; Gender and popular literature.

Texts:

1. M. Warschauer, *Technology and Social Inclusion: Rethinking the Digital Divide*, MIT Press, 2003
2. S. During (edited), *The Cultural Studies Reader*, Routledge, 2000.

References

1. *The Polity Reader in Cultural Theory*, Polity Press, 2004.
2. J. Fiske, *Reading the Popular*, Routledge, 2000.

Introduction to climate change; Climate models and climate change debate; Economic growth, wellbeing and sustainability: Impact, Population, Affluence and Technology (IPAT) model, ecological footprint, green GDP; Climate change equity: economics, discounting, inter-generational equity, intra-generational equity and development rights; Concepts of adaptation and mitigation; Mitigation mechanisms: carbon trading versus carbon taxes, Clean Development Mechanism (CDM), Reducing Emissions from Deforestation and Forest Degradation (REDD), Joint Implementation (JI) and voluntary markets; Costs of climate change and benefits of mitigation; Consensus on Climate Change: United Nations Framework Convention (UNFCCC), Kyoto Protocol, Intergovernmental Panel on Climate Change (IPCC), and other international agreements

Texts

1. R.F. FitzRoy and E. Papyarikis, *An introduction to Climate Change Economics and Policy*, Earthscan publishers, 2010
2. J.T. Hardy, *Climate Change - Causes, Effects and Solutions*, John Willey and Sons, 2003

References

1. W. D Nordhaus, *To Tax or Not to Tax: Alternative Approaches to Slowing Global Warming*, *Review of Environmental Economics and Policy*, 1(1): 26, 2007
2. C. Hadjilambrinos, *For Richer or for Poorer? The Role of Science, Politics, and Ethics in the Global, Climate Change Policy Debate*, *Bulletin of Science, Technology & Society*, 19(6): 521-531, 1999
3. T. Hayward, *Human Rights Versus Emissions Rights: Climate Justice and the Equitable Distribution of Ecological Space*, *Ethics and International Affairs*, 21(4): 431-450, 2008

HS 233

History of Contemporary India

3-0-0-6

Independence and consequences of the partition; Making of the constitution; Towards a nation-state: general election, annexation of princely states; Resettling boundaries: linguistic re-organisation of the country; Land reform and the agrarian question; Planning commission and development programme; International disputes: Indo-Pak wars-1947, 1965, 1972, Indo-China war 1962 ; Social conflicts and caste mobilisation; From Nehruvian legacy to regional political formations; Environment and Polity; Popular culture and the making of contemporary India.

Texts

1. R. Guha, *India After Gandhi*, HarperCollins, 2007.
2. B. Chandra, A. Mukherjee and M. Mukherjee, *India since Independence*, Penguin, 2008.

References

1. B.R. Tomlinson, *The Economy of Modern India, 1860-1970*, Cambridge, 1996.
2. P. R. Brass, *The Politics of India since Independence*, Cambridge, 1994.

HS 234 Understanding Sustainable Development 3-0-0-6

The history of Sustainable Development: From Malthus to Sustainable Development, The Brundtland Report, The United Nations Conference in Environment and Development, The World Summit on Sustainable Development; Millennium Development Goals (MDGs): the rationale for MDGs and its link with Sustainable Development; Principles of Sustainability: the precautionary principle and the safe minimum standard; Growth and sustainability: Impact, Population, Affluence and Technology (IPAT) model, ecological footprint, green GDP; Sustainable Development Indicators; Challenges to Sustainable Development: Natural resource depletion and Climate change; International Cooperation: Cooperation between regions, People's Earth Charter, NGO's and social entrepreneurs

Texts

1. Rogers P P, Jalal, K.F and Boyd, A.J, *An Introduction to Sustainable Development*, Earthscan, UK, 2007
2. Daly H.E, *Beyond Growth: the economics of sustainable development*, Beacon Press, Boston, 1996

References:

1. WCED *Our Common Future* (Brundtland Report), Oxford University Press, 1987.
2. World Bank, Report *Sustainable Development in a Dynamic World: Transforming Institutions, Growth, and Quality of Life*, World Development Report, 2003

Pre-requisites: Nil

Theory and typology of writing systems: Classification of writing systems; Chinese, Japanese-Korean-Vietnamese, Cuneiform, Egyptian, Semitic, Greek, Roman, English, Indian Abugida, Maya; Theoretical Preliminaries: grapheme, allographs, free and bound graphemes, ligatures, relationship to spoken language, internal structure of writing, sociolinguistics of writing, non-segmental graphemes, unit discrepancies; Chinese: language of written Chinese, relationship between language and writing in Chinese; Japanese-Korean-Vietnamese: history of Japanese kana systems, adoption of kanji, history of Korean writing systems, creation of hangeul, Vietnamese scripts, adoption of Roman scripts in Vietnamese; Cuneiform: creation and evolution of cuneiform, internal structure, Ugaritic and Old Persian cuneiforms; Egyptian: History and evolution of hieroglyphs, deciphering of the Rosetta stone, reading hieroglyphs; Semitic: Abjad writing systems, history of Semitic scripts, Old Hebrew, Arabic, New Hebrew; Greek: evolution of Greek scripts, Phoenician, Linear B; Roman: Latin alphabet system, evolution; English: old English script, middle English script and modern English script; Indian Abugida: Abugida systems, internal structure of Abugida systems; Brahmi, Kharoshthi, Indic scripts; Maya: deciphering the Maya script, reading the Mayan calendar, internal structure of the Maya script.

Texts:

1. Henry Rogers, *Writing Systems: A Linguistic Approach*, Blackwell Publishing, 2005.
2. Florian Coulmas, *Writing Systems: An Introduction to their Linguistic Analysis*, Cambridge University Press, 2003.

References:

1. Vivian Cook, *The English Writing System*, Arnold, 2004.
2. Florian Coulmas, *The Blackwell Encyclopedia of Writing Systems*, Blackwell Publishing, 1999.

HS 236 Sociological Perspectives on Modernity (3-0-0-6)

Preamble: The course is an attempt to come to terms with modernity, a central object of study in the social sciences. In particular, it aims to train students in reflexive sociology of modernity and modernisation. The themes that comprise the course will be both conceptual and substantive in nature.

Course Contents: Modernity: thematic preliminaries; Sociological modernism: Marx, Weber and Simmel; Ultra-modernism: structuralist interpretation: Levi-Strauss and Althusser; Western Marxism: Lukacs, Gramsci and Tourainne; Synthesising modernity and social theory; Deconstructing modernity; Modernity in non-modern contexts; The idea of alternative or multiple modernities: cases from Asia, Africa and Latin America; Radicalised modernity: Giddens and Habermas; Dialectic of engaging with and interrogating modernity.

Texts:

1. A. Giddens, *The Consequences of Modernity*, Polity, 1989.
2. K. Kumar, *Prophecy and Progress: The Sociology of Industrial and Post-industrial Society*, Penguin, 1986.

References:

1. J. Alam, *India: Living with Modernity*, Oxford University Press, 1999.
2. D. Gupta, *Mistaken Modernity: India between Worlds*, HarperCollins, 2001.

Preamble: This course attempts to acquaint students with questions of marginality and dispossession and how these are related to discourses of knowledge and power. In the Indian context marginality stems from modes of stratification such as practices of caste, class and gender hierarchies. The course will throw open these issues through the reading of literary texts that seek to represent the voices of those marginalized.

Course Contents: Subaltern history and literature; culture: identity and tradition; social stratification: caste, class and gender; knowledge: discourse, power and representation; reform and intervention: Phule, Gandhi and Ambedkar; social change and conflict: empowerment and political representation; Dalit and gender movements: affirmative action and social transformation; subaltern voices: speech, agency and representation; subaltern literature: issues of language and performance, aesthetics and rhetoric of protest; selected readings in English and in English translation.

Texts:

1. D.R.Nagaraj, *The Flaming Feet: A Study of the Dalit Movement*, South Forum Press, Bangalore, 1993.
2. M. Bhagavan and A. Feldhaus (Eds.) *Speaking Truth to Power : Religion, Caste and the Subaltern Question in India*, OUP, New Delhi, 2008.

References:

1. R. Guha (Ed.), *Subaltern Studies: Writings on South Asian History and Society*, OUP, New Delhi, 1982.
2. C. Nelson and L. Grossberg (Eds.), *Marxism and the Interpretation of Culture*, University of Illinois Press, 1987.
3. V. Chaturvedi (Ed.), *Mapping Subaltern Studies and the Postcolonial*, Verso, London, 2000

HS 238 Masculinities in Literature and Popular Culture 3-0-0-6

Preamble :The aim of this module is to examine the complexities involved in the way „masculinity“ is represented in literature, society and popular culture. Through a study of selected texts, the module will offer an understanding of the stereotypes and strategies informing notions about commonly conceived gender roles. It will investigate the expectations and anxieties involved in embodying and enacting pre-assigned masculine roles and how such anxieties may manifest in comic as well as crisis-ridden situations. Drawing on selected texts and critical theorists, this module will offer an understanding of how notions of „gendered“ masculine behavior inform social identities and embodied activities.

Course contents: Understanding gender as critical theory and embodied practice: readings from some key theorists of gender; Understanding masculinity: biological and ideological attributes; Masculinity and performativity; The economy of expectations informing notions of „manliness“, „effeminacy“ and „femininity“; Anxieties and comic crises in masculinity; Representations of masculinity in texts and contemporary consumer cultures.

Texts:

- 1.R.Kipling, Kim. Hertfordshire: Wordsworth Classics, 1993.
- 2.G.Orwell, „Shooting an Elephant“, in Shooting an Elephant and Other Essays. London: Penguin, 2003.
- 3.M.Premchand, „The Chess Players“, in The Best of Premchand. New Delhi: Cosmo Publications, 1997.
- 4.W.Shakespeare, Twelfth Night, Or What You Will. Ed. Roger Warren and Stanley Wells. New York: Oxford University Press, 1994.

References:

- 1.M.Berger et al. (Eds.), Constructing Masculinity,Routledge, London and New York,1995.
- 2.J.Butler, Gender Trouble,New York: Routledge, 1990.
- 3.P.Gopinath, Scarecrows of Chivalry: English Masculinities after Empire,University of Virginia Press, Charlottesville,2013.
- 4.M.Holmes, What is Gender? Sociological Approaches,Sage Publications,London,2007.
- 5.M.Sinha, Colonial Masculinity,Manchester University Press, Manchester, 1995.

Preamble:

The course introduces analysis of economic behavior under uncertainty and asymmetric information. It is divided roughly into three parts. The first part will delve into a single decisionmakers' problem. The second part will be focused on the classic approach to social/economic interaction under asymmetric information. A few lectures will be devoted to develop game theoretic tools under asymmetric information. A key point of the course is various real life applications.

Course contents:

Methodology of economics: a brief overview; Expected Utility: lotteries, axioms, vNM utility, stochastic dominance; Individual attitude towards risk: measures, state dependent utility; Applications: portfolio choice, insurance; Principal agent problems: Hidden type and Hidden action; Solution and applications: auctions, industrial organization, credit and insurance; Basic tools of Game Theory: a brief overview; Static games with asymmetric information: Bayes' Nash Equilibrium, application: oligopoly games with imperfect information; Extensive games with asymmetric information: Sequential equilibrium; Applications: signaling game, agenda control in a committee, elections as disciplining device .

Texts:

1. Macho-Stadler, I. and Pérez-Castrillo, D., An Introduction to the Economics of Information, OUP, Oxford, 2001.
2. Osborne, M.J., An Introduction to Game Theory, OUP, Oxford, 2009.
3. Pyndick R, Rubinfeld D and Mehta J, Microeconomics, Pearson India Limited, 2009.

References:

1. Bolton, P and Dewatripont, M, Contract Theory, MIT Press, 2005.
2. Gibbons, R., Game Theory for Applied Economists, Princeton University Press, 1997

Preamble: Both literary and scientific texts belong to an established historical tradition and constitute canons for general or specialized study. But the study of correspondences and links between science and literature has not been common practice. The rift between science and the humanities, memorably termed the „two cultures“ by British novelist and physical chemist C. P. Snow in 1959, has come to be perceived as ever-growing by scientists and non-scientists alike. The Kuhnian concept of scientific revolutions, first posited in 1962 by a scientist trying to teach science to humanities students, ironically led to a further entrenchment of the divide. Yet where scientific narrative and literary narrative can most obviously overlap is in the use of imagination and the evocation of wonder, and recent tendencies in science studies in literature highlight the kinship between the two kinds of writing. This course samples short extracts and anthology pieces from texts by scientists and science writers over six centuries from the European Renaissance onwards in these terms to understand how the study of texts from the two cultures can prove rewarding as literature in both content and genre.

Course content: History of science writing: chronology and timeline, major events, „the scientific revolution“; Natural philosophy and elite science: philosophy, technology and jargon; Thomas Kuhn: sociology and philosophy of science, asking new questions of old data, paradigm shifts; „Science wars“: Social Text and the Sokal Affair, scientific realism and postmodern critique; Literature and science studies: Gillian Beer, George Levine, Ralph O'Connor; Literary science writing: Galileo Galilei (1564-1642), Robert Hooke (1635-1703), Voltaire (1694-1778), Charles Darwin (1809-1882), Ronald Ross (1857-1932), Peter Medawar (1915-1987), Richard Dawkins (1941-).

Texts/References:

1. J. Carey, (Ed.), *The Faber Book of Science*, Faber & Faber, London, UK, 1995.
2. R. Dawkins, (Ed.), *The Oxford Book of Modern Science Writing*, Oxford University Press, 2008.
3. J. Leigh, (Ed.), *Voltaire: Philosophical Letters or Letters Regarding the English Nation*, Prudence L. Steiner trans. Hackett Publishing Co., Indianapolis, 2007.
4. C. Darwin, *The Expression of the Emotions in Man and Animals*, Cambridge University Press, 2009.
5. C. Sleight, *Literature and Science*, Palgrave Macmillan, UK, 2011. 6. T. Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, US, 1962

Preamble:

This course explores the relationship between cinema and the city, both of which are constellations of temporal and spatial elements that are always in movement and experienced by us. The course has four objectives: first, to see films as representations of the historical transformations in urban space; second, to understand the role of cinema in transforming our experience and understandings of urban time and space; third, to explore how urban spaces shape our experience of cinema as spaces of production, performance, or reception; and fourth, to explore the political possibilities that cinema opens up for rethinking urban space and vice versa.

Course contents:

Cinema and city: urban space, urban time, cinematic space, cinematic time, role of art and technology in everyday life, city lights (1931); Urban dystopias: modern capitalism, class structures, segregation, industrialization, metropolis (1927), blade runner (1982); Urban alienation: metropolis and mental life, cities and rationality, modern times (1936); Cities and strangers: urban encounters, desires, stranger-intimacies, chungking expires (1994); Urban utopias: modernist architecture, bureaucracy, modern planning, everyday life, playtime(1967); Urban poverty: urban poor, desires, cinema and slums, i don't want to sleep alone(2006), dharavi (1992); Cinema in city: history of cinemas, multiplexes, cinema industry, religion and cinema, social and material lives of films.

Texts/References:

- 1.R.Sennett, Classic Essays On the Culture of Cities,Prentice-Hall. New Jersey, 1969.
- 2.G. Pratt and R. M. San Juan, Film and Urban Space: Critical Possibilities,Edinburgh University Press, Edinburgh, UK, 2014
- 3.B. Larkin, Signal and Noise: Media, Infrastructure, and Urban Culture in Nigeria,Duke University Press, Durham, 2008.
- 4.A. Abbas, Hong Kong: Culture and the Politics of Disappearance,Hong Kong University Press, Hong Kong, 1997.

Preamble:

This course helps understand the challenges and opportunities associated with managing transboundary water resources. The course introduces the basic concepts of transboundary waters along with the water war debates. Transboundary cooperation, conflict prevention and mitigation are discussed using analytical frameworks developed to understand the conflict-cooperation relation. The course will also examine the international laws and how legal principles and rules can promote water interaction and cooperation. Furthermore, contemporary issues related to transboundary water conflict and cooperation will be discussed using case studies from international river basins.

Course Content:

Introduction to Transboundary waters: water as an international issue, the water war debate, asymmetric endowment; Conflict, Cooperation and Power: coexisting conflict and cooperation, issue of sovereignty, riparian position and externalities, soft and hard power, power asymmetry and hydro hegemon, confronting power; Analyzing Transboundary Water Interaction: the framework of hydro hegemony, TWINS framework, principles of benefit sharing; International Water Laws: concept and evolution, absolute territorial theories and limited territorial sovereignty, UN convention on transboundary waters, role of treaties, bilateral vs. multilateral treaties; Water diplomacy: multi-track water diplomacy, platforms for dialogues and negotiations; Case Studies of Transboundary Water Management Initiatives: the case of Nile, Senegal, Indus, Ganges, Jordan and Mekong River Basin.

References:

1. Naho Mirumachi, *Transboundary Water Politics in Developing World*, Routledge, 2015
2. Christina Leb, *Cooperation in the Law of Transboundary Water Resources*, University Press, Cambridge, 2013
3. Anton Earle, *Transboundary Water Management: Principles and Practice*, Routledge, 2010
4. Aaron Wolf, *Regional Water Cooperation as Confidence Building: Water Management as a Strategy for Peace*, Adelphi Research, 2006

Preamble:

Drawing from sociological and Jurisprudential literature/theories from India and abroad, this course proposes to provide a critical introduction to the relationship between law and society. It aims to introduce students to the multifaceted ways in which law functions in society and its inevitable albeit differential impact on individuals and groups. Law as a tool of social action and social change will also be discussed. In each of these aspects special emphasis will be given to the context of law and society in India.

Course Content:

Law, norms, rules: definitions, distinctions and overlaps; Legal philosophy: legal universalism vs legal pluralism; Perspectives on law: legal positivism, legal realism, critical legal studies, feminist jurisprudence; Historical evolution of law in India: pre-colonial legal pluralism, colonial interventions and establishment of "modern"/formal legal system, continuing colonial impact on formal legal system, pursuit of post-independence legal universalism; Law and social institutions in India: laws' intersection with religion and secularism, family, gender and sexuality, caste, tribes, and affirmative action; Law and social change: towards an Indian jurisprudence of social action and Public Interest Litigation (PIL).

References:

1. Roger Cotterrell. *The Sociology of Law: An Introduction*. Butterworths, 2003
2. .Indra Deva. Ed. *Sociology of Law*. Oxford India Readings on Sociology and Social Anthropology. Oxford University Press. 2009
3. Marc Galanter and Rajeev Dhawan. *Law and Society in Modern India*. Oxford University Press. 1993
4. John Sutton. *Law/Society: Origins, Interactions, and Change*. Thousand Oaks. 2001
5. Yash Ghai, et al. Ed. *The Political Economy of Law: A Third World Reader*. Oxford University Press. 2003

HS 244

INDIAN BUSINESS HISTORY

3-0-0-6

Preamble:

This course will familiarise students with the modern history of the evolution of businesses in the Indian subcontinent during the twentieth century from 1900s-2000. It will discuss case studies of businesses and industries to highlight the multi-faceted history of entrepreneurship in India at the turn of the twentieth century ranging from post-Independence banking history to indigenous defence production. It will examine the history of major Indian industrial houses as well as the use of financial diplomacy as an instrument of India's foreign policy after 1947. The course will highlight the historical nature of policies that shaped Indian business cultures in the wider socio-political landscape of the subcontinent.

Course Content:

Pre-1947 East India Company and Agency Houses: Introduction and overview; History of economic planning in India; Banking history; Communities and traders associated with early commerce and industry; History of businesses in transport: railway and aviation; Family-owned businesses; Industrial houses: Tata; History of public sector manufacturing; History of the Indian software business; Defence industries in India; Liberalisation of Indian economy; Financial diplomacy and the Indian state.

References:

1. Medha Kudaisya (ed) The Oxford India anthology of business history, Oxford University Press: 2011
2. Gita Piramal, Business Maharajas, Penguin: 1996
3. Atul Kohli, Democracy and development in India: from socialism to pro-business, OUP: 2010
4. D. Tripathi and J. Jumani, The concise Oxford history of Indian business, OUP: 2007
5. Douglas Haynes, Small Town Capitalism in Western India: Artisans, Merchants and the Making of the Informal Economy, CUP: 2012
6. Claude Markovits, Merchants, traders, entrepreneurs: Indian business in the colonial era, Palgrave Macmillan: 2008

HS 245 Race in the American and South African Novel

Course Number & Title: HS 245 Race in the American and South African Novel	
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 2 students	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): HSS	
Pre-Requisite: None	
Preamble / Objectives (Optional): This course will introduce students to critical debates on the politics of race and racism. Beginning with a history of slavery in North America, we will analyze the conditions that made slavery the most significant factor to shape the history of America as a national economy divided by race and class. This will be followed by a comparative study of the history of race relations and racial segregation in North America and South Africa. The course will also focus on the fraught intersections of race, gender and sexuality.	
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>)	
American slavery: history of slavery, slavery's contribution to the American economy, slave rebellions; racism and racial politics in North America: the Jim Crow laws, the Civil Rights and Black Panther Movements; history of colonialism and race in South Africa, racial divisions and apartheid in South Africa; the fraught intersections of race, gender and sexuality; novels to be discussed: Zora Neale Hurston: <i>Their Eyes were watching God</i> ; James Baldwin: <i>Go tell it on the Mountain</i> ; J.M. Coetzee: <i>Disgrace</i> ; Nadine Gordimer: <i>Burger's Daughter</i> .	
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.	Z. N. Hurston, <i>Their Eyes were watching God</i> . General Press. 2019.
2.	J. Baldwin, <i>Go tell it on the Mountain</i> . Penguin UK. 2001.
3.	J.M. Coetzee, <i>Disgrace</i> . Vintage. 2000
4.	N. Gordimer, <i>Burger's Daughter</i> . Bloomsbury Publishing India Private Limited. 2000
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher,	

Year.)	
1.	H. Zinn, <i>A People's History of the United States</i> . Harper Perennial, 2016.
2.	M. Morris, <i>Apartheid: The History of Apartheid: Race vs. Reason - South Africa from 1948 – 1994</i> . Sunbird. 2012.
3.	J. Baldwin, <i>Giovanni's Room</i> . Modern Library. 2001
4.	T. Morrison, <i>The Song of Solomon</i> . RHUK. 1998.
5.	C. Whitehead, <i>The Underground Railroad</i> . Fleet. 2017.

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 246 Mathematical Economics

Course Number & Title: HS 246 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: UG Level 2	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): Humanities and Social Sciences	
Pre-Requisite: None	
Preamble / Objectives (Optional): This is a course on application of mathematical techniques in economics. This is an advanced course on mathematical economics. This course will help students explore the subject of economics through mathematical techniques.	
Course Content/ Syllabus: Differential equations: first order equations, integral curves, separable equations, equations with and without constant coefficients, qualitative-graphic analysis and stability, phase diagrams, price behaviour over time, Solow growth model, second order equations and inflation-unemployment interaction; Linear algebra: vector spaces, matrix operations, properties of solutions sets, determinants; Functions of several variables: graphs and level curves, partial derivatives and tangent planes, chain rule, comparative statics analysis, elasticity of substitution, homogenous functions and Euler theorem; Multi-variable optimisation: extreme value theorem, convex sets, convex and quasi-convex functions, first and second derivative tests, profit maximisation; Equality constraint and Langrangean method: utility maximisation, cost minimisation, inequality constraints and Kuhn-Tucker conditions.	
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 Italic font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	A C Chiang: <i>Fundamental Methods of Mathematical Economics</i> , 3 rd Edition, McGrawHill, 1984.
2.	K Sydsaeter and P Hammond: <i>Mathematics for Economics Analysis</i> , Pearson Education India, 2002.
3.	K Sydsaeter P Hammond and A Strom: <i>Essential Mathematics for Economics Analysis</i> , 4th edition, Prentice Hall, 2012.
References: (Format: Authors, <i>Book Title in Italic font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	C P Simon and L Blume: <i>Mathematics for Economists</i> , Viva Books, 2018.

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 247 Engineering Psychology

Course Number & Title: HS 247 Engineering Psychology	
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 Course	
Offered as (Compulsory / Elective): Elective	
Offered to: UG Level 2	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): Humanities and Social Sciences	
Pre-Requisite: Nil	
Preamble / Objectives (Optional): The present course is an advanced level course. The course will help students understand the psychology embedded in engineering concepts.	
<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>Engineering psychology and related concepts: human performance and human factor engineering; Signal detection and its applications; Attention in perception and displays; Spatial cognition, spatial displays, spatial navigation and manual control; Memory and training; working memory, every day memory, expertise and memory, Multi-tasking; efforts and resource demand, multiplicity, executive control, Automation; levels and purpose, accidents, complexity, adaptive automation design.</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.	C.D. Wickens, J.G. Hollands, S. Banbury, and R. Parasuraman, <i>Engineering Psychology and Human Performance</i> (4th ed.), Routledge, NY, 2012
2.	M.S. Sanders, and E.J. McCormick, <i>Human Factors in Engineering and Design</i> (7th ed.), McGraw-Hill, NY, 1993
References: (Format: Authors, <i>Book Title in Italics font</i> , Volume/Series, Edition Number, Publisher, Year.)	
1.	P. M. Fitts, and M.I. Posner, <i>Human Performance</i> , Brooks/Cole, Belmont, CA, 1967

Detailed Course Content (Optional)		
It will not be included in the Courses of Study Booklet		
Sl. No.	Broad Title / Topics	Number of Lectures
1	Engineering Psychology - Introduction	10
2	Basic Concepts	15
3	Advance Concepts	15
Total Number of Lectures =		40

HS 248 INDIAN LITERARY THEORY

Course Number & Title: HS XXX INDIAN LITERARY THEORY		
L-T-P-C: 3-0-0-6		
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades): Letter		
Kind of Proposal (New Course / Revision of Existing Course): New		
Offered as (Compulsory / Elective): Elective		
Offered to: BTech 4 th year		
Offered in (Odd/ Even / Any): Any		
Offered by (Name of Department/ Center): HSS		
Pre-Requisite: None		
Preamble / Objectives (Optional):		
Course Content/ Syllabus		
Introduction; Bharatmuni: natya and rasa; Anandavardhana: dhvani; Abhinavagupta: santarasa; Mirza Ghalib and Al Badaoni: on poetry; Rabindranath Tagore: art and personality; Anand Coomaraswamy: spirituality and aesthetics; Dalit aesthetics of liberation		
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	G N Devy, ed. <i>Indian Literary Criticism: Theory and Interpretation</i> , Orient Longman, 2002	
2	Anand Coomaraswamy, <i>The Essential Ananda K. Coomaraswamy</i> , Wisdom Inc., 2004	
3	Sharankumar Limbale, <i>Towards an Aesthetics of Dalit Literature</i> , Trans A. Mukherjee, Orient Longman, 2004	
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 =		

HS 250 Introduction to the Indian Epics: Ramayana and Mahabharata 3-0-0-6

Preamble / Objectives (Optional): This course will introduce students to the two major Indian epics, Mahabharata and Ramayana. These texts will be analyzed for their formal elements, which include their construction of authorship, their imagination of space and time through the deployment of certain oral elements including formulae and memory and for their treatment of complex social, ethical and political issues. Selected excerpts will be read and discussed from the texts followed by a discussion of modern retellings of the epics from feminist and Dalit perspectives.

Course Content/ Syllabus: Introduction to the two Indian epics, Ramayana and Mahabharata: different approaches to the study of the epics, their formal similarities; authorship and temporality in the epics: memory, repetition, orality and formulae; social, ethical and political concerns; contemporary debates on the epics; a focus on literary and textual retellings of Ramayana and Mahabharata from feminist and Dalit perspectives: Paula Richman's *Many Ramayanas: The Diversity of a Narrative Tradition in India*, Sreekantan Nair and Sara Joseph's *Retelling the Ramayana* "Kanchana Sita" and 'Five Ramayana Stories', M.T. Vasudevan Nair's *Bhima Lone Warrior*, Devdutt Pattanaik's *Sita: An Illustrated Retelling of Ramayana*.

Texts:

1. Vyasa, *The Mahabharata*. John D. Smith (trans.) Penguin Classics. 2009
2. Valmiki, *Ramayana*. Arshia Sattar (trans.) Penguin Random House India. 2016.
3. Paula Richman, *Many Ramayanas: The Diversity of a Narrative Tradition in India*. Oxford University Press. 1997.

References:

1. V.S. Sukhthankar, *The Meaning of the Mahabharata*. Motilal Banarasi Dass. 2016.
2. Irawati Karve, *Yuganta: the end of an epoch*. Orient Blackswan. 2016.
3. Sreekantan Nair and Sara Joseph, *Retelling the Ramayana: 'Kanchana Sita' and 'Five Ramayana Stories'*. Sankranarayanan Vasanthi (trans.) Oxford University Press India. 2005.
4. M.T. Vasudevan Nair, *Bhima Lone Warrior*. Harper Perennial India. 2013.

HS 251 / Social Movements in India

Course Number & Title: HS 251 / Social Movements in 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: BTech Level II	
Offered in (Odd/ Even / Any): Any (Level II)	
Offered by (Name of Department/ Center): HSS	
Pre-Requisite: NA	
<p>Preamble / Objectives (Optional): This course introduces students to the concept and phenomenon of social movements. Its focus is on social movements in post-Independence India. By studying the range of social movements around issues of labour, land, agriculture, identity politics, gender and sexuality, and environment, it builds an understanding of the axes of conflict around which popular struggles have been forged in India.</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>Understanding social movements: concept, definitions, theories of collective action; Labour movements: old and new working class, trade union politics; Peasant movements: agrarian structure, land reforms; Dalit and anti-caste movements: equality, dignity, representation; Women's movements; Farmers' movements: credit, prices, markets; Tribal and adivasi movements: identity, ethnicity, autonomy; Environmental movements; Movements around sexuality; Anti-globalisation movements</p>	
<p>Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".</p>	
<p>Texts: (Format: Authors, <i>Book Title in Italics font</i>, Volume/Series, Edition Number, Publisher, Year.)</p>	
<p>References: (Format: Authors, <i>Book Title in Italics font</i>, Volume/Series, Edition Number, Publisher, Year.)</p>	
1.	Donatella Della Porta and Mario Diani, <i>Social Movements: An Introduction</i> , Blackwell Publishing, 2006
2.	Greg Martin, <i>Understanding Social Movements</i> , Routledge, 2015
3.	Ghanshyam Shah (ed), <i>Social Movements in India: A Review of Literature</i> , Sage India, 2004
4.	M.S.A. Rao (ed), <i>Social Movements in India</i> , Manohar, 1978
5.	Gail Omvedt, <i>Reinventing Revolution: New Social Movements and the Socialist Tradition in India</i> , Routledge, 1993
6.	T.K. Oomen, <i>Social Movements I: Issues of Identity & Social Movements II: Concerns of Equity and Security</i> , OUP, 2010
7.	Krishna Menon and Ranjana Subberwal, <i>Social Movements in Contemporary India</i> , Sage Publications, 2019

Detailed Course Content (Optional)
It will not be included in the Courses of Study Booklet

Sl. No.	Broad Title / Topics	Number of Lectures
1	Introduction, concepts, definition	3
2	Labour movements	6
3	Peasant and farmers' movements	6
4	Women's movement	6
5	Dalit movements	6
6	Tribal/Adivasi movements	6
7	Environmental movements	3
8	Anti-globalisation movements	3
9	Review and wrapping up	3
Total Number of Lectures =		42

HS 252: Pandemics, Health and Society

Course Number & Title: HS 252: Pandemics, Health and Society	
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: BTech Level 2	
Offered in (Odd/ Even / Any): Any	
Offered by (Name of Department/ Center): Department of Humanities and Social Sciences	
Pre-Requisite: None	
Preamble / Objectives (Optional): This course introduces students to the study of pandemics and their impact on health from an interdisciplinary perspective. The objective is to understand the complex inter-linkages between history, diseases and the socioeconomic, environmental and political contexts of the outbreaks. The aim of the course is to explore the interconnections between local and global diseases with critical reflections of their implications for Indian society.	
Contents: Introduction: diseases in human history; Cholera, smallpox, plagues, influenza; Emerging diseases: tuberculosis, HIV-AIDS, SARS, Ebola, zika and COVID-19; Epidemiology: causes and disease transmission; Epidemics and ecology; International and global responses to pandemics: agencies and institutions; Challenges of controlling pathogens; Globalization, infectious and chronic diseases; Lessons from pandemics: building resilient health systems; Pandemics and India: history, disease burden, mortality and healthcare.	
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.	Y. Jain and S. Nabia, <i>COVID-19: A View from the Margins</i> , Manohar Publications, 2022
2.	C. Tumbe, <i>The Age of Pandemics 1917-1920: How They Shaped India and The World</i> , Harper Collins Publisher India, 2020
3.	F. Snowden, <i>Epidemics and Society-From the Black Death to the Present</i> , Yale University Press, 2020
4.	T. Abraham, <i>Twenty-first century plague The story of SARS</i> , Hongkong University Press, 2004
5.	M. Honigsbaum, <i>The Pandemic Century: A History of Global Contagion from the Spanish Flu to COVID-19</i> , Penguin Publishers, 2020.
6.	R. Horton, <i>The COVID-19 Catastrophe: What's Gone Wrong and How to Stop it Happening Again</i> . Polity Press, 2020.

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Detailed Course Content (Optional) It will not be included in the Courses of Study Booklet		
Sl. No.	Broad Title / Topics	Number of Lectures
1	Introduction	2
2	Epidemiology: Causes and Disease Transmission	2
3	Diseases of the Past: Cholera, Small-Pox, Plagues and Influenza	6
4	Emerging Diseases: Tuberculosis, HIV-AIDS, SARS, Ebola, Zika and COVID-19	12
5	Epidemics and Ecology	2
6	International and Global Response to Pandemics: Agencies and Institutions	4
7	Challenges of Controlling Pathogens	2
8	Globalization, Infectious and Chronic Diseases	4
9	Lessons from Pandemics: Building Resilient Health Systems	2
10	Pandemics and India: History, Disease Burden, Mortality and Healthcare.	6
Total Number of Lectures =		42