GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A^+ Grade

REGULATIONS AND SYLLABUS

OF

B.A. Sociology

(for 2021-22 admitted batch)

Academic Regulations

Applicable for the Undergraduate programmes in the Faculties of

Engineering, Humanities, Management and the Sciences

https://www.gitam.edu/academic-regulations

PROGRAMME OBJECTIVES (POs)

- To prepare the students to think sociologically about the relationship between individuals, society, social structure, interaction etc.
- To impart knowledge about major sociological theories, qualitative and quantitative research methods, ethnography, participant observation to conduct primary research, data collection and data analysis.
- To prepare the students in oral and written communication skills appropriate to the discipline.
- To imbibe the culture of research, innovation, social entrepreneurship and incubation.
- To enable students to practice sociology as educated and civically engaged persons.icularly in the field of user-interface design, to name a few.

PROGRAMME OUTCOMES (POs)

The key POs and PSOs planned in this undergraduate programme in Sociology are underpinned asfollows:

- To impart the basic knowledge of Sociology and related areas of social enquiry.
- To enable student to acquire fundamental knowledge of basic concepts of Society, social change and related themes.
- To develop the learner into competent and efficient professionals for careers in socialadvocacy, NGO's, research organisations etc.
- To empower learners by effective communication, professional and life skills.
- To impart qualitative research methods, ethnography and participant observation toconduct primary research.
- To inculcate professional ethics, values of Indian and global culture.
- To prepare socially responsible academicians, researchers, professionals with globalvision.
- To prepare the students to address social problems at the rural and urban level.
- To empower themselves through effective communication, professional and lifeskills.
- To enhance the ability of leadership to make students become socially responsible citizens with a global vision with the importance of cooperation and teamwork
- To make the students to become ethically committed professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture.
- To acquire the primary research skills, understand the importance of Social Science research.

University Core (UC)

Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

* Pass/Fail courses
\# Opt any three courses among the five
^ Online/Swayam/NPTEL Courses

Softskills courses 5 and 6

Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT-1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT-2 (Softskills 6C)	0	0	2	0	0	1

Sports courses

Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2

DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2
DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

Club activity courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of CLub)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community service courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Faculty Core (FC)

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Critical Thinking and Analysis	None	4	0	0	0	0	4
LANG1041	1	Academic Writing	Critical Thinking and Analysis	4	0	0	0	0	4
	1	Digital Humanities	None	4	0	0	0	0	4
Total Credits									**12**

Major Core (MC)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
SOCY1001	1	Introduction to Sociology 1	None	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	None	3	0	0	0	0	3
SOCY1021	1	Sociology of India	None	4	0	0	0	0	4
	2	Classical Sociological Thought	Introduction to Sociology 1	3	0	0	0	0	3
	2	Sociology of Religion	Introduction to Sociology 1 &2	3	0	0	0	0	3
	3	Political Sociology	Classsical Sociological Thought	3	0	0	0	0	3
	3	Science, Technology and Society	Classical Sociological Thought & Sociology of Religion	3	0	0	0	0	3
	2	Research Methods – 1	Any 100 level course	4	0	0	0	0	4
	2	Sociology of Gender	Classsical Sociological Thought	3	0	0	0	0	3
	3	Economic Sociology	Classsical Sociological Thought	3	0	0	0	0	3
	3	Research Methods – 2	Political Sociology, Economic Sociology, Research Methods - 1	4	0	0	0	0	4
	4	Internship / Project	Research Methods 1 & 2	0	0	0	0	5	5
Total Credits									**41**

Major Elective (ME)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C	Credits for Electives
	2	Sociology of media	Any 100 level course	4	0	0	0	0	4	
	2	Sociology of development	Any 100 level course	4	0	0	0	0	4	4
	2	Sociology of Medicine	Any 100 level course	4	0	0	0	0	4	
	2	Urban sociology	Any 100 level course	4	0	0	0	0	4	4
	2	Sociology of Popular culture	SOCY 1011	4	0	0	0	0	4	
	2	Pain, Loss and grief	CST	4	0	0	0	0	4	4
	3	Sociology of violence	Economic and Political Sociology	4	0	0	0	0	4	
	3	Modernization and Globalization	Economic and Political Sociology	4	0	0	0	0	4	4
Total Credits										**16**

Minors from other Departments

Political Science

Course Code	Level	Course Title	Prerequiste	L	T	P	S	J	C
POLS1011	1	Introduction to Politics	None	3	0	0	0	0	3
POLS1031	2	Western Political Thought 1	None	3	0	0	0	0	3
	2	Western Political Thought 2	Western Political Thought 1	3	0	0	0	0	3
	2	Indian Political System	None	3	0	0	0	0	3
	2	International Relations	None	3	0	0	0	0	3
	2	Political Theory	Western Political Thought 1 & 2	3	0	0	0	0	3
	3	Comparative Politics	None	3	0	0	0	0	3
	3	Public Administration	None	3	0	0	0	0	3
Total Credits									**24**

Psychology

Course code	Level	Course title	Prerequiste	L	T	P	S	J	C
	1	Introduction to Psychology	None	3	0	0	0	0	3
	2	Social Psychology	None	3	0	0	0	0	3
	2	Experimental Psychology	Introduction to Psychology	1	1	2	0	0	3
	2	Understanding Psychological Disturbances	Introduction to Psychology	3	0	0	0	0	3
	2	Lifespan Development	Introduction to Psychology	3	0	0	0	0	3
	3	Psychological Assessment	Experimental Psychology	2	0	2	0	0	3
		Counselling Psychology	Understanding Psychological Disturbances	3	0	0	0	0	3
	3	Yoga and Welbeing	Introduction to Psychology	1	1	2	0	0	3
Total Credits									**24**

History

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Ancient India	None	3	0	0	0	0	3
	1	History of Medieval India-1 (1206-1526)	Ancient India	3	0	0	0	0	3
	1	Women in Indian History	None	3	0	0	0	0	3
	2	History of Medieval India - 2 (1526-1750)	History of Medieval India 1	3	0	0	0	0	3
	2	Modern History	None	3	0	0	0	0	3
	2	Glimpses of World History	None	3	0	0	0	0	3
	2	Indian National Movement	None	3	0	0	0	0	3
	3	Science and Technology in India-A Historical Perspective	None	3	0	0	0	0	3
Total Credits									**24**

Kuchipudi Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	0	0	0	0	3
	1	Introduction to Kuchipudi	None	2	0	2	0	0	3
	2	Intermediate Kuchipudi	Introduction to Kuchipudi	2	0	2	0	0	3
	2	Advanced Kuchipudi	Intermediate Kuchipudi	2	0	2	0	0	3
	2	Sāttvikabhinaya Kuchipudi	Advanced Kuchipudi	2	0	2	0	0	3
	3	Kuchipudi Performance	Advanced Kuchipudi	2	0	2	0	0	3
	3	Improvisation in Kuchipudi	Sāttvikabhinaya Kuchipudi	2	0	2	0	0	3
	3	Cross-cultural Dance Studies	Introduction to Indian Dance	3	0	0	0	0	3
Total Credis									24

Mohiniyattam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Mohiniyattam	None	2	0	2	0	0	3
	2	Intermediate Mohiniyattam	Introduction to Mohiniyattam	1	0	4	0	0	3
	2	Advanced Mohiniyattam	Intermediate Mohiniyattam	1	0	4	0	0	3
	3	Sattvikabhinaya in Mohiniyattam	Advanced Mohiniyattam	2	0	2	0	0	3
	3	Mohiniyattam Performance	Advanced Mohiniyattam	1	0	4	0	0	3
	3	Improvisation in Mohiniyattam	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
Total Credits									24

Bharatanatyam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Bharatanatyam	None	2	0	2	0	0	3
	2	Intermediate Bharatanatyam	Introduction to Bharatanatyam	1	0	4	0	0	3
	2	Advanced Bharatanatyam	Intermediate Bharatanatyam	1	0	4	0	0	3
	3	Sattvikabhinaya in Bharatanatyam	Advanced Bharatnatyam	2	0	2	0	0	3
	3	Bharatanatyam Performance	Advanced Bharatanatyam	1	0	4	0	0	3

	3	Improvisation in Bharatanatyam	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
Total Credits									24

Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3
	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in India	Vedic Literature and Mythology	3	0	0	0	0	3
	2	Introduction to Indian Philosophy	Religion and Religiousity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure	3	0	0	0	0	3
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3
Total Credits									24

Visual Communication

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Visual Communication	None	3	0	0	0	0	3
	1	Visual Arts	None	1	0	4	0	0	3
	2	Fundamentals of Graphic Designs	None	1	0	4	0	0	3
	2	Photography	None	1	0	4	0	0	3
	2	2D Animation	None	1	0	4	0	0	3
	2	Audio Production	None	1	0	4	0	0	3
	3	Television broadcasting	None	2	0	2	0	0	3
	3	Visual Media Editing	None	1	0	4	0	0	3
Total Credits									24

English

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Reading Literature	None	3	0	0	0	0	3
	1	Evolution of English Language	None	3	0	0	0	0	3
	2	Exploring New Worlds: The 16th Century British Literature	None	3	0	0	0	0	3

	2	Introduction to Cultural Studies	None	3	0	0	0	0	3
	2	British Literature: 18th Century	None	3	0	0	0	0	3
	2	Indian Writing in English	None	3	0	0	0	0	3
	3	19th Century British Literature	None	3	0	0	0	0	3
	3	20th Century British Literature	None	3	0	0	0	0	3
Total Credits									24

Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
	1	Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
Total Credits									24

Credit Distribution

Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electives	16	13%
Minor	24	20%
Open Electives	15	13%
Total Credits	**120**	**100%**

CSEN1001: IT Productivity Tools

L	T	P	S	J	C
0	0	2	0	0	1*

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- to create awareness in analysing data using pivot tables, query manager etc.
- to create awareness in composing emails, mail merge, e-mail merge etc.
- to provide the exposure to work with collaborative tools.

List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibilography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of a examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: www.draw.io or smartdraw
10. Create a website of his interest.

Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. https://drawio-app.com/tutorials/video-tutorials/
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

1. https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software
2. https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets
3. https://www.coursera.org/learn/excel-advanced#syllabus
4. https://www.coursera.org/learn/how-to-create-a-website
5. https://support.microsoft.com/en-us/office
6. https://www.diagrams.net/
7. https://edu.google.com/

Course Outcomes

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / createpivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)

- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)

- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)

- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninhum, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambrdige Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reaing, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

Online References

- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- https://eslflow.com/
- https://www.englishclub.com/
- https://www.oxfordlearnersdictionaries.com/
- https://dictionary.cambridge.org/
- learnenglishteens.britishcouncil.org
- https://freerice.com/categories/english-vocabulary

Course Outcomes

- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)

- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)

- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

LANG1011: Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

List of Tasks and Activities

S. No.	Tasks	Activities
1	Listening to subject related short discussions/ explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)

3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and mak2 individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
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4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambrdige Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxfor: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

Online Resources

1. https://www.grammarly.com/blog/
2. https://www.nationalgeographic.org/education/
3. https://www.bbc.co.uk/teach/skillswise/english/zjg4scw
4. https://www.englishclub.com/
5. https://www.oxfordlearnersdictionaries.com/
6. https://dictionary.cambridge.org/
7. learnenglishteens.britishcouncil.org
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/

Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)

- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"

- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)

- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)

- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. anaytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emhasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)

2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s:2 & 3)

3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)

4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presnetation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scafolding though open-house discussion, Note-making (Group work), Group Discussion (free), post perfromance discussion, Feedback	2

9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disgreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrataions/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-relfection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambrdige Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence toParagraph. Germany: Macmillan Education.
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7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunninghum, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
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4. https://www.englishclub.com/
5. https://www.oxfordlearnersdictionaries.com/
6. https://dictionary.cambridge.org/
7. learnenglishteens.britishcouncil.org
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/

Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

Course Objectives:

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, *Self Awareness:* Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: *Self Control, Trustworthiness & Adaptability*	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and IneffectiveTeams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction,Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
	Total Hours	30

Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1011: Leadership Skills & Quantitative Aptitude
(Soft Skills 2)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

Course Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.
2. Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
3. Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
4. Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

Unit	Topics	Hours
1	Communication Skills: *The Communication Process*, Elements of Interpersonal Communication, *Non-Verbal Communication:* Body Language, Posture, Eye Contact, Smile, Tone of Voice, *Barriers to Communication.* Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3

4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms

2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions

3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles

5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest

6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles

7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

Course Outcomes:

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies (Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

Course Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]
4. Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
2. Error Detection: Tenses and their Uses
3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison
5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)

7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

Course Outcomes:

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmetic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

VEDC1001: Venture Development

L	T	P	S	J	C
0	0	0	2	0	2

Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:

- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

Expectations of you in the classroom: Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavilydependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

Group Project Overview

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

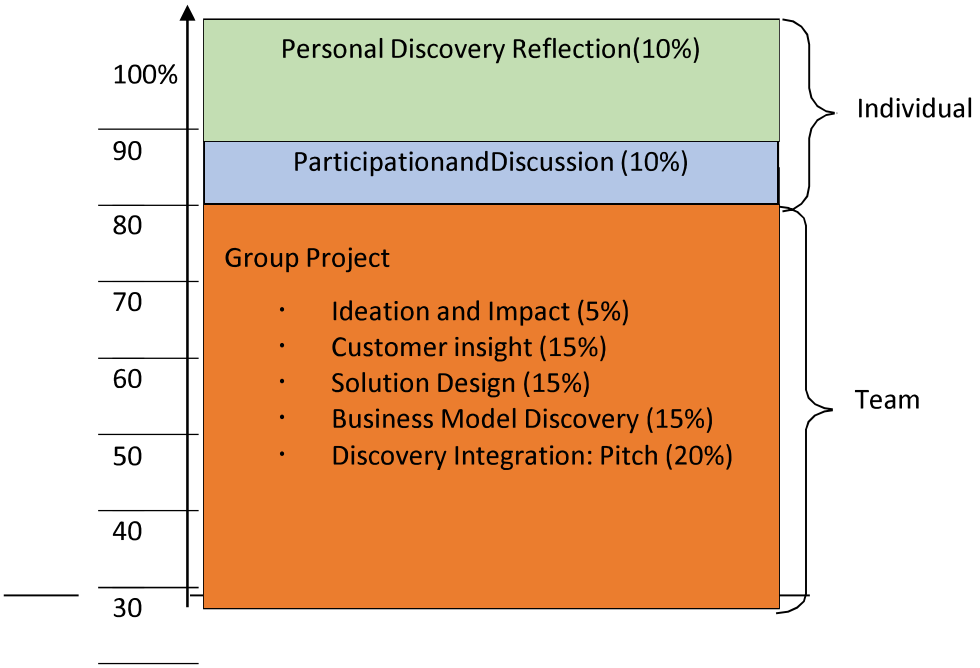
Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.
"Design" is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

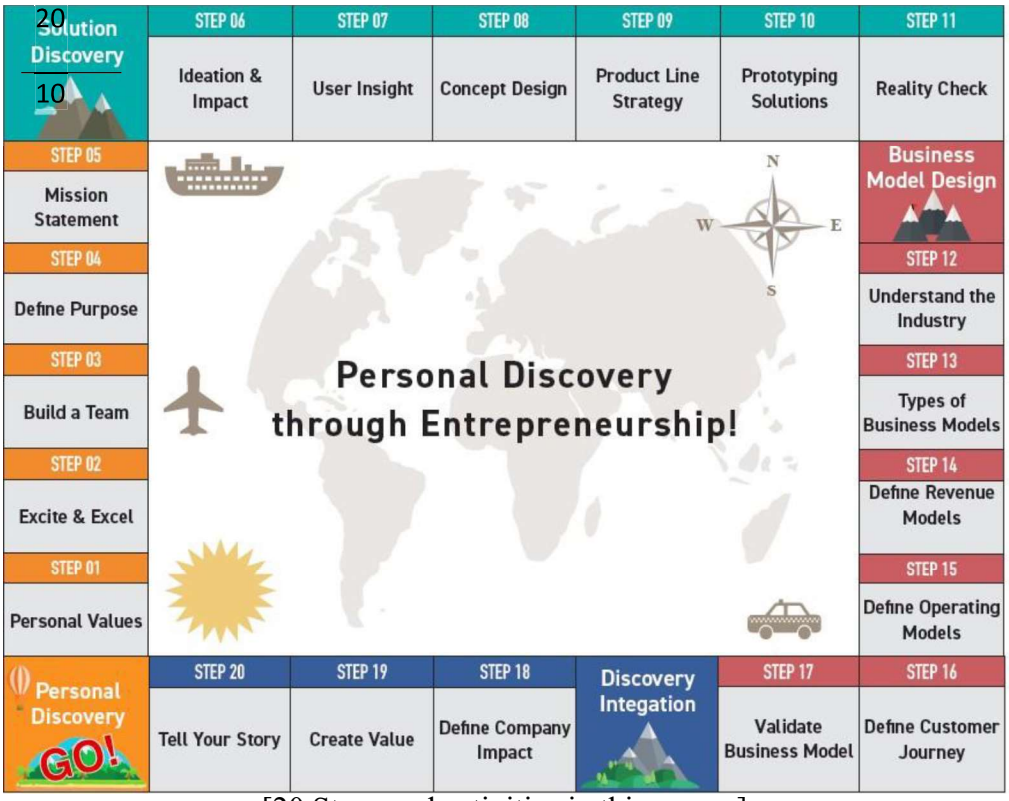
Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading





[20 Steps and activities in this course]

Deliverables

There are a number or different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates.Rather,different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63
  (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78,plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do you customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates:Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144
  (You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170
  (Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20(PowerPoint)
- Overall Pitch Design Template:Page 264

Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch.The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are toocomplex to present to outside people who have not taken the course. Therefore, design thispitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses!You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journalsas well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

(1) Personal Discovery Reflection Journal (10%)

At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, yourcareer, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

(2) Insight Learning Reflection Journal (10%)

At the end of this semester, you are to prepare a short reflection of impressive sessions aswell as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

Course Schedule

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	**Course Overview**	1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas)	**Lecture and Discussion**
	2	**Personal Discovery** (Step 01, Step 02)	1. Personal Values 2. Strength and Weakness	Individual: · Work with the templates provided on pages: · Core values: 22, 23 · Skills: 27, 28, 29, 30, 31 · Societal Contribution: 33, 34
2	3	**Find Teammates** (Step 03)	1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Findteammates (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?)	Problem template: Page 9 · Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. · Sit back and assess: Team templates on Pages 44, 45, and 46. · Prepare to present your team, the problem it is going to tackle, and its collective skills.
	4	**Define Purpose** (Step 04) **Create Mission** (Step 05)	1. Methods for defining and refining a venture's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement	Team: · Purpose and Mission Templates: Pages 49 and 52 · Be prepare to present to the class. · Personal Discovery Reflection Journal Due

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
3	5	**Ideation & Impact** (Step 06)	Ideation Methods · An in-class ideation exercise	Team: · Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: · Idea Impact Template, Step 6, Page 69
4	7	**User Insights Frameworks** (Step 07)	· Identifyand find the right target users. · Interview style and methods · The Customer Interview template.	Team: · Customer Interviews Template, Step 7, Pages 75 · Edit interview template for your project.
	8		Laddering methods for interviews	Team: · Latent Needs Template, Step 7, Page 93
5	9	**User Insights Customer Interviews** (Step 07)	· Finding latent needs · Field work check-in	Team: · Latent Needs Template, Step 7, Page 93 · Field work – customer interviewing
	10		· Think about innovation across the entire use case · Field work check-in	Team: · Full Use Case Template, Step 7, Page 99 · Field work – customer interviewing
6	11	**User Insights Interpreting Results** (Step 07)	· Interpreting customer interview results · Field work check-in	Team: · Field work – customer interviewing · Also talk to retailers/dealers if appropriate
	12		· Idea Reshaping based on Customer Interviews · Field work check-in	Teams prepare results of results from customer interviews and how the original ideas have been reshaped& improved.
7	13	**User Insights Interpreting Results** (Step 07)	· Customer Research Reports · Implications for product and service design	· Teams prepare PPTs for class presentation · **Customer Insight Template Hand-in Package**
	14			

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
8	15	**Concept Design** (Step 08)	· Defining Customer Value · Understanding Customer Value Proposition	Team: · Customer Value Proposition · Template: Step 8, Page 107 · Draft the CVP
	16		· Presentation and review of CVPs	Team: · Complete CVP
9	17	**Competitive Analysis and Positioning** (Step 08)	· Understanding of Competitive Matrix · Competitive positioning: creating your separate space	Team: · Identify major competitors, and dimensions for analysis · Template: Step 8, Page 109
	18		· Presentations of Competitive Analyses and Positionings	Team: · Perform the competitive analysis and present results, including positioning
10	19	**Product Line Strategy** (Step 09)	· Product line framework: good, better, best on underlying platforms, plus application to Services.	Team: · Identify good, better, best variations based on the underlying concept. · Product line template: Page 115
	20	**Product Visioning Subsystem Design, and Prototype Sketch** (Step 10)	· The structured bubble chart, showing implementation options and the team's choices · Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.)	Team: · Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. · Underlying bubble chart showing your decision process. · Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
Week	**Session**	**Topics and Steps**	**· Key CONCEPTS Introduced in Class**	**Team or Individual Activity**
11	21	**Reality Check** (Step 11)	· The purpose of the Reality Check, testing the product concept, channel preferences, and much other.	Team: · Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		· Guidance on the number or additional customers for the reality check survey · How to analyze and interpret the results	· Customize the Reality Check template for your venture. · Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	**Industry Analysis** (Step 12)	· Team reports on Reality Check Results · Examine major components of an Industry Analysis · Review Templates	Team: · Prepare and present the results of your reality check, plus any pivots you wish to make. · **Concept Design (and Test) Hand-in Package** · Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	**Business Model** (Step 13)	· Defining the Business Model: · Lecture on basic structure and different types. · Illustrating it as the flow of product, money, and information.	Team: · Business Model Illustration Template, Step 13, Page 170

Week	Session	Topics and Steps	· Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	**Business Model** (Steps 14, 15, 16, 17)	· Revenue and Expenses · The key decision points in the Revenue Model · The key decision points in the Operating Model · Designing the Customer Journey · Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.)	Team · Step 14, Page 177 · Step 15, Page 187 · Step 16, Page 195 · Step 17, Pages 199 and 200 · Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
	26			
14	27	**Impact Visioning** (Step 18)	· Develop clear statements for business and societal impact. · Look at good existing examples of companies that do both.	Team: · Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 · **Business Model Design Hand-in Package**
	28	**Creating Value** (Step 19)	· Develop a project of the profitability in make low volumes for a product, a service, and a Web app. · Discuss applications of the framework to your venture.	Team: · Develop and present Unit of 1 Economics Template, Step 19, Page 229 · Keep working on the Final presentation

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29 30	**Tell Your Story**	· Presentation Format and Style · Format: (1) Title Slide with names and contact information (2) The Target Customer and the Problem to be Solved (3) The Market Opportunity (4) The Innovation Story (5) The Business Model Story (6) The Customer Journey (7) The Team (8) The Proposed Action Steps. (9) Appendices (if needed or desired) · If you have built a prototype during the class, please bring it and show it to us! (The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)	Team: · The PPT Presentation · Practice, practice, practice! · Not too many words on one slide · Use pictures · Use template to develop your thinking, but try to create slides that are not just the templates.
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	**Team: Your Venture PPTs** **Individual: Insight Learning Reflection Journal**

Course Outcomes

5. Identify one's values, passions, skills and their will to contribute to society
6. Formulate an idea and validate it with customers
7. Demonstrate prototyping and analyze the competition for the product
8. Create business models for revenue generation and sustainability of their business
9. Come up with a pitch that can used as the basis for actually starting a company based on an impactful innovation and societal impact

DOSP1001: Badminton

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

L	T	P	S	J	C
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This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

Reference:

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabadddi - International Kabaddi Federation

DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throwball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

Course Objectives

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curicular activities
- Learn to manage time effectively
- gain confidence

DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curicular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1021: Club Activity – Leader of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1031: Club Activity – Competitor

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description:
This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

Course Objectives:
1. To introduce constitutional history of India.
2. To explain the process of making Indian constitution
3. To analyze Fundamental of Rights, Duties and other principles in constitution
4. To create familiarity with political developments which shaped the constitution.

Course Outcomes:

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

Unit I: India as a Nation **6 hrs**

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.
Rowat, D. (1950). 'India: The Making of a Nation', *International Journal, 5*(2), 95-108. doi:10.2307/40194264
Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution **6 hrs**

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.
Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly,* Vol 43, Issue No 40
Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

Module Learning Outcomes
Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India
Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.
Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.
Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.
Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.
Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship **6 hrs**

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.
Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.
Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies,* Vol 15, pp 319-333.
Valerian Rodrigues

Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status'of citizenship

Unit 5: Separation and Distribution of Powers 6 hrs

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.
Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal, 42*(6), 553-595.
Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research, 37*(1), 113-122.
Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15
Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.
Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.
Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.
Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly,* Vol 55, Issue No 26

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

Recommended Readings:

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.
Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.
Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.
Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.
Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.
Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

PHPY1001: Gandhi for the 21st Century

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

Course Objectives

The objectives of the course are;

1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

Module I : MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

Module II: From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

Module III: Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

Module IV: Gandhi and Sustainable Development

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

Module V: Gandhi and Contemporary Issues

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

Course Outcomes

After the successful completion of the course the students will be able to;
1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

References

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007).Gandhi as Disciple and Mentor. New Delhi: CUP

DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

Course Objectives

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

Course Outcomes

- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

DOSL1051: Community Services - Mobilizer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

Course Objectives

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and SherylWuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and and other Government and non-government community serviceorganizations organizations

Course Outcomes

- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

ENVS1001: Environmental Studies

L	T	P	S	J	C
3	0	0	0	0	3*

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

Course Objectives

1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

Course Outcomes

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

UNIT – I **Multidisciplinary nature of environmental studies & Natural Resources:** No of Hours: 10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

UNIT – II **Ecosystem and biodiversity** No of Hours: 10

Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity"

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

UNIT – III **Environmental Pollution** No of Hours: 10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

Learning Outcomes:

After completion of this unit, the student will be able to

UNIT – IV **Social Issues and the Environment** No of Hours: 10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

UNIT – V **Human Population and the Environment and Environment Protection Act and Field work** No of Hours: 10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

Text Book(s)

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2nd Edition. Cengage Learning India. 2012.

Additional Reading

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

Reference Book(s):

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th edition. 2005.

Journal(s):

1. https://www.tandfonline.com/loi/genv20
2. https://library.lclark.edu/envs/corejournals

Website(s):

https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf

From Climate Science to Action | Coursera

	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation

MFST1001: Health & Wellbeing

L	T	P	S	J	C
0	0	2	0	0	1*

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

Course Objectives

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

UNIT-I

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

UNIT-II

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

UNIT-III

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

Course Objectives:

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.

2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.

3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning: Logical and Verbal Reasoning

Course Outcomes:

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
2. Orient the students for GRE/ GMAT through mock tests

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment: Issue/ Argument

4. Integrated Reasoning

Course Outcomes:

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2021: Preparation for CAT/ MAT - 1
(Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
2. Orient the students for CAT/ XAT, etc. through mock tests

1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry

2. Data Interpretation: Data Interpretation and Data Sufficiency

3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

Course Objectives:

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
2. To sharpen the test-taking skills in all four major areas of all campus drives

1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness

2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning

3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning II: Logical and Verbal Reasoning

Course Outcomes:

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2

(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
2. Orient the students for GRE/ GMAT through mock tests

1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment II: Issue/ Argument

4. Integrated Reasoning II

Course Outcomes:

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2051: Preparation for CAT/ MAT - 2
(Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.
This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

Course Outcome:

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

Unit 1: Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

Unit 2: Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

Unit 3: Investment Products and Measuring Investment Returns

Investment Products: Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity
Measuring Investment Returns: Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

Unit 4: Retirement Planning
Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

Unit: 5 Tax Planning
Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

Text Books

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

Reference Books

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

Introduction to Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation.*The Power of Critical Thinking by* Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

Module I: The Basics **No of Hours: 13**

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the dynamics of critical thinking; L2
2. differentiate arguments from claims; L2
3. aware of obstacles to critical thinking; L2
4. aware of subjective and social relativism; and L2
5. logically put forward argumentsL3

Pedagogy tools: Blended learning, video lectures, self reading

Module II:Reason and Reasoning **No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be:

1. aware of how to think logically. L2
2. understand the importance of beliefs and doubts; L2
3. aware of conflicting claims; L2
4. aware of fallacies and premises. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Arguments **No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive &Inductive Reasoning; Connectives and Truth Values, Validity.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. develop a variety of arguments for a given problem; L3

2. differentiate arguments from non-arguments; L3
3. develop skills to identify truth and validating the same; L3
4. understand the importance both deductive and inducting reasoning. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV: Explanations **No of Hours: 12**

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes:

Students will be able to:

1. develop inferences for explanations; L2
2. aware of theories of consistency and criteria; L2
3. comprehend how to scientifically test the theories; L2
4. aware of involvement of moral values in human thinking; L2
5. develop skills in precision writing.L3

Pedagogy tools: Blended learning, video lectures, self reading

Module V:Critical Thinking in Humanities and Social Sciences **No of Hours: 12**

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the importance of inquiry and inquisitiveness; L2
2. questioning and interpreting the texts; L4
3. evaluate credibility of sources while put forwarding causal explanations L3

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Reference Readings:

Alec Fisher, *Critical Thinking: An Introduction Second Edition.* Cambridge University Press, 2001.

Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.

James Shiveley, "Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues' Libraries Moduleed, 2009.

John Barell, *Developing More Curious* Minds, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.

Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Madhu Chanda Sen. *An Introduction to Critical Thinking.* Pearson Publications, 2010.

Richard Epstein, *Critical Thinking.* Wadsworth Publishing, 2005.

S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?"', in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.

Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.

Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.

Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

Academic Writing

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

Course Objectives

This course aims to help students to:

1. Understand and differentiate text and writing types, moods and tones,
2. Critically analyse texts, research and use findings to write and compose essays,
3. Identify and analyse various writing techniques and their functions,
4. Familiarise with conventions of academic writing.

Course Structure

Module I: Introduction to the Process of writing and Genres Hours: 13

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

Essential Reading

1) "What is Academic Writing?" By L Lennie Irvin
2) Genres and Special Assignment (Relevant portions) from *How to Write Anythin*g by John J Ruszkiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.) L 1 & 2
- Evaluate, relate and use conventions of academic writing L 3, 4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

Module II: Tools of Writing **Hours: 12**

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

Essential Reading

1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing labhttps://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html
2) Research and Sources (section 35-42) from from*How to Write Anythin*g by John J Ruszkiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand how to plan and execute writing strategies L2
- Follow different writing conventions and write according to the purpose L3 & 4

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

Module III: Writing Essays **Hours: 12**

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

Essential Reading

1) Introduction from A Students' Writing Guide: How to plan and Write Successful Essays by Gordon Taylor.
2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays L2
- Ways of assimilating data into writing L2 & 3
- Ways of building arguments L2

Pedagogy tools: Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

Module IV: Writing a Review **Hours: 12**

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

Essential Reading

1) Different discipline specific reviews for different programme of students

Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea L4
- Use methods of comparison, linking and identification L3 & 4
- Contemplate on new ideas L4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Review of cinema/ book

Module V: Ethical Aspects of Academic Writing **Hours: 12**

- What is ethical practice?
- What is plagiarism and how to avoid?

Essential Reading

Web source: What is Ethical Writing and why is it important, https://www.kent.edu/stark/ethical-writing-reliable-sources

Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature L3
- Acknowledge and cite scholarship used in own writing L3

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Reference Readings

Browne, Neil M and Stuart Keely. *Asking the Right Questions,* 11th Ed. Pearson. 2014.

Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.

Berger, John. *Ways of Seeing.* Penguin Books. 1972.

Terrinoni, Enrico. *Working on Texts: Reading Literature Critically.* Universal Publishers, 2012.

Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.

Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.

Hogue, Ann. *FIrst Steps in Academic Writing. 2nd Ed.* Pearson- Longman. 2008.

Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.

Text Analysis: Qualitative and Quantitative Methods, H. Russell Bernard Gery Ryan. Altamira, 1998.

Textual Analysis.Bauer, Martin W., Bicquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014

Critical thinking skills: Identifying, analysing and evaluating arguments. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.

Understanding Arguments An Introduction to Informal Logic. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.

Theory into Practice: An Introduction to Literary Criticism, Ann B. Dobie. Wadsworth, Cengage Learning. 2012

*Fiction Reading On Head And Heart.*Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.

Reading, Hearing, And Seeing Poetry Performed. Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.

A Textbook for the Study of Poetry, F.M. Connel. 1913.

A Practical Guide to Academic Writing for International Students. Routledge.2018.

A Guide to Academic and Scholarly Writing. Sandra L. Shannon, Baldwin Book publishing.2011.

Introduction to Digital Humanities

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

Course Objectives

- Familiarise notions of "humanities," "humanities computing," and "digital humanities"
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

Course Outcomes

After pursuing the course, students will be able to –

1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
2) Familiarise themselves with latest methods of digital computation and its impact and usages
3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
4) Realise the domain of and significance of digital Humanities in its terminologies and methods
5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

Module I:Digital Humanities: Origin No of Hours: 13

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/13
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, ToddPresner, Jeffrey Schnapp, *Digital_Humanities*, MIT Press, 2012, p. 3-26

Learning Outcomes

Students will be able to:

1) Understand connection between digital humanities and literature research; L2
2) Understand different aspects of its origin and evolution; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Impact of Big Data on Human Societies No. of Hours: 12

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

Essential Reading

Boyd, Dana and Crwford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities; L2
2. Understand different terminologies involved in studies of digital humanities; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Digitization No. of Hours: 12

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

Essential Reading
Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities, gender studies and feminism; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV
Humanities, Space and Meaning **No. of Hours: 12**

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

Essential Reading

Jo Guldi, "What is the Spatial Turn?" Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. http://spatial.scholarslab.org/spatial-turn/

Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning; L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

Pedagogy tools: Blended learning, video lectures, self reading

Module V
Digital Humanities: A Critical Analysis **Hours: 12**

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities* , 2016, http://dhdebates.gc.cuny.edu/debates/text/55
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, Digital Humanities Quarterly 7, no. 1 (2013). http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html

Learning Outcomes

Students will be able to:
1. Understand connection between digital humanities and race studies; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies; L2

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Suggested Readings:

Adolphs, Svenja and Dawn Knight, editors. The Routledge Handbook of English Language andDigital Humanities. Delhi: Routledge, 2020.

Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) http://dhdebates.gc.cuny.edu/debates/text/20

Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" http://dhdebates.gc.cuny.edu/debates/text/16

Berry, David M., and Anders Fagerjord. Digital humanities: Knowledge and critique in a digitalage. John Wiley & Sons, 2017.

Bethany Nowviskie, "Skunk in the Library." http://www.nowviskie.org/2011/a-skunk-in-thelibrary/.

Bulkun, Mestrovic Deyrup& Mary. Transformative Digital Humanities: Challenges andOpportunities. Delhi: Routledge, 2020.

Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledte, 2015.

Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. Doing digital humanities:Practice, training, research. Taylor & Francis, 2016.

Daniel Apollon, Claire Bélisle,and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.

Dobson, James E. Critical Digital Humanities: The Search for a Methodology. Chicago:University Illinois of Press, 2019.

Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.

Gairola, RoopikaRisam and Rahul K. South Asian Digital Humanities: Postcolonial MediationsAcross Technology's Cultural Canon. Delhi: Routledge, 2020.

Gold, Matthew, editor. Debates in the Digital Humanities. Minneapolis: University of MinnesotaPress, 2012.

John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/

Joshua Rothman, "An Attempt to Discover the Laws of Literature," New Yorker (March 20, 2014). http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-ofliterature.

Karla, Maya Doddd& Nidhi. Exploring Digital Humanities in India Pedagogies, Practices, andInstitutional Possibilities. Delhi: Routledge India, 2020.

Kathleen Fitzpatrick, The humanities, done digitally, *Debates in the Digital Humanities* ,

Matthew Applegate, *Guerrilla Theory: Political Concepts, Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.

Matthew G.Kirschenbaum, What is digital humanities and what's it doing in English departments?,*Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/38

Richard Grusin, “The Dark Side of the Digital Humanities—Part 2.” http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/

Rosenzweig, Roy and Dan Cohen. Digital History: A Guide to Gathering, Preserving, andPresenting the Past on the Web. Pennsylvania: University of Pennsylvania Press, 2005.

Sabharwal, Arjun. Digital curation in the digital humanities: Preserving and promoting archivaland special collections. Chandos Publishing, 2015.

Schnapp, Jeffrey. Digital Humanities. Cambridge: MIT Press, 2021.

Schreibman, Susan and Ray Siemens, editors. A Companion to Digital Literary Studies. NewJersey: Blackwell Publishing, 2008.

Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities* ,2004,http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1

Tara McPherson, “Why are the Digital Humanities So White?” (in Gold) http://dhdebates.gc.cuny.edu/debates/text/29

Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. Defining digital humanities: areader. Routledge, 2016.

Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. Digital humanities in practice. FacetPublishing, 2012.

Wendy Hui Kyong Chun, “The Dark Side of the Digital Humanities—Part 1.” http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/

Introduction to Sociology I – Personhood, society and relatedness*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level:100

Course Credits: 3

Course Prerequisites: None

Course Description:

Society and *Culture* are two key categories of sociology and anthropology. This class introduces you to the first of the categories, society, and next semester's core class will deal with culture. The two categories, as you will see, overlap considerably.

We begin with the *person*, akey category of society. The person has two aspects, the interior and the exterior, that parallels mind and body. We will consider the person as a social, that is, as a relational category. Mind and body, interior and exterior, as we will see, are all caught up in *relatedness*.

Related persons constitute a society. This, in short, is what we will see in the coming weeks.

Course Outcomes:

1. Develop an understanding of the concept 'society'
2. Understand the notion of 'person' as a key sociological category
3. Learn the different modes by which the person is socially constructed
4. Develop a basic understanding of relatedness
5. Understand kinship as a system of relatedness
6. Develop a sense for the nuclear family, the joint family and the notion of marrying within kin.
7. Understand the significance of love as a sociological category.
8. Have a sense for the relationship between law and kinship.
9. Understand the limits of relatedness, and ruptures in relatedness.

Module 1. Introduction to the Person: The Self (9 hrs)

1.1 The Self as I/Me (2 hrs)

Mead, George Herbert. 1934.*Mind, Self and Society from the standpoint of a social behaviourist.* Sections 22 and 27, pp 173-178, 209-213

- the ‘me’ as the site of social control – institutions as organized attitudes we carry in us – the I is expressed socially through the ‘me’

1.2 The self as performed and performative (3 hrs)

Goffman, Erving. 1949. *The presentation of self in everyday life.* Selections.

- Person as mask or role - sociality as performance - impression management in social interactions (performances) - front-stage and back-stage (teams), the dialectic game of social interaction (249-251), self-production character and performer (251-255)

1.3 The concept of the person (2 hr)

Fortes, Meyer. 1987.*"The concept of the person"* in Religion, morality and the person: Essays on Tallensi religion. CUP Archive. pp.247-286.

- the moral person – the ancestor as a person – natural crocodile vs ancestral crocodile – conditions for personhood – becoming a full person

1.4 The relational person (2 hrs)

Carsten, Janet. 2004. *After Kinship.* Cambridge. Selections (Introduction, The Person).

- Personhood as a relational problem – Mauss's notion of person – modern vs nonmodern person – The ethnography of Diane Blood and the collapse of this difference

Module 2. The Body (9 hrs)

2.1 Bodily techniques (3 hrs)

Mauss, Marcel. 1934. Techniques of the body.

- The body as instrument – techniques as traditional and as acquired through learning – differences in technical cultures (example of the spade)

Alter, Joseph. 1992. The Wrestler's body. Berkeley. Selections. (Preface and Ch.1)

- wrestling as a symbolic system – introduction to the book – the wrestler's body

2.2 Disciplining the Body (3 hrs)

Alter 1992. Ch. 2,3,5

- the dangers of modernity – civic duty – ascetism of the body and self-denial

2.3 The Person and the body (3 hrs)

Alter 1992. Ch. 9,10,11- comparison of the sannyasi and the wrestler – self-discipline – sannyasasceticsm and worldly nationalism - the dangers of modernity – civic duty – ascetism of the body and self-denial – the 'sanyasi-like citizen wrestler'

Module 3. Introduction to kinship (7 hrs)

3.1 Kinship and relatedness (2hrs)
Schneider, David. 1968. American Kinship. Chicago. Selections (pp.1-29).
- Kinship as a symbolic system of relatedness – Code and Substance as key symbolic axes of relatedness – blood as substance – codes of law and codes governing conduct – relate this back to Diane Blood (code of law vs shared substance)

3.2 Family (2 hrs)
Schneider 1968. pp.30-56.
- the two forms of familial relatedness – conjugal and cognatic bonds – kinship diagrams

3.3 Relatives and personhood (2hrs)
Schneider 1968. pp.57-75.
- the relative as a person vs the person as a relative – the abstract person and the concrete person – love between relatives as enduring, diffuse solidarity – blood, conduct and the relative

3.4 Relatives and the kindred (1 hr)
Yalman, Nur. 1962. The structure of the Sinhalese kindred
- the kindred as a sociological category – cross cousins – kinship terms and the production of relations

Module 4. Kinship: Brother-sister love and Romantic love (10 hrs)
4.1 The brother and the sister (3 hrs)
Peterson, Indira Vishwanathan. 1986. Ties that bind.
- the love between sister and brother – comparison between the north Indian and south Indian formsof relatedness

Das, Veena. 1976. Masks and Faces: an essay on Punjabi Kinship
- the biological and the social/cultural – marriage and the joint family (biradari) – codes of conduct – front stage and back stage relations
4.2 Romantic love and sibling love (3 hrs**)**
In the Eastern Province. Scenes from the film.
Clark-Deces, Isabelle. 2014. *The right spouse*. Stanford. Selections (Intro, Ch. 2,3)
- the preferential marriage – mother's brother, brother sister and cross-cousins – the right way
4.3 Love and Marriage (2 hrs)
Clark-Deces 2014. Ch 7.
- love marriage and the problems in contemporary society.
4.4 Love, relatedness and media (2 hrs**)**
Ahearn, Laura. 2003. Writing desire in Nepali love letters.
- expression of romantic love in letters – love as desirable vs love as embarrassing – literacy, gender and romantic love
Fleetwood, Nicole. 2015. Posing in prisons: family photographs, emotional labor and carceral intimacy.
- the inmate and the relative, prison and society – photograph and relatedness – the clicking of the prison photograph and bodily proximity – photographic codes, shared substance and relatedness

Module 5: Relatedness and rupture today (5 hrs)
Clark-Deces 2014. Conclusion.
- the challenge to old ways in the face of the new
Mody, Pervez. 2002. Love and the Law: Love-marriage in Delhi.
- the legitimation of a marriage – love marriage and social morality – the 'types' of love marriages – interruptions to love – love marriage tends towards an arranged marriage (and

vice versa?)
Das, Veena. *Love and Everyday life.* in Michael Lambek ed. Ordinary ethics.
- interreligious marriages and collective violence– ordinary expressions of love (enduring, diffuse solidarity)

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Introduction to Sociology II – Culture*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level: 100

Course Credits: 3

Course Prerequisites: None

Course Description:

The second part of a year-long introduction to sociology, this course introduces the category of Culture. Culture in sociology and anthropology, is contrasted to 'nature' and can be thought of in three ways – i) as cultivation (as in agriculture) ii) as the distinction between the high and the low ("The young man was very cultured in his manner" as opposed to "he acted like a brute") and iii) as differences in universes of meaning. We will explore the first and the third theme most closely in this course. Culture is a system or framework of meaning-making that an individual acquires from the society they grow up in.

Course Outcomes:

1. Develop a nuanced understanding of culture.
2. Understand the relationship between cultivation and the formation of a person
3. Understand how culture is a framework of meaningful difference
4. Understand the relationship between codes of meaning and bodily practice.
5. Develop a sense for the encounter between cultures and modernity.
6. Understand the relationship between culture and politics.

Module 1: Difference and Cultivation (9 hrs)

Bohannon, Laura. 1966. Shakespeare in the Bush.
- Shakespeare, myth and primitive people – the conditions that allow for a story to be told – questioning the universality of human nature

Mead, Margaret. 1928. The coming of Age in Samoa. Selections (Introduction, Education of the Samoan child)
- culture and psychology – difference – cultivation

Video: Childhood rivalry in Bali and new guinea by Gregory Bateson and Margaret Mead
- practices of child rearing compared

Benedict, Ruth. 1934. Patterns of Culture. Selections (1. The science of culture, 2. The diversity of cultures and 8. The individual and patterns of culture)
- custom and behavior – blindness to other cultures – cultural diversity and cultural specificity – the interdependence of society and the individual – the misfit

Module 2: Symbols and Meaning (7hrs)

Levi-Strauss, Claude. 2016. We are all cannibals.

- cannibalism in new guinea, infection and ingestion of flesh, ingestion and injection as a kind of cannibalism.

Clastres, Pierre. 1987. What makes Indians laugh

- interpretations of myth and jokes - the jaguar and the shaman - fear and humor

Bourdieu, Pierre. 1977. The Kabyle house, or the world reversed.

- the structure of the house – the structural oppositions – the male and the female

Geertz, Clifford. 1973. Notes on the Balinese Cockfight.

- entry into a cultural field - culture as a symbolic system - cockfight and its symbolism, symbolic system and social life

Appadurai, Arjun. 1981. Gastro-politics in Hindu South Asia.

- the two semiotic functions of food - fostering equality - establishing differences of rank

Module 3: Codes, body, practice (8hrs)

Schneider, David. 1968. American Kinship. Chicago. Selections (pp.1-29).

- Kinship as a symbolic system of relatedness – Code and Substance as key symbolic axes of relatedness – blood as substance – codes of law and codes governing conduct – relate this back to Diane Blood (code of law vs shared substance)

Whorf, Benjamin. 1941. The relation of habitual thought and behavior to language.

- language and culture - grammar and patterns of culture

Benjamin, Walter. Toys and Play in Selected Writings, Vol. 2.

- critique of utilitarianism – meaning – the relationship between play and habit

Bourdieu, Pierre. *The logic of Practice* And *Outline of a theory of practice.* Selections

- habitus and dispositions - field and objective structures - practice and body - hysteresis - the kabyle house

Module 4: Culture and Modernity 1 (8hrs)

Sahlins, Marshall. Islands of History. Selections (The Dying God)

- cultural contact - the death of Cook - myth of Lono–Cook:Lono - Cook as God for Hawaiians, as Peaceful penetrator of markets for Europeans

Rosaldo, Renato. 1984. Grief and the Headhunter's Rage.

- impossibility of translation, the melancholy of the headhunter, the accident, loss grief and rage

Cody, Francis. 2011. Echoes of the teashop in a Tamil newspaper

- the practice of newspaper reading at tea shops - the objectification of this practice in a newspaper column - (future possibilities in the WhatsApp era?)

Cohn, Bernard. 1983. Representing Authority in Victorian India.

- the darbar - clothing - arrangement of the princes in the court and power – performance

Module 5: Culture and Modernity 2 (8hrs)

Anderson, Benedict. 1983. Imagined Communities. Selections (pp. 1-43, I-III)

- nation as a limited, sovereign community – cultural roots of nationalism – conditions: the diminishing of 3 values – sacrality of scripts, the naturalness of social order, temporal intertwining of cosmology and history – print and national consciousness

Chatterjee, Partha. 1989.Colonialism, Nationalism and Colonized Women: The contest in

India.

- inner : outer :: female : male :: India (east) : West :: 'traditional' : modern

Jeganathan, Pradeep. 1997. A space for violence: politics, anthropology and the location of a Sinhala practice of masculinity.

- Sinhala practices of masculinity – the body and the emergence of violence - the unframeability of violence

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

7. **1.Quizzes** : 4 (out of 5) quizzes, each for 2.5 points = **10 points**
8. **2.Short Assignments/Tests** : 4 (out of 5) tests, each for 5 points = **20 points**
9. **3.Long Test/Analytical Assignment** : 2, each for 20 points = **40 points**
10. Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

**

Sociology of India

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Core

Course Level: 100

Course Credits: 4

Course Prerequisites: None

Course Description:

This course takes 'India' as its key analytical object. First, we study various ideas of India, from a historical and a sociological point of view. India, during the colonial era is also an object of knowledge, and this knowledge becomes central to modern forms of governance. We then look at problems in the social structure of India, along the axes of caste, class and gender. We trace transformations wrought by colonialism and modernity and explore notions of the 'modernity of traditions.' Finally, we conclude by looking at key political movements that stem from and seek to re-constitute, the idea of Indian society.

Course Outcomes:

Students will be able to:

1. Articulate different characterizations of how India has been historically conceived
2. Develop an understanding of the constitution of India in the Colonial times
3. Understand the impact of orientalism and orientalist characterization of India
4. Develop a sense for how colonial practices influence structures of knowledge and power in India.
5. Understand the significance of the village in the study of Indian society.
6. Develop a sense for the structure of Indian society, including a nuanced understanding of distinctions along the lines of caste, gender and class.
7. Understand the impact of political movements in India's modernity.

Module 1: Ideas of India (9 hrs)

1.1 India the spiritual

Even today, India finds itself tied to its Oriental image, of the land of sacrality and religiosity, a mystical 'East' that is often contrasted to a rational west. We begin with the notion of sacred geography in our explorations on the idea of India.

[*Reading:* Eck, Diana L. 2012. India: A Sacred Geography. New York: Harmony Books. Chapter 2. What is India? Pp.42 – 105]

1.2 The Colonial Image

We first consider the idea of India as a colonial formation.

[Readings:

Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, Pp. 1-28

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: OxfordUniversity Press, pp. 136-171.]

1.3 The Nationalist Discourse

Born at the turn of the century, the nationalist discourse emerges from within the colonial context, borrowing some elements, and adding new elements of its own, constituting a new image of India, a nationalist image.

[*Readings*:

Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black, Pp.85-126.

Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, CollectedWorks. New Delhi: Oxford University Press. Pp. 388-413]

Module 2: The Indian Village (6 hrs)

The 'village' is one of the key social units in both scholarly and public characterizations of Indian society. This module takes a closer look at the social structure of the village, it's relationship to change and modernity, and also considers critical perspectives on the idea of the village.

[*Readings:*

Srinivas, M.N. 1951, "The social structure of a Mysore village" in *The Economic Weekly*, October, 1951.

Breman, Jan. 1997. 'The Village in Focus' from *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64.

Cohn, Bernard. 1987. "The pasts of an Indian Village." in *An Anthropologist Among Historians and Other Essays*, Delhi: OUP.]

Module 3: Indian Society (10 hrs)

This module looks at Indian society mainly from the point of view of social stratification. Caste is a key problematique in the sociology of India. This module introduces various approaches to the study of caste, from social stratification and critique to caste as a cultural category based on notions such as purity and pollution. We then look at the Indian household, kinship, and problems of gender in Indian society.

3.1 Caste

[*Readings:*

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) Social Inequality:Selected Readings. Harmondsworth: Penguin Books, Pp. 265-272.

Srinivas, M.N., 1959, "The Dominant Caste in Rampura" in *American Anthropologist*, 61.

Cohn, Bernard. 1987. "The changing traditions of a Low caste" in *An Anthropologist Among Historians and Other Essays*, Delhi: OUP.

Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), SocialStratification.Delhi: Oxford University Press, Pp. 93-109]

3.2 Family and Kinship

[*Readings:*
Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriagein India*. Delhi: Oxford University Press, Pp.50-73.

Gray, John N. & David J. Mearns. Society from the Inside Out: Anthropological Perspectives onthe South Asian Household. New Delhi: Sage, 1989. Chapter 3. (Sylvia Vatuk) Household Formand Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137.

Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', in *Economic andPolitical Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19]

3.4 Religion

[*Readings:*
Mines, Diane P. 'The Hindu Gods in a South Indian Village' in Diane P. Mines and Sarah Lamb (Eds.) Everyday Life in South Asia, Indianapolis: Indiana University Press. Pp. 219 – 248.

Fruzzetti, Lina. 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', from Imtiaz Ahmad (Ed.) Ritual and Religion among Muslims in India. Delhi: Manohar, 1984. Pp. 91 – 112.]

Module 4: Colonial and Post-colonial transformations (7hrs)

The problems of post-colonial India are mainly staged around the encounter between a 'traditional' society and modernity, of a stratified society based on status, to a colonial modernity mediated by the rational idea of the contract.

[*Readings:*
Cohn, Bernard. 1987. "From Indian Status to British Contract" in An Anthropologist Among Historians and Other Essays, Delhi: OUP.
Chandavarkar, Rajnarayan. History, Culture and the Indian City, Cambridge: Cambridge University press, 2009. Chapter 2. Bombay's perennial modernities. Pp. 12 – 30.
Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, 15(4), Pp. 481-496
Desai, A.R. 1987. "Rural development and Human rights in Independent India" in *Economic and Political weekly*, Vol. 22(31). Pp. 1291-96.]

Module 5: Transformations and Political movements (8hrs)

The sociology of post-colonial India examines key challenges to what counts as the idea of Indian society. We look at different political movements and struggles that seek to reconstitute personhood and sociality in a modern India.

[*Readings:*
Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp.1-8.
Omvedt, G., 1994, "Peasants, Dalits and Women: Democracy and India's New Social Movements", Journal of Contemporary Asia, 24.
Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' from India against Itself: Assam and the politics of Nationalism, New Delhi: OUP, 2001. Pp. 69-90.
Menon, Nivedita., (ed.)., 1999, Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369.]

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Classical sociological thought*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major Core

Course Level: 200

Course Credits: 3

Course Prerequisites: One 100-level course

Course Description:

This course seeks to introduce students to the foundational texts that inaugurated sociology as a discipline and a series of canonical ideas in sociology and social anthropology from the second half of the 19th century including some important developments in the 20th century. We will begin with the concept of the human as an object of knowledge in modernity. We will then encounter the various conceptions of the social. The third key element in this course is the problem of societal transformation in the face of modernity.

Course Outcomes:

1. Develop a historical understanding of the formation of the 'human' as a sociological category.
2. Elucidate the relevance of classical texts from the 19th century and their significance for contemporary thought.
3. Understand the key sociological categories developed by the founders of the discipline.
4. Conceptualise social morphology.
5. Develop a historical understanding of the major paradigms in sociological thought.
6. Understand the impact of sociological study of modern and contemporary phenomena in capitalist society.

Module 1: The human and society (7hrs)

Leach, Edmund. 1982. "The Unity of Man" in *Social Anthropology*.

- humans as members of a species but behaving as if members of different species – 'people like us' – i) unity of the human as a species, ii) disunity of the human as a social being, iii) the equality/inequality of humans - savage vs civilized – the human through the ages – the cultural-political contradictions of human nature

Marx, Karl and Friedrich Engels. 1974. *German Ideology*. Lawrence and Wishart London. Selections (42-52, 57-60, 64-86)

- human individuals and human activity - Materialist history - the social and its relation to production – needs - division of labor – classes

Module 2: Some foundational concepts (7hrs)

Weber, Max. 1968. *Economy and Society*. Berkeley. Selections [pp. 3-31 (Ch I:1-4) pp. 38-43

(Ch I:8,9), pp 48-62 (Ch I:12-17)]
- social action and its types – forms of social relationship - communal and associative sociality - the organization – domination and power
Durkheim, Emil. 1982. *Rules of Sociological Method*. Selections [Ch I,II,III pp 50-84; Ch V, VI 119-146]
- social fact – the social norm and the normativity of the social fact – the normal and the pathological
Radcliffe-Brown, Alfred. 1935. On the Concept of function in social science
- structure & function, and the analogy between the social and the organic

Module 3: Forms of the social in the shadow of modernity (8hrs)
Tonnies, Ferdinand. *Gemeinschaft und Gesellschaft (Community and Civil Society)*
Selections (pp. 3-22 Intro, pp. 22-52 Gemeinschaft, pp. 52-92 Gesellschaft)
- Gemeinschaft and Gesellschaft as two forms of society, the types of social relationships characterizing the two forms – the village and the city
Durkheim, Emile 1985. Kenneth Thompson ed. *Readings from Emile Durkheim*. Selections (Div. of Labor pp. 19-42)
- division of labor in society – organic solidarity and mechanical solidarity as two distinct forms – the prison and society

Correspondence between Durkheim and Tonnies.
- compare gemeinschaft and gesellschaft relations to organic and mechanical solidarity

Weber, Max. 1968. "Distribution of Power within the political community: status, class, party" in *Economy and Society*. Berkeley. pp. 926-940.
- economic power vs status – class and market – forms of social action originating in a class, a status group and a party

Module 4: Capitalism and Society (9hrs)

Marx, Karl and Friedrich Engels. Economic and Philosophical manuscripts of 1844. Prometheus New York. Selections (69-92)
- estranged labor – alienation – property and class relations
Weber, Max. 1930. The Protestant ethic and the spirit of capitalism. London. Selections (3-38, 39-80, 102-105)
- the protestant ethic and capitalism – Luther and Calvin – ascetic practices – elective affinity between Protestantism and capitalism
Whyte, William Foote. 1943. Street Corner Society. Chicago. Selections (Introduction, I-Doc, II-Chick, Conclusion)
- social structure of street gangs – corner boys, college boys and their relations – the individual and the gang

Module 5: Selected contributions from the second half of the 20th century (9hrs)

Bourdieu, Pierre. 2000. Making the economic habitus.
- Algerian peasants and their encounter with the capitalist market - honor and the market - the cook's acquisition of the economic habitus
Weber, Max. Science as a Vocation.

- on social science as an existential activity, disenchantment

Goffman, Erving. Stigma: Notes on the management of spoiled identity. Selections (126-155).

- the normal and the stigmatized deviant – repair of social relations – the vulnerability of the normal – stigmatization of the minority as deviant – the normal deviant

Foucault, Michel. 1972. Discipline and Punish. Selections (Bodies of the condemned)

- punishing the regicide – the body and punishment – the prison and the body – timetable and discipline.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Sociology of Religion*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level: 200

Course Credits: 3

Course Prerequisites: One 100-level course

Course Description:

Society or social constructs largely shape religion. In fact, religion itself is a social construction. Religious beliefs, practices and performances are comprehended as an outcome of this relationship between society and religion. The course Sociology of Religion adopts a Sociological approach in studying religion. Students will be introduced to various methodological perspectives to understand religion. This will be achieved by reading certain classical and contemporary works (readings/chapters) on religion and religious phenomena.

Course Outcomes:

1. Understanding the subject matter and scope of Sociology of Religion
2. Understanding various theoretical perspectives of Sociology of Religion
3. Comprehending the various elements of religion

Module 1: Introduction (6 hrs)

1.1 The subject matter and scope of Sociology of Religion.

Beteille, Andre .2002. "Religion as a Subject for Sociology", in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-200.

1.2 Development of Sociology of Religion as a field of enquiry.

Grace Davie. 2004. "The Evolution of the Sociology of Religion." Chapter 5 in Michelle Dillon (ed.), Handbook of the Sociology of Religion. Cambridge.

Module 2: Theorizing Religion (9 hrs)

2.1 Classical interpretations of religion.

Durkheim, Emile. 1995. "The Elementary Forms of Religious Life", Translated by KarenE. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

Weber, Max. 2001. "The Protestant Ethic and the Spirit of Capitalism". Translated byStephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

2.2 Religion and Science

Malinowski, Bronislaw. 1948. “Magic, Science and Religion and Other Essays”. Selected,and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

Robert Wuthnow. 2003. “Is There a Place for Scientific‟ Studies of Religion”?” Chronicle of Higher Education, January 24, 2003. http://www.psywww.com/psyrelig/wuthnow.html

Module 3: Religion and Symbolism (8 hrs)

3.1 Religion, culture and symbolism

Geertz, Clifford.1973. “The Interpretation of Cultures”. Selected Essays. Basic Books, Religion as a Cultural System, pp.87-125.

Van Gennep, Arnold. 1960. “The Rites of Passage”. London: Routledge and Kegan Paul.

Module 4: Elements of Religion (9 hrs)

4.1 Ritual

Turner, Victor W. 1967. “Betwixt and Between: The Liminal Period in Rites de Passage.” *The Forest of Symbols: Aspects of Ndembu Ritual* pp. 93-111. Ithaca: Cornell UP.

4.2 Myth

Malinowski, Bronislaw. 1948. “Magic, Science and Religion and Other Essays”. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

4.3 Time and Space

Evans-Pritchard. E. E. 1963 (1940). "Time and Space." In The Nuer. Oxford: ClarendonPress, pp. 94-98,100-108

Module 5: Shifts in the study of religion (9 hrs)

5.1 The Rationality paradigm

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religiousstudies pp. 269-284

5.2 Religion and ethnicity

PremaKurien. 2002. ““‘We are Better Hindus Here‟ Religion and Ethnicity Among Indian Americans.” Pp. 99-120 in Jung Ha Kim and Pyong Gap Min (eds.), Religions in Asian America: Building Faith Communities. Altamira Press.

5.3 Secularization

Smith, Donald, E. 1963. India as a Secular State Princeton University Press, Princeton.Pp.1-40.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Political Sociology*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level: 300

Course Credits: 3

Course Prerequisites: Classical Sociological Thought

Course Description:

This is a level 3 class in sociology and will require you to read a considerable amount of dense work and grapple with complex ideas. The course seeks to develop a nuanced, robust conceptual matrix that is adequate to deal with the complex issues of politics, the political, order and rule, subjection and resistance. The first part of the course deals with non-modern forms of subjection. We start with the political orders of so-called 'stateless societies' and ask, how is it that without a leader in the strict sense of the term, do these societies maintain order, without dissipating in chaos. We then proceed to study small kingdoms just prior to, and during colonial contact, the challenges for forms of authority, transformation of political organization, new forms of power and subjection. We then look at the Colonial state and the imbrication of knowledge and power in relation to order and rule. We frame the modern state in relation to the social contract between state and citizen, and as maintaining order through bureaucracy. We close with a discussion on contestations and challenges to sovereignty at the margins of the social. Having traversed this complex route, we will have armed ourselves with different robust frameworks to grapple with different senses of 'politics' and forms of power and subjection.

Course Outcomes:

Students will be able to :

1. Understand the distinction between state-less and state societies.
2. Describe the political organization of different types of non- and pre-modern states.
3. Explain the impact of colonialism and modern political systems.
4. Understand modern forms of power inscribed into bureaucratic systems and in the architecture of space.
5. Understand the implications of the social contract and political citizenship
6. Develop a nuanced analysis of contestations of power at the margins of the state.

Module 1: The non-modern state: The social and the political (7hrs)

1.1 Acephalous societies (4hrs)

Fortes, Meyer and EE Evans-Pritchard. 1940. *African Political systems*. Selections (Last two chapters: The political system of the Tallensi by Fortes, and The Nuer of the Southern Sudan

by Evans-Pritchard.)
- society without a state or a leader – the 'Naam' and the Tendaan in the Tallensi – the two myths of the conquerors and the conquered – the feud and Nuer life – the unimportance of the chief– the feud and segmentary lineage

1.2 The Asiatic-Hindu State and Kingship (3hrs)
Geertz, Clifford. 1980. *Negara: The theater state in 19th century Bali.* Selections (pp. 1-43, 68-86, 98- 109)
- power and pomp, power serves pomp – theatricality, worship and the exemplary center – the king and his relatives – descent groups and succession – irrigation and order – spectacle, ceremony and power – the theater state

Module 2:The Colonial state: Knowledge and Power (9hrs)
2.1 A little kingdom, and its encounter with the colonial
Dirks, Nicholas. 1989. The original caste. (1hr)
- caste and kingship – the royal gift, sovereignty and status – the gift and order – hierarchy – kallar kingship and honor
Dirks, Nicholas. 1989. The Hollow Crown: Ethnohistory of an Indian kingdom. Cambridge. Selections (Preface, Chapter 13, Chapter 14) (3hrs)
- the kingly gift and salary – the encounter between the little kingdom and the Colonial empire – tribute and tax – the cultivation of the prince – the new palace, foreign bride and the hollowing of the king's crown – the failure of theatricality and spectacle, and the challenge to sovereignty
2.2 Knowledge, power and order
Foucault, Michel. 1991. Governmentality. (2 hrs)
- the prince and the people – governance as a political problem – the queen bee rules without the sting – governmentality as the convenient arrangement of people and things – knowledge and power
Mitchell, Timothy. 2005. Colonising Egypt. California. Selections (pp. 1-94) (3hrs)
- Egypt as an exhibition in France – representation, and the cultural and colonial order –a new disciplinary order: the peasant and the soldier, the schooling of egyptian children – the appearance of order

Module 3: Status, Contract and Citizenship (7hrs)
3.1 The social contract (2hrs)
Rousseau, Jean-Jacques. 1762. *The Social Contract.*
–the human and the social – the body politic – the sovereign and the people: subjection – the general will and the particular will – the social contract – the citizen and the subject
3.2The social person and the political citizen (2hrs)
Marx, Karl. 1844. The Jewish Question.
- political emancipation and human emancipation – the rights of the citizen and the rights of man
3.3 The citizen and the subject (3hrs)
Balibar, Etienne. 1993. *The "rights of man" and the "rights of the citizen"* in Masses, Classes and Ideas.
Balibar, Etienne. 2014. Equaliberty. Selections (Introduction)
- the dialectics of equality and freedom – the impossibility of equaliberty – the instability of

citizen-subject as person– the impossibility of equaliberty and the role of property and community in politics – two forms of politics: constitutional and insurrectionary

Module 4: Bureaucracy (9hrs)

4.1 Bureaucracy

Weber, Max. Bureaucracy. In From Max Weber. London. Selections (196-204, 209-214, 221-230) (2hrs)

– files, documents and bureaus –the person and office – rational process, administration and order – the technical superiority of bureaucratic organization – training, specialization and expertise – concentration of the means of administration – social difference – permanence of the bureaucracy

4.2 Knowledge, objectification and order

Cohn, Bernard. 1987. The Census, Social structure and objectification in South Asia. (2hrs)

- the census, knowledge and power – the problem of caste and Indian social structure – problems with the objectification of caste – informants-subjects – the census, exercise of power, and suspicion of subjects – the arya samaj and the invention of social categories

Smith, Richard Suamarez. 1985. Rule by record, rule by report (1hr)

- the record, the report and the manual as bureaucratic objects – knowledge and process – administration

4.3 Post-colonial bureaucracies

Hull, Matthew. 2012. Government of Paper: the materiality of bureaucracy in Urban Pakistan. Selections (Intro, Ch 1,2,3) (3hrs)

- bureaucratic polity – writing, bureaucracy and materiality – paper associations - the plan and the city – the indigenous city and the planned city – the plan, society and order – the collapse of the separation between person (home) and office – petitions and supplicants – connections and influence – files, materiality and graphic artifacts – responsibility, authority and agency

Module 5: Sovereignty, the political and the margins (8hrs)

5.1 The magical extension of the state (4hrs)

Das, Veena. 2004. The Signature of the state: the paradox of illegibility.

Jeganathan, Pradeep. 2004 and 2019. Checkpoint.

- magic and fiction – the limits of the state – the extensions of the state – the body of the cop and the state – checkpoints and the control over bodies – extensions of the state into the interior of bodies

5.2 Politics as Friends vs Enemies (4hrs)

Schmitt, Carl. 1976. The Concept of the political. Selections.

Mouffe, Chantalle. 2005. On the political

- the distinction of the political from the religious, the economic, the moral – the terrain of the political as the opposition between friend and enemy – public friends and public enemies vs private – agonism and antagonism

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Science, Technology and Society*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level: 300

Course Credits: 3

Course Prerequisites: One 200-level course

Course Description:

This course introduces students to philosophical, historical and sociological perspectives on scientific knowledge and technology insofar as they affect our lives in direct and indirect ways. We first look at the specificity of scientific thought and the scientific imagination, as a mode of thought that emerges historically, rather than as an enterprise that seeks to reveal the laws of nature. We will then look at the social construction of scientific ideas and technological objects. We will look at historical and ethnographic approaches to study technological objects and systems. Particularly, we will spend some time studying computational systems – arguably the most influential contemporary technological system.

Course Outcomes:

Students will:

1. Develop an understanding of the scientific imagination as a historical phenomenon.
2. Understand the formation of the lab as a space for production of knowledge
3.Understand how scientific understanding and technological designs are social constructions.
4. Develop an understanding of the social life of technological objects
5. Understand the influence of society on technological systems and vice versa through concrete case studies
6. Develop a detailed understanding of contemporary computational systems and their influence on all aspects of social life

Module 1: The formation of the scientific imagination

Merton, Robert. 1942. "The Normative Structure of Science."

Bachaelard, Gaston. 2002. The formation of the Scientific mind. Preface and Chapter 1. Manchester: Clinamen Press.

Daston, Lorraine, and Katharine Park. 2001. Wonders and the Order of Nature, 1150–1750. Ch: 7,8. Zone Books.

Module 2: Experimental science and the laboratory

Eddington, Arthur. S.1925. “The Domain of Physical Science” in Joseph Needham ed. Science Religion and Reality. New York: The Macmillan Company.

Shapin, Steven. 1988. The house of experiment in seventeenthcentury England. Isis 79(3): 373-404.

Latour, Bruno. "Give Me a Laboratory and I Will Raise the World." In Science Observed: Perspectives on the Social Study of Science. Edited by Karin Knorr-Cetina, and Michael Mulkay. London, UK: Beverly Hills, CA: Sage Publications, 1983, pp. 141-170

Hacking, Ian. "Experimentation and Scientific Realism." Philosophical Topics 13 (1982): 71-87.

Module 3: Social construction of science and technology

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male Female Roles." in Signs 16(3).

Trevor J. Pinch, Wiebe E. Bijker. 1984. "The social construction of facts and artefacts: or How the sociology of science and the sociology of technology might benefit each other" in Social studies of science 14(3).

Module 4: Technological objects and socio-technical systems

Kittler, Friedrich. 1986. "Gramophone." In Gramophone, Film, Typewriter. Translated from the German by Geoffrey Winthrop-Young and Michael Wutz. Stanford, CA: Stanford University Press.

Fisch, Michael. 2018. An Anthropology of the Machine: Tokyo's Commuter Train Network. Chicago: University of Chicago Press.

Module 5: Social studies of Computational Systems

Schaffer, Simon. "Babbage's Intelligence: Calculating Engines and the Factory System." Critical Inquiry 21 (1994): 203-227.

Roberts, Sarah. 2016. “Commercial Content Moderation: Digital Labourers' Dirty Work.” in S.U. Noble and B.M. Tynes (eds.) The intersectional internet: race, sex, class, and culture online. New York: Peter Lang Publishing.

Suchman, Lucy. 2007. Human-machine reconfigurations: plans and situatedactions. New York: Cambridge University Press. Ch:14,15.

Schüll, Natasha Dow. 2016. “Data for life: Wearable technology and the design of self-care.” in BioSocieties, 11(3): 317-333

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Research Methods I – Qualitative methods

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Core

Course Level: 200

Course Credits: 4

Course Prerequisites: One 100-level course

Course Description:

This course is an introductory paper on social research methods. The primary focus of the course is to acquaint students with a comprehensive understanding of the theoretical aspects of social research and the different methods available. The three primary research methods being qualitative, quantitative and mixed methods research. The course moves forward with qualitative methods. Research Methods II focuses on quantitative methods and the application of research methods during field research.

Course Outcomes:

1. Provide a comprehensive introductory understanding of social research.
2. Acquaint students with research methodologies of social research.
3. Provide a comprehensive introduction to qualitative, quantitative and mixed methods research.
4. Provide students with a thorough understanding of qualitative research methods such participant observation, ethnography, case study, grounded theory et al.

Module 1: Introduction to Social Research (8 Hours)

1.1: Introduction to Social research.

Mills, C. W. 1959. *The Sociological Imagination,* London: OUP Chapter 1 Pp. 3-24

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

1.2: Values in Social Research

Bailey Kenneth, 1994. *Methods of Social Research*, 4th Edition. New York: The Free Press: pp 65-73

1.3. Reflexivity in Social Research

Payne and Payne (2004). *Key Concepts in Social Research*, Sage Publications ((pp 191-194).

1.4: Ethics of Social Research

Babbie, E. 2007. The Basics of Social Research. Wadsworth Publishing (Chapter 3: Ethics and Politics in Research pp. 65-79).

Module 2: Research Methodologies (9 Hours)

2.1: Positivist Approach

Durkheim E. (1982). *Rules of Sociological Methods*, New York: Free Press. (Chapters 1 and 2, pp. 50-85).

2.2: Constructivist Approach

Berger P and Luckmann, T. 1991. Social Construction of Reality. London: Penguin Books (pp. 149-181)

2.3: Feminist Approach

Hammersley, M. 1992. "On Feminist Methodology" in *Sociology*, 26(2): 187-206, Sage Publications.

Module 3: Introduction to Qualitative Quantitative and Mixed Methods Research (7 Hours)

3.1: Qualitative and Quantitative Research

Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 (Pp. 11-70)

3.2: Mixed Methods Research

Tashakkori, A and Teddlie, C. 2009. Integrating Qualitative and Quantitative Approaches to Research. In Bickman, L and Rog, DJ. (ed.). *The Sage Handbook of Applied Social Research Methods,* California: Sage Publications (pp 283-317).

Module 4: Research Methods: Qualitative Research 8 Hours

4.1: Participant Observation

William F Whyte. 1979. On Making the Most of Participant Observation. *The American Sociologist*, 14(1): 55-66.

Peter Jackson. 1983. Principles and Problems of Participant Observation. *GeografiskaAnnaler. Series B, Human Geography* 65(1): 39-46.

4.2: Ethnography

Ingold T. 2014. That's Enough about Ethnography. *Journal of Ethnographic Theory*, 4(1): 383-395.

4.3: Ethnomethodology

Pillay, R. 2019. Ethnomethodolgy. In Handbook of Research Methods in Health Social Sciences, (Liamputong, P eds.) Springer (pp. 269-283).

Module 5Research Methods: Qualitative Research (Contd) 8 Hours

5.1: Case Study

John Gerring. 2004. What Is a Case Study and What Is It Good for? *The American Political Science Review*, 98(2): 341-354.

5.2: Grounded Theory

Wells, K. 1995. The Strategy of Grounded Theory: Possibilities and Problems. *Social Work Research,* 19(1): 33-37

5.3: Content Analysis

Dart, J. 2014. Sports review: A content analysis of the International Review for the Sociology of Sport, the Journal of Sport and Social Issues and the Sociology of Sport Journal across 25 years. *International Review for the Sociology of Sport.* 49(6): 645-668.

Supplementary Reading for Key Concepts:

Payne, G and Payne, J. 2004. Key Concepts in Social Research. London: Sage Publications.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Sociology of Gender and Sexuality*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level: 200

Course Credits: 3

Course Prerequisites: Classical Sociological Thought

Course Description:

The sociology of gender focuses on the social construction of gender. Other theories of gender such as biological explanations will be discussed in comparison to the social constructionist approach. The course will begin with an examination of key theoretical approaches to the study of gender.

Course Outcomes:

1. To introduce the basic concepts and theoretical perspectives in the sociology of gender and sexuality.

2. To relate the concept of gender and sexuality to social institutions and practices in Indian society.

3. Equip students to analyse the centrality of sexualities in cultural, social and political institutions and practices.

Module 1. Basic concepts of sociology of Gender and sexuality: (8 hrs)

1.1 Sex and Gender, patriarchy, sexual division of labour.

1.2 The concept of gender and sexuality in different trends in feminist theory:

1.3 Liberal, Marxist, Socialist, Radical and Postmodern, Queer Theory.

Readings:

Jakson, S. (1998). Theorizing Gender and Sexuality, in Jackson, S and Jones, J. (ed). Contemporary Feminist Theories, Edinburgh University Press. pp 131-146.

Walby, S. (1989). Theorizing Patriarchy, *Sociology*, Vol. 23 (2).

Tong, R. (2009). Feminist Social Thought: A More Comprehensive Introduction. Westview Press (Chapters: 1,2,3, and 8).

Rege, S. (1995). Feminist Pedagogy and Sociology for Emancipation in India. *Sociological Bulletin*, 44 (22), pp. 223-239.

Jagose, A. (1996). Queer Theory: An Introduction. Melbourne University Press. (Pp 72-100).

Module 2. Major theoretical issues and debates in theorising 'gender' and sexuality in Indian Society: (9 hrs)

2.1 Nationalism, Colonialism and Gender:

2.2 Caste and Gender.

2.3'Gender' in field research

2.4 Sexualities, Modernity and History: Colonial and Post-Colonial Debates

Readings:

Chatterjee, P. (1997). The Nationalist Resolution of the Women's Question. In Vaid, S. and Sangari, K. (ed.) Recasting Women: Essays in Colonial History. Kali for Women.

Chaudhri, M. (1999). Gender in the Making of the Indian Nation State. Sociological Bulletin, Vol. 48 (1/2). Pp 113-133.

Rege, S. (1998). Dalit Women Talk Differently: A Critique of Difference and Towards A Dalit Feminist Standpoint Position, Economic and Political Weekly.

Chakravarti, U. (2018). Gendering Caste: Through A Feminist Lens. Sage. (pp. 36-62).

Module 3. Gender, sexuality and Major Social Institutions in Indian Society: (9 hrs)

3.1 Recasting gender and sexuality: Family, Caste, Kinship, Religion and nation.

3.2 State: gendering state policies and programmes, Engaging with Issues of Violence and Desire, Debating Sexual Citizenship (same sex work, love and friendship), Sexualisation of Work.

Readings:

Kumar, P (2014). Queering Indian Sociology, CAS Working Papers, CSSS, JNU.

Dube, L. (1997) Women and Kinship: Perspectives on Gender in South and South East Asia, United Nations University Press (pp. 1-136.)

National Policy for Women (2016). Ministry of Women and Child Development, Government of India (pp 1-17).

Richardson, D. (2017). Rethinking Sexual Citizenship. Sociology, Vol. 51 (2), pp. 208-224.

Module 4. Gender and the Media (9 hrs)

4.1 Media and Culture: Reading Literature, Oral Traditions, Performance, Print Media, Films

4.2 Media and the construction of gender roles

4.3 Advertising and the question of representation

Readings :

Wolf, Michelle A., Sandy Nichols, et al. "Body Image, Mass Media, Self-Concept." In Race/Gender/Class/Media. Edited by Rebecca Ann Lind. Pearson, 2012.

Wilson, Clint C., and Félix Gutiérrez.(1995). "Advertising and People of Color." In Race, Multiculturalism, and the Media: From Mass to Class Communication. SAGE Publications, Incorporation.

Module 5: Gender and environment (6 hrs)

5.1 Feminist Political Ecology perspective

Shiva, Vandana. (1988). “Development, Ecology, and Women.” Ch.1 in Women,Ecology, and Survival in India. London: ZED Books. Pp. 1-13.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Economic Sociology*

L	T	P	S	J	C
3	**0**	**0**	**0**	**0**	**3**

Course Type: Major/Minor Core

Course Level: 300

Course Credits: 3

Course Prerequisites: Classical Sociological Thought

Course Description:

This course provides a comprehensive introduction to key debates and issues in the discipline of Economic Sociology. While the discipline is vast, what the course attempts to do is to provide students with a working understanding, through an introduction to the discipline, in the first module. The course develops a critical understanding of important concepts that are salient for understanding the linkages between the social and economic, through the second module on capitalism and neo-liberalism. The third, fourth and fifth modules collectively show how economic activities and concepts are embedded in the social world. Here students are introduced to the concepts of embededdnes, social capital and networks. Along with that, the course focuses on two economic issues that are critically linked to the social world- labour/ work and consumption. Specific readings on India acquaint students with key issues and debates based in their local contexts.

Course Outcomes:

1. This course aims to introduce students to the theoretical debates in economic sociology.
2. Acquaint students with the concepts of capitalism and neo-liberalism in order to develop a critical understanding of the debates within economic sociology.
3. Provide students with the understanding that economic activity is firmly embedded in social relations by discussing the concepts of emeddedness, social capital and networks.
4. Further and continuing with the above, the course introduces students to the social perspective on economic activities such as work, labour and consumption.

Module 1: Introduction to Economic Sociology- 8 hours

1.1: Introduction to Economic Sociology

Smelser, NJ and Swedberg, R. 2005. "Introducing Economic Sociology." In The Handbook of Economic Sociology, second edition, edited by Neil J. Smelser and Richard Swedberg. New York and Princeton: Russell Sage Foundation and Princeton University Press (Pp. 3-26)

1.2. Theoretical understanding of Economic Sociology

Granovetter,M. 2002. “A Theoretical Agenda for Economic Sociology.” in The New Economic Sociology: Developments in an Emerging Field at the Millennium, edited by Randall Collins, Mauro F. Guillén, Paula England and Marshall Meyer. New York: Russell Sage Foundation (pp. 35-60)

1.3 Cultural Aspects of Economics

DiMaggio, P. 2019. “Cultural Aspects of Economic Action and Organization” In Beyond the Marketplace: Rethinking Economy and Society, Roger Friedland and AF Robertson (eds). New York: Routledge (pp 113-136).

Module 2: Capitalism and Neoliberalism- 8 hours

2.1. Capitalism: A Critical Perspective

Athreya, V. 2013. *Marxian Political Economy: An Introduction to Capital 1*, New Delhi: Tulika Prints. (pp 1-111).

2.2. Neo-liberalism

Harvey, D. 2005. *A Brief History of Neoliberalism*, Oxford University Press. (Chapters “Introduction” and Freedom’s Just another Word”, pp. 1-38).

2.3. Neoliberalism in India

Gooptu, N. 2013. Introduction. In Gooptu, N. (ed.). *Enterprise Culture in Neoliberal India:* Studies in Youth, Class, Work and Media, New York: Routledge. pp 1-24.

Module 3: Embeddedness Social Networks and Social Capital:8 Hours

3.1. Embeddedness

Granovetter, M. 1985. “Economic Action and Social Structure: The Problem of Embeddedness.” *American Journal of Sociology* 91: 485-510.

3.2. Social Capital

Portes, A. 1998. “Social Capital: Its Origins and Applications in Modern Sociology.” *Annual Review of Sociology* 24: 1-24.

3.3. Social Networks

Granovetter, M. 1983. “The Strength of Weak Ties: A Network Theory Revisited.” *Sociological Theory* 1: 201-233.

Podolny, J and Baron, J. 1997. “Resources and Relationships: Social Networks and Mobility in the Workplace.” *American Sociological Review* 62: 673-693.

Module 4: Labour and Work in India- 8 hours

4.1. Labour in India

Breman, J. 2019. Capitalism, Labour and Inequality in India. Cambridge: Cambridge University Press (pp 1-60).

4.2. Exclusion in Employment

Thorat, S. and Attewell, P. 2010. The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India's Urban Private Sector. In Thorat, S and Newman, K.S. (ed.). *Blocked by Caste: Economic Discrimination in Modern India*, New Delhi: Oxford University Press, pp. 11-32.

4.3. Crisis of Employment in India.

Kumar, S. 2016. The Time of Youth: Joblessness, Politics and Neo-religiosity in Uttar Pradesh, *Economic and Political Weekly* LI (53), pp. 102-109.

Module 5: Consumption- 8 hours

5.1. Culture and Consumption

Zelizer, V. 2005. "Culture and Consumption." In The Handbook of Economic Sociology, second edition, edited by Neil J. Smelser and Richard Swedberg. New York and Princeton: Russell Sage Foundation and Princeton University Press (pp. 331-354)

Bourdieu, P. 1984. Distinction. Cambridge, Mass.: Harvard University Press. Introduction, (pp. 1-7).

5.2. Embeddedness of Consumption

DiMaggio, P and Louch, H. 1998. "Socially Embedded Consumer Transactions: For What Kinds of Purchases Do People Most Often Use Networks?" *American Sociological Review* 63: 619-637.

5.3. Middle Class and Consumption: A View from India

Fernandes, L. 2006. *India's New Middle Class: Democratic Politics in an Era of Economic Reforms,* Minneapolis: Minnesota University Press. (Introduction: xii-xvii)

Van Wessel, M. 2004. "Talking About Consumption: How an Indian Middle Class Dissociates from Middle-Class Life". *Cultural Dynamics*, 16(1), pp. 93-116.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Research Methods II – quantitative and computational methods

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Core

Course Level: 300

Course Credits: 4

Course Prerequisites: Research Methods I

Course Description:

In continuation with Research Methods I, this paper focuses on fieldwork, sampling, data analysis and quantitative research methods, the latter, through a discussion of statistics in social research.

Course Outcomes

1. This course provides an introductory yet comprehensive view on field-based research.
2. Students will be acquainted with theoretical aspects of field-based research such as framing research questions; sampling; data collection and analysis methods.
3. Students will be also be acquainted with introductory statistical methods in social research.
4. The course provides an introduction to data analysis.
5. This course enables students to grasp a sound understanding of qualitative and quantitative social research.

Module 1: Field Research (8 Hours)

1.1: Field: Issues and Context

Srinivas, M.N. et al. 2002 (reprint*), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

1.2: Hypotheses:

Payne and Payne (2004). Key Concepts in Social Research, Sage Publications (Hypothesis: pp. 112-115).

1.3: Sampling Techniques

Babbie, E. 2007. *The Basics of Social Research.* Wadsworth Publishing. (Chapter 7-The Logic of Sampling).

Module 2: Data Collection Methods: Qualitative (8 Hours)

2.1: **Participant Observation**

Guest, Namey and Mitchell. 2013. Collecting Qualitative Data: A Field Manual for Applied Research. California: Sage. (Chapter 3: Participant Observation)

2.2: **In-Depth Interviews**

Guest, Namey and Mitchell. 2013. Collecting Qualitative Data: A Field Manual for Applied Research. California: Sage. (Chapter 4: In Depth Interviews)

2.3: Group Discussions/Focus Groups

Guest, Namey and Mitchell. 2013. Collecting Qualitative Data: A Field Manual for Applied Research. California: Sage. (Chapter 5: Focus Groups)

Module 3: Data Collection Methods: Quantitative- 7 Hours

3.1: Surveys

Babbie, E. 2007. *The Basics of Social Research*. Wadsworth Publishing (Chapter 9-Survey Research).

3.2: Experiments

Babbie, E. 2007. *The Basics of Social Research*. Wadsworth Publishing (Chapter 8-Experiments).

Module 4: Introduction to Statistical Methods- 10 Hours

Overview of Statistics in Sociology: Graphical and Diagrammatic Presentation of Data

4.1: Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives)

4.2: Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode)

4.3: Measures of Dispersion (Standard Deviation, Variance and Covariance).

Readings

Raftery A E. 2000. 'Statistics in Sociology, 1950-2000. *Journal of the American Statistical Association*, 95(450): 654-661.

Gupta, S. P. 2007. *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

Gupta, S. P. 2007. *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.

Gupta, S. P. 2007. *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 263-277.

Module 5: Data Analysis Methods- 7 Hours

5.1: Basics of Data Analysis

LeCompte, M. 2000. Analyzing Qualitative Data. *Theory Into Practice.* 39(3): 146-154.

Babbie, E. 2007. The Basics of Social Research. Wadsworth Publishing. Chapter 13: Qualitative Data Analysis (pp. 422-428).

Additional Reading: McCormack, Coralie. 2004. "Storying Stories: A Narrative Approach to In-Depth Interview Conversations." *International Journal of Social Research Methodology* 7 (3): 219–36.

Babbie, E (2007) The Basics of Social Research. Wadsworth Publishing. Chapter 14: Quantitative Data Analysis (pages 443-448; 454-458; overlaps with unit 4).

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Sociology of Media: Screens and interfaces

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 200

Course Credits: 4

Course Prerequisites: Any 100 level course

Course Description:

Networked technological screens are an intimate part of our everyday life. What we type, photograph, click, or swipe at one end of an interface, is amplified by complex technological systems dispersed across geographies, coming alive on screens far away from us. This may just be an intimate, personal message, or a photograph, a silly cartoon or a news article, sometimes, going 'viral', simultaneously resonating across a large number of dispersed screens. The imagined geography of our social worlds, technologically amplified, have undergone significant transformations from the days of the first telegraphs of the late 19th century, to a semester on zoom in the year 2021. In this course, we reflect on this strange social space that we so effortlessly inhabit in our everyday life. We begin with a study of practices of the imagination, drawing on psychoanalytical studies of fantasy and psychic investment. We will then consider practices of viewing moving images, as on a cinema screen, and then, still images, photographs. The second module explores relatedness, particularly, familial and romantic love in relation to photographs and other media such as letters and social media. We also explore the possibility of sociality with an artificial intelligence. The density of social activity on the many interfaces is a generator of vast quantities of data. The third module considers the problem of data in relation to computational forms of knowledge such as predictive AI models. For the final module, we look at practices of inhabiting imagined worlds framed by various technological media such as TV, gambling machines, early internet MUDs. Lastly, we examine the fragility of this process of imaginary inhabitation.

Course Outcomes:

Students will

1. Develop a complex understanding of various visual media objects and technologies
2. Gain a historical perspective of visual culture
3. Understand the implication of image and imagination in social life
4. Gain a deep sociological undrstanding of complex contemporary visual media ecologies, such as internet-based social media, meta-verses etc.

Module 1: Image, Screen, Imagination (7hrs)

1.1 Fantasy and investment (3hrs)

Freud, Sigmund. 1959. "Creative writers and day-dreaming" in The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IX (pp. 141-154).

Freud, Sigmund. 1916. Leonardo da Vinci: A psycho-sexual study of an infantile reminiscence, trans. A.A. Brill. Moffat.

1.2 The Gaze, investment and the picture. (4hrs)

Lacan, Jacques. 1978. The four fundamental concepts of psycho-analysis (Vol. 11). WW Norton & Company. Selections.

Jeganathan, Pradeep. 1998. "eelam.com: Place, nation, and imagi-nation in cyberspace" in Public Culture, 10(3), pp.515-528.

Module 2: Relatedness, Screens and Images (9hrs)

2.1 Looking at photographs (4hrs)

Benjamin, Walter. 1972. "A short history of photography" in Screen, 13(1), pp.5-26.

Barthes, Roland. Camera Lucida: Reflections on photography

Fleetwood, Nicole. 2015. "Posing in prison: Family photographs, emotional labor, and carceral intimacy" in Public Culture, 27(3, 77), pp.487-511.

2.2 The Cinematic screen and the viewer (3hrs)

Mulvey, Laura. 1975. "Visual Pleasure and narrative cinema" in Screen 16(3), pp. 6-18.

Deleuze, Gilles. 1998. "The Brain Is the Screen: Interview with Gilles Deleuze on The Time-Image" in Discourse, 20(3), pp.47-55.

2.3 Technological interfaces and relatedness (2hrs)

Morningstar, Chip. and Randall Farmer. 2008. "The lessons of Lucasfilm's Habitat" in Journal for Virtual Worlds Research, 1(1).

Morse, Samuel F.B. 1914. His letters and journals, Volume II. Boston: Houghton Mifflin. Selections.

Module 3: Data and Knowledge (8hrs)

3.1 Statistics and data (3hrs)

Hacking, Ian. 1982. "Biopower and the avalanche of printed numbers." in Humanities in society, 5(3-4): 279-295.

Rudder, Christian. 2014. Dataclysm: who we are (when we think no one's looking). New York: Crown Publishers. Selections.

Karpathy, Andrej. 2015. "Breaking Linear Classifiers on ImageNet"

3.2 Nudges at the interface (4hrs)

Kotliar, Dan. 2020. "Who Gets to Choose? On the Socio-algorithmic Construction of Choice" Science, Technology, & Human Values. doi.org/10.1177/0162243920925147.

Schüll, Natasha Dow. 2016. "Data for life: Wearable technology and the design of self-care" in BioSocieties, 11(3): 317-333.

Seaver, Nick. 2019. "Captivating algorithms: Recommender systems as traps" in Journal of Material Culture, 24(4): 421-36.

Module 4: The human and the machine (8hrs)

4.1 Artificial intelligence (2hrs)

Turing, Alan. 2009. "Computing machinery and intelligence" In Mind 59(236), pp. 433-460. +ELIZA demonstration.

4.2 Inhabiting the interface

McCarthy, Anna. 1995. "The Front Row Is Reserved for Scotch Drinkers: Early Television's Tavern Audience" in Cinema Journal, 34(4), pp.31-49.

Schüll, Natasha Dow. 2014. Addiction by design: Machine gambling in Las Vegas. Princeton University Press. Selections.

Sinha, Indira. 2016. *The Cybergypsies.* Simon and Schuster. Selections.

Module 5: Ruptures in human-machine relatedness (8hrs)

5.1 Interfaces and the interruption of love-relations (4hrs)

Gershon, Ilana. 2011. "Un-friend my heart: Facebook, promiscuity, and heartbreak in a neoliberal age" in Anthropological Quarterly, pp.865-894.

Watch: Black Mirror – Be right back

5.2 The political limits of inhabitation (4hrs)

Prince, Deepak. 2020. "A stain in the picture" in Journal of the Anthropological society of Oxford-online, New Series 12(1), pp. 44-68. Feldman, Allen. 1997. "Violence and vision: The prosthetics and aesthetics of terror" in Public Culture 10(1), pp.24-60.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

SOCIOLOGY OF DEVELOPMENT

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 200

Course Credits: 4

Course Prerequisites: Any 100 level course

Course Description:

This course discusses theories, dimensions, sources and impact of social change and development, with specific reference to the Indian experience and explores the concerns and challenges of developmental changes occurring in the present context. This course facilitates familiarity with the concepts of change and development with specific reference to social change in India. Also, it enables an understanding of the various theoretical approaches of development.

Course Outcomes

1. Identify factors of social change and development.
2. Analyze the various processes and strategies of development.

Module 1:Understanding Change and Development(7 hrs)

Concepts of Change, Progress, Growth, Modernization and Development; Development Indices. Historical location of the idea of development: End of colonialism; rise of nationalism in the Third World societies and the desire for development.

Module 2: Factors of Social Change(9 hrs)

Cultural, Demographic, Economic, Political, Religious, Technological; Theories of Social Change – Evolutionary, Functional, Linear, Cyclic, Bio-tech and Info-tech; Paths of Development – Capitalist, Socialist, Mixed Economy.

Module 3: Theoretical Approaches(8 hrs)

Modernization Theory – Walt Whitman Rostow, Daniel Lerner; Dependency Theory – A.G. Frank, Samir Amin; Mahatma Gandhi and Schumacher on Alternative Development Model; Frankfurt School – Jurgen Habermans; Epistemological Critiques of Development.

Module 4: Process and Strategies of change and development(8 hrs)

Agencies of development – state, market, NGOs; Planning and Development – changing development initiatives and state policies of protective discrimination and inclusive growth; Liberalization, privatization and globalization – the information and biotechnology revolutions; Social movements – types, components and dynamics; grass roots initiatives for planning and development.

Module 5: Development in India: Concerns and Challenges(8 hrs)

Failure of Modernization Model-food crisis, environmental crisis, economic and debt crisis; Issues of Displacement, development and upsurge of ethnicity; Disparities in development – regional and religious; development and the marginalized – Class, Caste, Tribe and Gender; the need for social auditing.

Textbook

Harrison, D. (1989). The Sociology of Modernization and Development. New Delhi: Sage.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Reference Books

Dreze, J. & Sen, A. (1996). *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.

Haq, M. (1991). *Reflections on Human Development*. New Delhi: Oxford University Press.

Srinivas, M.N. (1966). *Social Change in Modern India*. Berkley: University of Berkley.

Webster, A. (1984). *Introduction to the Sociology of Development*. London: McMillan.

Sociology of Medicine

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 200

Course Credits: 4

Course Prerequisites: Any 100 level course

Course Description:

This course will introduce students to the development Sociology of Medicine as a field of enquiry. It will facilitate the understanding of the relationship between health or health seeking behaviour and culture. The course is also useful in a critical examination of health policies at the national level to identify gaps at the level of implementation.

Course Outcomes:

1. Understanding the scope and nature of Sociology of medicine
2. Engaging with various theories in Sociology of medicine
3. Comprehending the relationship between health and culture
4. Understanding institutionalization of hospitals
5. Interpreting problems of Indian health policy

Module 1: Introduction (7 hrs)

1.1 Nature and scope of sociology of medicine

1.2 Development of sociology of medicine as field of enquiry in India

1.3 Domains of influence of Social Epidemiology

Reading : Cockerham W.C. (2013) The Rise of Theory in Medical Sociology. In: Cockerham W. (eds) Medical Sociology on the Move. Springer, Dordrecht.

Module 2: Theories in Sociology of Medicine (8 hrs)

1. Functionalist perspective
2. Conflict theory
3. Symbolic interactionist perspective

Reading : Weitz, R. (2013). The sociology of health, illness, and health care: A critical approach (6th ed.). Thousand Oaks, CA: Wadsworth.

Module 3: Relationship between culture and health (9 hours)

3.1 Social factors as fundamental causes of health and disease.

3.2 Social class and their relationship with health and access to healthcare services.

3.3 Impact of stress and lifestyle on health

Readings: Link, B.G. and Phelan, C.J. (1995). Social conditions as fundamental causes of disease. Journal of Health and Social Behavior (extra issue):80–94.

Turner, B.S. (2004). The new medical sociology: social forms of health and illness (p. 16). London: Norton.

Desmond, M., & Kimbro, R. T. (2015). Eviction's fallout: housing, hardship, and health. Social Forces, 94(1), 295-324.

Module 4: Hospital as a social institution (8 hrs)

4.1Institutionalization of hospitals

4.3 Privatization and the increasing cost of hospitalization

Reading : Cockerham W.C. (2013) The Rise of Theory in Medical Sociology. In: Cockerham W. (eds) Medical Sociology on the Move. Springer, Dordrecht.

Module 5: Health policies in India – A critical analysis (8 hrs)

5.1 An overview of health policies in India

5.2 Need for healthcare reform in India

5.3 Inadaptability of health insurance in Indian context

Readings: Golechha M. (2015). Healthcare agenda for the Indian government. The Indian journal of medical research, 141(2), 151–153.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

URBAN SOCIOLOGY

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 200

Course Credits: 4

Course Prerequisites: Any 100 level course

Course Description:

Towns and cities are social laboratories in which a number of features of society can be studied more closely. Urbanization can serve as an illustration of change in any society. A study of the social organization in urban living can help understand the social structure of a society. This course seeks to provide an overview of urban sociological theories and their application with reference to modern trends in urbanization. Also, it facilitates an insight into urban ecology and its impact on urban social issues.

Course Outcomes

1. Define urban spaces and identify factors in the growth of urbanization.
2. Apply urban sociological theories to conceptualize urban issues and problems.

Module I - Cities(7 hrs)

Definition of a city, urban locality, urban place and urban agglomeration; Trends of Urbanization; Growth of Urban Population in India; Location of Cities; Causes of Growth of Cities; the process of urban development.

Module II - Urban Sociological Theories(9 hrs)

Marx and Engels; Tonnies; George Simmel; Max Weber; Redfield; Louis Wirth; Central Place Location Theory; Sector Theory of Urban Growth; Rural-Urban Differences; Urban Renewal.

Module III - Urban Ecology(8 hrs)

Elements of Ecological System; The socio-psychological elements; Problems of rapid urban growth; Features of Urbanism; Demographic features of an urban community; Human ecology; Ecological elements in cities.

Module IV - The Urban Family(8 hrs)

Functions; Problems of modern family; Factors responsible for the Instability of Urban family; Parents and children; Care of the aged; marital status.

Module V -Urban Social Problems(8 hrs)

Conspicuous Consumption and Health Issues; Causes of Urban Problems; Degeneration; Mal-adjustments; Corruption; Over urbanization; Push back factors in migration; Urban unemployment; Crime; Poverty; Transport and traffic; housing and slums; Urban exploitation.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook

Pandey, Vinita. 2021. Urban Sociology. Rawat Publications

References

Abrahamson, M. 2013. *Urban Sociology: A Global Introduction*. Cambridge: Cambridge University Press.

Sociology of Popular Culture

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 200

Course Credits: 4

Course Prerequisites: Introduction to Sociology II

Course Description:

Popular culture is an amalgamation of cultural units/elements appealing to the masses within a society. It is the sum total of all objects, practices, meanings etc. created and consumed by mass audiences in a society. This course provides a sociological perspective of popular culture and how it is essentially different from a "high" or "elite" culture. After a preliminary understanding of popular culture, the course involves determining the relationship between popular culture and identity, religion, food and various performative mediums.

Course Outcomes:

1. Facilitate a theoretical understanding of popular culture.
2. Examine the relationship between popular culture and religion (everyday practice).
3. Engage in comprehending the performative traditions which are an element of popular culture.
4. Interpreting food cultures as an element of popular culture
5. Evaluating the 'popular' and 'cultural' of identity.

Module 1: Introduction (7 hrs)

1.1 Defining Popular culture: Popular culture as people's culture, as essentially different from "high culture"

Storey, John. 1996. *Cultural Studies and the Study of Popular Culture: Theories and Methods.* Edinburgh: Edinburgh University Press. (Chapter 1)

1.2 Popular Culture in the Indian context – A brief history

Jain, Jyotindra. 2007. *India's Popular Culture: Iconic Spaces and Fluid Images.* Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113

Module 2: Religion and popular culture (8 hrs)

2.1 Everyday religious practices

Hancock, Mary Elizabeth. 2018. *Womanhood in the Making: Domestic Ritual and*

Public Culture in Urban South India. New York: Routledge.

2.2 Rituals and festivals

Mohammad, Afsar. 2013. *The Festival of Pirs: Popular Islam and Shared Devotion in*

South India. Delhi: Oxford University Press.

2.3 Pilgrimage as popular culture

Reader, Ian, and Tony Walter, eds. 1993. *Pilgrimage in Popular Culture*, Basingstoke: Macmillan.

Module 3: Food cultures (8 hrs)

3.1 Cultures of consumption

Nanjangud, Apoorva and Madhavi Reddy. 2020. *The Test of Taste: New Media and the 'Progressive Indian Foodscape* in Journal of Creative Communications. 15(2):177-193.

Benjamin Siegel. 2010. *Learning to Eat in a Capital City*, in Food, Culture & Society, 13:1, 71-90.

3.2 The creation of a national food sub-culture

Bhadra, Gautama. 2005. *From an imperial product to a national drink: the culture of tea consumption in modern India*. Kolkata: Tea Board India, Dept. of Commerce.

Appadurai, Arjun. 1988. *How to Make a National Cuisine: Cookbooks in Contemporary India*. Comparative Studies in Society and History vol. 30 no.1, pp. 3-24.

Module 4: Performative mediums (8 hrs)

4.1 Popular music

Hornabrook, Jasmine. 2019. *Gender, new creativity and Carnatic music in London.* South Asian Diaspora.

4.2 Art and Dance

Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London:

Duke University Press.

Gokulsing, K.Moti and Wimal Dissanayake (Eds.). 2008. *Popular Culture in a Globalised India* Routledge. (Select chapters)

Module 5: Popular culture and identity (9 hrs)

5.1 Caste, gender and identity

Rege, Sharmila. 2002. *Conceptualising Popular Culture: Lavani and Powada in Maharashtra.* Economic and Political Weekly vol. 37 no.11, pp. 1038-1047.

5.2 Assertion of identity through popular culture

Mclain, Karline. 2008. “Gods, kings and local Telugu guys: Competing visions of the heroic in Indian comic books” in K.MotiGokulsing, and Wimal Dissanayake (Eds.), Popular *Culture in a Globalised India.* Routledge.

5.3 Problems of representation

Seethaler, Ina C. 2021. “Nerds, Maids and Criminals: An analysis of Immigrants on US Television” in *The Journal of Popular Culture,* vol. 54, no.4.

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Pain, Loss and Grief

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 200

Course Credits: 4

Course Prerequisites: Classical Sociological Thought

Course Description:

Pain may arise in a person, as an internal affliction (wound, infection, dis-ease), as externally inflicted (punishment), self-inflicted (rituals of faith, self-harm); grief may come upon a person, given the loss of another person or object that is deeply loved, which may also amount to a loss of self. Pain, it has been argued, is categorical non-relational, unlike love and anger for example. A corollary argument is that everyday languages of pain are poorly developed to relational feelings.

We begin with these arguments and move to biomedical attempts to apprehend pain through the constructions of language and practice. Next, we consider punishment and faith-based ritual, as practices of the infliction of pain, to examine the relationship between discipline, reform, torture & truth. In the final section of the course, we examine grief – a kind of mental or psychic pain -- in relation to Freud's distinction between mourning and melancholia.

Throughout, we will be concerned in the sociological apprehension of the habitat of pain, within and outside the body of the person: in other people, communities and material objects. The course will address these problems by working through historical, literary, literary critical, psychoanalytic, and ethnographic texts, focusing on personal and socio-cultural practices. Committed, careful reading, presentation and writing skills are necessary for a good performance in this course

Course Outcomes:

1. Understand how the body is a site of pain, and develop an understanding of the space where pain resides
2. Develop an understanding of the habitus, the habitat and the writing of pain
3. Study different ritual forms of inflicting pain, and understand the application of pain in torture and punishment
4. Understand the relationship between pain and grief as categories of loss
5. Develop an understanding of mourning, melancholia and psychic and social work of dealing with loss.

Module 1: The body and its investments – the habitat of pain (8 hrs)

'Introduction' & 'The Interior Structure of the Artifact' in Elaine Scarry's*The Body in Pain*

'Diagnosis' in Joanna Bourke's *The Story of Pain*

'The Rise and Fall of the Dolorimeter' by Noemi Tousignant

Module 2: The habitus and inscriptions of pain (8 hrs)

Week 5: 28th Jan. Practice & Gesture

Bourdieu, *The Logic of Practice* (Chapter 3) &Shagufta Kaur Bhangu (Dissertation chapter or presentation). INSCRIPTIONS OF PAIN.

'Language and Body' in Veena Das'*Life and Words* & Saadat Hasan Manto's*Khol Do* (English Translation: *Her Body Beyond Pain* by AatishTaseer)

Module 3: Punishments and inflictions of ritual pain (8 hrs)

Discipline & Punish, Michel Foucault (Introduction)

&*A Just Measure of Pain,* Michael Ignatieff (selections)

'Pain and Truth', Talal Asad

Ritual and Recovery by Jane Derges (selections).

Module 4: Introduction to Grief (8 hrs)

Mourning and Melancholia, Sigmund Freud &*Anil's Ghost,* Michael Ondaatje Week 12: 18th March (Holibreak ☺) No class. Finish Anils' Ghost at home.

The work of mourning:

Mourning Rituals, Briggs &Seremetakis,

Module 5: The work of melancholia(8 hrs)

Haider (Film) && Black Mirror (BBC TV film)

Julia Kristeva, The Black Sun (2 chapters) & Stephen Greenblatt, Will in the World (One chapter).

Wave: Life and Memories after the Tsunami by Sonali Deraniyagala

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

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2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Reading List

Asad, T. ‘Pain and Truth in Medieval Christian Ritual’ in *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam.* Baltimore & London: The Johns Hopkins University Press. pp. 83-124 Bourke, J. 2014. *The Story of Pain: From Prayer to Painkillers.* Oxford University Press Das, V. 2007. ‘Language and the Body: Transactions in the Construction of Pain’ in *Life and Words: Violence and the Descent into the Ordinary.* University of California Press: Berkeley, Los Angeles & London Deraniyagala, S. 2013. *Wave: A Memoir of Life After the Tsunami.* Hachette Digital Derges, J. 2013. *Ritual and Recovery in Post Conflict Sri Lanka.* Routledge

Foucault, M. 2012. *Discipline and Punish.* Knopf Doubleday Publishing Group. pp. 1-33 Freud, S. 1917. ‘Mourning and Melancholia’ in J. Strachey (ed.) *The Standard Edition of the Complete Psychological Works of Sigmund Freud- Volume XIV (1914-1916).* The Hogarth Press: London. pp. 243-258 Ignatieff, M. 1978. *A Just Measure of Pain.* Pantheon Books (selections)

Manto, S. H. *Khol Do*

Melzack, R. 1975. ’The McGill Pain Questionnaire: Major Properties and Scoring Methods’ in *Pain.* 1: 277-299 Ondaatje, M. 2011. *Anil’s Ghost.* Random House

Scarry, E. 1985. *The Body in Pain.* Oxford University Press: New York (selections)

Seremetakis, C. N. 1991. *The Last Word: Women, Death and Divination in Inner Mani.* University of Chicago Press: Chicago (selections)

Tousignant, N. 2011. ‘The Rise and Fall of the Dolorimeter: Pain, Analgesics, and the Management of Subjectivity in Mid-Twentieth Century United States’ in *Journal of the History of Medicine and Allied Sciences* 66 (2): 145-179

Woolf, V. 1926. ‘On Being Ill’ in T.S. Elliot’s *The Criterion.*

Sociology of Violence

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: Economic Sociology and Political Sociology

Course Description:

This course treats 'violence' as an anthropological problem, rather than a self-evident experience or phenomena. Consequently, the 'problem' decomposes on three axis: A. the emergence of violence as a disciplinary category, and socio-cultural expression; B. Its production, latent and emergent on the axis of human perpetration; and C. its unfolding, which may have multiple durations. In this treatment, each axis has a distinct temporal density.

This is an advanced class in the sense of depth, but also in the sense of anthropologies unsettled, unstable understanding of the subject. Serious engagement with the readings, and class conversations are a must.

Course Objectives:

1. Understand the different ways in which violence as a concept has been studied
2. Develop a sense for the concept of the emergence of violence, and of configuring spaces and conditions of possibility for the emergence of violence
3. Understand the distinction between force, violence and violation
4. Understand how violence is autonomous
5. Understand the concept of perpetration and develop a sense for the perpetrator as a person
6. Develop an understanding for different durational modes of violence

Module 1: A review of the study of violence (5 hours)

Introduction & a Review: Das, "Violence, Subjectivity…"

Module 2: Emergence of violence (9 hours)

Where is violence located?
Geertz, "On the Balinese Cockfight." & Spencer, "Collective Violence…)

The emergence of "violence" as problem:
George, "Violence, Culture…" &Jeganathan, "Space for…"

Module 3: Force and violence, autonomy of violence (9 hrs)

Benjamin, “Critique of Violence, Jeganathan, “Violence…” &

The autonomy of violence?: Feldman, *Formations of Violence (selections)* &Jeganathan, “When Words…”

Module 4: The Perpetrator (10 hrs)

Performativity, sociality and psychology of perpetration
Aretxaga, “Dirty Protest”
Harrison, “The Symbolic..; Debos, “Living by the...
Foucault, “Dangerous Individual; Seltzer, *Serial Killers (*selections);
Watch: Mindhunter/ Unabomber (digital copies available)
Asad, “Suicide bombing”, Hellman-Rajanayagam, “Female Warrior…”

Module 5: The Duration of violence (7 hrs)

Two Durational Modes
Das, “Poisonous Knowledge &Jeganathan, “Checkpoint & “Justice After
Watch: Seven Seconds

Evaluation Scheme with schedule: 70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

List of Readings:

Aretxaga, Begona. "Dirty protest: symbolic overdetermination and gender in Northern Ireland ethnic violence." Ethos 23.2 (1995): 123-148.

Asad, Talal. On suicide bombing. Columbia University Press, 2007.

Benjamin, Walter, M. Bullock, and M. Jennings. "Critique of Violence, Selected Writings; Volume 1; 1913-1926." (1996).

Butler, Judith. Gender trouble. routledge, 2002.

Cavell, Stanley. "The uncanniness of the ordinary." *In Quest of the Ordinary: lines of skepticism and romanticism* (1988): 153-78.

Certeau, Michel de. *The practice of everyday life*. Berkeley. (1984).

Das, Veena. "The act of witnessing: Violence, poisonous knowledge and subjectivity." CadernosPagu 37 (2011): 9-41.

Das, Veena. "Violence, gender, and subjectivity." *Annual Review of Anthropology* 37 (2008): 283-299.

Debos, Marielle. "Living by the gun in Chad: armed violence as a practical occupation." *The Journal of Modern African Studies* 49.3 (2011): 409-428.

Feldman, Allen. *Formations of violence: The narrative of the body and political terror in Northern Ireland.* University of Chicago Press, 1991.

Foucault, Michel, Alain Baudot, and Jane Couchman. "About the concept of the "dangerous individual" in 19th-century legal psychiatry." *International Journal of Law and Psychiatry* 1.1 (1978): 1-18.

Geertz, Clifford. "Deep play: Notes on the Balinese cockfight." *Culture and Politics*. Palgrave Macmillan, New York, 2000. 175-201.

George, Kenneth M. Violence, culture, and the Indonesian public sphere: Reworking the Geertzian legacy, in *Violence*Whithead (ed.) School of American Research Press, 2004.

Goffman, Erving. *The presentation of self in everyday life*. 1959. Garden City, NY (2002).

Harrison, Simon. "The symbolic construction of aggression and war in a Sepik River society." *Man* (1989): 583-599.

Hellmann-Rajanayagam, Dagmar. "Female Warriors, Martyrs and Suicide Attackers: Women in the LTTE." *International Review of Modern Sociology* (2008): 1-25.

Jeganathan, Pradeep. "'Violence'as an Analytical Problem: Sri Lankanist Anthropology After July'83." *Nethra* 2.4 (1998): 7-47.

Jeganathan, Pradeep. "A space for violence: anthropology, politics and the location of a Sinhala practice of masculinity." *Subaltern Studies 11* (2001): 37-65.

Jeganathan, Pradeep. "Border, checkpoint, bodies," *Routledge Handbook of Asian Borderlands* (Routledge, 2018)

Jeganathan, Pradeep. "Checkpoint: anthropology, identity, and the state." *Anthropology in the Margins of the State* (2004): 67-80.

Mehta, Deepak. "Collective violence, public spaces, and the unmaking of men." *Men and Masculinities* 9.2 (2006): 204-225.

Rosaldo, Michelle Z. "The shame of headhunters and the autonomy of self." *Ethos* 11.3 (1983): 135-151.

Seltzer, Mark. *Serial killers: Death and life in America's wound culture.* Routledge, 2013.

Spencer, Jonathan. "Collective violence and everyday practice in Sri Lanka." *Modern Asian Studies* 24.3 (1990): 603-623.

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3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

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Modernization and Globalization

L	T	P	S	J	C
4	**0**	**0**	**0**	**0**	**4**

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: Economic Sociology and Political Sociology

Course Description:

This course introduces students to two key, critically important and related concepts of modernization and globalization. The course provides an introduction to modernization in the first module both from the perspective of modernization theory and its critiques. The second module looks at related theories of dependency and world systems that came as a response to modernization theory from the perspective of the global South within the context of post-imperialism and late development. The third, fourth and fifth modules focus on the concept of globalization. While the third module introduces students to the theoretical perspectives on globalization, the fourth and fifth module acquaint students with the issue of how globalization interacts with certain structures and institutions, with potentially critical outcomes. The two selected for this course are caste and gender.

Course Objectives

1. Provide students with an introduction to the theories and debates on the concepts of modernization.
2. Provide them with the knowledge to develop a critical perspective on modernization and development through an introduction to the concepts of dependency and world systems.
3. Introduction to the theoretical concept of globalization from a sociological perspective.
4. Acquaint students with proponents and critics of the debates on globalization.
5. Introduction to the critical dimensions of globalization, with a focus on caste and gender.

Module 1: Introduction to Modernization: 8 Hours

1.1: Introduction to Modernization

Roberts, Hite and Chorev. 2015 The Globalization and Development Reader, Second Edition, Wiley. (pp 1-17 and Introduction pp 21-28)

1.2. Early Modernization Theory

Parons, T (1982). "Evolutionary Universals in Society" in Mayhew, LH (eds.) Talcott Parsons: On Institutions and Social Evolution Selected Writings, University of Chicago Press, (pp: 296-326).

WW Rostow (1959). The Stages of Economic Growth. *The Economic History Review,* XII (1): 1-16.

1.3: Modernization and India

Singh Y (2012). Modernization and Its Contradictions: Contemporary Social Changes in India. Source: Polish Sociological Review, No. 178 (2012), pp. 151-166. Published by: PolskieTowarzystwoSocjologiczne (Polish Sociological Association). Stable URL: http://www.jstor.org/stable/41969438

Module 2: Dependency and World Systems: Critique of Modernization- 9 Hours

2.1: Introduction to Dependency and World Systems

Roberts, Hite and Chorev: (2015) The Globalization and Development Reader, Second Edition, Wiley. (Introduction," pp. 97-104)

Tipps, Dean C. 1973. "Modernization theory and the comparative study of national societies: A critical perspective." *Comparative Studies in Society and History* 15 (2): 199-226.

2.2: Dependency Theory

Roberts, Hite and Chorev: (2015) The Globalization and Development Reader, Second Edition, Wiley. (Chapter: 7 by Gunder Frank "Development of Underdevelopment"(pp 105-114)

----------Chapter 8: by Fernando Cardoso, "Dependency and Development in Latin America" (pp. 115-125)

2.3. World Systems Theory

Wallerstein, E. 2004. *World Systems Analysis: An Introduction.* Duke University Press. (Chapter 2: The Modern World Systems as a Capitalist World-Economy (pp 22-41).

Module 3: Globalization: 9 Hours

3.1: Critical Perspectives

Giddens, A (2002). Runaway World, Profile Books, Chapter 1-Globalization

David Harvey Globalization and the "Spatial Fix" downloaded from https://publishup.uni-potsdam.de/opus4-ubp/frontdoor/deliver/index/docId/2251/file/gr2_01_Ess02.pdf (22-01-2022)

3.2: Pro-Globalization Perspectives

Roberts, Hite and Chorev: (2015) The Globalization and Development Reader, Second Edition, Wiley. (Chapter 15 by Norberg, "In Defense of Global Capitalism" pp. 247-262)

----------Chapter 16 by Friedman, "It's a Flat World, After All" (pp. 263-271)

3.3. Culture and Globalization

Appadurai, A (1990) "Disjuncture and Difference in the Global Cultural Economy, *Theory Culture and Society*

Module 4: Globalization: Interaction with Caste: 7 Hours

4.1. Caste and Globalization

Teltumbde, A. 2010. Globalization and Caste, *Contemporary Voice of Dalit*, 3(2): pp 101-137.

4.2. Merit and Hiring in Employment

Subramanian, A. 2019. The Caste of Merit: Engineering Education in India. Massachusetts: Harvard University Press. Introduction, (pp 1- 26)

Jodhka and Newman. 2007 In the Name of Globalisation: Meritocracy, Productivity and the Hidden Language of Caste. Economic and Political Weekly 42(41): pp 4125-4132.

4.3. Caste Privileges

Fuller, CJ and Narasimhan H. 2014. Tamil Brahmans: The Making of a Middle-Class Caste. London: University of Chicago Press, Chapter 7: Tamil Brahmans as a Middle-Class Caste (pp 211-229)

Module 5: Globalization and Gender: 7 Hours

5.1. Gender and Class

Scrace, RG. 2003. Paradoxes of Globalization, Liberalization, and Gender Equality: The Worldviews of the Lower Middle Class in West Bengal, *Gender and Society*, 17(4): 544-566

5.2. Gender and Work in the Global Context

Salzinger, L. 2003. Gender in Production: Making Workers in Mexico's Global Factories, Berkeley: University of California Press. Chapter 2. (pp 9-16; 26-29; 51-52; 64-70).

5.3 Early Globalization and the Gendered Division of Labour

Mies, M (1981): "Dynamics of Sexual Division of Labour and Capital Accumulation": Women Lace Workers of Narsapur. *Economic and Political Weekly*, 16(10/12): 487-500

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3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

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