
HSS UG Course Booklet

Complete Course
Templates for HSS
UG Course
Restructuring 2012

HSS/IITD

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Courses Overview

The following courses are to be dropped from the existing list of HSS courses (as per HSS DFB Minutes dt. 24 Aug 2012):

HUL233:	American Literature
HUL235:	Technical Communication
HUL255:	History of Natural Science – Copernicus to Einstein
HUL264:	Managerial Behaviour – Psycho-social Dimensions
HUL266:	Industrial Safety – Psychological Dimensions
HUL283:	Industrial Organization
HUL284:	Participative Management
HUL285:	Social Responsibility of Scientists and Technologists
HUL288:	Science and Humanism: Towards a Unified World View

The following courses are to be carried forward from the existing list of HSS courses:

HUL211	Introduction to Economics
HUL212	Microeconomics
HUL213	Macroeconomics
HUL231	Introduction to Literature
HUL276	Sociology of Knowledge
HUL282	System and Structure: An Introduction to Communication Theory
HUL290	Technology and Culture

The following is a list of Course Templates included in this booklet. Some of them are updated versions of existing courses:

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
HUL232	HUL232	Modern Indian Fiction in Translation	Arjun Ghosh		Literature
	HUL235	Rise of the Novel	Arjun Ghosh	Yes	Literature
HUL236	HUL236	An Introduction to Drama	Angelie Multani		Literature
HUL237	HUL237	Contemporary Fiction	Angelie Multani		Literature
HUL240	HUL238	Indian English Poetry	Arjun Ghosh		Literature
HUL239	HUL239	Indian Fiction in English	Stuti Khanna		Literature
	HUL242	Fundamentals of Language Sciences	Pritha Chandra	Yes	Linguistics
	HUL243	Language and Communication	R.B. Nair	Yes	Linguistics
HUL251	HUL251	Introduction to Logic	C.A. Tomy		Philosophy

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
	HUL252	Social and Political Philosophy	Bharati Puri	Yes	Philosophy
HUL253	HUL253	Moral Literacy and Moral Choices	Sanil		Philosophy
HUL256	HUL256	Critical Thinking	Bijoy Boruah		Philosophy
HUL261	HUL261	Introduction to Psychology	Kamlesh Singh		Psychology
HUL265	HUL265	Theories of Personality	Kamlesh Singh		Psychology
HUL267	HUL267	Positive Psychology	Kamlesh Singh		Psychology
HUL271	HUL271	Introduction to Sociology	Farhana Ibrahim		Sociology
HUL272	HUL272	Introduction to the Sociology of India	Ravinder Kaur		Sociology
HUL275	HUL275	Environment, Development and Society	Vibha Arora		Sociology
HUL291	HUL281	Technology and Governance	Richa Kumar		Sociology
HUL286	HUL286	Social Science Approaches to Development	Ravinder Kaur		Sociology
HUL289	HUL289	Science, Technology and Human Development	Richa Kumar		Policy
	HUL310	Selected Topics in Policy Studies		Yes	Policy
	HUL311	Applied Game Theory	Debasis Mondal	Yes	Economics
	HUL312	Distribution and Growth	Debasis Mondal	Yes	Economics
HUL214	HUL314	International Economics	Jayan Jose Thomas		Economics
HUL215	HUL315	Econometric Methods	Jayan Jose Thomas		Economics
HUL216	HUL316	Indian Economic Problems and Policies	Reetika Khera		Economics
	HUL318	Public Finance and Public Economics	Reetika Khera	Yes	Economics
	HUL320	Selected Topics in Economics		Yes	Economics
HUL238	HUL331	Modernist Fiction	Stuti Khanna		Literature
HUL307	HUL332	Fantasy Literature	Angelie Multani		Literature
HUL308	HUL333	Theatre of the Absurd	Angelie Multani		Literature
	HUL334	From Text to Film	Stuti Khanna	Yes	Literature
	HUL335	Indian Theatre	Arjun Ghosh	Yes	Literature
	HUL336	Workshop in Creative Writing	R.B. Nair	Yes	Literature

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
	HUL338	Functions of Satire	Divya Dwivedi	Yes	Literature
	HUL340	Selected Topics in Literature		Yes	Literature
	HUL341	Meaning in Natural Language	Pritha Chandra	Yes	Linguistics
	HUL350	Selected Topics in Linguistics		Yes	Linguistics
	HUL351	Philosophy of History	Bharati Puri	Yes	Philosophy
HUL252	HUL352	Problems in Classical Indian Philosophy	Bijoy Boruah		Philosophy
	HUL353	Philosophical Themes in Biological Sciences	Sanil	Yes	Philosophy
HUL254	HUL354	Art and Technology	Sanil		Philosophy
HUL274	HUL355	Philosophy and intellectual history in India	Bharati Puri	Yes	Philosophy
	HUL356	Buddhism Across time and Place	Bharati Puri	Yes	Philosophy
HUL257	HUL357	Philosophy of Science	C.A. Tomy		Philosophy
	HUL358	Philosophy of Mind	Bijoy Boruah		Philosophy
	HUL359	Metaphysics of the self	Bijoy Boruah	Yes	Philosophy
	HUL360	Selected Topics in Philosophy		Yes	Philosophy
HUL317	HUL361	Applied Positive Psychology	Kamlesh Singh	Yes	Psychology
HUL263	HUL362	Organizational Behaviour	Kamlesh Singh		Psychology
	HUL363	Community Psychology	Kamlesh Singh	Yes	Psychology
	HUL364	Understanding the Social Being	Kamlesh Singh	Yes	Psychology
HUL262	HUL365	Environmental Issues: Psychological Analysis	Kamlesh Singh		Psychology
	HUL370	Selected Topics in Psychology		Yes	Psychology
HUL273	HUL371	Science, Technology and Society	Richa Kumar		Sociology
	HUL372	Agrarian India: Past and Present	Richa Kumar	Yes	Sociology
HUL301	HUL375	The Sociology of Religion	Farhana Ibrahim		Sociology
HUL401	HUL376	Political Ecology of Water	Vibha Arora		Sociology
	HUL377	Gender, Technology and Society	Ravinder Kaur	Yes	Sociology
HUL287	HUL378	Industry and Work	Vibha Arora		Sociology

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
		Culture under Globalization			
	HUL380	Selected Topics in Sociology		Yes	Sociology
	HUL381	Mind, Machines and Language	R.B. Nair	Yes	
	HUL382	Romanticism in Philosophy, Politics and Aesthetics	Divya Dwivedi	Yes	Philosophy

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Modern Indian Fiction in Translation
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL232
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)		
8.1	Overlap with any UG/PG course of the Dept./Centre	No	
8.2	Overlap with any UG/PG course of other Dept./Centre	No	
8.3	Supercedes any existing course	HUL232	

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Stuti Khanna/ Arjun Ghosh		
12.	Will the course require any visiting faculty?	No	

13.	Course objective <i>(about 50 words):</i> To introduce the contexts, development and predominant themes of literature written in various modern Indian languages. The course will explore the varied stylistic and formal choices made by the authors.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Students would be introduced to the conditions, beginning in 19th century colonial rule in India, which led to the emergent Indian middle-class intelligentsia to experiment with European forms of literature but striving for an alternative expression. Indian languages became the medium through which writers sought to address issues of identity, tradition, modernity, gender, the rural and the urban, the private and the public. The course will study the various experiments in narration, language, characterization and style undertaken by authors to shape these themes.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Social and Historical Background: Pre-Independence	3
2	Colonialism and Nationalism: Cultural perspectives	1.5
3	Colonial influences on literature	3
4	Selected Text 1	4.5
5	Selected Text 2	4.5
6	Selected Text 3	4.5
7	Social and Historical Background: Post-Independence	3
8	Selected Text 4	4.5
9	Selected Text 5	4.5
10	Selected Text 6	4.5
11	Issues of Translation in India	3

12	Position of English in India Today	1.5	
COURSE TOTAL (14 times 'L')			42

16.	Brief description of tutorial activities
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Students would be expected to undertake tutorial presentations on an assortment of texts or on certain selected themes.

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	None	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Suggested (from among the following):

Vaikom Muhammad Basheer. V. Abdulla trans. *Poovan Banana and other stories* (Orient Longman, 2005).

Bhabani Bhattacharya ed. *Contemporary Indian Short Stories* (Sahitya Akademi, 2006).

Mahasweta Devi. Samik Bandopadhyay trans. *Mother of 1084* (Seagull, 2008).

Vinay Dharwadekar and A.K. Ramanujan eds. *The Oxford Anthology of Modern Indian Poetry* (Oxford UP, 1998).

Chandrasekhar Kambar, H Kanhailal and Habib Tanvir. *Twist in the Folktale* (Seagull, 2004).

O. Chandumenon. Anitha Devasia trans. *Indulekha*. (Oxford UP, 2005).

Munshi Premchand. Jai Ratan and P. Lal trans. *Godan: A novel of peasant India* (Jaico, 2007).

Amrita Pritam. *Pinjar: The Skeleton and Other Stories* (Tara Press, 2009).

Rabindranath Tagore. Sujit Mukherjee trans. *Gora* (Sahitya Akademi, 2006).

Vijay Tendulkar. Eleanor Zelliot and Jayant Karve trans. *Ghashiram Kotwal* (Seagull, 2000).

Reference:

Aijaz Ahmad. *In theory: classes, nations, literatures* (Verso, 1994).

Partha Chatterjee. *The nation and its fragments: colonial and postcolonial histories* (Princeton UP, 1993).

G.J.V. Prasad. *Writing India, Writing English: Literature, Language, Location* (Taylor and Francis, 2011).

K.R. Srinivasa Iyengar ed. *Indian Literature since Independence* (Sahitya Akademi, 1973).

Alok Rai, *Hindi nationalism* (Orient Blackswan, 2001).

Harish Trivedi *Colonial Transactions: English Literature and India* (Manchester, Manchester UP, 1995).

19	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No

19.5	Equipment	No
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Rise of the Novel
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL235
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)		
8.1	Overlap with any UG/PG course of the Dept./Centre	No	
8.2	Overlap with any UG/PG course of other Dept./Centre	No	
8.3	Supercedes any existing course	No	

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Arjun Ghosh/ Stuti Khanna		
12.	Will the course require any visiting faculty?	No	

13.	Course objective <i>(about 50 words):</i> To introduce the history, contexts and development of the Novel, an important literary genre, which emerged in Europe from the late 17th century and travelled to other parts of the world.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The socio-political contexts which lead to the rise of the novel in Europe – the emergence of print, the expansion of literacy, and the establishment of capitalism. Through a close reading of selected texts accompanying concepts like the rise of the modern individual, varied narrative techniques and national consciousness. The emerging sub-genres of the novel – the comic, the picaresque, the historical novel and the realist novel. The linkage of the novel to the colonial project and its influence on world literature.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Definition of the Novel	2
2	Social and Political Contexts	2
3	Major Philosophical Concerns: Self and Individualism	3
4	Major Philosophical Concerns: Print and Capitalism	3
5	Detailed Study: Novel 1	4
6	Thematic Issues : Novel 1	4
7	Detailed Study: Novel 2	4
8	Thematic Issues : Novel 2	4
9	Detailed Study: Novel 3	4
10	Thematic Issues : Novel 3	4
11	Detailed Study: Novel 4	4

12	Thematic Issues : Novel 4	4	
COURSE TOTAL (14 times 'L')			42

16.	Brief description of tutorial activities
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Students will make individual or group presentations on various narrative forms and demonstrate their understanding through selected novel(s).

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours	
1	None		
2			
3			
4			
5			
6			
7			
8			
9			
10			
COURSE TOTAL (14 times 'P')			

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Suggested (from among the following):

Miguel de Cervantes Saavedra. *The ingenious Hidalgo Don Quixote de la Mancha* (1605-1615;

Penguin, 2001).

Aphra Behn. ed. Lore Metzger. *Oroonoko or, the Royal Slave: A True History* (1688; New York and London: W.W. Norton, 1973).

Daniel Defoe. *The Life and Adventures of Robinson Crusoe of York, Mariner* (1719; Wordsworth Editions, 1993).

Jonathan Swift. *Travels into Several Remote Nations of the World, in Four Parts. By Lemuel Gulliver* (1726; Wordsworth Editions, 1992)

Laurence Stern. *The Life and Opinions of Tristram Shandy, Gentleman* (1759-1767; New York: Garland Publishing, 1975)

Walter Scott. *Waverley, or 'Tis Sixty Years Since*. 3 vols. Edinburgh, 1814.

Jane Austen. *Mansfield Park* (1814; Wordsworth Editions, 1992).

Mary Wollstonecraft Shelley. *Frankenstein or, The Modern Prometheus* (1818; Palgrave Macmillan, 2000)

Charles Dickens. *The Personal History, Adventures, Experience and Observation of David Copperfield* (London, Bradbury & Evans, 1850)

George Eliot. *The Mill on the Floss* (1860; Forgotten Books, 1964).

Reference:

Walter Allen : *The English Novel - A Short Critical History* (1954 Harmondsworth)

Firdous Azim *The Colonial Rise of the Novel* (London: Routledge, 1993)

Georg Lukács, *The Theory of the Novel: A Historico-Philosophical Essay on the Forms of Great Epic Literature* (MIT Press, 1974).

Edward W. Said, *Culture and imperialism* (Chatto & Windus, 1993).

Ian Watt. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: The Hogarth Press.1957.

Raymond Williams, *Culture and Society* (New York: Columbia University Press, 1958).

19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	No
19.2	Hardware	No

19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Introduction to Drama
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL236
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL236

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr Angelie Multani /Arjun Ghosh	
12.	Will the course require any visiting faculty?	No

13. Course objective <i>(about 50 words):</i>	To introduce students to the development of drama from ancient to contemporary times. To acquaint students with the main forms and kinds of dramatic presentation
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	Brief history of the development and importance of drama in Western and Indian contexts. Readings from both ancient and contemporary drama theorists. Generic differences between different forms of drama such as tragedy, comedy, realist, 'folk', Absurd, etc. Detailed study of important examples of different forms of drama.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	History of Western Drama (Aristotle)	4
2	History of Indian Drama (Natyashastra)	4
3	Development of Drama - relationship between individual and society	4
4	Important concepts: Form, Space, Language, Structure	8
5	Relationship between drama and theatre - the written text and the performed text	2
6	Detailed study of selected play 1	5
7	Detailed study of selected play 2	5
8	Detailed study of selected play 3	5
9	Detailed study of selected play 4	5
10		
11		

12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Presentations and discussions

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	None	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Aristotle On the Art of Poetry. Trans. Ingram Bywater Oxford: Clarendon Press, 1988.
The Natya Sastra of Bharatamuni. Trans. A Board of Scholars. Delhi: Sri Satguru Publications

(Year of publication not mentioned).

Bentley, Eric ed, The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama. Harmondsworth: Penguin Books, 1968.

Elam, Keir, The Semiotics of Theatre and Drama. London: Routledge, 1980

Jain, Nemichandra, Indian Theatre: Continuity and Change. New Delhi: Vikas Publishing House Pvt. Ltd., 1992.

Read, Alan, Theatre and Everyday Life - An Ethics of Performance, London & New York: Routledge, 1993.

Szondi, Peter, Theory of Modern Drama. Cambridge: Cambridge Polity Press, 1987

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	-
19.2	Hardware	-
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	-
19.5	Equipment	Audio and Video
19.6	Classroom infrastructure	Audio and Video
19.7	Site visits	Yes

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Contemporary Fiction
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL237
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL237

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
11.	Faculty who will teach the course Dr Angelie Multani /	
12.	Will the course require any visiting faculty?	No

13. Course objective <i>(about 50 words):</i>	To introduce students to fiction written after the modernist era. The course aims to acquaint students with representative contemporary fiction, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds. To look closely at themes which have emerged post the Cold War, emerging nationalisms and the search for individual/social values amid a sense of tremendous change and technological development.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> - Approaches to contemporary fiction - Looking at contemporary styles - realism, modernism, postmodernism - Contemporary versions of classical genres - the diary, epistolary form, epic, etc. - the relationship of society with science and technology through fiction - the relationship between self and society through fiction - Race, nationality, culture and identity - contemporary forms	
15.	Lecture Outline <i>(with topics and number of lectures)</i>	
Module no.	Topic	No. of hours
1	Approaches to Contemporary Fiction	4
2	Forms of writing:	
3	Realism	2
4	Modernism	2
5	Postmodernism	2
6	Magical Realism	2
7	Important themes in the contemporary world: Science & Technology, Self and Society, Nationalisms, etc.	4
8	Detailed Study: Text 1	6
9	Detailed Study: Text 2	6
10	Detailed Study: Text 3	6

11	Detailed Study: Text 4	6
12	Summary	2
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Presentations and Discussions

17.	Brief description of laboratory activities
-----	--

Module no.	Experiment description	No. of hours
1	None	
2		
3		
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COURSE TOTAL (14 times 'P')		
18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.	
Bradbury Malcolm (Ed). Contemporary Writers on Modern Fiction, Manchester University Press, Manchester, 1977.		

Lodge, David. The Art of Fiction. Viking. New York. 1992. Lyotard, Jean-Francois. "Introduction" - The Post-Modern Condition: A Report on Knowledge, (1979), translated by Geoff Bennington & Brian Masumi, (Minneapolis: University of Minnesota Press, 1984) Matz, Jesse. The Modern Novel: A Short Introduction. Blackwell Publishing Ltd. Oxford. 2004. Morrison Jago, Contemporary Fiction, Routledge, London, 2003. Waugh Patricia, Metafiction: The Theory and Practice of Self-Conscious Fiction. Methuen & Co. London. 1984 Selected articles on digital literature.		
19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)	
19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	No
20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)	
20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Indian English Poetry
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL238
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)		
8.1	Overlap with any UG/PG course of the Dept./Centre	No	
8.2	Overlap with any UG/PG course of other Dept./Centre	No	
8.3	Supercedes any existing course	HUL240	

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Arjun Ghosh/ R.B. Nair		
12.	Will the course require any visiting faculty?	No	

13.	Course objective <i>(about 50 words):</i> To study a cross-section of poetry written by Indians in English. The selection of poems would seek to address various issues including the relationship with politics, family, caste, language and tradition. While including in the selection poetry from various regions and communities, the course would explore the position of English in the cultural life of the nation.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The aim of this course will be to read the poems of Indian English Writers (pre and post-Independence), with specific reference to the articulation of their identity. Some of the perspectives from which the poems will be discussed include the notion of home (childhood, family and ancestors); land (history, geography, community, caste and contemporary politics); language (the dialogue between the different languages in the creative repertoire of the poets); and culture (ritual, traditions, legends and myths). The course will also look at the differences between the resident and expatriate poets vis-a-vis the conflicts and resolutions as expressed in their poems.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Social Political Background	4
2	Choice of English Language	4
3	Experimentation in Form and Style	6
4	Textual Study: Poet 1	4
5	Textual Study: Poet 2	4
6	Textual Study: Poet 3	4
7	Textual Study: Poet 4	4
8	Textual Study: Poet 5	4
9	Textual Study: Poet 6	4
10	Textual Study: Poet 7	4
11		

12			
'L')	COURSE TOTAL (14 times		42

16.	Brief description of tutorial activities
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Students will be expected to choose one poet and make a tutorial presentation.

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	None	
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	COURSE TOTAL (14 times 'P')	

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Suggested (Texts for study in class will be selected from this list):

Henry Derozio. P. Lal ed. *Poems* (Writers' Workshop, 1972).

Toru Dutt. Chandani Lokuge ed. *Toru Dutt: collected prose and poetry* (Oxford UP, 2006).

Rabindranth Tagore. Sisir Kumar Das ed. *English Writings Of Rabindranath Tagore* Vol. 1 (Poems) (Sahitya Akademi, 2008).

Sarojini Naidu. Makarand Paranjape ed. *Sarojini Naidu, selected poetry and prose* (Indus, 1993).

Nissim Ezekiel. *Collected Poems* (Oxford UP, 2005).

Kamala Das. *Collected Poems* (Modern Book Centre, 1985).

A.K. Ramanujan. *Collected Poems* (Oxford UP, 1999).

Meena Kandaswamy. *Ms Militancy* (Navayana, 2011).

Keki Daruwallah. *Collected Poems* (Penguin, 2006).

Jayanta Mahapatra. *Selected Poems* (Oxford UP, 1989).

Arun Kolatkar. Arvind Krishna Mehrotra ed. *Collected Poems in English* (Bloodaxe, 2011).

Dilip Chitre. *Travelling In A Cage* (Clearing House, 1980).

Agha Shahid Ali. *The Veiled Suite: The Collected Poems* (W. W. Norton & Company, 2009).

Vikram Seth. *The Collected Poems* (Penguin, 1995).

S.K. Singh and R. Prasad eds. *An Anthology of Indian English Poetry* (Orient Longman, 2001).

Reference:

Malashri Lal. *The Law of the Threshold: Women Writers in Indian English* (IIAS Shimla, 1995).

Keki N. Daruwalla ed. *Two Decades of Indian Poetry* Vikas Publishing House, 1980.

M.K. Naik. *Perspectives on Indian Poetry in English* (Abhinav, 1984).

Makarand Paranjape. *Another Canon: Indian Texts and Traditions in English* (Anthem, 2009).

G. S. Balarama Gupta. *Nissim Ezekiel: A Critical Companion* (Pencraft International, 2010).

G.J.V. Prasad. *Vikram Seth: An anthology of recent criticism*. (Pencraft International, 2004).

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes

19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Indian fiction In English
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL239
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	HUL884 (approx. 20%)
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL239

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Stuti Khanna/Arjun Ghosh/Angelie Multani	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> This course aims to introduce students to the growing body of prose in English that has been emerging from post-independence India, with particular focus on the novel. In addition to examining the question, a highly-vexed one, of the 'Indian-ness' of such writing in linguistic and stylistic terms, it will interrogate the patterns of production and consumption of Indian English novels set in place predominantly by global publishing networks.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course involves a detailed study of 3-4 texts corresponding to the distinct phases of literary activity in the genre: the early period of the 1940s and 50s in which writers like Mulk Raj Anand, Raja Rao and R.K. Narayan made their presence felt, before Salman Rushdie, and more quietly, Amitav Ghosh and Vikram Seth, erupted into the scene in the 1980s, spawning a generation of writers attaining international acclaim - Arundhati Roy, Aravind Adiga, Kiran Desai, and many others. Some of the questions that will be addressed are: Who constitutes the main audience for this writing, and (how) does the writing cater to it? How does one position the expatriate Indian writer both residing and publishing abroad? How does English become an Indian language? Is there a thematic congruence in the novels that fall under this category, and does it differ from the thematic concerns of novels written in other Indian languages? Students will be encouraged to read a novel in at least one other Indian language in order to allow them to pose these questions in a more pointed manner.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	The English language in India	2
2	The beginnings of English literary studies in India	3
3	The origins of Indian novels in English	3
4	Text 1: Detailed study	8
5	Text 2: Detailed study	8
6	Text 3: Detailed study	8
7	Text 4: Detailed study	8

8	Summing up: The terrain of Indian writing in English	2
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COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Students will make brief presentations on specific texts, singly or in groups, in order to demonstrate their independent understanding of the course.

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	None	
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COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Provisional list of primary texts (of which 3-4 will be selected for teaching):

Rao, R. Kanthapura. Delhi: Oxford University Press, 1938.

Anand, M.R. Untouchable. New Delhi: Penguin, 1935.

Rushdie, S. The Moor's Last Sigh. London: Jonathan Cape, 1995.

Ghosh, A. The Shadow Lines. Delhi: Oxford University Press, 1988.

Nagarkar, K. Ravan and Eddie. New Delhi: Penguin, 1995.

Desai, A. In Custody. London: Heinemann, 1984.

Adiga, A. Last Man in Tower. New Delhi: HarperCollins, 2011.

Reference material:

Viswanathan, G. Masks of Conquest: Literary Study and British Rule in India. Columbia: Columbia University Press, 1989.

Sunder Rajan, R. ed. The Lie of the Land: English Literary Studies in India. Delhi: Oxford University Press, 1992.

Joshi, S. ed. Rethinking English: Essays in Literature, Language, History. New Delhi: Thianka, 1991.

Khair, T. Babu Fictions: Alienation in Contemporary Indian English Novels. New Delhi: Oxford University Press, 2001.

Bhabha, H. "Of Mimicry and Man: The ambivalence of colonial discourse". The Location of Culture. Oxford: Routledge, 1994.

Rushdie, S. "Commonwealth Literature does not exist". Imaginary Homelands: Essays and Criticism 1981-91. London: Granta, 1992.

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No

19.5	Equipment	No
19.6	Classroom infrastructure	Video and Audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and term-papers
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Fundamentals of language sciences
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL242
6.	Status (<i>category for program</i>)	Elective

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	
8.2	Overlap with any UG/PG course of other Dept./Centre	None
8.3	Supercedes any existing course	No

9.	Not allowed for (<i>indicate program names</i>)	N/A
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Pritha Chandra	
12.	Will the course require any visiting faculty?	No

13. Course objective <i>(about 50 words):</i>	The goals for this course are two-fold: a) to reveal the underlying combinatorial principles of different languages at the sound, word and sentence levels and their common biological basis and b) to understand the principles of variation that make every language different, both in form and use.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	This course provides answers to basic questions about the nature and constitution of human language in the mind/brain of native speakers. Varied aspects of linguistic organization, including structures of sounds, words and sentences are considered to understand the core universals of all languages as well as their variations. Cases of feral children, language deficiencies and cognition-language interactions are also highlighted.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Some misconceptions about language	3
2	The problems of Prescriptive Grammar	3
3	Language in the brain	3
4	Universal Grammar, Competence and Performance	3
5	Articulatory Phonetics	6
6	Combinatorial Rules of Sounds: Phonology	6
7	Words and Rules: Morphology	6
8	The Structure of Sentences: Syntax	6
9	Acquiring Language: Nature or Nurture?	3
10	Language Gene, Universalism and Variation	3
11		

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COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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The tutorials will mainly constitute discussion of papers/articles on some relevant linguistic themes and solving problems in known/foreign languages using the rules and principles of phonetic, phonological, morphological and syntactic theories.

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	None	
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COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Textbooks:

1) Akmajian, A, R.A. Demers, A.K. Farmer and R.M. Harnish. Linguistics: An Introduction to Language and Communication. Sixth Edition, MIT Press, 2010.

2) Fromkin, V (ed). Linguistics: An Introduction to Linguistic Theory, Second Edition, Blackwell Publishing. 2001.

Other readings (selected parts):

3) Pinker, S. The Language Instinct: How the mind creates language. First Perennial Classics Edition. Harper Collins. 2000.

4) Baker, M. The Atoms of Language: The Mind's Hidden Rules of Grammar. First Edition. Basic Books. 2001.

5) Marcus, G. F. and S. E. Fisher. FOXP2 in focus: what can genes tell us about speech and language? Trends in Cognitive Science. 2003.

6) Lidz, J., S. Waxman, and J. Freedman. What Infants Know about Syntax but Couldn't have Learned: Experimental Evidence for Syntactic Structure at 18-months. Cognition 89:B65-B73. 2003.

7) Crain, S. & Nakayama, M. Structure dependence in grammar formation. Language. 63: 522-543. 1987.

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	N/A
19.2	Hardware	N/A
19.3	Teaching aides (videos, etc.)	Audios and Videos
19.4	Laboratory	N/A
19.5	Equipment	N/A
19.6	Classroom infrastructure	Yes
19.7	Site visits	N/A

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	N/A
20.2	Open-ended problems	N/A

20.3	Project-type activity	N/A
20.4	Open-ended laboratory work	N/A
20.5	Others (please specify)	Problems on cross-linguistic data

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Language and Communication
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL243
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL 234

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Rukmini Bhaya Nair	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> This course is designed to acquaint students with the specific features of language that make it such an effective means of communication. The aim of the course is to introduce students to a set of descriptive and explanatory theories in the areas of language and communication and to inculcate in them an appetite for linguistic problem-solving that will enable them relate their own difficulties in communication to a larger understanding of the psychological and socio-cultural contexts of language use. An ancillary goal of the course is to help students develop their communication skills overall.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> This course offers a wide-ranging introduction to, and analysis of, varieties of spoken and written language. From political oratory to examination answer scripts to computer codes, not to mention jokes, riddles and poetry, human language offers an amazingly rich set of structures for expressing and conveying our thoughts, intentions and desires. The course will consider some of these linguistic structures and communicative strategies in detail, beginning with early childhood development. How is it that children in every culture learn language so effortlessly despite its great complexity? The course aims to introduce students to a set of theories that address this and other puzzles and mysteries in the arena of language studies. Finally, since a central focus of the course is communication, it will strive to be as interactive as possible, with lots of scope for the discussion and working out of actual 'problems' in language use.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	1. Introduction: what is language? What is communication? 2. Theories of language and theories of communication	4
2	3. Features of language as a communication system 4. Human versus animal communication	4
3	5. The human mind/brain and language specialization	4

	6. Early beginnings: the origins of language	
4	7. Phylogeny and ontogeny: language acquisition in children 8. Body language and situated communication	3
5	9. Grammar: phonology, sounds in language 10. Grammar: syntax, structures in language	3
6	11. Grammar: semantics, meanings in language 12. Language use: truth-telling and lying	3
7	13. Language use: speech acts and face work 14. Language use: expressing our emotions	3
8	15. Figures in language: metaphors, similes etc. 16. Genres in language: stories, jokes, resumes etc.	3
9	17. Orality and literacy: speech and writing as communicative modes 18. Tools of linguistic communication: voice and body	3
10	19. Other tools: dictionaries, thesaurii, computers, internet etc. 20. Culture & language: English as a global tongue	4
11	21. Culture and language: multiculturalism and new media 22. Culture and language: taboo and bad language	4
12	23. Language, communication and personal style 24. Language, self and society: your unique USP as a person	4
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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In addition to the discussions around 'language-puzzles', a very important aspect of the course comprises the presentation of a term-paper, singly or in groups. In these sessions, students are required to cogently express their thoughts on a topic in the broad area of language and communication'. Considerable weightage will be given to the investigative work done for this paper and the manner in which students manage to communicate their arguments in the tutorials.

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	None	
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COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Introduction to Language (2006) Fromkin et al, New York: Wadsworth Publishing.
Language: Introductory Readings (2007) Clark et al, New York: Bedford/St. Martin's

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and Audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and term papers
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Introduction to Logic
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL251
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL251

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course C. A. TOMY	
12.	Will the course require any visiting faculty?	NO

13. Course objective <i>(about 50 words):</i>	This course imparts to students an understanding of the basic concepts of both traditional and modern logic, and trains them in employing techniques of sound and valid reasoning. It is expected that the students who successfully complete the course would have acquired adequate comprehension of the nature of logical inference, and the ability to distinguish valid and sound arguments from those that are fallacious. It equips them with a set of formal tools to test the validity of arguments presented in ordinary language, helps them improve logical rigor and clarity of thought thereby enabling them to organize their ideas and communicate better.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	In this course, students are introduced to fundamentals of informal logic and verbal analysis, material and formal fallacies of reasoning often found ordinary discourse, deductive and Inductive reasoning, validity and soundness, formal rules and principles of the deductive system of Aristotelian logic, traditional square of opposition; propositional calculus; first order predicate calculus; the modern square of opposition and the problem of existential import; identity and definite descriptions; methods for formulating natural language arguments in symbolic forms and techniques for checking their validity; various meta-logical theorems and their proofs.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Introduction: The Relation between Language and Logic; Propositions and Arguments; Deduction and Induction; Notions of Validity, Truth, Soundness and Consistency; Argument Forms and Proving Invalidity; Informal Fallacies: Nature of Fallacy; Fallacies of Relevance; Fallacies of Weak Induction	6
2	Aristotelian Logic: Categorical propositions and their Classification on the Basis of Quality and Quantity; Existential Import; Square of Opposition; Mediate Inference: Conversion, Obversion and Contraposition; Mediate inference: syllogisms and their Moods and Figures; Formal Rules to Test	8

	the Validity of Syllogisms; Figures and Special Rules. Enthymemes and Sorites	
3	Propositional Logic (5) Atomic and Compound Propositions; Well-formed Formulas; Truth-Functions; The Distinction between Truth-functional and Non-truth-functional Connectives; The Truth-functional connectives of Negation, Conjunction; Disjunction, Material Implication and Material Biconditionals; Stroke and Dagger Functions; Syntax and Semantics of Propositional Logic. Translation from ordinary English to Symbolic Language of the Propositional Logic and vice versa	4
4	Decision Procedures in Propositional Logic Truth-tables for Computing Truth-values of compound statements; Logical Forms; Tautology, Contradiction and Contingent Statement; Logical Equivalences; Conjunctive and Disjunctive Normal Forms. Truth-tables for Checking the Validity and Consistency; Short Truth-Table for Validity and Consistency. Method of Justification for Truth-table Truth-Tree Method for sentential Logic; Rules for Construction of Truth-Trees; Soundness and Completeness of Truth-tree Method.	5
5	Proofs in Propositional Logic Direct Proofs; Direct Proofs using Natural Deduction Method Conditional Proofs; Indirect Proof and Reductio ad Absurdum; Trees and Indirect Proofs; Soundness and Completeness of Proof Method in Sentential Logic; Introduction and Elimination Rules.	5
6	Predicate Logic Why Predicate Logic; Singular and General Propositions; Individuals, Predicates; Quantifiers and Free variables; Universal Quantifiers; Existential Quantifiers; Syntax and Semantics of Predicate Logic; Modern	4

	Square of Opposition and the Problem of Existential Import. Monadic Predicates and Singly General Propositions; Relational Predicates and Multiply General Propositions; Validity, Invalidity, Consistency and Inconsistency in Predicate Logic.	
7	Truth-Tree Method for Predicate Logic; General Features of the Methods; Rules for the Construction of Truth-Trees in predicate Logic; Advantages of the Truth Trees; Soundness and Completeness of Truth-Tree Methods in Predicate Logic;	3
8	Proof Method for Predicate Logic: Quantification Rules and Proof Construction and the Use of the Rules of Deduction; Conditional and Indirect Proof; Proving Invalidity.	4
9	Identity Extensionality, Identity and Descriptions and Existence; Properties of Relations; Trees for Identity; Proofs for Identity; Higher Order Logics; Limitations of Predicate Logic; Philosophical Problems.	3
10		
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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presentations, discussions, and Problem Solving

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
3		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Copi, I. M., Symbolic Logic, Prentice Hall of India, Fifth Edition, 1995. Hausman, A., H Kahane, H., and Tidman, P., Logic And Philosophy: A Modern Introduction, 10th Edition, Wadsworth, 2007. Hurley, Patrick J., A Concise Introduction to Logic, 9th Edition, Wadsworth, 2006. Smith, Peter, An Introduction to Formal Logic, Cambridge University Press, 2003.
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19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	

19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Social and Political Philosophy
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL252
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	none
8.2	Overlap with any UG/PG course of other Dept./Centre	none
8.3	Supercedes any existing course	HUL252

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr. Bharati Puri	
12.	Will the course require any visiting faculty?	No

13. Course objective <i>(about 50 words):</i>	This course is proposed as an introduction to social and political philosophy and examines some of the major texts and thinkers in a variety of political and historical contexts.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	As closely aligned areas in philosophy– social philosophy with the role of individual in society and political philosophy with the role of government- this course bridges divides between social theory, political philosophy, and the history of social and political thought as also between empirical and normative analysis through perspectives from metaphysics, epistemology and axiology. A range of socio-political thinkers, theories and concepts will be taught. It will provide a broad survey of fundamental social and political questions in current contexts discussing philosophical issues central to political thought and radical critiques of current political theories.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Introduction to the course	3
2	Man as a Political	3
3	Principles of Democracy	3
4	Theories of Power, Sovereignty	3
5	The Idea of Public Sphere	3
6	Citizenship, State, Governmentality	3
7	Legality and Morality; War and Violence	6
8	Ideology and Utopia	3
9	Anarchism	3
10	Politics of Gender	3
11	Forms of Resistance	3
12	Secularism	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Presentations

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Plato, Republic
Aristotle, Politics
Machiavelli, The Prince
Thomas Hobbes, Leviathan

John Locke, Second Treatise of Government
Jean-Jacques Rousseau, Political Writings
Alexis de Tocqueville, Democracy in America
Arendt, Hannah. The Human Condition
MacIntyre, Alasdair, After Virtue
Mill, John Stuart, On Liberty
Nozick, Robert, Anarchy, State and Utopia
Rawls, John, A Theory of Justice.
Shapiro, Ian, Moral Foundations of Politics
Engelwood Cliffs, N.J.: Prentice-Hall, 1986.
Rawls, John, A Theory of Justice, Oxford: Oxford University Press, 1999.
Przeworski, Adam, Stokes, Susan & Manin, Bernard, (eds.), Democracy, Accountability and Representation, Cambridge: Cambridge University Press, 1999.

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Required
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	
19.7	Site visits	

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)
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20.1	Design-type problems	
20.2	Open-ended problems	

20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Moral Literacy and Moral choices
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL253
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	Nil
8.2	Overlap with any UG/PG course of other Dept./Centre	Nil
8.3	Supercedes any existing course	HUL253

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Sanil. V, Bijoy Boruah, Bharati Puri, C.A. Tomy	
12.	Will the course require any visiting faculty?	

13. Course objective <i>(about 50 words):</i>	This is primarily a course in applied ethics. This introduces students to the basic concepts and problems in moral philosophy and enable them identify and formulate moral questions in areas like economy, technology, medicine, gender and law
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	This is primarily a course in applied ethics. It will focus primarily on questions like: What is the meaning of right action? Can ethical assertions be true or false? Is morality relative to society? Or can we say that acts have universal moral content? The course discussions will help to demonstrate that morality is not always self-evident and that rational morality must come in place of taboo based moralities.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Nature of human action. action and events, causal and teleological explanations	6
2	Basic concepts of moral philosophy: Good - The idea of human perfection	4
3	Freedom, autonomy, agency, Free will and responsibility	4
4	Justice, rights and duties	4
5	Happiness	3
6	Violence, Evil	3
7	Moral philosophy and Literature	3
8	Moral questions in practical contexts: Economy and business	3
9	Technology, Environment	3
10	Gender, caste, race	3
11	Medicine, genetics	3

12	Legality, punishments	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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presentations, discussions

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

David Cooper, Ethics: Classic Readings, Wiley-Blackwell, 1998
Harry Gensler, Ethcis: Contemporary Readings, Routledge, 2003

Jefry Olen, Applying Ethics: A Text with Readings, Wadsworth Publishing, 2007
 Amartya Sen, The Idea of Justice, Allen Lane and Harvard University Press, 2009
 Iris Murdoch, The Sovereignty of Good, Routledge and Kegan Paul, London, 1970
 Michael Weston, Philosophy, Literature and the Human Good, Routledge, 2007
 Gary Watson (ed), Free Will, Oxford University Press, 2003

19. Resources required for the course *(itemized & student access requirements, if any)*

19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	
19.7	Site visits	

20. Design content of the course *(Percent of student time with examples, if possible)*

20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Critical Thinking
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL256
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NO
8.2	Overlap with any UG/PG course of other Dept./Centre	NO
8.3	Supercedes any existing course	

9.	Not allowed for (<i>indicate program names</i>)	N.A.
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Prof. Bijoy Boruah, Prof. Sanil V., Dr. C.A. Tomy, Dr. Bharati Puri	
12.	Will the course require any visiting faculty?	No

13. Course objective <i>(about 50 words):</i>	The course is designed as a comprehensive introduction to some of the basic problems in Philosophy. In dealing with the basic issues, the student is expected to learn how to recognize and examine the rational basis of our thoughts and beliefs about the world. The course thus aims to inculcate critical thinking and conceptual clarity among the students and encourages them to be analytical in their approach to various problems.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	What makes philosophical thinking radically critical? Investigation of the nature of knowledge about the world and justification of knowledge claims. Metaphysical understanding of the Absolute and Mind-Body relation. The nature of ethical and aesthetic beliefs and attitudes as part of understanding the nature of values. The discussion of the above issues will be influenced by three philosophical orientational perspectives: Anglo-American Analytic, Continental Phenomenological and Classical Indian.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	The Nature of Philosophical Thinking Philosophy and its relation to other disciplines A thematic introduction to various branches of Philosophy	3
2	The Nature of Knowledge The Tripartite definition of Knowledge Epistemic Justification: Internalism and Externalism.	3
3	4Sources of Knowledge: a. Empiricism b. Rationalism c. Kantianism	4
4	The Problem of Perceptual Knowledge:	5

	a. Direct Realism b. Indirect Realism c. Phenomenalism	
5	Phenomenology and the Critique of the Natural Attitude	4
6	Mind-Body Dualism and Contemporary Critiques: a. Causal Closure Argument b. Identity Theory c. Functionalism and Computationalism	5
7	Proofs for the Existence of God: a. Ontological b. Cosmological c. Argument from Design	4
8	Temporality and Existence Power and the Critique of Ideology	5
9	a. Nature and Goal of Ethical Thinking b. Metaethics and Normative Ethics c. Teleological Ethics and Deontological Ethics	5
10	Nietzsche and the Transvaluation of Values	2
11	Existentialist Ethics	2
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Presentation, Quiz

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	NA	
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	-	-
10	NA	-
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Bertrand Russell, PROBLEMS OF PHILOSOPHY (Oxford: Oxford University Press, 1919)
Thomas Nagel, WHAT DOES IT ALL MEAN? (New York: Oxford University Press, 1987)
Tamar Szabo Gendler et. el. ELEMENTS OF PHILOSOPHY: READINGS FROM PAST AND PRESENT (New York: Oxford University Press, 2007)
Jonathan Dancy, INTRODUCTION TO CONTEMPORARY EPISTEMOLOGY (Oxford: Blackwell Publishers, 1985)
Richard Kearney and Mara Rainwater, CONTINENTAL PHILOSOPHY READER (London and New York: Routledge, 1996)

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	

19.3	Teaching aides (videos, etc.)	YES
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	YES
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Introduction to Psychology
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL261
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Introduction to Humanities and Social Sciences (HUN100)
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL261 (Psychological Basis of Behaviour)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh, Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13. Course objective (about 50 words):	To gain knowledge about the key terms and concepts in psychology, and to become familiar with the theories and contributions of major figures in the field To introduce to the students the basic psychological, physiological, cognitive, social and cultural processes that influence human functioning and well-being.
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14. Course contents (about 100 words) (Include laboratory/design activities):	Psychological Science- Assumptions, schools, methods of doing psychology research, The relationship between brain, body and mental functioning, Sensation, perception and making sense of the world, Consciousness, Life span development and motor and language development, Nature and nurture controversy, The learning process and some important explanations of how we learn, Meaning of motivation and explanations, Theories of emotions and expression and regulation of emotions, Basic cognitive processes, Language development, why we remember and why we forget- some explanations, Different kinds of intelligence, explanations of creativity, Differences among individuals and explanations for personality differences, Application of psychology to everyday life- enhancing health and well-being, performance, social relations, and sensitivity to environmental, social and cultural contexts.
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15. Lecture Outline (with topics and number of lectures)	
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Module no.	Topic	No. of hours
1	Psychological Science- Assumptions, schools, methods of doing psychology research	4
2	The relationship between brain, body and mental functioning	4
3	Sensation, perception and making sense of the world, Consciousness	4
4	Life span development and motor and language development, Nature and nurture controversy,	4
5	The learning process and some important explanations of how we learn, Meaning of motivation and explanations	4
6	Theories of emotions and expression and regulation of emotions	4
7	Basic cognitive processes, Language development, why we remember and why we forget- some explanations	4

8	Different kinds of intelligence, explanations of creativity,	4
9	Differences among individuals and explanations for personality differences	4
10	Application of psychology to everyday life- enhancing health and well-being	4
11	Performance, social relations, and sensitivity to environmental, social and cultural contexts	2
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
Discussion on Applied Aspects of the field, Students` Presentations, Laboratory Experiment Activities, Recent Researches in the area	

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		
6		
7		
8		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. Hilgard's	

introduction to psychology (13th ed.). Fort Worth, TX: Harcourt Brace.2007.

2. Baron, R.A. Psychology. Pearson Publisher, 5th Ed.,2009

3. Baucum, D., Smith, C., Kagan, J., Segal, J., & Havemann, E. Kagan and Segal's Psychology: An introduction (9th ed.). Belmont, CA: Thomson/Wadsworth.2004.

4. Bernstein, D. A., Penner, L. A., Clarke-Stewart, A., & Roy, E. J. Psychology (6th ed.).Boston: Houghton Mifflin Company.2003.

5. Coon, D & Mitterer, J.O., Introduction to Psychology: Gateways of Mind & Behaviour 11th Ed., Wadsworth/Thomson Learning, 2007.

6. Gerrig, R., & Zimbardo, P. Psychology and life (17th ed.). Boston: Allyn and Bacon.2005.

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>	
19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	√
19.4	Laboratory	√
19.5	Equipment	
19.6	Classroom infrastructure	LCD projector
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Theories of Personality
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL265
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL265 (Personality and Society)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh, Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13. Course objective <i>(about 50 words):</i>	Contemporary research in personality psychology and a review of theoretical approaches to the study of personality structure and processes
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	Personality: Meaning & Assessment. Psychoanalytic & Neo-Psychoanalytic Approach ; Behavioural Approach; Cognitive Approach; Social- Cognitive Approach; Humanistic Approach; The Traits Approach; Models of healthy personality: the notion of the mature person, the self-actualizing personality etc. Personality disorders; Psychotherapeutic techniques and Yoga & Meditation; Indian perspective on personality; Personality in Socio- cultural context.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Personality: Meaning & Assessment	4
2	Psychoanalytic& Neo- Psychoanalytic Approach	5
3	Behavioural Approach	3
4	Cognitive Approach	3
5	Social- Cognitive Approach	3
6	The Traits Approach	3
7	Humanistic Approach	4
8	Models of healthy personality: the notion of the mature person; the self-actualizing personality etc.	4
9	Personality disorders	3
10	Psychotherapeutic techniques and Yoga & Meditation	4
11	Indian perspective on Personality	3
12	Personality in Socio- cultural context	3
COURSE		42

TOTAL (14 times 'L')		
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16.	Brief description of tutorial activities
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Discussion on Applied Aspects of the field Students` Presentations Laboratory Experiment Activities Recent Researches in the area

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Cervone, D., & Pervin, L. A., Personality: Theory and Research (11th ed.). New York: John

Wiley & Sons, 2009.

Friedman, H. S., and Schustack, M. W. Personality: Classic Theories and Modern Research, 5th Ed, Needham Heights, MA: Allyn and Baco, 2011.

Schultz, D. P., & Schultz, S. E., Theories of Personality 9th ed, Belmont, CA: Wadsworth/Cengage, 2009.

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	✓
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD Projector
19.7	Site visits	

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Positive Psychology
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL267
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL267 (Positive Psychology)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh / Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13.	Course objective <i>(about 50 words):</i> To get a historical and contextual overview on positive psychology.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Positive Psychology: A historical and contextual overview; Relationship between Indian Psychology and Positive Psychology; Correlates and predictors of life satisfaction and subjective well-being across various cultures; Latest researches on self-esteem, optimism, flow, post-traumatic growth, positive ageing, character strengths, etc.; Major theories and models within positive psychology – Self-Determination theory, Broaden-and-Build theory, Authentic Happiness, Psychological Well-being, etc., Interpersonal character strengths & well-being; Specific Coping Approaches: meditation, yoga and spirituality; Future of the Field
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Positive Psychology: A historical and contextual overview	4
2	Relationship between Indian Psychology and Positive Psychology	4
3	Correlates and predictors of life satisfaction and subjective well-being across various cultures	6
4	Latest researches on self-esteem, optimism, flow, post-traumatic growth, positive ageing, character strengths, etc	6
5	Major theories and models within positive psychology – Self-Determination theory, Broaden-and-Build theory, Authentic Happiness, Psychological Well-being, etc.	8
6	Interpersonal character strengths & well-being etc.	6
7	Specific Coping Approaches :meditation, yoga and spirituality	6
8	Future of the Field	2
9		
10		
11		

12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Discussion on Applied Aspects of the field Students` Presentations Laboratory Experiment Activities Recent Researches in the area

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Christopher, P.& Martin, S. Character Strengths and Virtues: A Handbook and Classification,2004.

Lopez S.J. ,& Snyder C.R., Positive Psychological Assessment - A Handbook of Models and Measures, 2003.

Snyder,C. R. & Lopez, S.J. Handbook of Positive Psychology,2005.

Snyder C.R., & Lopez S.J., Pedrotti J.T., Positive Psychology- The Scientific and Practical Explorations of Human Strengths, 2011.

19. Resources required for the course *(itemized & student access requirements, if any)*

19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	√
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD Projector
19.7	Site visits	

20. Design content of the course *(Percent of student time with examples, if possible)*

20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Introduction to Sociology
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL 271
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	no
8.2	Overlap with any UG/PG course of other Dept./Centre	no
8.3	Supercedes an existing course	HUL271

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course	
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	Dr. Farhana Ibrahim; Prof. Ravinder Kaur; other sociology faculty	
12.	Will the course require any visiting faculty?	NO

13.	Course objective <i>(about 50 words):</i> Introduction to the discipline of sociology and its emergence as a science in the context of the development of modern industrial society in Europe. Introduction to key classical and contemporary theorists in Sociology.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course will introduce students to the study of sociology and some basic underpinnings of sociological theory and methodology. The emergence of sociology as a scientific discipline is examined in the context of the development of Industrial society in Western Europe. The course will examine the writings of key classical social thinkers such as Marx, Durkheim and Weber as well as more contemporary theorists such as Michel Foucault, with a view to understanding various sociological approaches to modern industrial society.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	The craft of sociology I: Society and the Social Fact	6
2	The craft of sociology II: Interpretive understanding	6
3	Enlightenment, Rationality and Science: The French Revolution	6
4	The Industrial Revolution	4
5	Marx and the sociology of capitalism	8
6	Industrial society and social stratification: understanding class	6
7	Total Institutions: Self and Society	3
8	Power and Discipline in Modern Society	3
9		
10		

11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Discussion of texts and themes raised in lectures through student activity/presentations
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17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
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4		
5		
6		
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9		
10		
COURSE TOTAL (14 times 'P')		42

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
selections from the following texts: Aron, Raymond. Main Currents in Sociological Thought, Transaction Publishers, 1998.	

Collins, R. Four Sociological Traditions, OUP, 1994.

Coser, L. Masters of Sociological Thought, Harcourt, 1977.

Durkheim, E. Rules of Sociological Method, The Free Press, 1982.

Giddens, A. Capitalism and Modern Social Theory, Cambridge University Press, 1994.

Marx, K. Capital, Vol. 1 - A Critique of Political Economy, Penguin Classics, 1992.

Mills, C. Wright, The Sociological Imagination, OUP, 2000.

Nisbet, Robert A. The Sociological Tradition, Transaction Publishers, 1993.

Weber, M. Economy and Society; An Outline of Interpretive Sociology, Vol. 1&2, University of California Press, 1978.

19. Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD
19.7	Site visits	

20.	Design content of the course (Percent of student time with examples, if possible)
20.1	Design-type problems
20.2	Open-ended problems
20.3	Project-type activity
20.4	Open-ended laboratory work
20.5	Others (please specify)

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Introduction to Sociology of India
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL272
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	HUL761 Sociology of India (15%)
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None
8.6	Supercedes an existing course	HUL272

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. Ravinder Kaur, Dr. Sarbeswar Sahoo	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course seeks to enable students to move beyond the commonsense understanding of Indian society and sociologically understand the structural and cultural dimensions of Indian society. It will also introduce them to the various continuities and transformations in Indian society from colonial to contemporary times.
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14.	Course contents (about 100 words) (Include laboratory/design activities): This course will begin with a discussion on the various constructions of Indian society from colonial to contemporary times. The structural and cultural dimensions of Indian society are explored at the level of village, city, region, nation and civilization. Sources of differentiation, diversity and unity are explored through institutions such as caste, class and tribe; kinship, family, marriage and gender systems, religious traditions and political organisations. Transformations in these institutions are analysed and fault lines explored by studying contemporary issues of secularism, communalism, religious conversions, caste and identity movements. The sociological perspective remains key to interpreting changes in Indian society in the era of globalization and rapid economic change.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Approaches to the study of Indian society	6
2	The basic social structures of Indian Society (Caste, class, ethnicity etc.)	9
	Social Movements and Transformations	4
3	Institutions and problems (Kinship, Marriage, Family, Dowry etc.)	9
4	Culture, religion and diversity of traditions	8
5	Continuity and change in Indian society	6
COURSE TOTAL (14)		42

times 'L')		
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16.	Brief description of tutorial activities
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Tutorial readings, discussion, assignments, and oral presentations
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17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	Nil	Nil
COURSE TOTAL		Nil

18.	Suggested texts and reference materials
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Suggested Texts: Khilnani, Sunil (1997) <i>The Idea of India</i>, New Delhi: Penguin Books Cohn, Bernard (1998) <i>An Anthropologist Among the Historians and Other Essays</i>, OUP Srinivas, M.N., ed. (1996) <i>Caste: Its Twentieth Century Avatar</i>, New Delhi: Viking Das, Veena, ed. (2003) <i>The Oxford Companion to Sociology and Social Anthropology</i>, Vol. 1 & 2, New Delhi: Oxford University Press Uberoi, Patricia (ed) (1994) <i>Kinship, Family and Marriage</i>, Oxford University Press Gupta, Dipankar (ed) <i>Social Stratification</i>, Oxford University Press Dube, Leela (2001) <i>Anthropological Explorations in Gender</i>, Sage Publications Menski, Werner (ed) (1999) <i>South Asians and the Dowry Problem</i>, Trentham Books Ahmed, Imtiaz (1983) Islam and Muslim Society in South Asia, Contributions to Indian Sociology, Volume 17, No. 2 (p185-203) Deshpande, Satish (2004) <i>Contemporary India: A Sociological View</i>, New Delhi: Penguin Books

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	Yes

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Environment, Development and Society
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL275
6.	Status (<i>category for program</i>)	Elective for UG (Also for the Environment Category)

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	None
8.2	Overlap with any UG/PG course of other Dept./Centre	None
8.3	Supercedes an existing course	HUL275

9.	Not allowed for (<i>indicate program names</i>)	Open to all
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr. Vibha Arora and Dr Richa Kumar	
12.	Will the course require any visiting faculty?	No

13. Course objective <i>(about 50 words):</i>	Students will understand the debate on sustainable development, and be exposed to diverse approaches and themes in the interconnect between environment, development and society.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	Students will be exposed to contemporary themes and debates on connection between environment, development, and society; industrialization and risk society; challenge of sustainable development; perception of the environment, dependence for livelihood, identity, and power on natural resources; social ecology; what is the role of religion in determining our world view and relation with the environment?; recognition of indigenous knowledge; rise of environmental movements, development projects and recent conflict over natural resources; understanding major environmental disasters and industrial accidents; global climate change negotiations; gender and environment.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Basic concepts – ecology, environment, development and human development, anthropocentrism and biocentrism, social ecology	4.5
2	Contemporary society as a risk society and challenge of sustainable development; over consumption	3
3	Dependence on environment for livelihood, identity, cultural symbols	3
4	Interconnection between environment, religion and development	4.5
5	Recognition of Indigenous knowledge	3
6	Environmental Movements and Development projects – land, water, and forests (select case studies)	6
7	Industrial accidents and Disasters – natural and human-induced (select case studies)	6
8	Gender and Sustainable Development	6

9	Climate Change Negotiations - developing vs. developed world	6
10		
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Students will analyse case studies, discuss and make presentations.

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
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8		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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	STYLE: Author name and initials, Title, Edition, Publisher, Year.
Bijoy, C. R. 2006. Kerala's Plachimada Struggle. Economic and Political Weekly, 14 October. Chakrabarti, A. And A. Dhar .2010. Dislocation and Resettlement in Development. Routledge, Delhi. Selected Chapters. Dryzek, J. S. and D. Schlosberg (ed.). Debating the Earth: The Environmental Politics Reader. Oxford, London. Selected Chapters. Guha, R. 2006. How much should a person consume? Thinking Through the Environment. Permanent Black, Delhi. Holdren, J. E. 2008. Science and Technology for Sustainable Well being. Science, 25 January. Karanth, K.U. 2005. Reconciling Conservation with Emancipatory Politics. Economic and Political Weekly, 12 November. Larabee, A. Decade of Disaster. University of Illinois Press, Chicago. Selected Chapters. Lewis, M. 2003. Inventing Global Ecology: Tracking the Bio-diversity Ideal in India. 1945–1997. Orient Longman, Delhi. McMichael, P. 2008. Development and Social Change. Pine Forge Press, London. Selected Chapters. Mies, M. And V. Shiva. 1993. Ecofeminism. Kali for Women. Delhi. Selected Chapters. Padel, F. And S. Das. 2006. Double Death: Aluminum's Links with Genocide. Social Scientist, March-April. Parris, T.M. and R.W. Kates. 2003. Characterizing a sustainability transition: Goals, Targets, Trends, and Driving Forces. PNAS, 8 July. Shiva, V. Monocultures of mind. Third World Network, London. Selected Chapters. Ramakrishnan, P. 2001. Ecology and Sustainable Development. National Book Trust, Delhi. Selected Chapters. Ramanathan, U. 2004. Communities at Risk: Industrial Risk i8n Indian Law. Economic and Political Weekly, 9 October. Raven, Peter. J. 2002. Science, Sustainability and the Human Prospect. Science, 9 August. Rangarajan, M. 2001. The Second Wildlife Crises in Rangarajan (ed.) India's Wildlife History. Permanent Black, Delhi. Selected Chapters. Rangarajan, M. (ed.) 2007. Environmental Issues in India: A Reader. Pearson, Delhi. Selected Chapters. Sinha, A. and S. Mitra (ed.). 2006. Economic Development, Climate Change and the Environment. Routledge, Delhi. Selected Chapters.	

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	DVDs - films
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Technology and Governance
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL281
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUN100
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8.	Overlap of contents with any (<i>give course number/title</i>)		
8.1	existing UG course(s) of the Department/Centre	Nil	
8.2	proposed UG course(s) of the Department/Centre	Nil	
8.3	approved PG course(s) of the Department/Centre	Nil	
8.4	UG/PG course(s) from other Departments/Centers	Nil	
8.5	Equivalent course(s) from existing UG course(s)	None	
8.6	Supercedes an existing course	HUL291	

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. P. Vigneswara Ilavarasan, Dr. Richa Kumar		
12.	Will the course require any visiting faculty?	No	

13.	Course objective (about 50 words): This course will introduce students to concepts and theories regarding technology and governance, critically analyse how technology transforms the nature of government service provision, and evaluate policies that seek to regulate technology.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will begin with theories and concepts on the use of technologies to improve governance such as efficiency, transparency, empowerment, economic gains, decentralization etc. It will discuss the concepts of democracy and governance, corruption and accountability. Examples and case studies from topics such as information and communication technologies for development, electronic governance, electronic voting, electronic databases (UID), web portals, community radio etc. Public-private partnerships, regulation of technology by the state, surveillance, and the role of stakeholders in the policy making process.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic		No. of hours
1	Introduction to theories and concepts on technology and governance		6
2	Democracy and governance, corruption and accountability		6
3	Examples and case studies (information and communication technologies for development, electronic governance, electronic voting, electronic databases, community radio etc.)		9
4	Public-Private Partnerships		6
5	Regulation of technology by the state		6
6	Surveillance		3
7	Policy making and the role of stakeholders		6

COURSE TOTAL (14 times 'L')				42
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16.	Brief description of tutorial activities
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Writing Assignments, Oral Presentations, Participation in Debates

17.	Brief description of laboratory activities
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Module no.	Experiment description		No. of hours
1	NIL		NIL
COURSE TOTAL (14 times 'P')			

18.	Suggested texts and reference materials
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Suggested Texts:

Selected chapters from Garson, G. David. (2006) *Public Information Technology and E-Governance: Managing the Virtual State*. Sudbury, MA: Jones & Bartlett Learning.

Kakabadse, A., Kakabadse, N. K. and Kouzmin, A. (2003), "Reinventing the Democratic Governance Project through Information Technology? A Growing Agenda for Debate." *Public Administration Review*, 63: 44–60.

Rossel, P. & Finger, M. (2007). Conceptualizing e-governance. *ICEGOV2007*, 10 (13), 399-407.

Fang, Z. (2002). E-government in digital era: Concept, practice, and development. *International Journal of the Computer, the Internet and Management*, 10 (2), 1- 22.

Chadwick, A. (2003). Bringing e-democracy back in: Why it matters for future research on e-governance. *Social Science Computer Review*, 21 (4), 443-455.

Commonwealth Secretariat. (2003). *E-government vs. e-governance: Examining the difference in the changing public sector*

<i>climate</i> (International Tracking Survey Report). Ottawa, Canada: Riley, T.B. Wong, K., Fearon, C. & Philip, G. (2007). Understanding e-government and e-governance: Stakeholders, partnerships and CSR. <i>International Journal of Quality & Reliability Management</i>, 24 (9), 927-943. Heeks, R. (2001). <i>Understanding e-Governance for Development</i>. Institute for Development Policy and Management, I-Government Working Paper Series, Manchester, UK. Heeks, R. (2006). <i>Implementing and managing e-government: An international text</i>. New Delhi: Vistaar Publication. (selected chapters) Joia, L. A. (2005). A framework for developing regional e-government capacity- building networks. <i>Information Technologies and International Development</i>, 2 (4), 61-73. Moon, M. J. (2002). The evolution of e-government among municipalities: Rhetoric or reality?. <i>Public Administration Review</i>, 62 (4), 424-433. Pina, V., Torres, L. & Acerete, B. (2007). Are ICTs promoting government accountability?: A comparative analysis of e-governance developments in 19 OECD countries. <i>Critical Perspectives on Accounting</i>, 18, 583–602. Puri, S. K. & Sahay, S. (2007). Role of ICTs in participatory development: An Indian experience. <i>Information Technology for Development</i>, 13 (2), 133–160. Rajalekshmi, K. G. (2007). E-governance services through telecenters: The role of human intermediary and issues of trust. <i>Information Technologies and International Development</i>, 4 (1), 19. Benjamin, Solly. (2007) “Bhoomi: ‘E-Governance’, Or, An Anti-Politics Machine Necessary to Globalize Bangalore?” A CASUM-m Working Paper. Chacko, Simi and Pratiksha Khanduri. (2011) “UID for Dummies”. Mimeo. Goldsmith, Jack L. and Tim Wu. (2006) <i>Who Controls the Internet: The Illusions of a Borderless World</i>. New Delhi: Oxford University Press. Chp 5. “How Governments Rule the Net” and Chp 8. “Virtues and Vices of Government Control.”	
	Resources required for the

19.	course <i>(itemized & student access requirements, if any)</i>	
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date:

(Signature of the Head of the Department)

COURSE TEMPLATE

1. Department/Centre proposing the course	Humanities and Social Sciences
2. Course Title (<i>< 45 characters</i>)	Social Science Approaches to Development
3. L-T-P structure	3-1-0
4. Credits	4
5. Course number	HUL286
6. Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	HUL100
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8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	No
8.2	proposed UG course(s) of the Department/Centre	No
8.3	approved PG course(s) of the Department/Centre	No
8.4	UG/PG course(s) from other Departments/Centers	No
8.5	Equivalent course(s) from existing UG course(s)	None
8.6	Supersedes any existing course	HUL286

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. Ravinder Kaur, Dr. Sarbeswar Sahoo, Dr. Richa Kumar	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to the basic concepts and theories and the post-World War II trajectory of the discourse of development. It will then discuss how the “high-modernist” ideology of development is used by the post-colonial state in India. Specifically, it will focus on the way development is conceptualized and contested at the micro, meso and macro levels.
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14.	Course contents (about 100 words) (Include laboratory/design activities): Distinction between ‘growth’ and ‘development’; historical genesis and evolution of the concept of development; theories of development and underdevelopment; the political nature of the development process. Role of state, market, culture and civil society in development. Gendered nature of development. Post-independence Indian experience (centralized planning and socialism) of development; selected comparisons with China, East Asia, South Asia, Africa, Latin America. Explaining India’s slow progress in human and social development, poor record in reduction of poverty and inequality. Impact of globalization, foreign aid and economic reform on India’s development. Experiments with decentralization and sustainable development.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Basic concepts: Growth and development	6
2	The idea and history of development	3
3	Theories of development and underdevelopment	6
4	Indian development in comparative perspective	6
5	Poverty, inequality and human development	6
6	State, market and society	6
7	Gender, culture and development	3

8	Globalization and economic reform	6
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Tutorial readings, class participation, oral presentations, and assignments

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL		NIL

18.	Suggested texts and reference materials
Suggested Texts: Sachs, Wolfgang (1997) <i>The Development Dictionary</i>, Hyderabad: Orient Longman (selected chapters). Pieterse, Jan Nederveen (2001) <i>Development Theory: Deconstructions/Reconstructions</i>, New Delhi: Vistaar Publications. Webster, Andrew (1997) <i>Introduction to the Sociology of Development</i>, Palgrave Macmillan. (selected chapters) Roberts, J.T and Hite, A. (2000) <i>From Modernization to Globalization: Perspectives on Development and Social Change</i>, London: Wiley-Blackwell. (selected chapters) Edelman, M AND A. Haugerud (2005) <i>The Anthropology of Development and Globalization</i>, Blackwell Publishing. McMichael, Philip (2000) <i>Development and Social Change: A Global Perspective</i>, California: Pine Forge Press. (selected chapters) Rostow, W.W. (1960) <i>The Stages of Growth: A Non-Communist Manifesto</i>, Cambridge: Cambridge University Press. (Chapter 2) Frank, A.G. (1966) "The Development of Underdevelopment", Monthly Review, Volume 18 Dreze, Jean and Sen, Amartya (2005) <i>India: Development and Participation</i>, Delhi: Oxford University	

Press. (selected chapters)

Shiva, Vandana (1992) *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, Zed Books.

Wignaraja, Ponna (1993) *New Social Movements in the South*, New Delhi: Sage.

Cooke, Bill and Uma Kothari (2001) *Participation: The New Tyranny?* Zed Books

Ferguson, James (1994) "The Anti-Politics Machine: 'Development' and Bureaucratic Power in Lesotho," *The Ecologist*, Vol. 24, No. 5, September/October, pp. 176-81.

Kabeer, Naila (1994) *Reversed Realities: Gender Hierarchies in Development Thought*, Verso

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes (Videos)
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	Yes

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Science, Technology and Human Development
3.	L-T-P structure	3-1-0
4.	Credits	4
5.	Course number	HUL289
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (course no./title)	HUN100
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8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None
8.6	Supercedes an existing course	HUL289

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Richa Kumar, Prof. Ambuj Sagar	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will study the relationship between science, technology and various dimensions of human development. It will examine how ideas about technology and development have changed over time, and how science and technology (S&T) have played a role in shaping human development trajectories around the world and in India.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will begin by identifying various dimensions of human development and mapping the state of India and the world on these indicators. It will then discuss theories about how science and technology (S&T) have shaped human development historically and the dynamics of technological change. Relationship between innovation and human development will be discussed using examples from the appropriate technology movement, health, education, nutrition, energy, environment, and others. Gender dimensions of S&T, indigenous knowledge, and radical critiques of S&T will be discussed.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Introduction to Dimensions of Human Development	3
2	Science and Technology and Human Development in Historical Perspective	6
3	Dynamics of Technological Change	6
4	Innovation and Human Development	6
5	Examples from Appropriate Technology Movement, Health, Education etc.	9
6	Indigenous Knowledge	3
7	Gender, Technology and Development	6

8	Radical Critiques of Science and Technology in Development	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Writing Assignments, Oral Presentations, Participation in Debates

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Selections from the following suggested texts:

1. Annual UN Human Development Reports (HDRs)
2. Mokyr, Joel. 1990. *The Level of Riches: Technological Creativity and Economic Progress*. New York: Oxford.
3. Headrick, Daniel R. 1981. *The tools of empire : technology and European imperialism in the nineteenth century*. New York: Oxford University Press.
4. Kumar, Deepak and Roy MacLeod. (Eds.) 1995. *Technology and the Raj*, New Delhi: SAGE.
5. Khilnani, Sunil. 1998. *The idea of India*. 1st Farrar, Straus and Giroux ed. New York: Farrar Straus Giroux. Chp 2. "Temples of the Future."
6. Smillie, Ian. *Mastering the machine : poverty, aid and technology*. London : Intermediate Technology, 1991.
7. Kremer, M. 2002. 'Pharmaceuticals and the Developing World.'

<i>Journal of Economic Perspectives</i>. Vol. 16, No. 4: 67–90. 8. May, Robert M. 2007. 'Parasites, people and policy: infectious diseases and the Millennium Development Goals'. <i>TRENDS in Ecology and Evolution</i> Vol.22 No.10. 9. Grubler, A. 2003. <i>Technology and Global Change</i>, Cambridge University Press. Chp 2. 10. Fagerberg, Jan., David C. Mowery and Richard R. Nelson, 2004. <i>Oxford Handbook of Innovation</i>. Oxford University Press, 'Innovation and Catching up.' Chp 19. 11. Agrawal, A. 1995. "Dismantling the Divide between Indigenous and Scientific Knowledge." <i>Development and Change</i> 26 (3):413-439. 12. Appadurai, Arjun. 1990. "Technology and the Reproduction of Values in Rural Western India." In <i>Dominating Knowledges Development Culture and Resistance</i>, ed. Frédérique Apffel Marglin and SA Marglin, 185-216. Clarendon Press. 13. World Bank, 2011. <i>Household Cookstoves, Environment, Health, and Climate Change: A New Look at an Old Problem</i>, Washington DC. 14. Visvanathan, Shiv. 1997. <i>A Carnival for Science</i>. Oxford University Press. Chp. 2 "On the Annals of the Laboratory State."	
19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes (DVDs)
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes (LCD projector)
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Policy Studies
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL310
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL281, HUL289, HUL290

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. Ambuj Sagar, Dr. Richa Kumar	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Policy Studies as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Policy Studies as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
4		
5		
6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
<u>Nil</u>	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

(Microeconomics at HUSS Department)

1.	Department/Centre proposing the course	Department of Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Applied Game Theory
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL311
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Supercedes any existing course	None

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Debasis Mondal	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): Game theory studies strategic interaction in competitive and cooperative environments. Game theory provides analytical tools for multi-person decision making. This module is an introduction to game theory, studying basic concepts, models and solutions of games, and their economic applications. The objective of this module is to help the students to understand the basic methods and tools in game theory, as well as their applications in economics and social sciences.

14.	Course contents (about 100 words) (Include laboratory/design activities): This module introduces students in economics and other social sciences to game theory, a theory of interactive decision making. This module provides students with the basic solution concepts for different types of non-cooperative games, including static and dynamic games under complete and incomplete information. The basic solution concepts that this module covers are Nash equilibrium, subgame perfect equilibrium, Bayesian equilibrium, and perfect Bayesian equilibrium. This module emphasizes the applications of game theory to economics, such as duopolies, bargaining, and auctions. This course focuses on the following (tentative) topics: 1. Introduction, 2. Static Games of Complete Information, 3. Dynamic Games of Complete Information, 4. Static Games of Incomplete Information, 5. Dynamic Games of Incomplete Information.
15.	Lecture Outline (with topics and number of lectures)

Module no.	Topic	No. of hours
1	Introduction	2
2	Static Games of Complete Information	10
3	Games of Complete Information	10
4	Static Games of Incomplete Information	10

5	Dynamic Games of Incomplete Information	10
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Nil

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	Nil	Nil
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested Texts: Textbook: <i>A Primer in Game Theory</i> by Robert Gibbons, 1992. Pearson Education Limited. Apart from text book, classroom lecture will often be drawn from other established books in this field as well as the published articles from the leading journals.
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19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	Yes
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No

19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Distribution and Growth
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL312
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Supercedes any existing course	None

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Debasis Mondal, Prof. V. Upadhyay	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to the dynamics of the distribution of income and/or wealth. One can alternatively think of this as a module on advanced topics of macroeconomics. How does the distribution of income and wealth evolve in a market economy? When does the gap between rich and poor people in market economy increase over time? Conversely, under which conditions will this gap tend to disappear eventually? Apart from these questions, this course will also equip students with hands-on technique to facilitate reading in advanced macroeconomics.
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14.	Course contents (about 100 words) (Include laboratory/design activities): Though empirical questions are central in motivating the issues on distribution, this course will mostly draw from theory. Papers published in established journals will cover the major references for this course. It will start from some empirical pattern of development (Kuznet's hypothesis), country experiences, etc. to motivate the subject. Then it will try to understand the process of distribution, growth and structural change using standard macroeconomic models. This course will be heavily dependent on Mathematics - mainly calculus.
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15.	Lecture Outline (with topics and number of hours, tentative)
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Module no.	Topic	No. of hours
1	Part One: One good (aggregate growth, saving and distribution)	
	Motivating the topic (mostly empirical)	3
	Production and Distribution of Income in a Market Economy	3
	Exogenous Savings Propensities	4
	Optimal Savings	5
	Factor Income Distribution	5
	Savings and Distribution with Finite Horizons	5
	Factor Shares and Taxation in the OLG Model	5

2	Part Two: Many Goods (advanced topics on distribution) Distribution and Market Power Indivisible Goods and the Composition of Demand Hierarchic Preferences Further topics (theory as well as empirics, e.g., political economy of distribution, trade growth and distribution etc. etc.)	3 3 3 3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities, if at all.
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17.	Brief description of laboratory activities NIL
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested reading: Main text: “In Recommended reading: “		
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N		
19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)	

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)	
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

(International Economics at HUSS Department)

1.	Department/Centre proposing the course	Department of Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	International Economics
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL314
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	NIL
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Supercedes existing course	HUL214

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Jayan Jose Thomas, Dr. Debasis Mondal	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> The course deals with the theories and issues related to international trade and finance. Some of the major topics include exchange rates, international capital movements, and 'global imbalances' in trade and investment flows. Discussion of topical economic issues will be an important feature of this course.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Basic concepts of national income accounting, money, and balance of payments; output and exchange-rate determination under fixed and flexible exchange-rate regimes; fiscal and monetary policies in an open economy; international capital movements and their impacts; Case Studies: East Asian crisis, global financial crisis; theories of international trade including factor-proportions and economies of scale; the international trading regime and its implications for developing countries.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Basic concepts relating to an open economy: national income, money and balance of payments	4
2	Fiscal and monetary policies in an open economy	6
3	Output and Exchange rate determination	7
4	International capital movements and their implications	7
5	Case Studies: East Asian crisis, Global Financial crisis	6
6	Theories of international trade	6

7	International trading regime and its implications	6
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	Nil	Nil
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested Texts: (1) <i>International Economics: Theory and Policy</i> by Paul R. Krugman and Maurice Obstfeld (2) <i>Macroeconomics</i> by Dornbusch, R., Stanley Fischer, & Richard Startz. (3) <i>Globalization and Its Discontents</i> by Joseph E. Stiglitz (4) <i>The Return of Depression Economics and the Crisis of 2008</i> by Paul Krugman (5) Other readings recommended during the course
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19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	No
19.2	Hardware	Yes

19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	Yes

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

(Econometric Methods at HUSS Department)

1.	Department/Centre proposing the course	Department of Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Econometric Methods
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL315
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	No
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Supercedes existing course	HUL215

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Jayan Jose Thomas	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course deals with the use of quantitative and econometric techniques in economic analysis. Topics covered include regression analysis, dummy variables, and the basics of time-series analysis. Students are encouraged to work with data sources on the Indian economy as well as to collect and analyze primary data on socio-economic issues. .
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14.	Course contents (about 100 words) (Include laboratory/design activities): Basics of sample survey; variance and covariance; correlation coefficient; simple regression analysis; Gauss-Markov theorem; estimation of regression coefficients; confidence intervals and hypothesis testing in regression analysis; type-I and type-II errors; transformation of variables; multiple regression analysis; multicollinearity, heteroscedasticity, dummy variables, basics of time-series analysis.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Basics of sample survey; variance and covariance; correlation coefficient	6
2	Simple regression analysis; Gauss-Markov theorem	6
3	Estimation of regression coefficients; confidence intervals and hypothesis testing in regression analysis	6
4	Multiple regression analysis	6
5	Multicollinearity, Heteroscedasticity	6
6	Dummy variables	6
7	Basics of time-series analysis	6

COURSE TOTAL (14 times 'L')		42
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16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	Nil	Nil
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested Texts: (1) <i>Introduction to Econometrics</i> by Christopher Dougherty (2007), Oxford University Press (2) <i>Basic Econometrics</i>, by Damodar N. Gujarati.

19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	Yes (STATA or any other econometric package)
19.2	Hardware	Yes
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	Yes. (Computing facilities)
19.5	Equipment	No

19.6	Classroom infrastructure	Yes
19.7	Site visits	Yes

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
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20.1	Design-type problems	No
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Indian Economic Problems and Policies
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL316
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	No
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Supercedes existing course	HUL316

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Professor V. Upadhyay, Dr. Reetika Khera, Dr. Jayan Jose Thomas	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to the Indian economy, policy related issues over the past few decades with a specific focus on current economic problems.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course is aimed at developing an understanding of the economic issues in a range of economic activities in the Indian economy. The themes that can be covered include performance of the Indian Economy since 1951, agricultural growth in India, inter-regional variation in growth of output and productivity, farm price policy, recent trends in industrial growth, industrial and licensing policy, policy changes for industrial growth, economic reforms and liberalization, population growth, unemployment, food and nutrition security, and education. It will also include some contemporary issues.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Introduction to the Indian Economy	10
2	Poverty and Inequality: Concepts and trends	10
3	Demography, health and education	8
4	Public policy in India	14
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested Texts: 1. Drèze and Sen (2002), India: Development and Participation, Oxford University Press. 2. Debraj Ray (1998), Development Economics, Oxford University Press. 3. Basu, K (ed) (2012), Oxford Companion to Economics In India, Oxford University Press. 4. Economic Survey, Ministry of Finance, Oxford University Press. Sample of Additional Reading Materials (will be chosen based on specific sectoral overviews and case studies in line with current and emerging policy issues): Agriculture 1. Singh and Bhalla (2009), Economic Liberalization and Indian Agriculture: A Statewise Analysis, Economic and Political Weekly. 2. Acharya, SS, Agricultural Marketing and Rural Credit Markets, ADB paper Poverty and Inequality 1. Deaton and Dreze (2002), Poverty and Inequality in India: A Re-examination, 7 September, Economic and Political Weekly. 2. Ravallion, M. (2009), "A comparative perspective on poverty reduction in Brazil, China and India", <u>Policy Research Working Paper 5080</u>, the World Bank, Development Research	
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Group.	
Education, Health, Demography 1. PROBE Team (1999), <u>Public Report on Basic Education</u> (New Delhi: OUP), Selected chapters. 2. Kirk, D. (1996), "Demographic Transition Theory", <u>Population Studies</u> , 50(3).	
19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes (LCD Projector, speakers, wifi connectivity)
19.7	Site visits	Yes

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Public Finance and Public Economics
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL318
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Professor V. Upadhyay, Dr. Reetika Khera, Dr. Jayan Jose Thomas	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to the basics of national income accounting, fiscal policy, and the role of the government in the economy, with special reference to India. It will include modules on the theory and practice of public economics and public finance.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course is aimed at developing an understanding of the basics in Public Economics and Public Finance. Public economics is the study of government policy from the points of view of economic efficiency and equity. The course deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The course is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Public Economic Theory Fiscal functions: an overview. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.	6
2	Externalities: the problem and its solutions,	6
3	Taxes versus regulation, property rights, the Coase theorem.	6
4	Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.	6

5	Public Finance in India: Budget, deficits and public debt	6
6	Public Finance in India: Tax System	6
7	Fiscal Federalism in India	6
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested Texts: 1. Joseph E. Stiglitz, <i>Economics of the Public Sector</i>, W.W. Norton & Company, 3rd edition, 2000. 2. R.A. Musgrave and P.B. Musgrave, <i>Public Finance in Theory & Practice</i>, McGraw Hill Publications, 5th edition, 1989. 3. Basu, K (ed) (2012), <i>Oxford Companion to Economics In India</i>, Oxford University Press. 4. <i>Economic Survey</i>, Ministry of Finance, Oxford University Press. Sample of Additional Reading Materials (will be chosen based on specific sectoral overviews and case studies in line	
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with current and emerging policy issues): M. Govinda Rao, <i>Changing Contours of Federal Fiscal Arrangements in India</i>, Amaresh Bagchi (ed.), <i>Readings in Public Finance</i>, Oxford University Press, 2005. Paul Samuelson, 1955, "Diagrammatic Exposition of a theory of Public Expenditure", <i>Review of Economics and Statistics</i>, Volume 37. Shankar Acharya, 2005, "Thirty Years of Tax Reform in India", <i>Economic and Political Weekly</i>, May, pp. 14-20. Rangarajan and D.K. Srivastava, 2005, "Fiscal Deficit and Government Debt: Implications for Growth and Stabilization", <i>Economic and Political Weekly</i>, July 2-8. M. Govinda Rao, 2011, "Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?", <i>Economic and Political Weekly</i>, February, pp. 12-18. Report of the 13th Finance Commission, 2010-15. <i>State Finances: A Study of Budgets</i>, Reserve Bank of India (Latest).	
19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Economics
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL320
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL211, HUL212, HUL213

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. V. Upadhyay, Dr. Jayan Jose Thomas, Dr. Debasis Mondal, Dr. Reetika Khera	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Economics as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Economics as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
4		
5		
6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
<u>Nil</u>	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
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1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Modernist Fiction
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL331
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL238

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Stuti Khanna/Angelie Multani	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> This course aims to introduce students to the Modernist period (early twentieth century) in European cultural history, in terms of the huge break that it effected with realist form and style.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course will undertake a detailed study of some of the most iconic Modernist novels by writers such as Virginia Woolf, James Joyce, Franz Kafka and Samuel Beckett. It will examine the radical new ways in which they grappled with language, turned towards interiority, and pushed, in the process, narrative art to its very limits. The discussion will highlight the experimental quality of Modernist literature, as well as situate it within the context of its emergence - the two world wars, the development of psychoanalysis, the growth of metropolitan cities, and scientific and technological advancements.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Realism and its Assumptions	2
2	The Modernist Challenge: When and why?	4
3	Modernism in Art	2
4	Modernism in Poetry	2
5	Text 1: Detailed study	8
6	Text 2: Detailed study	8
7	Text 3: Detailed study	8
8	Text 4: Detailed study	8
9		
10		
11		

12		
'L')	COURSE TOTAL (14 times	42

16.	Brief description of tutorial activities Not Applicable
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17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	None	
2		
3		
4		
5		
6		
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8		
9		
10		
	COURSE TOTAL (14 times 'P')	

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Provisional list of primary texts (of which 3-4 will be selected for teaching):

Joyce, J. A Portrait of the Artist as a Young Man. Penguin UK, 1916.

Conrad, J. Heart of Darkness. Oxford University Press, 1899.

Woolf, V. Mrs. Dalloway. Wordsworth Classics, 1925.

Beckett, S. Molloy. Faber, 1955.

Kafka, F. The Trial. Vintage, 1925.

Camus, A. The Outsider. Penguin India, 1942.

Nabokov, V. Lolita. Penguin UK, 1955.

Reference material:

Barthes, R. "The Reality Effect." French Literary Theory Today: A Reader. Ed. Tzvetan Todorov. Cambridge: Cambridge University Press, 1982. 11-17.

Timms, E. and Kelley, D., eds. Unreal City: Urban Experience in Modern European Literature and Art. Manchester: Manchester University Press, 1985.

Baudelaire, C. "The Painter of Modern Life." The Painter of Modern Life and Other Essays. Trans. Jonathan Mayne. London: Phaidon Press, 1964. 1-40.

Benjamin, W. "The Flâneur." Charles Baudelaire: A Lyric Poet in the Era of High Capitalism. Trans. Harry Zohn. London: Verso, 1983. 35-66.

Frank, J. "Spatial Form in Modern Literature." 1945. Essentials of the Theory of Fiction. Ed. Michael J. Hoffman and Patrick D. Murphy. Durham: Duke University Press, 1988. 85-100.

Bradbury, M. and McFarlane, J. ed. Modernism: 1890-1930. Sussex: Harvester Press, 1978.

Butler, C. Early Modernism: Literature, Music, and Painting in Europe: 1900-1916. Oxford: Clarendon Press, 1994.

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and Audio

19.7	Site visits	No
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20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and term papers
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Fantasy Literature
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL332
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL307

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr Angelie Multani /	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> To introduce students to the structural elements of Fantasy literature, including a broad knowledge of its history, source traditions, and enduring subgenres.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Definitions: Major Themes of Fantasy: Archetypes and Myths Motifs - journeys, theology, devices and aides creation of alternate worlds treatment of time and space close readings of individual texts
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Archetypes and Structural Patterns	2
2	Myths	2
3	relationship between fantasy and history	2
4	relationship between fantasy and religion	2
5	creation of alternate worlds	2
6	Close reading of classic and contemporary works of fantasy	
7	(At least 4 texts, studied over 8 hours each : 8x4 = 32)	32
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11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities Not Applicable

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	None	
2		
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4		
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7		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
Extracts from: Bettelheim Bruno, The Uses of Enchantment: The meaning and Importance of fairy tales. New York, Alfred A Knopf, 1976 Campbell Joseph, The Hero with a Thousand Faces, Princeton, Princeton University Press, 1949. Jackson Rosemary, Fantasy: The Literature of Subversion, London, Methuen, 1981. Propp Vladimir, Morphology of a Folk Tale, Tr. Laurence Scott, Austin texas: University of Texas	

Press, 1968. (orig. 1927)

Todorov Tzvetan, The Fantastic: A Structural Approach to a Literary Genre, tr, Richard Howard, Cornell University Press, Cornell, 1975.

Suggested Texts:

Carrol Lewis, Alice in Wonderland and Through the Looking Glass, London. Wordsworth, 1993 (1865)

Lewis C S The Chronicles of Narnia, London, harper-Collins. 2004 (1949-1972)

Tolkien JRR The Lord of the Rings London, Harper-Collins 1968

Pullman Phillip, His Dark Materials, New York, Scholastic (1995, 1997, 2000.)

Riordan Rick, The Percy Jackson series, London, Puffin. 2009

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>	
19.1	Software	none
19.2	Hardware	none
19.3	Teaching aides (videos, etc.)	video movies of texts
19.4	Laboratory	-
19.5	Equipment	audio/video
19.6	Classroom infrastructure	audio/video
19.7	Site visits	-

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	presentations on texts, individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	close readings

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Theatre of the absurd
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL333
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL308

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr Angelie Multani /	
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12.	Will the course require any visiting faculty?	No
13.	Course objective <i>(about 50 words):</i> To introduce students to the history, development and philosophy of the Theatre of the Absurd, which emerged as an important literary and philosophical movement in post World War II Europe.	

14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Socio-political background of the theatre of the Absurd, its basis in Existentialist philosophy. The reactions against the conventions of realist theater that dominated this theatre The pre-occupations of major playwrights with issues of language and the difficulty of communication, the isolation that human beings tend to feel from each other and themes of violence.	
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Socio-political background	2
2	Literary and historical antecedents	
3	Major philosophical concerns: Reaction against Realism	2
4	Major philosophical concerns: Existentialism	3
5	Major philosophical concerns: Language and communication	3
6	Major Playwrights and their works - a detailed study of at least 4 playwrights identified as 'Absurdist'	
7	Detailed Study: Samuel Beckett	6
8	Detailed Study: Eugene Ionesco	6
9	Detailed Study: Jean Genet	6
10	Detailed Study: Harold Pinter	6
11	Detailed Study: Tom Stoppard	6
12	Impact of the Absurd on new drama	2

COURSE TOTAL (14 times 'L')		42
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16.	Brief description of tutorial activities Not Applicable

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	None	
2		
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7		
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COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
	Esslin Martin, The Theatre of the Absurd, (3rd Edition), Vintage Books, New York, 2001.
	Camus Albert The Myth of Sisyphus and Other Essays, Vintage, May 1991 (originally published in 1942)
	Burkman Katherine H. The Arrival of Godot: Ritual Patterns in Modern Drama. Rutherford: Fairleigh Dickison University Press, 1987.
	Bradby David. Modern French Drama 1940 - 1980. Cambridge: Cambridge University Press, 1984

Dutton Richard. Modern Tragicomedy and the British Tradition. Brighton: The Harvester Press, 1986

Suggested Texts:

Beckett Samuel, Waiting for Godot, First published 1956 by Faber and Faber Limited, London.

Ionesco Eugene, Rhinoceros and Other Plays, John Calder Publishers Ltd. 1960. New York.

----- The Bald Prima Donna, Eugene Ionesco Plays Volume 1: The Chairs, The Lesson, Jacques, The Bald Prima Donna translated by Donald Watson, John Calder Ltd. 1958. New York..

Genet Jean, The Balcony, Grove Press, 1966, New York.

---- The Maids, The maids and Deathwatch: Two Plays. Grove Press, New York (first published 1954)

Pinter Harold, The Dumb Waiter and The Birthday Party in Harold Pinter, The Complete Works, Vol. 1, Grove Press, 1994, New York.

Stoppard Tom, Rosencrantz and Guildenstern Are Dead, Grove Press, New York, 1967

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)	
19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	No

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)	
20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	From Text to Film
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL334
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	HUL846 Philosophy of Film (10% overlap)
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	No

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Stuti Khanna/Arjun Ghosh	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> This course aims to deepen an understanding of form and genre with respect to literature and film. Its two main objectives are - to study the possibilities and limitations of both forms when literary narratives are re-shaped as cinematic visuals, and to attain a better understanding of genre and generic conventions - horror, romance, science fiction, fantasy, thriller - that underpin cinema so crucially.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course will involve a detailed study of 3-4 texts and their corresponding adaptations into film. By means of close reading, analysis, and discussion, it will seek to identify the changes that take place during the process of adapting one art-form into another and ask why those modifications occur. An evaluation of what each art-form enables and what it restricts or denies will enable a better understanding of form per se, and of these two forms in particular. Further, the course will address the question of genre and its conventions especially with regard to film, and observe the extent to which generic expectations shape the process of adaptation of text into film. Film screenings will be held outside class hours in the evenings.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Narrative and form: Formal aspects of narrative art	3
2	Genre in Cinema	3
3	Narrative and Image: Story-space in verbal and cinematic narrative	3
4	Nature of the narrator in film and literature: Point of view, Unreliable narration, Narrative irony	3
5	Description (tacit and explicit), Non-narrated representation (Written records, Stream of Consciousness, Interior Monologue)	3

6	Close study of text and film I	9
7	Close study of text and film II	9
8	Close study of text and film III	9
9		
10		
11		
12		
COURSE TOTAL (14 times 'L')		

16.	Brief description of tutorial activities
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17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
	Reference Material. Students will be required to read short selections from the following books: Leo Braudy and Marshall Cohen, eds., Film Theory and Criticism, NY: OUP, 1974 (7th ed. 2009) Coming to Terms. The Rhetoric of Narrative in Fiction and Film, NY: Cornell University Press, 1990 Robert Giddings and Erica Sheen, ed., The Classic Novel: From Page to Screen, Manchester: MUP, 2000 Brian McFarlane, Novel to Film : An Introduction to the Theory of Adaptation. Oxford: Clarendon Press, 1996 Neil Sinyard, Filming Literature: The Art of Screen Adaptation, London and Sydney: Croom Helm, 1986. Kamilla Elliott, Rethinking the Novel/Film Debate. Cambridge: CUP, 2003 James Monaco, How to Read a Film: Movies, Media, Multimedia, NY: OUP, 2000. Ranjani Mazumdar, Bombay Cinema: An Archive of the City. Delhi: OUP, 2007. Suggested texts and films (of which 3-4 will be selected every time the course is offered): A Clockwork Orange (Antony Burgess, 1962; Stanley Kubrick, 1971) Do Androids Dream of Electric Sheep (Philip K. Dick, 1968); Blade Runner (Ridley Scott, 1982) Heart of Darkness (Joseph Conrad, 1899); Apocalypse Now (Francis Ford Coppola, 1979) The Remains of the Day (Kazuo Ishiguro, 1989; James Ivory, 1993) Devdas (Saratchandra Chattopadhyay, 1917, trans. Sreejata Guha, 2002; Bimal Roy, 1955, Sanjay Leela Bhansali, 2002, Anurag Kashyap, 2009) The Shining (Stephen King, 1977; Stanley Kubrick, 1980) The Age of Innocence (Edith Wharton, 1920; Martin Scorsese, 1993) The Birds (Alfred Hitchcock, 1963; Daphne du Maurier, 1952) The English Patient (Michael Ondaatje, 1992; Anthony Minghella, 1996) The Unbearable Lightness of Being (Milan Kundera, 1984; Philip Kaufman, 1988)

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	Tutorial presentations
20.4	Open-ended laboratory work	
20.5	Others (please specify)	Close reading, analysis , discussion

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Indian Theatre
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL335
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	HUL236 Introduction to Drama (10%)
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	No

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Arjun Ghosh/ Angelie Multani		
12.	Will the course require any visiting faculty?	No	

13.	Course objective <i>(about 50 words):</i> To introduce students to the various periods of development of Indian theatre and the different sources of influence. The course will pay close attention to the interaction between the traditional and the contemporary. Through a close study of the written and performance texts the students will explore the various styles of Indian theatre and its major concerns.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> This course will study the various aspects of Indian theatre. The linkages between ancient theatre forms and existing forms of indigenous performance in various parts of India – such as the nautanki, the tamasha and the jatra. The energies which were generated in the urban centres through the encounter with European drama – the Parsi theatre, the nascent Marathi stage, the Hindi theatre of Bhartendu Harishchandra and the nationalist theatre of Calcutta – will be explored. Special attention would be paid to the transformation of theatre values with the intervention of the Indian People's Theatre Association (IPTA). The focus for the post-Independence period would be on the diverse energies of urban theatre, group theatre and the 'back to the roots' movement. The course would require students to study play-scripts as well as look at accompanying literature to form a concrete idea of the philosophy behind Indian theatrical practice.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Traditional theatre in India	4
2	European theatre in India and its resultant	4
3	The Parsi Theatre	3
4	Pre-Independence Urban theatre	3
5	Pre-Independence: Text 1	4
6	Pre-Independence: Text 2	4

7	IPTA	4	
8	Post-Independence: Developments	4	
9	Theatre of the Roots	4	
10	Post-Independence: Text 1	4	
11	Post-Independence: Text 2	4	
12			
COURSE TOTAL (14 times 'L')			42

16.	Brief description of tutorial activities
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17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours	
1	None		
2			
3			
4			
5			
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8			
9			
10			
COURSE TOTAL (14 times 'P')			

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Suggested (from among the following):

Ashok Sinha. *Shakuntala: English Translation Of The Great Sanskrit Poet Mahakavi Kalidas's 'Abhijnan Shakuntalam'* (Xlibris Corporation, 2011)

Bijon Bhattacharya, *Nabanna* (Dey's Publishing, 2000).

Dinabandhu Mitra, *Nil darpan or, the Indigo planting mirror* (Lee Press, 2008).

Kathryn Hansen, *Grounds for Play: The Nautanki Theatre of North India* (University of California Press, 1991).

Somnath Gupt, Kathryn Hansen trans. and ed. *The Parsi Theatre* (Seagull, 2005).

Mahesh Dattani, *Collected plays: Screen, stage and radio plays* (Penguin, 2005).

Mahesh Elkunchwar, *Collected Plays* (Oxford UP, 2008).

Vijay Tendulkar, Gowri Ramnarayan trans. *Kanyadaan* (Oxford UP, 1996).

Girish Karnad, *Three Plays: Naga-mandala, Hayavadana, Tughlaq* (Oxford UP, 1994).

Rustom Bharucha, *The Theatre of Kanhailal: Pebet and Memoirs of Africa* (Seagull, 1992).

Habib Tanvir, Anjum Katyal and Prabha Katyal trans. *Hirma Ki Amar Kahani* (Seagull, 2005).

G. P. Deshpande, Shanta Gokhale and Arundhati Deosthale trans. *Political Plays* (Seagull, 1998).

Mohan Rākeśh, Bindu Batra trans. Dilip Basu ed. *Halfway house* (Worldview, 1999).

Reference:

Kapila Vatsyayan. *Bharata Natyasastra* (Sahitya Akademi, 1996).

Aparna Bhargava Dharwadker, *Theatres Of Independence* (Oxford University Press, 2006).

Shanta Gokhale, *Playwright at the centre: Marathi drama from 1843 to the present* (Seagull Books, 2000).

Bishnu Priya Sarkar and Urmimala Sarkar, *Engendering Performance: Indian Women Performers in Search of an Identity* (Sage, 2010).

Erin B. Mee, *Theatre of roots: Redirecting the Modern Indian Stage* (Seagull, 2008).

Kapila Vatsyayan, *Traditional Indian theatre: multiple streams* (National Book Trust, India, 2005).

Safdar Hashmi, *Right to Perform: Selected Writings of Safdar Hashmi* (New Delhi: SAHMAT, 1989).

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and individual analysis
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	-

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Workshop in Creative Writing
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL336
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL241

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course
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	Rukmini Bhaya Nair	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> This goal of this course is encourage students to write expressively and imaginatively. Since the course assumes that it is impossible to develop the skills required to write with sophistication and control without also reading other authors, the course also aims to introduce students to a variety of literary texts, not only in English but in other Indian languages, that might stimulate them to write with greater self-confidence and flair. By the end of the course, students will be expected to produce at least one major piece of writing.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course will begin by seeking to distinguish the notion of 'creative' writing. It will contrast this heterogeneous category with other kinds of writing such as the 'functional' writing found in text-books and reportage. Through an analysis of various techniques of writing - in master-texts as well as students' own productions - the course will explore why and how literary texts continue to be a prime source of emotional and intellectual stimulation across cultures. As far as possible, the course will focus on contemporary writing, given that writers write in the 'here and now' even as they imagine the future or return to past memories. Selected readings will be used to focus students' attention on that most difficult of problems: to acquire a style of writing that makes a writer's 'voice' both unique and universal. Finally, students will be required to write in some genre(s) of their choice. These genres will include the classic areas of poetry, fiction and play-writing but will neither exclude non-fiction genres like the essay and biography nor forms of writing thrown up by the 'new media' such as blogs, photo-essays and narrative-writing for story-boards and video-games.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	1. Introduction to the course	3
2	2. Creativity: some illustrations 3. More on the 'problems' of writing and	3

	creativity	
3	4.Genre I: Fiction 5. The Novel	4
4	6. The Short Story 7. Fact-ion/SMS Novels etc.	4
5	8. Genre II: Drama 9. Playwriting	4
6	10. Film-scripts etc.	4
7	11.Genre II: Poetry 12.Lyric Poetry	3
8	13.Lyric Poetry 14.Epic/Narrative/Satirical Poetry	4
9	15. Genre IV: Essays 16. Biography/Autobiography/Memoir	4
10	17. Blogs/Emails etc./Diaries/Meditations/Rants 18. Journalism and Reportage	3
11	19. Minor Literary Miracles: Jokes/Aphorisms 20. Video Games and Story Boards	3
12	23. Finding one's own Voice 24. Finding an Audience	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	None	
2		
3		
4		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Teaching Creative Writing (2006) ed. Graeme Harper, London & New York: Continuum Press.

The Art of English: Everyday Creativity, Janet Maybin and Joan Swann (eds.), London, Palgrave Macmillan, 2006, pp. 99-102.

Creativity, Language, Literature: the State of the Art (2011) ed. Rob Pope, Ron Carter and Joan Swann, Palgrave, pp. 265-267.

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
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		No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and Audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and term papers
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (< 45 characters)	Functions of Satire
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL338
6.	Status (category for program)	Elective for UG

7.	Pre-requisites (course no./title)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239, HUL256

8.	Status vis-à-vis other courses (give course number/title)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	NIL

9.	Not allowed for (indicate program names)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course	Dr. Divya Dwivedi/Dr. Stuti Khanna
12.	Will the course require any visiting faculty?	NO

13.	Course objective (about 50 words): To acquaint students with the types and functions of satire. To learn about the satirical
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	tradition from antiquity to the present. To explore its role in the changing contexts of mass media and postcoloniality.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Satire is a classical genre that has thrived over the centuries in almost all languages and cultures, and is found in a range of media. Life, in all aspects, everyday provides grist to the mill of satire, but does satire change anything? How do we define satire? Why is it considered the social genre? What are the contemporary forms of satire? Who can practice satire? It draws upon diverse techniques such as allegory, irony, caricature and laughter. Through analyses of examples, this course will familiarize students with satirical sub-genres and related literary practices, such as parody, burlesque, black humour, the grotesque, coarse humour, high and low comedy. It will examine the structure of satire, its relation with community, democracy and matters of gender, race, and religion.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Introduction: the Ubiquity of Satire	1
2	Structure of Satire. Satirical Purposes.	3
3	Irony. Parody. Farce. Allegory.	3
4	Varieties of humour. (with selected examples)	4
5	Historical forms in poetry, prose and drama (with selected texts)	12
6	Satire and Society: Conservation. Utopia. Misanthropy. (with selected texts)	8
7	Satire and Politics (with selected texts)	6
8	Satire in graphic, visual and non-textual media; contemporary satirical practices.	5
9		
10		
11		
12		

COURSE TOTAL (14 times 'L')		42
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16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
3		
4		
5		
6		
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8		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
Suggested Texts may include works by: Horace, Chaucer, Cervantes. Rabelais, Jonathan Swift, Jane Austen, Oscar Wilde, Mikhail Bulgakov, George Orwell, Mark Twain, O.V. Vijayan, Wole Soyinka, Salman Rushdie, Sri Lal Sukla. EXTRACTS FROM:	

Bhabha, Homi. The Location of Culture. Taylor & Francis. 1994.

Clark, John. The Modern Satiric Grotesque and Its Traditions. University Press of Kentucky. 1991.

Gombrich, E. H. Meditations On a Hobby Horse and Other Essays On the Theory of Art. Phaidon. 1994.

Hutcheon, Linda. A Theory of Parody: The Teachings of Twentieth-Century Art Forms. New York, NY: Methuen, 1985.

Kiley, Frederick, and J. M. Shuttleworth, eds. Satire: From Aesop to Buchwald. New York, NY: Macmillan, 1971.

Mcphee , Constance C. and Nadine M. Orenstein . Infinite Jest: Caricature and Satire from Leonardo to Levine (Metropolitan Museum of Art). Yale University Press. 2011.

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	NO
19.2	Hardware	NO
19.3	Teaching aides (videos, etc.)	YES
19.4	Laboratory	NO
19.5	Equipment	NO
19.6	Classroom infrastructure	YES
19.7	Site visits	NO

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date:

(Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Literature
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL340
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL232, HUL235, HUL236, HUL237, HUL238, HUL239

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. R.B. Nair, Dr. Angelie Multani, Dr. Stuti Khanna, Dr. Arjun Ghosh	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Literature as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Literature as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
4		
5		
6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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<u>Nil</u>

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Meaning in Natural Language
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL 341
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL242, HUL243, HUL282

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	HUL251 (5% overlap)
8.2	Overlap with any UG/PG course of other Dept./Centre	None
8.3	Supercedes any existing course	None

9.	Not allowed for (<i>indicate program names</i>)	N/A
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Pritha Chandra	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> This course looks at meaning in natural language at the level of words, sentences and contexts. It provides tools to analyze meaning compositionally, by using formal principles of grammatical and semantic analysis.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> This course examines different aspects of meaning/semantics in language. Some specific questions addressed here are: a) what is meaning?, b) how do we use words to convey meanings?, and c) how does our grammatical knowledge interact with the interpretive system? We try to answer these and other questions while introducing students to the formal techniques used in research on the semantics of natural language.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Introducing a Semantic Theory	3
2	Syntax, Semantics and Compositionality	3
3	Noun Phrases	3
4	Lexical Semantics	3
5	Quantification	6
6	Intensionality	3
7	Contexts	6
8	Binding and Anaphora	6
9	Aspect and Aspectual Class	6
10	Adverbs	3
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
N/A	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	None	
2		
3		
4		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
STYLE: Author name and initials, Title, Edition, Publisher, Year.	
Textbooks: 1) Heim, I. and A. Kratzer. Semantics in Generative Grammar. Blackwell. 1998. 2) Chierchia, G. and S. McConnell-Ginet. Meaning and Grammar. An Introduction to Semantics. MIT Press. 2000. Recommended Readings: 3) Partee, Barbara H. Formal semantics. In The Cambridge Encyclopedia of the Language Sciences, ed. Patrick Colm Hogan, 314-317. Cambridge: Cambridge University Press. 2010. 4) Partee, Barbara H. Perspectives on Semantics: How philosophy and syntax have shaped the	

development of formal semantics, and vice versa. In Conference "Russian in Contrast", Special guest lecture. University of Oslo, Oslo. 2009.

5) Portner, P.H. and B. Partee. Formal Semantics: The Essential Readings. Wiley-Blackwell. 2002.

6) Larson, R. Semantics. Chapter 12 in L. Gleitman and M. Liberman, eds. An Invitation to Cognitive Science, Vol I: Language, pp 361-380. 1995.

7) Pietroski, P. 'Meaning Before Truth,' in Contextualism in Philosophy (Preyer and Peters, eds), Oxford University Press, 2005.

8) Pietroski, P. Quantification and Second Order Monadicity,' Philosophical Perspectives 17: 259-98. 2003.

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	N/A
19.2	Hardware	N/A
19.3	Teaching aides (videos, etc.)	N/A
19.4	Laboratory	N/A
19.5	Equipment	N/A
19.6	Classroom infrastructure	Yes
19.7	Site visits	N/A

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	N/A
20.2	Open-ended problems	N/A
20.3	Project-type activity	N/A
20.4	Open-ended laboratory work	N/A
20.5	Others (please specify)	Problems on cross-linguistic data

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Linguistics
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL350
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL242, HUL243, HUL282

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. R.B. Nair, Dr. Pritha Chandra	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Linguistics as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Linguistics as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
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6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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<u>Nil</u>

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HSS
2.	Course Title (<i>< 45 characters</i>)	Philosophy of History
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL351
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	no
8.2	Overlap with any UG/PG course of other Dept./Centre	no
8.3	Supercedes any existing course	no

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course	
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	Dr. Bharati Puri	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> Questions about history have been a concern with philosophers who have sought a response to if history is objective or not. This course offers insights from wide ranging debates on the subject.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> What kind of understanding of the past does history provide? Is it speculative or analytical? What constitutes historical evidence and how does it confine historical understanding? Questions of objectivity are the central focus of this course: that of historians themselves—constructionist and objectivist— as they debate methodological issues and disagreements about the aim of their discipline, and that of philosophers whose interest in history springs from their attention on history's objectivist ideals and "the objectivity crisis" in history providing a philosophical rationale for reframing the two oppositions that dominate debates about the status of historical knowledge.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	What is History? speculative and analytical	6
2	Origins of modern political understanding of history	3
3	Hegel and the manifestation of world spirit	3
4	Speculative accounting of history: Marx and Hegel	3
5	Secular Historicism and the logic of Historical explanation	3
6	Thinkers making sense of history and the historian: reading R.G. Collingwood	3
7	Positivist accounts of history and critique	3
8	Rethinking metanarratives	6
9	Impact of Hermeneutics on rethinking historical	3

	narratives	
10	Fictions of factual representations	3
11	What is progress in History? Rethinking objectivity in History	3
12	Global Order and the end of History?	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
NIL	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1		
2		
3		
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5		
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7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
STYLE: Author name and initials, Title, Edition, Publisher, Year.	

E.H.Carr, What is History, London: MacMillan,1962.

Patrick Gardiner, Theories of History (Free Press, Glencoe IL, 1959)

Patrick Gardiner, The Nature of Historical Explanation (OUP, Oxford, 1952).

Immanuel Kant, 'Idea for a Universal History from a Cosmopolitan Point of View' in Kant, On History, ed. Lewis White Beck (Bobbs-Merrill, Indianapolis, 1963)

R.G. Collingwood, The Idea of History (OUP, Oxford, 1946).

Keith Jenkins, Re-Thinking History (Routledge, London, 1991).

David Carr, Time Narrative and History (Indianapolis University Press, Bloomington, 1986)

Georgia Warnke, Gadamer: Hermeneutics, Tradition, and Reason (Polity Press, Cambridge, 1987)

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Yes, required.
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1. Department/Centre proposing the course	Humanities and Social Sciences
2. Course Title (<i>< 45 characters</i>)	Problems in Classical Indian Philosophy
3. L-T-P structure	3-0-0
4. Credits	3
5. Course number	HUL352
6. Status (<i>category for program</i>)	Elective for UG

7. Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NO
8.2	Overlap with any UG/PG course of other Dept./Centre	NO
8.3	Supercedes any existing course	HUL252

9.	Not allowed for (<i>indicate program names</i>)	N.A.
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course	
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	Bijoy Boruah	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> To provide the student with a clear understanding of the basic concepts of classical Indian philosophy and to help the student realize, in comparison to western philosophy, the uniqueness of the Indian way of philosophizing on the nature of reality, self, knowledge, ignorance, moral and aesthetic values.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course will begin by exploring the worldview implicit in the Vedas, the Upanisads, and the orthodox systems and then move on to the rejection of this entire system in Buddhism and Materialism. Emphasis will be led on the diversity of systems and healthy dialogue between antagonistic schools of thought. Discussions will focus on the nature of consciousness in relation to cognition of reality, theories of reality in terms of realism and anti-realism; the nature of self and no-self theory, theories of perceptual knowledge, theories of error; theories of causation and other relations, and key concepts of moral and aesthetic thought. Wherever appropriate, problems will be discussed in comparison with parallel discussions in western philosophy.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Reality, Consciousness and the Self in the Vedic and Upanisadic Thought	3
2	.Consciousness as Self-Illuminating and as Other-Illuminating	5
3	Consciousness as Intentional and as Non-Intentional	5
4	Consciousness as Formed and as Formless	5
5	Consciousness and Self-consciousness	5
6	Perceptual Knowledge: Determinate and Indeterminate	5
7	The Theory of Error or Perceptual Illusion	5
8	Causality and Relations	5

9	Dharma and Moksa: The Idea of the Good	4
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11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Not applicable

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	-	-
10	NA	-
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

M. Hiriyana, OUTLINES OF INDIAN PHILOSOPHY (New Delhi: Motilal Banarsidass, 1993)

J. N. Mohanty, CLASSICAL INDIAN PHILOSOPHY (New Delhi: Oxford University Press, 2002)

J N Mohanty, REASON AND TRADITION IN INDIAN THOUGHT (Oxford: Clarendon Press, 1992)

Chandradhar Sharma, A CRITICAL SURVEY OF INDIAN PHILOSOPHY (Delhi:Motilal Banarsidass, 1987)

Purushottama Bilimoria et. el. (eds), INDIAN ETHICS: CLASSISCAL TRADITIONS AND CONTEMPORARY CHALLENGES (Aldershot: Ashgate Publishing Ltd., 2007)

Jonardon Ganeri, PHILOSOPHY IN CLASSICAL INDIA (London & New York: Routledge, 2001)

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	YES
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	YES
19.7	Site visits	

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	Term Paper
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1. Department/Centre proposing the course	HUSS
2. Course Title (<i>< 45 characters</i>)	Philosophical Themes in Biological Sciences
3. L-T-P structure	3-0-0
4. Credits	3
5. Course number	HUL353
6. Status (<i>category for program</i>)	Elective for UG

7. Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	NIL

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course SANIL.V	
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12.	Will the course require any visiting faculty?	NO
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13.	Course objective <i>(about 50 words):</i> To introduce students to some of the philosophical issues - mainly metaphysical and epistemological - in Biological sciences and also enable them to ask critical questions about the method, content and objectives of these sciences. This would also enable them to appreciate the unique status of these sciences in comparison with other physical sciences.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> This course addresses various philosophical questions that arise from the recent developments in evolutionary biology, genetics, immunology, sociobiology, molecular biology and synthetic biology. How do these developments affect our ideas about life, evolution and the place of man in relation to other living beings. What is the nature of explanation in biological sciences? Does the idea of immunity demand rethinking on the nature of our embodied self? What can biological sciences tell us about healing, pain and death?
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Nature of explanation in biological sciences. Causal explanation vs. teleological explanation. Idea of function. Biology and other physical sciences.	8
2	Machine and organism. Aspects of Vitalism. Self-organizing systems.	6
3	Evolution vs. Intelligent design, Natural selection and adaptation. What is the unit of selection? The idea of fitness. Chance and necessity in evolution.	12
4	Evolutionary ethics. Selfish gene, meme and cultural evolution. Sociobiology and evolutionary psychology.	8
5	Phenomenology of health and illness. Normal and the pathological. Immunity and embodied self. Meaning of death.	10
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COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1		
2		
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8		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Francisco J. A. and Robert Arp, (ed) Contemporary Debates in Philosophy of Biology. Blackwell, 2010

Alex Rosenberg and Daniel W. McShea (ed), Philosophy of Biology: A contemporary Introduction, Routledge, 2008

Alfred I. Tauber, The Immune Self: Theory or Metaphor Cambridge University Press, 1997.

Georges Canguillhem, Normal and the Pathological Zone books, 1991.

Hans Georg Gadamer, The enigma of Health, Stanford University Press, 1996.

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	
19.7	Site visits	

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Art and Technology
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL354
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256, HUL290

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL254

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course SANIL.V	
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12.	Will the course require any visiting faculty?	NO
13.	Course objective <i>(about 50 words):</i> This course is a philosophical exploration on the relationship between art and technology. So far technology has been studied under the science and technology (S & T) paradigm. This course proposes a shift in perspective from S & T to Art and Technology paradigm (A&T). This shift is necessary to make sense of the contemporary developments in both art and technology and their relationship with the destiny of man. It will also help us to understand the non-western traditions of art and technology.	

14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course begins by registering the increased presence of technology in contemporary art. We shall keep the experiences of both classical Greece and Classical India alive where art and technology were not clearly separated in the manner familiar to us. By positioning us between these two experiences - classical and contemporary we shall critically examine the complex relationship between art, science and technology which characterizes modernity. The course uses both materials from philosophical aesthetics, philosophy of science and technology. It also discusses the philosophical writings on specific areas like architecture, photography, cinema and digital art.	
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Quest for order in art and Science: Truth and Beauty	3
2	Preliminary considerations on the nature of technology	3
3	What is aesthetics? Aesthetics qualities. Aesthetic Judgment and pleasure	9
4	Reality, representation, realism. Perspective as a symbolic form	6
5	Ontology of the work of art.	3
6	Art and emotion	3
7	Art and Craft, design and art work	6
8	Architecture: Form, function meaning	3
9	Mechanical and electronic reproduction and art.	3

10	Digital aesthetics : Virtual reality, interactivity, telepresence	3
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
NIL	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1		
2		
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COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Aesthetics: The Classic Readings, David E. Cooper, Wiley-Blackwell, 1997)

David Kaplan, Readings in Philosophy of Technology, Rowman & Littlefield Publishers, 2009

Sean Cubbit, Digital Aesthetics, Sage Publications, 1998.

Walter Benjamin, The Work of Art in the Age of Mechanical Reproduction, in Illuminations: Essays and Reflections, Schocken, 1969

Neil Leach, Rethinking Architecture: A Reader in Cultural Theory , Routledge, 2000

Ananda Coomaraswamy, The Essential Ananda K. Coomaraswamy (Perennial Philosophy Series), World Wisdom, 2003

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD projector, audio-visual projection
19.7	Site visits	

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1. Department/Centre proposing the course	HUSS
2. Course Title (<i>< 45 characters</i>)	Philosophy and Intellectual History in India
3. L-T-P structure	3-0-0
4. Credits	3
5. Course number	HUL355
6. Status (<i>category for program</i>)	Elective for UG

7. Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL274

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr. Bharati Puri	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> Worldviews that impact intellectual history in India trace their path from classical Indian antiquity to contemporary political and cultural debates. This course will rethink texts and contexts that bring attention to culture and identity in its nascent and contemporary forms grounding its investigation and interrogation into thematic questions such as regime and religion and implications for conflict and institutionalized violence.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> What defines the Indian tradition? Is there a singular Indian tradition or is there a plurality of Indian traditions in the public sphere today? How do these find representation in the modern and textual frameworks? Is modernity antithetical to tradition? The aim of this course is to take up these varied questions along with their nuances to understand and re-negotiate Indian intellectual traditions. In this course, the examination of sources, structure, texts and exemplars from Indian intellectual tradition provide a theoretical framework for the discussion of contemporary political and social issues. Economic development, social justice, religion and the nation, communalism and secularism, caste, class and gender equality are themes to be addressed. The political misuse of tradition in programs of reform and revival both in the past and in modern times will be highlighted to underline the need for rethinking Indian Philosophy and intellectual tradition in an academically rigorous manner. This course will also take into cognisance the intellectual history of the ancient past as it comes through the Vedic thought and its contestations.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	The Vedic worldview	5
2	Understanding the astika and nastika division	2
3	Classics: Ramayana, Mahabharata	3
4	Edified knowledge and politics: Dharma, Panth, Mat	3

5	Kautilya's 'Arthashastra'	3
6	Chief thinkers from Sufi and Bhakti movements	3
7	Memory: contents and discontents	3
8	Interrogating perspectives on nation and nationalism	4
9	Colonialism and impact on Indian Intellectual History	5
10	Contemporary Thinkers	5
11	Distilling Indian Intellectual Histories	3
12	Debating classical and contemporary texts	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
NIL	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
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2		
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COURSE TOTAL (14 times 'P')		
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18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
Sheldon Pollock, "Is there an Indian Intellectual History? Introduction to "Theory and Method in Indian Intellectual History" Journal of Indian Philosophy, Vol.36, 2008, pp.533-542. Dilip M. Menon (ed.), Cultural History of Modern India (New Delhi: Social Science Press, 2006). Sanjay Subrahmanyam, Explorations in Connected History: From the Tagus to the Ganges (New Delhi: Oxford University Press, 2004) R. Shamashastry (trans.) Kautilya's Arthashastra (Bangalore Government Press, 1915) Susmita Pande, Medieval Bhakti Movement - Its History and Philosophy (Meerut: Kusumanjali Prakashan, 1989) Nile Green, Indian Sufism since the Seventeenth Century: Saints, books and empires in the Muslim Deccan (Abingdon: Routledge, 2006). Shruti Kapila (ed.) An Intellectual History for India (New Delhi: Cambridge University Press India, 2008).	

19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	OHP and Wifi enabled classroom
19.7	Site visits	Yes

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Buddhism Across Time and Place
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL356
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	No

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr. Bharati Puri	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> This course offers a critical introduction to the essential thought, values and practices in/of Buddhist traditions across time and place.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Literature on Buddhism and Buddhist literature brings out the historical, philosophical and political synthesis of Buddhism in ever new cultural contexts. Interrogating and contextualizing engagements of Buddhism's classical roots in modernity will be a key concerns in this course.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Buddhism: origins and intellectual history/ries	3
2	Sects and schools of philosophy	4
3	Patrons, saints and monastics	3
4	Decline of Buddhism and its revival	5
5	Buddhist revivalist movements: theory and praxis	4
6	Literary revival of Buddhism: Literatures of Travel and Literatures of quest	3
7	The "sangha" - indoctrination to education	3
8	Buddhist contexts- routes, roots and borders	3
9	Buddhism in exiles and the Buddhist diaspora	5
10	What has changed and what has remained in Buddhism?	3
11	Digital Buddhism	3
12	Deconstructing current history/ies and envisioning future scenarios	3

COURSE TOTAL (14 times 'L')	42
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16.	Brief description of tutorial activities
NIL	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
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2		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Levenson, Claude B., Symbols of Buddhism, Paris: Editions Assouline, 1996. French, Patrick, "Evolving Patterns of Tibetan Resistance," Tibetan Bulletin: The Official Journal of the Tibetan Administration, (Department of Information and International Relations, Gangchen Kyishong, Dharamsala), vol. 4, issue 3, July-August 2000, pp. 27-28. Badiner, Allan Hunt, (ed.), Dharma Gaia: A Harvest of Essays in Buddhism and Ecology. Berkeley, CA:

Parallax Press, 1990.

Iyer, Raghavan, (ed.), The Dhammapada with Udanvarga, New York: Concord Grove Press, 1986.

Keown, Damien, Contemporary Buddhist Ethics, Richmond, Surrey: Curzon Press, 2000.

Klieger, P. Christiaan, Tibetan Nationalism, Meerut (India): Archana Publications, 1992.

Lopez Jr., Donald S., Modern Buddhism: Readings for the Unenlightened, London: Penguin Books, 2002.

Queen, Christopher S., (ed.), Engaged Buddhism in the West, Boston: Wisdom Publications, 2000.

Queen, Christopher S. and King, Sallie B, (eds.), Engaged Buddhism: Buddhist Liberation Movements in Asia, Albany: State University of New York Press, 1996.

Puri, Bharati Engaged Buddhism: The Dalai Lama's Worldview, Delhi: OUP, 2009 (2006).

Radhakrishnan, S., The Dhammapada : With Introductory Essays, Pali Text, English Translation and Notes, Madras: Oxford University Press, (1950) 1984.

Sarkisyanz, E., Buddhist Backgrounds of Burmese Revolution, The Hague: Martinus Nijhoff, 1965.

Tambiah, S.J., World Conqueror and World Renouncer, Cambridge, England: Cambridge University Press, 1976.

Zelliot, Eleanor, From Untouchable to Dalit : Essays on the Ambedkar Movement, New Delhi: Manohar, 1992.

Huntington, Samuel, "The Clash of Civilizations?" Foreign Affairs, (New York), vol. 72, 1993, pp. 22-49.

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software
19.2	Hardware
19.3	Teaching aides (videos, etc.)
19.4	Laboratory
19.5	Equipment
19.6	Classroom infrastructure
19.7	Site visits

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Philosophy of Science
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL357
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL257

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course C. A. TOMY	
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12.	Will the course require any visiting faculty?	NO
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13.	Course objective <i>(about 50 words):</i> The course enables the students to appreciate contemporary philosophical debates about the nature of scientific activity and gives them an opportunity to approach the scientific practice from a meta-scientific perspective and critically examine the methods, objectives, and cognitive claims of modern science.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Science is regarded as the most significant cognitive enterprise of the modern society. In view of this, the course addresses the question what sets science apart from other epistemic activities. Further It concentrates on debates on the nature of scientific methods, logical reconstruction of scientific explanation, the relation between theories and laws on the one hand, and empirical evidence on the other, the nature of the justification and the notion of truth involved in scientific knowledge, and the societal influence on scientific practice.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Introduction: Nature of the Relation between Philosophy and science; Philosophy of Science as a Branch of Epistemology	1
2	Theories and Explanation: The Nature and Role of Scientific Theories; Theories and Laws; Explanation and Prediction; Deductive Nomological Explanation; Teleological Explanation; Functional Explanation; Pragmatics of Explanation; Explanation and Analogical Model; Explanation vs. Understanding	5
3	Logical Positivism and the Method of Science: Induction as the Method of Science; Verifiability and Demarcation between Science and Non-science; Reduction and the Status of Protocol	8

	Sentences; Rejection of Metaphysics; Difficulties with Logical Positivism: Problem of Induction, Theory Dependence of Observation, Irreducibility of Theoretical Statements, and Question of the Analytic- synthetic distinction	
4	Falsificationism: Falsifiability as Popper's Principle of Demarcation; Hypothetico-deductivism; Falsification of Singular Statements and the Problem of Empirical Basis; Verisimilitude and Progress of science; Lakato's Notion of Research Programme and Sophisticated Falsificationism.	8
5	Historical and Sociological Perspectives on Science: Kuhnian Perspective on Science: Notion of Paradigm, Pre-science and Normal Science, Anomaly and Crisis , Scientific Revolution and Progress of Science; Feyerabend's View on Science: Scientific Theories as World Pictures, Scientific Revolution and Radical Changes; Incommensurability and Relativism; Science and Society	8
6	Science and Truth: Epistemic Realism; Instrumentalism and Constructive Empiricism; Realist vs. Instrumentalist Controversy on the Status of Unobservables The Question of Truth in Relation to Realism and Instrumentalism; Beyond Realism and Anti-realism	6
7	Unity of Science: Basic vs. Special Sciences; Reductionism and Unity of Science; Irreducibility, Pluralism and Disunity of Sciences; Methodological Monism vs. Methodological Pluralism	6
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12		
COURSE		42

TOTAL (14 times 'L')		
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16.	Brief description of tutorial activities
	NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
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2		
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8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
1.	Chalmers, A. F., What Is This Thing Called Science? Second Edition, Open University Press, 1982.
2.	Couvalis, George, The Philosophy of Science: Science and Objectivity, Sage Publications, 1997
3.	Hempel, Carl G., Philosophy of Natural Science, Prentice Hall, INC., 1966.
4.	Kourany, Janet A., Scientific Knowledge: Basic Issues in the Philosophy of Science, Wadsworth Publishing Company, 1998.

5.	Kuhn, Thomas, Structure of Scientific Revolutions, University of Chicago Press, 1970.
6.	O'Hear, Anthony, Introduction to the Philosophy of Science, Clarendon Press, 1989.
7.	Okasha Samir, Short Introduction to Philosophy of Science, Oxford University Press, 2002.
8.	Popper, Karl R., Conjectures and Refutations: The Growth of Scientific Knowledge, Routledge and Kegan Paul, 1963.
9.	Theodore Schick, Readings in the Philosophy of Science: From Positivism to Postmodernism, McGraw-Hill, 1999.

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Philosophy of mind
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL358
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	HUL256 (approx.15%)
8.2	Overlap with any UG/PG course of other Dept./Centre	NO
8.3	Supercedes any existing course	NO

9.	Not allowed for (<i>indicate program names</i>)	N.A.
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course	
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	Prof. Bijoy Boruah, Prof. C.A. Tomy	
12.	Will the course require any visiting faculty?	No

13.	Course objective <i>(about 50 words):</i> An appreciation of how the fundamental mental concepts are essentially amenable to philosophical sense over and above their usual psychological understanding and analysis. To explain why our mental conceptual scheme does not easily admit of their reduction to physical conceptual scheme. To reflect on whether mentally endowed human person differ, ontologically, from the rest of nature.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Categorical taxonomy of Mental Phenomena: Intentional and Phenomenal Theories of the Mind-Body relation: Cartesian Dualism; Behaviourism; Identity Theory or Physicalism; Functionalism Personal Identity and the Self: The First-person Point of View Consciousness and Content: Phenomenal Intentionality; Representationalism; Internalism and Externalism about Experience; Qualia and the Knowledge Argument Consciousness and Self-consciousness: Pre-reflective Self-consciousness; One-level Accounts of Self-consciousness; Temporality and the Limits of Reflective Self-consciousness; Bodily Self-awareness; Social Forms of Self-awareness Critique of the Computational Theory of Mind: Searle's Chinese Room Argument and the Frame Problem
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Cartesian Dualism and its Critique	3
2	.Physicalism and Functionalism: Psycho-neural Identity and Multiple Realizability	5
3	Consciousness and Content: Phenomenal Intentionality & Representationalism	5

4	Consciousness and Content: Internalism and Externalism).	5
5	Consciousness and Content: The mystery of qualitative content (Qualia)	5
6	Self-consciousness and its Dimensions: Pre-reflective (Reflexive) consciousness and Bodily self-awareness	5
7	Personal Identity: Synchronic and Diachronic Identity of Persons	5
8	Self and the First-person Perspective: The uniqueness of the First-Person Perspective in defining the Concept of the Self	5
9	Critique of the Computational Theory of Mind: The Chinese Room argument and the Frame Problem	4
10		
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Not applicable

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-

7	-	-
8	-	-
9	-	-
10	NA	-
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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Jaegwon Kim, PHILOSOPHY OF MIND Third Edition (Boulder, Colorado: Westview Press, 2010)
John Searle, THE REDISCOVERY OF THE MIND (Cambridge, Mass.: MIT Press, 1992)
Shaun Gallagher and Dan Zahavi, THE PHENOMENOLOGICAL MIND (London & New York: Routledge, 2007)
Brian McLaughlin, Ansgar Beckermann and Sven Walter (eds.)
OXFORD HANDBOOK OF PHILOSOPHY OF MIND (Oxford: Oxford University Press, 2009)
Shaun Gallagher (ed), MODELS OF THE SELF (Thoverton, UK: Imprint Academic, 2002)

19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	YES
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	YES
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	Term Paper
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Metaphysics of the self
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL359
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	NO
8.3	Supercedes any existing course	NO

9.	Not allowed for (<i>indicate program names</i>)	N.A.
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Prof. Bijoy Boruah, Prof. Sanil V.	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> To make the student realize the intricacy and depth of the concept of self as the most fundamental core of being a person. The course will clarify how its concerns, being philosophical, relate to the ontological status of the self rather than psycho-sociological problems of what goes into the constitution of the human self.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The course is a critical study of the problem of the self taken to be a substance by some and denied to have any substantial reality by others. Focus will be given on examining the worldview from which stems the idea of a continuing self, as a subject of consciousness and agent of action. Questions about whether it is material or immaterial, real or nominal object will centre the ontological investigation into the nature of the self. Special consideration will be given to the issue of self-awareness and self-reference, and its relation to the linguistic phenomenon of the first-person pronoun 'I'.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	The Cartesian notion of self as an immaterial Cogito, and the Humean anti-substantialist view of self as a 'bundle of perception'.	3
2	.Kant's distinction between Consciousness of Oneself 'as subject' and 'as an object' discussed in relation to Wittgenstein's distinction between the 'as subject' use and the 'as object' use of the Self	5
3	William James on the distinction between 'I' and 'me' in analyzing the notion of Self-Awareness; Galen Strawson: The Self as Thin and as Thick Subjects	4
4	Frege's 'Mode of Presentation' and the First Person Thought and its unique presentation in the Fregean 'mode of presentation' ; Castaneda and Perry on 'I' as an Essential Indexical	3

5	Shoemaker on Self-Awareness and Self-Reference	3
6	The relation between the Nature of the Self, the Unity of Agency, and the Process of Self-constitution: Korsgaard, Velleman, Nozick and Dennett	7
7	Being someone and being no one: Thomas Nagel on the 'Objective Self' and The View from Nowhere	5
8	Sartre and Dan Zahavi: The Phenomenological Theory of Pre-reflective Self-Consciousness	5
9	K C Bhattacharya and the Self as Freedom	4
10	Jonardon Ganeri: Naturalism, Subjectivity and the First-Person Stance	3
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-

7	-	-
8	-	-
9	-	-
10	NA	-
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
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K .C Bhattacharya, THE SUBJECT AS FREEDOM, in Studies in Philosophy (Delhi: Motilal Banarsidass, 1983)

Thomas Nagel, THE VIEW FROM NOWHERE (New York: Oxford University Press, 1986)

Dan Zahavi, SUBJECTIVITY AND SELFHOOD: INVESTIGATING THE FIRST-PERSON PERSPECTIVE (Cambridge, Mass.: MIT Press, 2005)

Cassam, Quasim (ed), SELF-KNOWLEDGE (Oxford: Oxford University Press, 1995)

Shaun Gallagher (ed), OXFORD HANDBOOK OF THE SELF (Oxford: Oxford University Press, 2011)

David J Velleman, SELF TO SELF: SELECTED ESSAYS (Cambridge: Cambridge University Press, 2005)

Colin Marshall, 'Kant's Metaphysics of the Self.' PHILOSOPHERS' IMPRINT, volume 10, no. 8, August 2010.

Brie Gertler, SELF-KNOWLEDGE (New York: Routledge, 2011)

Thomas Metzinger, BEING NO ONE: THE SELF-MODEL THEORY OF SUBJECTIVITY (Cambridge, Mass.: MIT Press, 2003)

Galen Strawson, SELVES: AN ESSAY ON REVISIONARY METAPHYSICS (Clarendon Press: Oxford, 2009)

Jonardon Ganeri, THE SELF: NATURALISM, SUBJECTIVITY AND THE FIRST-PERSON STANCE (Oxford: Clarendon Press, 2012)

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
19.2	Hardware	

19.3	Teaching aides (videos, etc.)	YES
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	YES
19.7	Site visits	

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Philosophy
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL360
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL251, HUL252, HUL253, HUL256

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. Bijoy Boruah, Prof. Sanil V., Dr. C. Tomy, Dr. Bharati Puri	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Philosophy as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Philosophy as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
4		
5		
6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
<u>Nil</u>	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Applied Positive Psychology
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL361
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL261, HUL265, HUL267

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supersedes any existing course	HUL317 (APPLIED POSITIVE PSYCHOLOGY)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh, Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13.	Course objective <i>(about 50 words):</i> The course will introduce current relevant and emerging applied issues of Positive Psychology. This course aims to enhance students' knowledge of the theory, application and evaluation of a variety of interventions specifically designed to enhance quality of life and well-being.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Meaning and goals of applied positive psychology; Relevant research methods of the field; Introduction to intervention programmes including internet based intervention; Researches that support intervention strategies : Psychological well-being and its intervention programmes; emotional intelligence and its intervention programmes; Strategies for achieving well-Being; Mindfulness and its intervention programmes; Intervention module on stress and time management; Character strengths : their role in well being; How psychosocial resources enhance health and well being; Intervention researches in Indian socio-cultural context; Current issues and future directions in this Area
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Meaning and Goals of Applied Positive Psychology	5
2	Relevant Research Methods of the Field	5
3	Introduction to Intervention Programmes including Internet based Interventions	5
4	Researches that support Intervention Strategies : i) Psychological well-being and its Intervention Programmes ii) Emotional intelligence and its Intervention Programmes iii) Strategies for Achieving Well-Being	10

	iv) Mindfulness and its Intervention Programmes v) Intervention Module on Stress and Time Management	
5	Character Strengths: Their Role in Well-being	4
6	How Psychosocial Resources Enhance Health and Well-being	4
7	Intervention researches in Indian Socio-cultural Context	6
8	Current Issues and future Directions in this Area	3
9		
10		
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities	Not Applicable
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NA

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		

6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Books:
1. Barrett, L. F; Salovey, P.; Mayer, J. D. Wisdom in Feeling : Psychological Processes in Emotional Intelligence, Guilford Publications, Incorporated.2002.
2. Delle Fave, A. (Ed.). Dimensions of well-being: Research and intervention. Milano, Italy: FrancoAngeli.2006.
3. Donaldson Stewart I., Csikszentmihalyi Mihaly & Nakamura Jeanne (Eds.) . Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society, Routledge Academic.2011.
4. Germer, C. K.; Siegel, R. D.; Fulton, P. R.Germer, C. K.(Eds.) Mindfulness and Psychotherapy, Guilford Publications Incorporated.2005.
5. Linley, A. Average to A+ Realising Strengths in Yourself and Others ,CAPP Press, UK.2008.
6. Linley, A & Joseph, S (Eds.).Positive Psychology in Practice.John Wiley & Sons.(2004).
7. Nelson,D.B.& Low G.R.Emotional Intelligence: Achieving Academic and Career Success, Prentice Hall.2003.

19.	Resources required for the course (itemized & student access requirements, if any)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	DVDs
19.4	Laboratory	

19.5	Equipment	
19.6	Classroom infrastructure	LCD Projector
19.7	Site visits	√

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Organizational Behaviour
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL362
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL261, HUL265, HUL267

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL263 (Organizational Psychology)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh , Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13. Course objective <i>(about 50 words):</i>	To introduce to the students issues and processes which will facilitate understanding and managing the human side of work which is very important for enhancing organizational effectiveness and health and individual well-being.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	Introduction to organizational behaviour, Historical development of the field and some challenges in contemporary times, Learning and perceptual processes in organizations and their implications for work-life, Work related attitudes- job satisfaction, organizational commitment, organizational justice, organizational citizenship behaviour, Individual differences related to personality, emotions and abilities and functioning in organization, Group processes in organizations, Formation of groups and teams, Effective teams, Communication in organizations, Social influence processes in organizations, influencing people, power dynamics and politics and impact on organizational functioning, Theories and styles of leadership in organization and their impact on organizational functioning, Organizational ethos and culture and its impact on productivity and well-being, Various kinds of organizational structures and their effectiveness, managing organizations in times of change.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Introduction to organizational behaviour, Historical development of the field and some challenges in contemporary times	6
2	Learning and perceptual processes in organizations and their implications for work-life,	4
3	Work related attitudes- job satisfaction, organizational commitment.	3
4	Organizational justice, organizational citizenship behaviour.	3
5	Individual differences related to personality, emotions and abilities and functioning in organization	4
6	Group processes in organizations, Formation of groups and teams, Effective teams, Communication in organizations	4
7	Social influence processes in organizations, influencing people, power dynamics and politics and impact on organizational functioning	4

8	Theories and styles of leadership in organization and their impact on organizational functioning	4
9	Organizational ethos and culture and its impact on productivity and well- being	4
10	Various kinds of organizational structures and their effectiveness	4
11	Managing organizations in times of change	2
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities	Not Applicable
NA		

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials STYLE: Author name and initials, Title, Edition, Publisher, Year.
1. Greenberg, J. Behaviour in organizations: Global edition. Pearson Publications.2010. 2. McKenna, E. Business psychology and organizational behaviour. Sussex: Psychology Press.2009. 3.Pareek, U. Understanding organizational behaviour. New Delhi: Oxford University Press.2007. 4.Pareek, M. & Gupta, R. Organizational Behaviour. McGraw Hill Education.2010. 5.Robbins,S.P., Judge, T.A. & Sanghi, S. Organizational Behaviour. Pearson Publication.2009.	

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	√
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD projector
19.7	Site visits	

20.	Design content of the course (Percent of student time with examples, if possible)
20.1	Design-type problems
20.2	Open-ended problems
20.3	Project-type activity
20.4	Open-ended laboratory work
20.5	Others (please specify)

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities & Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Community Psychology
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL363
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL261, HUL265, HUL267

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supersedes any existing course	HUL748 (COMMUNITY PSYCHOLOGY)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh, Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13.	Course objective <i>(about 50 words):</i> The goal of this course is to engage in an in-depth review of how the interactions between person and society impact upon individual and community functioning.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Introduction to Community Psychology; Understanding Individuals within Environments; Individualism collectivism & community Psychology; Understanding Human Diversity; Understanding Coping in Context; Community and Social Change; Prevention and Promotion: Key Concepts, Current and Future Applications & implementing programs; Overview of Community Interventions; Social support research in community psychology; Recent community researches in Indian socio- cultural context: Effects of various socio- cultural issues on individual and community well-being.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Introduction to Community Psychology	4
2	Understanding Individuals within Environments	4
3	Individualism collectivism & community Psychology	4
4	Understanding Human Diversity	4
5	Understanding Coping in Context	4
6	Community and Social Change	4
7	Prevention and Promotion: Key Concepts, Current and Future Applications & implementing programs	4
8	Overview of Community Interventions	4
9	Social support research in community psychology	4

10	Recent community researches in Indian socio- cultural context: Effects of various socio- cultural issues on individual and community well-being.	6
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities	Not Applicable
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NA

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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1. Bret Kloos, Jean Hill, Elizabeth Thomas and Abraham Wandersman, Community Psychology: Linking Individuals and Communities,(3rd edition), Wadsworth, 2011.
2. Dalton, J. H., Elias, M. J., and Wandersman, A. Community psychology: Linking individuals and communities. Stamford, CT: Wadsworth, 2001.
3. Rudkin, J.K. Community Psychology: Guiding principles and orienting concepts. Upper Saddle River, NJ: Prentice Hall, 2003.

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	√
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD Projector
19.7	Site visits	√

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (<i>< 45 characters</i>)	Understanding the Social Being
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL364
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL261, HUL265, HUL267

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	HUL707 (Social Psychology)

9.	Not allowed for (<i>indicate program names</i>)	NIL
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Kamlesh Singh , Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13. Course objective <i>(about 50 words):</i>	To facilitate understanding of the self, others and the social world around us.
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14. Course contents <i>(about 100 words) (Include laboratory/design activities):</i>	The social being- introducing the social psychological approach, Historical roots, theories and methods. Person and social perception and social judgements. Social cognition and social thinking. The social self- cognitive, affective and behavioural aspects of self. Positive social behaviours- altruism, cooperation and volunteerism. Individuals in groups-social facilitation, loafing, conformity, compliance. Social influence, manipulation and power- bases of power. Intergroup relations- explanations and managing intergroup relations. Collective behaviour- crowds and mobs- negative and positive aspects of collective behaviour. Aggression and violence- theories and determinants. Reducing aggression and violence. Applications of social psychology- health and well-being, law and organizational contexts.
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15. Lecture Outline <i>(with topics and number of lectures)</i>	
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Module no.	Topic	No. of hours
1	Social being- introducing the social psychological approach, Historical roots, theories and methods	4
2	Person and social perception and social judgments	4
3	Social cognition and social thinking.	4
4	The social self- cognitive, affective and behavioural aspects of self.	4
5	Positive social behaviours- altruism, cooperation and volunteerism.	4
6	Individuals in groups-social facilitation, loafing, conformity, compliance.	4
7	Social influence, manipulation and power- bases of power.	4
8	Intergroup relations- explanations and managing intergroup relations.	4
9	Collective behaviour- crowds and mobs- negative and positive aspects of collective behaviour.	4
10	Aggression and violence- theories and determinants.	3

	Reducing aggression and violence.	
11	Applications of social psychology- health and well-being, law and organizational contexts.	3
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities	Not Applicable
NA		

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NA	
2		
3		
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8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
1. Aronson, E., Wilson, T. D., & Akert, R. M. Social Psychology (7th ed.). Upper Saddle River, NJ: Prentice Hall.2010	

2. Baron, R. A., Branscombe, N. R., & Byrne, D. Social Psychology (12th ed.). Boston, MA: Pearson/Allyn and Bacon.2009.

3. Baumeister, R. F., & Bushman, B. J. Social Psychology and Human Nature (2nd ed.). Belmont, CA: Thomson/Wadsworth. 2010.

4. DeLamater, J. D., & Myers, D. J.Social Psychology (7th ed.). Belmont, CA: Wadsworth. 2011.

5. Dickerson, P. Social Psychology: Traditional and Critical Perspectives. Harlow, UK: Pearson.2012.

6.Myers, D. G. Social Psychology (10th ed.). New York: McGraw-Hill.2010.

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	√
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD Projector
19.7	Site visits	

20.	Design content of the course (Percent of student time with examples, if possible)
20.1	Design-type problems
20.2	Open-ended problems
20.3	Project-type activity
20.4	Open-ended laboratory work
20.5	Others (please specify)

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1. Department/Centre proposing the course	HUSS
2. Course Title (<i>< 45 characters</i>)	Environmental Issues: Psychological Analysis
3. L-T-P structure	3-0-0
4. Credits	3
5. Course number	HUL365
6. Status (<i>category for program</i>)	Elective for UG

7. Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
Allocation Preferences	HUL261, HUL265, HUL267

8. Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1 Overlap with any UG/PG course of the Dept./Centre	NIL
8.2 Overlap with any UG/PG course of other Dept./Centre	NIL
8.3 Supercedes any existing course	HUL262 (Environmental Psychology)

9. Not allowed for (<i>indicate program names</i>)	
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10. Frequency of offering	Either sem
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11. Faculty who will teach the course	
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	Kamlesh Singh , Purnima Singh	
12.	Will the course require any visiting faculty?	NO

13.	Course objective <i>(about 50 words):</i> To introduce to the students the importance of natural, built and social environments on cognitive functioning and behaviour as well as to sensitize them regarding psychological solutions and interventions to promote sustainable environmental behaviour.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> The implications of natural, built and social environment on human functioning, Making sense of environment-environmental perception and cognition, Nature of environmental attitudes and implications for inculcating pro-environmental attitudes, Various kinds of environmental stressors and human response to these stressors, Psychological analysis of climate change related issues, Psychology and energy conservation- social and collective dilemmas and individual interests, Environmental disasters and disaster preparedness, Assessing environmental risks, Place attachment, territoriality, personal space and notion of privacy and identity issues, Designing better environments and role of psychological factors in the design process, Examining specific built environments.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Natural, built and social environments and implications on human functioning	4
2	Environmental perception and cognition	4
3	Nature of environmental attitudes and implications for inculcating pro-environmental attitudes	4
4	Kinds of environmental stressors and human response to these stressors	4
5	Psychological analysis of climate change issues	3
6	Energy conservation-intervention strategies- Social and collective dilemmas and individual interests.	4
7	Environmental disasters and disaster management	4

8	Environmental determinants of crime, safety and risk- Environmental risk assessment	4
9	Place attachment, territoriality, personal space and notion of privacy and identity issues	4
10	Designing better environments and role of psychological factors in the design process	2
11	Examining specific built environments.	5
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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N/A

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1	NA	
2		
3		
4		
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7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.
	Bell, P.A., Greene, T.C., Fisher, J. & Baum, A. Environmental Psychology (5 th Edition). Orlando: Harcourt College Publishers.2001.
	Bonnes, M. & Secchiarioli, G.Environmental Psychology: A psycho-social introduction. New York: Sage Publications.1995.
	Gifford, R. Environmental Psychology: Principles and Practice.(2 nd Edition). Allyn and Bacon.1997.
	Kopec,D. Environmental psychology for design. NewYork:Fairchild Publications.2006.

19.	Resources required for the course <i>(itemized & student access requirements, if any)</i>
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	
19.5	Equipment	
19.6	Classroom infrastructure	LCD Projector
19.7	Site visits	

20.	Design content of the course (Percent of student time with examples, if possible)		
20.1	Design-type problems		
20.2	Open-ended problems		
20.3	Project-type activity		
20.4	Open-ended laboratory work		
20.5	Others (please specify)		

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Psychology
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL370
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL261, HUL265, HUL267

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. Purnima Singh, Dr. Kamlesh Singh	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Psychology as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Psychology as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
4		
5		
6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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<u>Nil</u>

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Science, Technology and Society
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL371
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL281, HUL286, HUL289, HUL290

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	HUL754 (20%)
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None
8.6	Supercedes an existing course	HUL273

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Richa Kumar, Dr Vibha Arora	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will promote an understanding of how society shapes the production of technology and scientific knowledge. It will explore issues pertaining to the connection between science and technology and society, and the social response and impact of new technologies on society.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will begin with social theories on the production of technology and scientific knowledge systems, stratification within the community of technologists and scientists, discrimination (race, class, gender, caste) and the role of power in shaping the production of technology and scientific knowledge. Scientific controversies, both historical and emerging, and the organization of innovation and its geographies will be discussed. Case studies exploring ethical questions arising from new technologies such as information technology, nanotechnologies, biotechnologies, etc. will be used. Discussions on public understanding of science and role of the public and of experts in influencing policies related to science and technology will conclude the course.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Introduction to Theories of the Production of Technology and Scientific Knowledge Systems	9
2	Stratification, Discrimination, Role of Power	6
3	Patenting Knowledge, Organization of Innovation and its Geographies	6
4	Scientific Controversies	6
5	Case studies on new technologies (specific examples in agriculture, health, information and communication technologies, etc.)	9

6	Public Understanding of Science and the Role of Experts	6
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Not applicable

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Textbook: Sismondo, Sergio, <i>An Introduction to Science and Technology Studies</i>, UK: Wiley-Blackwell, 2010. Other Additional Readings: 1. Selections from Weber, Steven, <i>The success of open source</i>. Cambridge, MA: Harvard University Press, 2004. 2. Selections from Morozov, Evgeny. <i>The net delusion : the dark side of Internet freedom</i>. New York, NY: Public Affairs, 2011. 3. Selections from Vaidhyanathan, Siva. <i>The Googlization of everything : (and why we should worry)</i>. Berkeley: University of California Press, 2011. 4. Selections from Nelson, Gerald C. (Ed.) <i>Genetically modified organisms in agriculture : economics and politics</i> San Diego, CA: Academic Press, 2001. 5. Selections from Hall, A.J. Yoganand, B. Sulaiman, R.V. Raina, Rajeswari S. Prasad, Shambu. <i>'Innovations in innovation: reflections</i>	
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<i>on partnership, institutions and learning</i>. CPHP South Asia, ICRISAT, and NCAP: ICRISAT: New Delhi, 2004. 6. Selections from R. Katz (ed) <i>The human side of managing technological innovations: A Collection of readings</i>. OUP, USA, 1997. 7. Selections from S. Erickel and K. Moore (ed.) <i>New Political Sociology of Science: Institutions, Networks, and Power</i>, Univ of Wisconsin Press, Wisconsin, 2006.	
19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	LCD
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	Nil
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	Nil
20.5	Others (please specify)	Discussions and Presentations

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Agrarian India: Past and Present
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL372
6.	Status (<i>category for program</i>)	UG Elective

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL286

8.	Overlap of contents with any (<i>give course number/title</i>)		
8.1	existing UG course(s) of the Department/Centre	Nil	
8.2	proposed UG course(s) of the Department/Centre	Nil	
8.3	proposed PG course(s) of the Department/Centre	HUL732 (10%)	
8.4	UG/PG course(s) from other Departments/Centers	Nil	
8.5	Supercedes any existing UG/PG course(s)	None	

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Richa Kumar	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to the changing world of agrarian India starting from the colonial period until today exploring linkages between institutions, ecology, technology, social stratification and various dimensions of development through an interdisciplinary approach.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will use interdisciplinary texts to give students a historical overview of agrarian India starting from the colonial period, plantation and export economies, recurring famines, community development programs and land reforms after independence, the green revolution, and the neglect of rainfed / dryland regions. It will explore various dimensions of development in agriculture including the advent of the agricultural sciences and the birth of the agricultural extension system. The myth of the ignorant farmer and the self-sufficient village will be discussed. Case studies on the historical roots of globalization and agricultural commodity chains related to new technologies, and the linkages between the market and the state in contemporary agriculture will be discussed. The growing social and geographical disparity with ecological distress and the threat of climate change, farmer suicides, and debt spirals on the one hand, and a risky but rewarding cash crop economy on the other, will also be explored. Finally the course will discuss aspirations of rural youth, opportunities for livelihoods, and gender and caste dimensions of the growing urbanization of rural centres.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Agrarian India from Colonial Times to Post-Independence	4
2	Green Revolution and Neglect of Drylands	6
3	Scientists and Farmers: The World of Research and Extension	4
4	Farmers as Ignorant, Villages as Self-Sufficient: Challenging Myths	6
5	Market and State in Contemporary Agriculture: Role	10

	of New Technologies (Bt, Contract Farming)			
6	Ecological Distress, Farmer Suicides and Debt			8
7	Aspirations of Rural Youth (Gender and Caste Dimensions)			4
COURSE TOTAL (14 times 'L')				42

16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description			No. of hours
1	NIL			NIL
COURSE TOTAL (14 times 'P')				

18.	Suggested texts and reference materials
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Ludden, D. 1999. <i>An Agrarian History of South Asia</i>. Cambridge: Cambridge University Press. Ludden, D. 2001. "Subalterns and Others in the Agrarian History of South Asia," In <i>Agrarian Studies: Synthetic Work at the Cutting Edge</i>. Edited by James C. Scott and Nina Bhatt. Yale University Press, 2001. pp.206-235. Sen, Amartya, <i>Poverty and Famines : An Essay on Entitlements and Deprivation</i>, Oxford, Clarendon Press, 1982 Mukerjee, Madhusree. <i>Churchill's Secret War: the British empire and the ravaging of India during World War II</i>. New York: Basic Books. Frankel, F. 2006. <i>India's Political Economy: The Gradual Revolution (1947-2004)</i>. New Delhi: OUP. Herring, Ronald J. 1983. <i>Land to the Tiller: The political Economy of</i>	
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<i>Agrarian Reforms in South Asia</i>. New Haven: Yale University Press. Gupta Akhil. 1998. <i>Postcolonial Developments: Agriculture in the Making of Modern India</i>. Durham: Duke University Press. Shah, M. et al. 1998. India's drylands: tribal societies and development through environmental regeneration. New Delhi: OUP Raina, R.S. 2003. "Institutions and Organizations: Agricultural Policy, Research and Extension" in Suresh Pal, Mruthyunjaya, P. K. Joshi and Raka Saxena (Eds) <i>Institutional Change in Indian Agriculture</i>. NCAP. Jodhka, Surinder. 2012. <i>Village Society</i>. New Delhi: Orient Blackswan. Ludden, D. 1990. "World Economy and Village India, 1600-1900: Exploring the Agrarian History of Capitalism." In <i>South Asia and World Capitalism</i>. Edited by Sugata Bose. Oxford University Press, Delhi, pp.159-77. Hanumantha Rao, C.H. 2006. <i>Agriculture, Food Security, Poverty and Environment: Essays on Post-reform India</i>. New Delhi, Oxford University Press. Stone, G.D. 2007. "Agricultural deskilling and the spread of genetically modified cotton in Warangal." <i>Current Anthropology</i> 48(1). Vasavi, A.R. 2012. <i>Shadow Space—Suicides and the Predicament of Rural India</i>. New Delhi: Three Essays Collective. Gupta, D. 2005. "Whither the Indian Village: Culture and Agriculture in 'Rural' India. <i>Economic and Political Weekly</i> 40(8).	
19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No

19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>	
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20.1	Design-type problems	No
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	The Sociology of Religion
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL375
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL286

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	None
8.2	Overlap with any UG/PG course of other Dept./Centre	None
8.3	Supercedes any existing course	HUL301

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr. Farhana Ibrahim	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> This course will provide a sociological approach to the study of religion in contemporary society. Students will learn to critically evaluate religious institutions, beliefs and practices in the context of modern life.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> This course will introduce students to sociological approaches to the study of religion in contemporary society. Religion will be understood in terms of its social and cultural structure; in addition the course will also encourage a critical perspective on religion and society – its interface with society, polity and the economy. Religious conflict and change, syncretism, popular religion, revivalism and fundamentalism will also be considered.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Introduction to the Sociology of Religion: Approaches (Marx, Weber, Durkheim, Geertz).	8
2	Magic, Science, and Religion: Malinowski, Evans-Pritchard	3
3	Ritual as Structure and Process; the rites of passage: Turner, Van Gennep	3
4	Religion and economic life: the Protestant Ethic	3
5	Religion and gender	3
6	Religion and social change	3
7	Religion and technology, globalization & the diaspora; Religious movements (e.g., VHP, Swaminarayan, Tablighi Jama'at)	6
8	Religion and popular culture, syncretism	6
9	Secularism, Pluralism and Multiculturalism	4
10	Religious Fundamentalism	3

11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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Not applicable

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1		
2		
3		
4		
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7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Beteille, A. (1992). "Religion as a subject for sociology." Economic and Political Weekly August 29:

1865-1870.

Durkheim, E. (1976). The elementary forms of the religious life. London, George Allen and Unwin Ltd (selected chapters).

Geertz, C. (1973). "Religion as a Cultural System" in The Interpretation of Cultures. New York, Basic Books.

Madan, T.N (1997). Modern Myths, Locked Minds: Secularism and Fundamentalism in India. Delhi: Oxford University Press (selected chapters).

Malinowski, B. Magic, Science and Religion (selected chapters).

Ram, K. (1992). Mukkuvar Women: Gender, Hegemony and Capitalist Transformation in a South Indian Community (selected chapters).

Srinivas, M. N. (1978). Religion and society among the Coorgs of South India. Bombay, Media Promoters & Publishers (selected chapters).

Uberoi, J. P. S. (1999). Religion, Civil Society and State: A Study of Sikhism. Delhi, Oxford University Press.

Van Gennep, A. (1960). The Rites of Passage. Chicago, University of Chicago Press.

Weber, M. (1956 [1922]). The Sociology of Religion. Boston, Beacon Press (selected chapters)

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	
19.2	Hardware	
19.3	Teaching aides (videos, etc.)	DVDs
19.4	Laboratory	
19.5	Equipment	Audiovisual equipment
19.6	Classroom infrastructure	LCD; speakers
19.7	Site visits	

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Political Ecology of Water
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL376
6.	Status (<i>category for program</i>)	Elective for UG [also environmental category]

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL286

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	No

9.	Not allowed for (<i>indicate program names</i>)	Open to all who meet course pre-requisites
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Dr. Vibha Arora	
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> This course focuses on the people's engagement with water, the recent controversies and societal conflicts pertaining to the use, control, and management of water (with special reference to India).
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> This course is an advanced undergraduate sociology course on the political ecology of water. It discusses people's historic and current engagement with water, sustainable development and water, the recent controversies and emergent resource conflict over water in the context of industrial development, design and implementation of hydropower projects, water pollution management, and conservation strategies (modern and traditional) and relates them to relevant national policies.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Defining Political Ecology - Conceptual Framework	3
2	Meaning(s) of water as a socio-cultural resource	3
3	Indigenous water conservation strategies	3
4	River and Groundwater - Management of Pollution	6
5	Social-economic Impact of Disasters - flooding and drought	4
6	Dams, Communities, and Sustainable Development - Some Case Studies (India and World)	9
7	Environmental Movements due to Hydropower Development in India - Issues, Displacement and Rehabilitation Policy	6
8	Inter-state disputes over water - communities access and control	4
9	Water Policy with special reference to India	4
10		

11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

No text book is available - so relevant journal articles and chapters from books will be used

- Adger, W. Neil, Tor Benjaminsen, Katrina Brown, and H. Svarsted. 2001. Advancing a Political Ecology of Global Environmental Discourses, Development and Change, Vol. 32.
- Agarwal, Anil and Sunita Narain. 1997. Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting System. Centre for Science and Environment, Delhi.
- Alley, Kelly D, 2002, On the Banks of Ganga: When wastewater meets a sacred river, University of Michigan Press. Introductory chapter.
- Aiyer, A., 2007, The Allure of the Transnational: Notes on Some Aspects on the Political Economy of Water. Cultural Anthropology, Vol 22, No.4.
- Arora, Vibha, 2009, 'They are all set to dam(n) our future': Contested Development through Hydel Power in Democratic Sikkim, Sociological Bulletin, Jan-April, Vol. 58, No. 1, 94-114..
- Blatter, Joachim, and Helen Ingram, 2001, Reflections on Water: New Approaches to Transboundary Conflicts and Cooperation, MIT Press, Cambridge (Massachusetts).
- Baviskar, Amita (ed.), 2007, Waterscapes: The Cultural Politics of a Natural Resource, Permanent Black, Delhi. (selected chapters)
- Bryant, Raymond L. and Sinead Bailey, 1997, Third World Political Ecology. London, Routledge. (selected chapters)
- Corcoran, E., C. Nellemann, E. Baker, R.Bos, D. Osborn, H. Savelli (eds), 2009, Sick Water: The Central Role of Wastewater management in Sustainable Development. UNHabitat and UNEP, Norway.
- Dreze, J, Samson, M. and Satyajit Singh ed. 1997. The Dam and the Nation. Delhi, OUP. (selected Chapters).
- D'Souza, Radha, 2006, Interstate Disputes over Krishna Waters: Law, Science and Imperialism. Orient Longman. (Selected Chapters)
- Escobar, A., 1999, 'After Nature: Steps to an Antiessentialist Political Ecology', Current Anthropology, Vol. 40, No. 1, February.
- Gadgil, Madhav and Ram Guha, 1995, Ecology and Equity. Penguin, Delhi. Chapter 3.
- Iyer, R. 2007. Towards Water Wisdom: Limits, Justice, Harmony. Sage (selected Chapters)
- Jayyousi, Odeh Al, 2007, Water as a Human Right: Towards Civil Society Globalization, International Journal of Water Resources Development, Vol. 23, No.2.
- Khagram, Sanjeev, 2004, Dams and Development: Transnational Struggles for Water and Power, Oxford University Press, Delhi. (Selected Chapters)
- Klingensmith, Daniel, 2007, One Valley and a Thousand: Dams, Nationalism, and Development. Oxford University Press. Delhi (selected chapters)
- Mathur, Hari Mohan and Marsden, David, 1998, Development Projects and Impoverishment Risks, Delhi, Oxford University Press (selected chapters).
- Mosse, David, 2003, Rule of Water. Delhi: Oxford University Press (selected chapters).
- Nair,K.N., Paul, A. and Vineetha Menon, 2008, Water Insecurity, Institutions, and Livelihood

Dynamics, Centre for Development Studies (selected chapters)

Rangachari, R., 2006, Bhakra-Nangal Project: Socio-economic and Environmental Impacts, Oxford University Press (selected chapters).

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	
19.2	Hardware	Nil
19.3	Teaching aides (videos, etc.)	DVDs - films
19.4	Laboratory	Nil
19.5	Equipment	Nil
19.6	Classroom infrastructure	LCD with internet connection
19.7	Site visits	if possible - one field visit will supplement theoretical discussions

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	NA
20.2	Open-ended problems	NA
20.3	Project-type activity	
20.4	Open-ended laboratory work	NA
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1. Department/Centre proposing the course	Humanities and Social Sciences
2. Course Title (<i>< 45 characters</i>)	Gender, Technology and Society
3. L-T-P structure	3-0-0
4. Credits	3
5. Course number	HUL377
6. Status (<i>category for program</i>)	Elective for UG

7. Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL286, HUL289, HUL290

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course	
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	Ravinder Kaur	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): The course will introduce students to the interrelationship between sex and gender and the social construction of gender. Social categories such as race, caste, class and ethnicity influence gender constructions as do institutions of kinship, family and marriage and the values they embody. Individual experiences and destinies are an outcome of this complex web of factors. The course will focus on how gender interacts with the arenas of economy, polity, religion and demography with outcomes for gender inequalities. It will also explore the challenges posed by new or assisted reproductive technologies (NRTs and ARTs) to re-imagining intimate human relationships and social institutions.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The manner in which gender is conceptualized and performed is foundational to the understanding of human social relationships. Gender identities are not fixed or determined purely by physiology; their social construction affects ideas of masculinity and femininity or other sexual identities. Besides understanding how sex and gender are interrelated, we will look at how gender intertwines with societal areas of economy, technology, polity, religion and demography. The important role played by social structures and institutions such as caste, kinship, family, marriage, ethnicity, religion and class in structuring gender and vice-versa will be brought out. Technologies associated with population and biological sciences have transformed and are continuing to transform society and human relationships in particular directions. The course will examine these transformations at the global and local levels and consider their impact on individual lives. Challenges posed to intimate human relationships and identities by new reproductive technologies such as invitro-fertilization, surrogacy, sex selection will be explored. What does the emergence/ institutionalization of new social forms - such as same sex marriages and parenthood by surrogacy - tell us about the possibilities and limits of human relationships?
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Conceptualisations of gender: sex/gender distinction	3
2	The nature/culture debate in kinship studies	3
3	Gender as performance	2

4	The locations of gender - family, marriage, socialisation, sexuality, reproduction	6
5	The political economy of gender: fertility, property, work, care	6
6	Social structure and gender inequalities	4
7	Governing population: gender, technology and the state	6
8	Reconfiguring gender, kinship and family in the context of New/Assisted reproductive technologies (IVF, Sperm sorting, PGD etc.)	6
9	Surrogacy and its social and ethical implications	6
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
Not applicable	

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL		NIL

18.	Suggested texts and reference materials
Levi-Strauss, C The Elementary Structures of Kinship (Selected Chapters) Schneider, David What is Kinship all about? in Parkin, Robert and Linda Stone (eds) Kinship and Family: An Anthropological Reader, Blackwell Publishing C. West and D.H. Zimmerman, 1987, "Doing Gender", Gender and Society 1 (2): 125-151. Butler, Judith Bodies that Matter (Selected Chapters) Connell, R, 2009 Gender, Polity Press Foucault, Michel, Governmentality Lorber and Farrell 1991 The Social Construction of Gender (Kandiyoti, Ortner), Sage Publications	

Dube, Leela (2001). Anthropological exploration in gender: Intersecting fields. New Delhi: Sage Publications

Agarwal, Bina 1994 A field of one's own, Cambridge University Press (Selected Chapters)

Ong, Aihwa and Stephen Collier (eds) Global Assemblages: Technology, Politics and Ethics as Anthropological Problems, Wiley Blackwell (Selected Chapters)

Franklin, Sarah 2003 Rethinking nature - culture: Anthropology and the new genetics, Anthropological Theory, 3:65

Macklin, Ruth 1991 Artificial Means of Reproduction and Our Understanding of the Family, The Hastings Centre Report, Vol. 21, NO.1 pp5-11

Edwards, John N. 1991 New Conceptions: Biosocial Innovations and the Family, Journal of Family and Marriage, Vol. 53, No.2, pp349-360

Everett, Margaret 2007 The "I" in the gene: Divided property, fragmented personhood, and the making of a genetic privacy law, American Ethnologist, Vol. 34, No.2, pp375-386

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)	
19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (<i>Percent of student time with examples, if possible</i>)	
20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

(Department of Humanities and Social Sciences – Undergraduate courses)

1. Department/Centre proposing the course	Humanities and Social Sciences
2. Course Title (<i>< 45 characters</i>)	Industry and work culture under globalization
3. L-T-P structure	3-0-0
4. Credits	3
5. Course number	HUL378
6. Status (<i>category for program</i>)	Elective for UG

7. Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL286

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None
8.6	Supercedes any existing course	HUL287

9.	Not allowed for (<i>indicate program names</i>)	Nil
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Dr. Vibha Arora	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): The course will introduce students to the sociological dimensions of industry under globalization, explain the rise of post-industrial society and informational economy, and the evolving work culture under globalization.
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14.	Course contents (about 100 words) (Include laboratory/design activities): Globalization and Globality; Classical theories to understanding work and industry; Understanding Work, Work Ethic and Work Culture; Post-industrial society and rise of informational economy; Job-satisfaction and alienation; Equalization of Opportunities and the Flattening of the World; Outsourcing as a Business Strategy; Important changes in industry and rise of IT sector and BPO industry; Governance and Collective Organization of Workers in select sectors; Corporate Social Responsibility
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1	Concepts – globalization, globality, work, post-industrial society, network society and informational economy, and knowledge society	6
2	Understanding nature of work, rationality, job-satisfaction, alienation, Fordism and Post-Fordism, Taylorism, occupational mobility and recruitment, changes in the organizational structure, rise of transnational organizations	9
3	Globalization and the flattening of the world – critical appraisal	6
4	Outsourcing and the Rise of India and China	3
5	Work Culture and Management Practices in Specific Industries – IT and ITES sector	12

6	Collective Organization and Governance issues in IT, ITES, BPO industry	3
7	Corporate Social Responsibility	3
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
N/A	

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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Suggested Texts: Castells, M. 2010. Rise of the Network Society. Wiley Blackwell: New York. Friedman, T.J. 2006. The World is Flat: The Globalized World in the 21st Century. Penguin: London. Kobayashi-Hillary, M. 2004. Outsourcing to India: The Offshore Advantage. Springer: Berlin. Mitra, M. 2007. It's only Business: India's Corporate Responsibility in a Globalized World. Oxford: Delhi Upadhyay, C. and A.R. Vasavi, 2006. Work, Culture, and Sociality in the Indian IT industry. NIAS, IDPAD Project Report. Watson, T. 2008. Sociology, Work and Industry. Routledge: London.
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Roy, S. 2005. Made in India: A Study of Growing Competitiveness. Tata McGraw-Hill Publishing: Delhi.

Sheshabalaya, A. 2005. Rising Elephant: The Growing Clash with India over White Collar Jobs and Challenge to America and the World. McMillan: Delhi.

Strangleman, T. and T. Warren. 2008. Work and Society: Sociological Approaches, Themes and Methods. Routledge: London.

19. Resources required for the course (*itemized & student access requirements, if any*)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20. Design content of the course (*Percent of student time with examples, if possible*)

20.1	Design-type problems	Nil
20.2	Open-ended problems	Nil
20.3	Project-type activity	
20.4	Open-ended laboratory work	Nil
20.5	Others (please specify)	

Date: (Signature of the Head of the Centre)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Selected Topics in Sociology
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL380
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (course no./title)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL271, HUL272, HUL275, HUL276, HUL286

8.	Overlap of contents with any (<i>give course number/title</i>)	
8.1	existing UG course(s) of the Department/Centre	Nil
8.2	proposed UG course(s) of the Department/Centre	Nil
8.3	approved PG course(s) of the Department/Centre	Nil
8.4	UG/PG course(s) from other Departments/Centers	Nil
8.5	Equivalent course(s) from existing UG course(s)	None

9.	Not allowed for (<i>indicate program names</i>)	
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10.	Frequency of offering	Either Semester
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11.	Faculty who will teach the course Prof. A. Srinivasan, Prof. R. Kaur, Dr. V. Arora, Dr. F. Ibrahim, Dr. R. Kumar, Dr. S. Sahoo	
12.	Will the course require any visiting faculty?	No

13.	Course objective (about 50 words): This course will introduce students to selected topics in Sociology as decided by the instructor.
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14.	Course contents (about 100 words) (Include laboratory/design activities): The course will introduce students to selected topics in Sociology as decided by the instructor.
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15.	Lecture Outline (with topics and number of lectures)
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Module no.	Topic	No. of hours
1		
2		
3		
4		
5		
6		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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<u>Nil</u>

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	NIL	NIL
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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19.	Resources required for the course (itemized & student access requirements, if any)

19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Yes
19.7	Site visits	No

20.	Design content of the course (Percent of student time with examples, if possible)
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20.1	Design-type problems	No
20.2	Open-ended problems	No
20.3	Project-type activity	No
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	No

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	Humanities and Social Sciences
2.	Course Title (<i>< 45 characters</i>)	Mind, Machines and Language
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL381
6.	Status (<i>category for program</i>)	Elective for UG

7.	Pre-requisites (<i>course no./title</i>)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL243

8.	Status vis-à-vis other courses (<i>give course number/title</i>)	
8.1	Overlap with any UG/PG course of the Dept./Centre	No
8.2	Overlap with any UG/PG course of other Dept./Centre	No
8.3	Supercedes any existing course	HUL281

9.	Not allowed for (<i>indicate program names</i>)	NA
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10.	Frequency of offering	Either sem
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11.	Faculty who will teach the course Rukmini Bhaya Nair
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12.	Will the course require any visiting faculty?	No
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13.	Course objective <i>(about 50 words):</i> This course aims to build a bridge between the basic knowledge and skills that engineering students bring to the classroom and two other foundational cognitive capabilities held to characterise all human beings, namely, knowledge of language and the ability to continuously invent and creatively use a variety of tools from the simple wheel to the sophisticated Internet.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> Exploratory in nature, the course seeks to debate questions such as: What are the implications of conceiving the mind as a 'machine'? Can evolutionary theories about language and tool-using help us understand how we continually manage today to process the world around us 'online'? On this course, the class will be introduced to some state-of-the-art discussions in the interdisciplinary field of cognitive studies. These topics will include: i) the modularity of mind ii) the content of consciousness, iii) the language bio-programme hypothesis, iv) the relativism versus universals of controversy; v) strong and weak positions on AI, etc.. The course will rely on down-to-earth examples to demonstrate that such an interconnected area of study is not remote or esoteric but part of the intellectual excitement of living in the new millennium and attempting to anticipate both how it will shape us and how we will shape it.
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	1. Imaging and Imagining the Mind: Folk Conceptions 2. Minds and the Turing Machine/Turing Test	4
2	3. Minds, Brains and Souls: The Reductionist View and The Spiritualist Position 4. Inventing Tools and Machines: Design Features of Machines and the Grammar Machine	4

3	5. Special Features of Human Language: Origins of Language, Animal and Human Communication Systems 6. The Language Bioprogramme Hypothesis and Linguistic Universals	4
4	7.The Brain as a Talking Machine: Genes and Memes 8. The Expression of Emotion in Man and Animals: Darwinism and neo-Darwinism	3
5	9. Feeling and Sensations: Qualia, the Senses, Instincts, Sexuality, 10. Cognitive Processing: Thoughts, Intentions, Needs and Desires, Memories, Dreams	3
6	11. Rationality, Inferential Procedures and Decision Making 12. Speech Acts, Conventions and Conversation	3
7	13. Morality, Cooperation and Theories of Truth 14. Lying, Metaphor and Analogy	3
8	15. Artificial Intelligence: Mimicking Genetic Endowments and Modelling the Mind 16. Hierarchies versus Neural Networks:	3
9	17. Grammatical Codes and Tree Structures: Syntax, Semantics, Phonetics, Arguments and Predicates 18. Language as a Tool: Speech and Writing	3
10	19. Bothersome Questions Within the Biological Narrative of Mind 20. Mental Maps and Cognitive Impossibilities	4
11	21. Thought Without a Body: What Machines Can and Can't Do 22. Body Language: Is the Mind Really a Machine?	4
12	23. Losing One's Mind?	4

	Cognitive Impairments, Language Disorders and Mental Spaces 24. Trapped within the Genome? Silence and the Limits of Language and Mind	
COURSE TOTAL <i>(14 times 'L')</i>		42

16.	Brief description of tutorial activities
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NA

17.	Brief description of laboratory activities
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Moduleno.	Experiment description	No. of hours
1	None	
2		
3		
4		
5		
6		
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8		
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10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
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	STYLE: Author name and initials, Title, Edition, Publisher, Year.
Selected readings from the following list of texts may be recommended but will require periodic undating: 1. Blakemore, C. The Mind Machine (BBC Books, 1988) 2. Chomsky, N. Knowledge of Language (Praeger, 1983) 3. Dennett, D.C. Consciousness Explained (Little Brown, 1991) 4. Dunbar, R. Gossip, Grooming & the Evolution of Language (Faber, 1996) 5. Gazzaniga, M.S. Nature's Mind: The Biological Roots of Thinking Emotion, Sexuality & Language (Harper Collins, 1992) 6. Haraway, D. Primate Visions (Routledge, 1989) 7. Hofstadter, D. The Mind's I (Bantam Edition, 1986) 8. Jackendoff, R. Patterns in the Mind: Language & Human Nature (Harper Collins, 1994) 9. Lycan, W.G. (ed.) Mind and Cognition: A Reader (Blackwell, 1991) 10. Nair, R.B. Narrative Gravity: Conversation, Cognition, Culture (Routledge, 2003) 11. Pinker, S. How the Mind Works (Penguin, 1997) 12. Ramachandran, V.S. Phantoms in the Brain (William Morrow and Company, 1998) 13. Searle, J. Minds, Brains and Science (Harvard University Press, 1984)	

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	No
19.2	Hardware	No
19.3	Teaching aides (videos, etc.)	Yes
19.4	Laboratory	No
19.5	Equipment	No
19.6	Classroom infrastructure	Video and Audio
19.7	Site visits	No

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	No
20.2	Open-ended problems	Yes
20.3	Project-type activity	Presentations and term papers
20.4	Open-ended laboratory work	No
20.5	Others (please specify)	

Date: (Signature of the Head of the Department)

COURSE TEMPLATE

1.	Department/Centre proposing the course	HUSS
2.	Course Title (< 45 characters)	Romanticism: The Theory of Animals, Monsters and Machines
3.	L-T-P structure	3-0-0
4.	Credits	3
5.	Course number	HUL382
6.	Status (category for program)	Elective for UG

7.	Pre-requisites (course no./title)	Any TWO courses from HUL2XX category
	Allocation Preferences	HUL231, HUL235

8.	Status vis-à-vis other courses (give course number/title)	
8.1	Overlap with any UG/PG course of the Dept./Centre	NIL
8.2	Overlap with any UG/PG course of other Dept./Centre	NIL
8.3	Supercedes any existing course	NIL

9.	Not allowed for (indicate program names)	NIL
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10.	Frequency of offering	<i>Either sem</i>
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11.	Faculty who will teach the course	Dr. Divya Dwivedi/ Prof. Sanil V.
12.	Will the course require any visiting faculty?	NO

13.	Course objective (about 50 words): To introduce students to Romanticism, i.e. the movements in philosophy and art beginning in
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	Europe in the late 18 th century in response to Enlightenment and the industrial and political revolutions. It is not confined to its usual associations with nature worship, nostalgia, sentimentality, and conjugal love. Rather, through its unique conception of organon and fragmentation, Romanticism provides a radical theory of animal, monster and machine. The course familiarizes students with romanticist contributions in philosophy, aesthetics, and political theory – discordance, the sublime, the monstrous, the experimental. This will also enable them to assess the impact of romanticisms on history and politics – such as nationalism socialism – and to mark its continuation in contemporary thought – for instance environmentalism.
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14.	Course contents <i>(about 100 words) (Include laboratory/design activities):</i> There is more to romanticism than Wordsworth's poetry, or even literature in general. Nor is it confined between 1780s and 1830s. Least is it a trend succeeded by Victorianism and realism, and assailed by modernism. Romanticism contends with the question of presentation – of representation of and to oneself. It therefore directly participates in the philosophical discussions of reason, sensibility, emotion, subjectivity, and most importantly the idea of human freedom. This course will familiarize students with romantic movements in arts, in theories of language and society, in post-Kantian philosophy, in attitudes to religion. Romantics not only engaged in experimental social practices and literary collaborations, but also articulated their necessity for the first time. Can we say that romanticism is at an end? How does it contribute to both a nationalism rooted in folk tradition, and individualism expressed in the cult of the hero, the solitary intellectual? How does it both look back to medieval occult and forward to novelties of science? Why is romanticism fascinated with animals, monsters and machines alike?
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15.	Lecture Outline <i>(with topics and number of lectures)</i>
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Module no.	Topic	No. of hours
1	Origins: Romance, Critique, and Revolution	3
2	Romanticism in philosophy: Transcendental Aesthetic. Idealism. Imagination. Symbol	5
3	Romanticism and the 20 th century Philosophy of Difference	4
4	Theories of Language, Society, Culture. Orientalism	5
5	Liberalism. Nationalism. Political romanticism	6
6	Romantic Poetry (Selected texts)	4

7	The Novel form and the Monstrous (Selected Texts)	5
8	Romanticism in Art. Landscape. Historical Paintings	4
9	Neo-Romanticism. Environmentalism. Critiques of Romanticism, their reassessment	6
10		
11		
12		
COURSE TOTAL (14 times 'L')		42

16.	Brief description of tutorial activities
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NIL

17.	Brief description of laboratory activities
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Module no.	Experiment description	No. of hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
COURSE TOTAL (14 times 'P')		

18.	Suggested texts and reference materials
	STYLE: Author name and initials, Title, Edition, Publisher, Year.

Benjamin, Walter. "Concept of Criticism in German Romanticism". Selected Writings: 1938-1940. Massachusetts: Harvard University Press, 1996 [INTRODUCTION]

Blechman, [Max](#). Revolutionary Romanticism: A Drunken Boat Anthology. City Lights. 1999

Cunningham, Andrew, and Nicholas Jardine (eds.) Romanticism and the Sciences. Cambridge and New York: Cambridge University Press, 1990 [EXTRACTS]

Gillespie, Gerald/Manfred Engel/Bernard Dieterle (eds) Romantic Prose Fiction. Amsterdam, Philadelphia: John Benjamins 2008 [EXTRACTS]

Heidegger, Martin. The Question Concerning Technology and Other Essays, Trans. William Lovitt. New York: Harper & Row, 1977. [EXTRACT]

Lacoue-Labarthe, Philippe and Jean-Luc Nancy. The literary Absolute: The Theory of Literature in German Romanticism. Trans. Philip Barnard and Cheryl Lester. State University of New York Press, Albany, 1988.[PREFACE]

Noon, Patrik (ed.), Crossing the Channel, British and French Painting in the Age of Romanticism. 2003, Tate Publishing/Mtropolitan Museum of Art [EXTRACTS]

Pfau, Thomas and Robert F. Ed. Gleckner. Lessons of Romanticism: A Critical Companion. Durham, Nancy: Duke University Press, 1998.

Schmitt, Carl. Political Romanticism. Trans. Guy Oakes. MIT Press. 1986.[EXTRACT]

Tekiner, Deniz, Modern Art and the Romantic Vision (University Press of America) 2000 [CHAPTER 1,6].

19.	Resources required for the course (<i>itemized & student access requirements, if any</i>)
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19.1	Software	NO
19.2	Hardware	NO
19.3	Teaching aides (videos, etc.)	YES
19.4	Laboratory	NO
19.5	Equipment	NO

19.6	Classroom infrastructure	YES
19.7	Site visits	NO

20.	Design content of the course <i>(Percent of student time with examples, if possible)</i>
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20.1	Design-type problems	
20.2	Open-ended problems	
20.3	Project-type activity	
20.4	Open-ended laboratory work	
20.5	Others (please specify)	

Date:

(Signature of the Head of the Department)