



SCHOOL OF LIBERAL ARTS (SoLA)

BACHELOR OF ARTS (HONORS) PROGRAM

GENERAL PREAMBLE

The objective of any program at Higher Education Institute is to prepare their students for the society at large. The IMS Unison University envisions all its programs in the best interest of their students and in this endeavor it offers a new vision to all its Undergraduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Undergraduate programs.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner.

The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the program of their choice. The Undergraduate Programs will prepare the students for both, academia and employability. Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programs also state the attributes that it offers to inculcate at the graduation level.

The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each program prepares students for sustainability and lifelong learning.

Outcome based learning is the principal end of pedagogical transactions in higher education in today's world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Since humanities is among the most questioned disciplines, it is imperative to perspectivise discipline-specific studies at the UG and PG levels.

Humanities has ever been in crisis in the West, which has impacted social perception beyond the western shores including India, though the Indian mind, before the advent of colonization, related literature to 'kavya satya' (poetic truth), which was different from other forms of truth, and hence not comparable to others. But humanities, poetry to be precise, has found its defendants in all ages.

To speak of human values in an age in which humanities as a discipline itself is in a state of crisis may appear paradoxical. However, the present century has increasingly realized the interconnectedness of all elements in the universe and interrelatedness of lives. The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The

resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Humanities, especially literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities-- are complementary, though those fascinated with tangible outcomes do tend to gloss over it. Fortunately, institutions of repute in management, also science and technology have again started paying attention to humanities and social sciences, at least symbolically.

LEARNING OBJECTIVES FOR THE BA (HONS) PROGRAM

The BA (Hons) graduate will demonstrate the following qualification descriptors:

1. Comprehension of theoretical and practical knowledge of the subject matter of the chosen discipline/field.
2. Awareness of the various methods used in the discipline such as lab and field experimentation, observation methods, field studies, surveys, analysis, review, testing and interviewing skills.
3. Training in using self-report measures of literary or textual investigation, communication skills, counselling, and scientific writing for publication in scientific journals.
4. Planning the research, identifying the problem or research query, doing a review of literature, designing the research, and deciding the method and analysis tools.
5. Enhanced skills to optimize self-understanding, growth and development.
6. Competence in terms of applying analytical and psychological skills, techniques of data collection, assessment and evaluation at an individual and group level.
7. Proficiency in using various software and techniques of quantitative and qualitative analysis.

LEARNING OUTCOMES FOR THE BA (HONS) PROGRAM

1. **DISCIPLINARY KNOWLEDGE** Ability to understand core psychological concepts, models, classical theories, varied perspectives, evolution of the field, new researches being carried out, as also knowledge of the sub fields of psychology.
2. **COMMUNICATION SKILLS** Acquiring the skill for self-presentation and self-management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

3. **CRITICAL THINKING** The ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and researches in psychology.
4. **PROBLEM SOLVING** Applying one's knowledge to solve real life issues and problems of society at large, finding solutions that are context-specific, being able to use technology, use of methods such as simulation, brainstorming, and experimentation.
5. **ANALYTICAL REASONING** The ability to break complex problems into simpler components, scrutinize a situation, inductive and deductive reasoning, drawing inferences.
6. **RESEARCH RELATED SKILLS** The ability to plan, design and conduct research while adhering to ethical guidelines, is critical for psychology graduates, as the participants are human. This also includes collecting data using qualitative and quantitative research methods.
7. **COOPERATION/TEAM WORK** Working in groups for projects, presentations and practical, knowledge sharing and appreciation of diversity- essential attributes for a graduate in psychology.
8. **SCIENTIFIC REASONING** The values of accuracy, objectivity, scepticism, and open mindedness are desirable to instill in graduates of psychology to develop a scientific temperament. Towards this end, breaking stereotypes, thinking out-of-the-box, imagining, analyzing and trying alternatives, and questioning conclusions based on newer evidence is required.
9. **REFLECTIVE THINKING** Awareness of one's own knowledge, assumptions and past experiences, interpreting and evaluating as one responds to new experiences will help a graduate in psychology to create meaning, solve problems and plan. It also includes becoming aware of one's strengths and weaknesses, having insight into the trajectories of life and plan so as to move further in the desired direction. The use of introspection may be helpful in not only constructing experience, but also distancing students from social pressure, take different perspectives, and take responsibility for their actions.
10. **INFORMATION/DIGITAL LITERACY** The ability to use information and communication technologies to find, evaluate, create, and communicate information is required. This includes searching through legitimate online resources, creating digital content such as email, blogs and videos, and sharing it.
11. **SELF-DIRECTED LEARNING** Taking initiative for one's own learning, diagnosing their own learning needs, implementing appropriate learning strategies is desirable for a psychology graduate. Keeping a journal, setting goals, planning, taking action, and evaluating outcomes will help this process.
12. **MULTICULTURAL COMPETENCE** An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in varies cultural contexts, appreciating the non-universality of principles and theories, awareness of indigenous Indian perspectives, as also the ability to relate to others from diverse backgrounds is required.
13. **MORAL AND ETHICAL AWARENESS** Training students to become ethical and morally sound psychologists is important. This includes teaching the APA Ethics Code, understanding the

issue of plagiarism, appreciation of rights and dignity of participants as a researcher, and upholding values in academic work. Students should also be able to explore the world of marginalized people with empathy and compassion, and also develop an understanding of social injustice and strive for justice.

14. **LEADERSHIP QUALITIES** The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.
15. **LIFELONG LEARNING** Approaching life with curiosity and wonder, pursuing knowledge, learning how to learn will enhance active citizenship, personal development and self-sustainability. This will turn mistakes into possibilities and encourage ownership of learning. To achieve this, students need to spend time seeking out new information, understandings, and strategies to make incremental daily improvements that will help move their life forward in a positive way.

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF) FOR BA (HONS) PROGRAMS

1. The learning outcomes are designed to help learners understand the objectives of studying BA (Honors), that is, to analyze, appreciate, understand and critically engage with texts, concepts and issues by approaching them from various perspectives and with a clear understanding of locations and time periods.
2. It is significant to mention here that the BA (Hons.) syllabus under CBCS remains the point of reference for the LOCF recommendations. However, stakeholders (departments or universities or institutions) may make suitable alternations with justifications while selecting texts, finalizing objectives and organizing principles keeping in view global, national and regional contexts of analysis and appreciation.
3. To this end, the texts mentioned in the LOCF document are indicative. Similarly, the organization of divisions /concepts/ themes / genres / periods / authors / areas/ practicum, etc. is specific to contexts identified in the course(s) and does not pre-empt further rethinking or selection with clear justification for the choices exercised therein.
4. The organization of the courses/papers may be worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/program. However, it makes sense to include more core courses/papers that demand more attention in the second and third years (third to sixth semester as may be required) of the Honors course concentration selected by the student.
5. Learning outcomes are modifiable with due justification in view of contexts, texts selected in the course and requirements of the stakeholders, which are as diverse as are regions in the country
6. The overarching concern of the LOCF committee in English is to have definite and justifiable course outcomes and their realization by the end of the course/program.

7. The Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Program learning outcomes can be achieved.

PROGRAM ALIGNMENT WITH NAAC GUIDELINES

1. The B.A. Honors Program is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the chosen Major discipline and Elective subjects to guide the student towards a Specialization in that Major. *[1.1 *(U) Curriculum Design and Development: the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. The Key Indicator (KI) also considers the good practices of the institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends. (NAAC Revised Guidelines 2019)]*
2. The program is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. Students can elect to take a Minor discipline subject through selected Core and Elective courses. This provides not just skills in the Major discipline, but also a vital skill in other disciplines as well. *[1.2 Academic Flexibility: Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator. (NAAC Revised Guidelines 2019)]*
3. Thus, the B.A. Honors Program course is interdisciplinary keeping in mind that specialization in the Major discipline is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Ability and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes. *[1.3 Curriculum Enrichment: Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. (NAAC Revised Guidelines 2019)]*
4. The B.A. Honors Program will make optimum use of technology in the classroom, through use of LMS Google Classroom for content delivery, evaluation, feedback and assessment of learning outcomes. *[Promoting the Use of Technology: effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. (NAAC Revised Guidelines 2019)]*

Bachelor of Arts (Honors)
(Three - Year, Six-Semester, Full - Time Program)
Effective from AY 2020-21

ABOUT THE PROGRAM

Based on a liberal arts pattern, the Bachelor of Arts (Honors) Program equips the students with analytical and critical thinking skills along with in-depth knowledge of their chosen subject. The Program requires each student to take 4 Foundation Courses and 9 Critical Thinking Seminars in Year 1 before following a Major subject concentration with the option of also earning credits in a Minor subject in Years 2 and 3. The conclusion of the program entails a Research-based Project on which the student works under the guidance of a faculty mentor.

LEARNING OUTCOMES

The **learning outcomes** are designed to help **learners** understand the **objectives** of studying **BA (Honors)** in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.

Year 1: Laying the Foundations
Year 2: Exploring & Understanding
Year 3: Concentration & Specialization

Proposed Program Nomenclature: Bachelor of Arts (Honors) With Options of Pure Major OR Major with Minor

Proposed Program Code (abbreviation): BAH

Proposed Student ID format: IUU20BAH000 or TBA

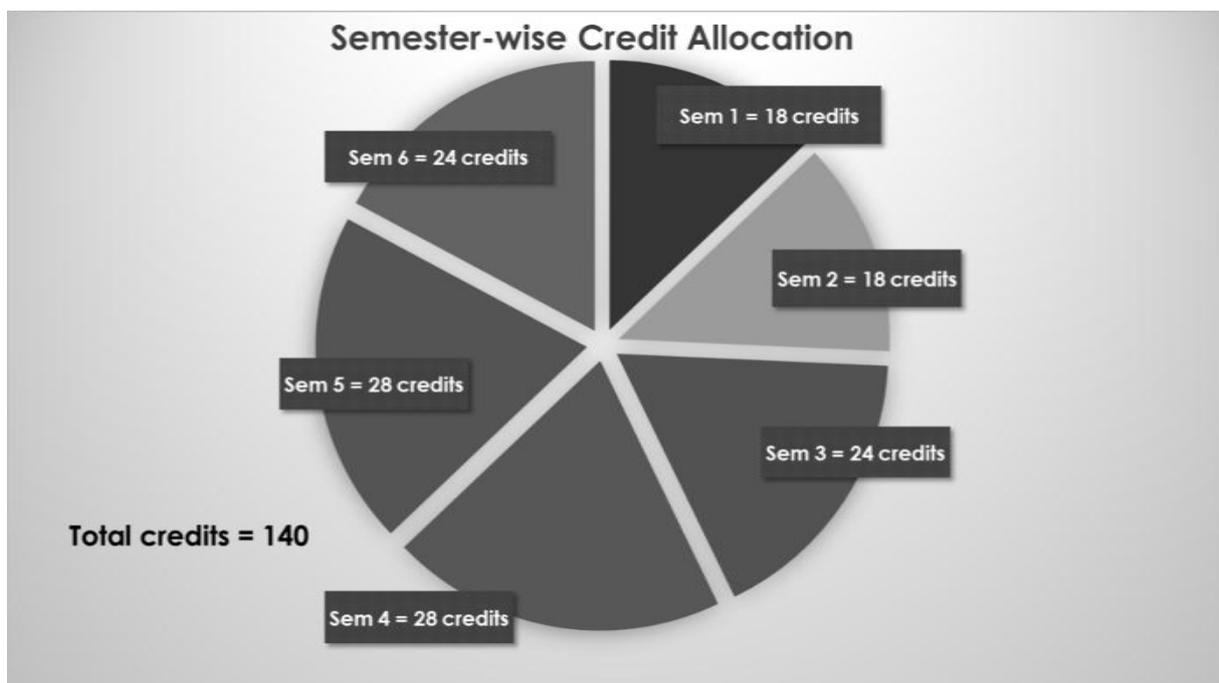
- **Eligibility:** 10+2 in any discipline with min. 45% marks and English as a subject.
- **Admission Process:** Merit based on class XII marks and Personal Interview

BA (Hons) Program Structure: Courses and Credits Allocation

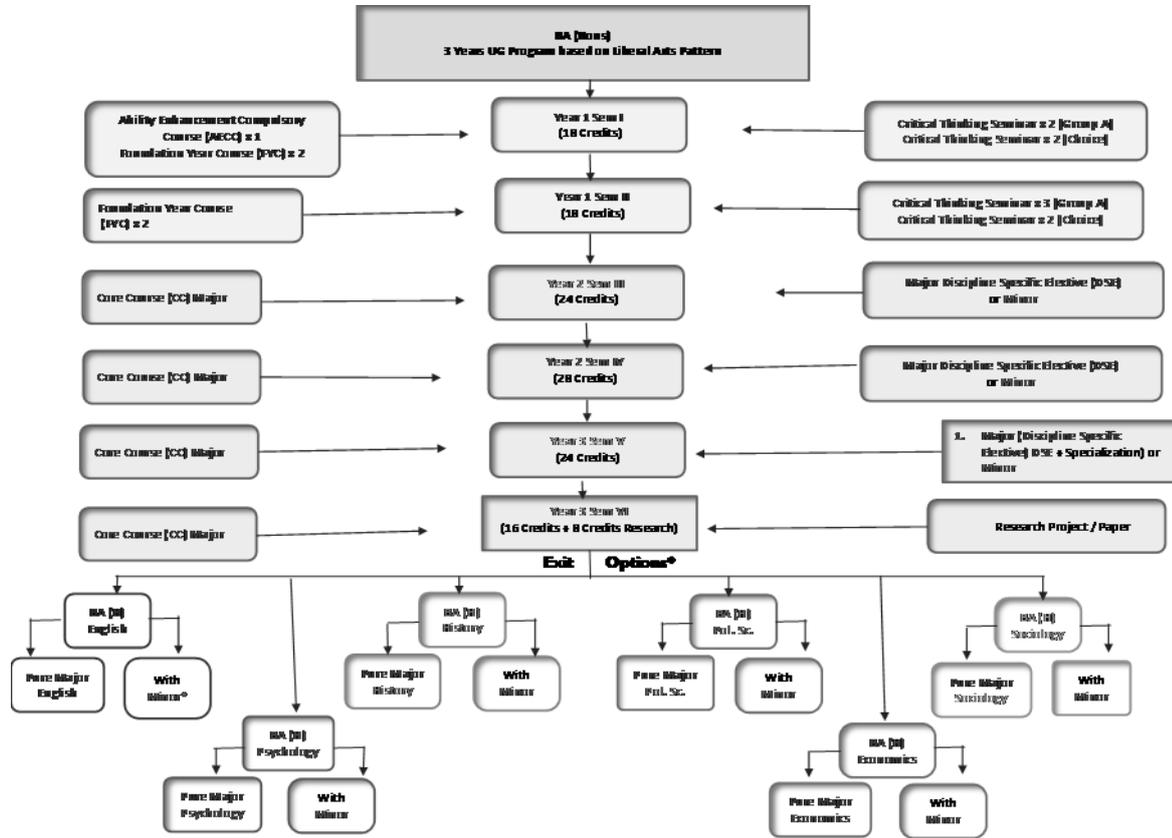
	Courses	Number of Courses	Credits
1	Foundation Courses (FYC)	04	16
2	Critical Thinking Seminars (CTS)	09	18
3	Ability- Enhancement Compulsory Course (AECC)-IT: Basics of Computer Applications	01	2
4	Core Subjects (CC) for Major	16	64
5	Core & Elective Subjects (CC & DSE) for Minor OR Electives (DSE) for Pure Major	08	32
6	Project /Project Report /Research Paper and Viva Voce	01	8
		Total Courses=39	Total Credits=140

PROGRAM OPTIONS (INCLUDING CBCS):

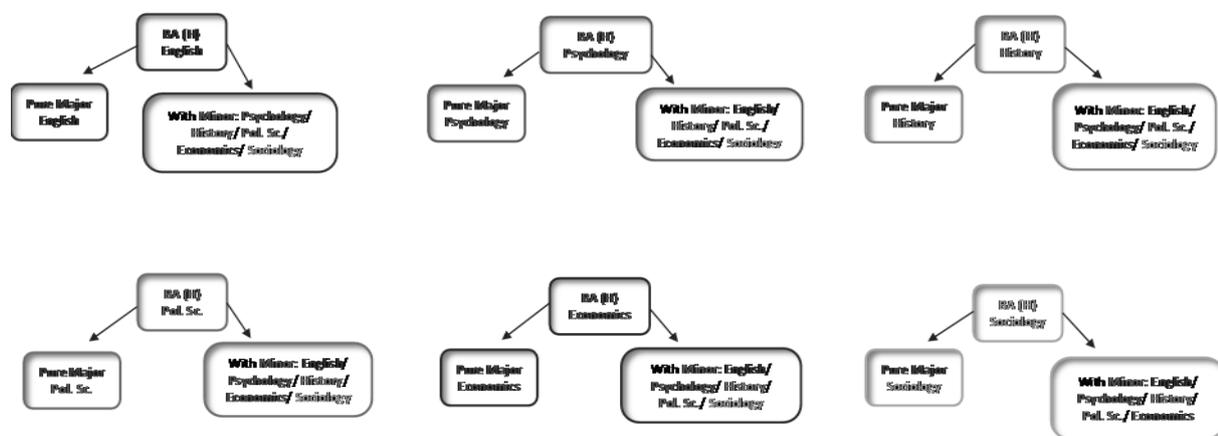
Option	Category of Program	AECC	Foundation Courses	Critical Thinking Seminars	Core Courses	Discipline-Specific Electives	Specialized Electives	Research Project
1	Pure Major	1	4	9	16	4	4	1
2A	Interdisciplinary Major (with Minor subject* in allied discipline)	1	4	9	16	0	0	1
2B	*Minor subject				4	2	2	



Program Structure with Major and Minor Exit Options



***Exit Options
BA (Hons)
3 Years UG Program based on Liberal Arts Pattern**



YEAR 1: LAYING THE FOUNDATIONS

Four Foundation Courses (16 Credits) are mandatory. Foundation Courses are distinctive courses that introduce students to various styles of thinking, but also to inter- and transdisciplinary approaches.

Nine Critical Thinking Seminars (18 Credits) can be chosen by the student.

One Ability Enhancement Course (2 Credits)

FOUR (4) Foundation Courses (16 Credits) are mandatory. Foundation Courses are distinctive courses that introduce students to various styles of thinking, but also to inter- and transdisciplinary approaches. The mandatory Foundation Courses are:

- ***Introduction to Critical Thinking (BA-FYC 101)***: This course aims to develop and improve the logical and creative thinking skills of the student and to identify common obstacles to effective self-expression in a creative and logical manner. The course touches upon a wide range of reasoning skills from verbal argument analysis to formal logic, visual and statistical reasoning, scientific methodology and creative thinking.
- ***Linguistic Proficiency (BA-FYC 102)***: This course will make the students explore Literature and learn finer nuances of language, along with widening their capacity to communicate effectively. The course will emphasize on thinking and critical analyzing skills. This course enhances the reading; writing and speaking competencies ability to think and analyze. Develop an understanding of the nature and methods of literary study; the inter-dependent skills of reading, analysis and communication.
- ***Indian Culture and Civilization-Ancient to Modern (BA-FYC 201)***: The course provides the opportunity to engage with India's diverse intellectual and cultural heritage. It is designed to introduce students to the rich plurality of ideas that is at the core of Indian Culture and Civilization through studying examples from history and from the writings of some eminent thinkers who have contributed to the cultural landscape of India from the Harappans to the present day.
- ***Environmental Studies (BA-FYC 202) (UGC course)***: Every student must take some course in *Environmental Studies* as mandated by the UGC.

ONE (1) Ability- Enhancement Compulsory Course (AECC) – (2 Credits): Basics of Computer Applications (BA-AEC 100)

NINE (9) Critical Thinking Seminars (18 Credits). The Critical Thinking Seminars can fall roughly into three broad areas (though some transdisciplinary Seminars could be relevant to two or even all of these areas: *Humanities and Social Sciences, Natural Sciences, and Life Sciences*.

- These elective seminars, which are offered in a range of disciplines and fields of scholarly inquiry, build on the skills that students acquire in *Introduction to Critical Thinking*. Students opt for seminars that are best suited to their academic interests and needs. The objective in each seminar is to spend the semester studying a given topic from a variety of perspectives to help students acquire greater awareness not only of the seminar topic but also of their own thinking processes and writing.

Critical Thinking Seminars:

- ▶ **Group A: Mandatory for All Students:** *To enhance their critical thinking abilities and gain wide experience of diversity, students will take **FOUR** Seminars of basics in Humanities and Social Sciences, Natural Sciences and Life Sciences (4 courses)*

1. *Media and News Communication in a Global Context: (BA-CTS 103)*
2. *Scientific Inquiry (BA-CTS 104)*
3. *Academic Writing (BA-CTS 203)*
4. *Fine Arts and Aesthetics (BA CTS 204 A):
OR [depending on faculty availability]*
5. *Spiritualism and Enlightenment in a Global Context: (BA CTS 204 B)*

Remaining FIVE (5) Critical Thinking Seminars will be selected from the following Groups B, C and D:

- ▶ **Group B:** Pathway to Major in **English/ History/ Political Science** (5 courses)

1. *Knowledge, Theory and Practice: (BA CTS 105)*
2. *History of Ideas: (BA CTS 108)*
3. *Social Movements: (BA CTS 110)*
4. *Cinema and Popular Culture: (BA CTS 206)*
5. *Individual, Society and Nation: (BA CTS 210)*
6. *The World in Literature: (BA CTS 211)*

- ▶ **Group C:** Pathway to Major in **Psychology/ Sociology** (5 courses)

1. *Life Management: (BA CTS 106)*
2. *Think like a Psychologist: (BA CTS 107)*
3. *Cinema and Popular Culture: (BA CTS 206)*
4. *Mind, Brain and Behavior: (BA CTS 208)*
5. *Individual, Society and Nation: (BA CTS 210)*
6. *Social Movements (BA CTS 110)*

- ▶ **Group D:** Pathway to Major in **Economics/ Political Science** (5 courses)

1. *History of Ideas: (BA CTS 108)*
2. *Philosophy and Ethics: (BA CTS 109)*
3. *Introduction to Mathematical Principles: (BA CTS 205)*
4. *Great Political Thinkers of the World (BA CTS 209)*
5. *Individual, Society and Nation: (BA CTS 210)*

YEAR 2: EXPLORING & UNDERSTANDING

AND CHOOSING YOUR HONORS CONCENTRATION

YEAR 3: CONCENTRATION & SPECIALIZATION

SIXTEEN (16) Major Courses (64 Credits)

EIGHT (8) Discipline Specific Electives OR Minor Courses (32 Credits): a range of courses structured around three tiers: Core Courses, Discipline-Specific Electives and Open Electives*.

ONE (1) Research-based Project (8 Credits)

***Open Elective Course (Proposed)**

Open Elective courses are offered in disciplines outside the main areas of concentration and specialization, as per CBCS pattern. Students may take ONE Open Elective course in any department of any School of IUU, depending on their main class schedules and availability.

Research Components

Summer Internship	1-Semester Professional Training Internship
Summer Short Course Abroad	Community Outreach Project
Research-based Dissertation/ Project	

Critical Thinking Seminars: Digital Writing Components

There are several free-enrolment writing courses that help a student become a master content writer and marketer:

- Skillshare – Become a Better Blogger: Content Planning.
- HubSpot – Content Marketing Certification Course.
- Open2Study – Writing for the Web.
- Coursera – Various courses in Writing for the Internet.
- Udemy – SEO Training & [Content Writing Online Course | Become an Expert Today.](#)

Therefore, Critical Thinking Seminars will include

1. **Digital Writing Component (as part of the Online Message Board posts)**
2. **Credit hours for students to take free courses on Coursera e.g.:**
 - "Transmedia Storytelling: Narrative worlds, emerging technologies, and global audiences" <https://www.coursera.org/learn/transmedia-storytelling>
 - "English for Business and Entrepreneurship" <https://www.coursera.org/learn/business>
 - "Search Engine Optimization (SEO) Fundamentals" <https://www.coursera.org/learn/seo-fundamentals>

Social Outreach Initiatives and Activities:

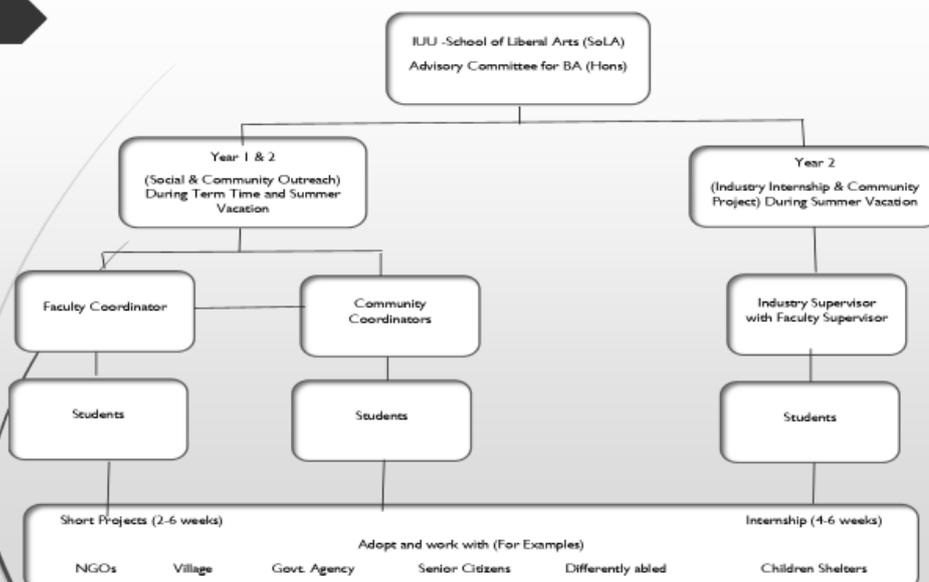
■ Objectives of Outreach Programs

- To stimulate self-worth, self-reliance and self-development in student participants and local communities
- To provide assistance and skills for improving the conditions of life specifically for the poorer sections of society.
- To encourage, train and enable local people to assume community responsibilities.
- To encourage all segments of society, irrespective of caste, creed, religion or economic situation to cooperate on long-term development.

■ Outreach Programs Proposed

Year 1: Social - During Term time and During Summer – Short projects / Ongoing initiatives
 Year 2: Industry – During Summer Vacation – Internships / Experiential Learning

Community Outreach and Internships (Proposed)



Social Outreach Initiatives and Activities: Term-time

The Community Outreach Program gives students the opportunity to get involved in community service on a regular basis. Some examples are:

- Valley of Words Literature Festival, Dehradun: Volunteer Program, working with authors and publishers
- Adopt a Village: Teaching English and Communication skills.
- Adopt a Village: Environmental Awareness Campaign
- Education Programs: Pre-school Non-formal Education Tuition (Tutoring) Classes
- Career Counselling Creating Awareness About Educational Opportunities
- Support for Abandoned & Vulnerable Children: Classes for Street Children
- Support for the Physically & Mentally Challenged and Differently-Abled
- Women's Programme Self-help Groups
- Adult Education for Income Generation Programme Vocational Training Professional Trade Courses (e.g. Tailoring Classes, Beautician Courses, Embroidery, Mehndi, Jewellery Making)
- Community Support Nutrition Health & Social Awareness
- Senior Citizen Group Family Counselling Centre
- Assistance in the Implementation of National Schemes: e.g., Saansad Adarsh Gram Yojana, Pradhan Mantri Jan Dhan Yojana, Swachh Bharat Mission, Digital India Program

Summer Internships and Projects: 4 to 6 weeks

Engagement with local people and key stakeholders of the community on an ongoing basis forms the basis of the initiative. The team constantly strives to mobilize more and more community residents to achieve target goals.

The larger goal is to make students and the people they work with responsible for their own well being and that of their community.

Sample Summer Projects

- Travel and Study Programs and Cultural Exploration Seminars — Pan-India and South Asia: Various locations and themes in literature, architecture, music, fine arts and more.
- Teach for India: Internships & Service Program: Teaching English and Communication skills.
- Adopt a Village: 4 to 6 weeks sustained arts, crafts and restoration program including Fumigation drive in the community, Health and hygiene awareness campaign, Poster-making competition.
- Sustainability and Environmental Health Research Experience Program: intern with NGOs, Municipal officials, Government Units (e.g. Malaria Control Unit) and local employers in sanitation, construction, rehabilitation, education—especially post-COVID19.



Nurturing Knowledge. Empowering Minds.

CURRICULUM STRUCTURE
Year 1: Laying the Foundations
Semester I & II
SEMESTER I:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-AEC 100	Ability Enhancement	Basics of Computer Applications	1	0	2	2	
2	BA-FYC 101	Foundation	Introduction to Critical Thinking	4	0	0	4	
3	BA-FYC 102	Foundation	Linguistic Proficiency	4	0	0	4	
Critical Thinking Seminar: Group A (For ALL Students)								
4	BA-CTS 103 P	Critical Thinking Seminar	Media & News Communication in a Global Context	0	0	4	2	
5	BA-CTS 104 P	Critical Thinking Seminar	Scientific Inquiry	0	0	4	2	
Critical Thinking Seminar: Choice of Any 2 out of the following:								
6	BA-CTS 105 P	Critical Thinking Seminar	Knowledge, Theory & Practice	0	0	4	4	
7	BA-CTS 106 P	Critical Thinking Seminar	Life Management	0	0	4		
8	BA-CTS 107 P	Critical Thinking Seminar	Think Like a Psychologist	0	0	4		
9	BA-CTS 108 P	Critical Thinking Seminar	History of Ideas	0	0	4		
10	BA-CTS 109 P	Critical Thinking Seminar	Philosophy and Ethics	0	0	4		
11	BA-CTS 110 P	Critical Thinking Seminar	Social Movements	0	0	4		
				Total Credits	9	0	18	18
				Total Contact Hours	27			

SEMESTER II:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-FYC 201	Foundation	Indian Culture and Civilization- Ancient to Modern	4	0	0	4	
2	BA-FYC 202	Foundation	Environmental Studies	4	0	0	4	
Critical Thinking Seminar: Group A (For ALL Students)								
3	BA-CTS 203 P	Critical Thinking Seminar	Academic Writing	0	0	4	2	
4	BA-CTS 204 P	Critical Thinking Seminar	Fine Arts and Aesthetics: <i>OR [depending on faculty availability]</i> Spiritualism and Enlightenment in a Global Context:	0	0	4	2	
Critical Thinking Seminar: Choice of Any 3 out of the following:								
5	BA-CTS 205 P	Critical Thinking Seminar	Introduction to Mathematical Principles	0	0	4	6	
6	BA-CTS 206 P	Critical Thinking Seminar	Cinema and Popular Culture	0	0	4		
7	BA-CTS 207 P	Critical Thinking Seminar	The World in Literature	0	0	4		
8	BA-CTS 208 P	Critical Thinking Seminar	Mind, Brain and Behavior	0	0	4		
9	BA-CTS 209 P	Critical Thinking Seminar	Great Political Thinkers of the World	0	0	4		
10	BA-CTS 210 P	Critical Thinking Seminar	Individual, Society and Nation	0	0	4		
11	BA-CTS 211 P	Critical Thinking Seminar	Understanding Peace and Conflict	0	0	4		
				Total Credits		8	20	18
				Total Contact Hours		28		

**YEAR 1: SEMESTER I & SEMESTER II:
Standard Evaluation Rubric — for Critical Thinking Seminars**

S.N.	Course Component/ In-class Activity	Brief Description of Component	% of final grade	Evaluation Criteria 1	Evaluation Criteria 2
CONTINUOUS EVALUATION					
1	Class Participation	Posting online on Message Board discussion (10 posts over whole Semester)	5	Originality of ideas and creative thinking	Critical analysis and supporting evidence
2	Oral Presentations – Solo (Assignment)	Weekly (10 in-class over whole Semester)	10	Originality of ideas and creative thinking	Close reading, critical analysis and supporting evidence
3	Oral Presentation – In Group of 3-5 students* (Assignment)	1 during whole semester	10	Information and Research	Interaction and Creative Use of Audio/Visual Materials and Aids
OR 3.A	Online Coursera Free Enrolment Course in Digital Writing			Completion Certificate	--
4	Short Paper 1	Descriptive (300 -500 Words)	5	Textual accuracy	Mechanics
5	Short Paper 2	Expository/Background (600-800 - Words)	5	Supportive Evidence	Mechanics
6	Short Paper 3	Analytical (800 -1000 Words)	10	Critique and Argument	Mechanics and Style
7	Mid Term Evaluation	Text based Quiz	15		
END TERM EVALUATION					
8.A	Long Paper	Research based (Critical/ Analytical/ Application/Case study) (2000-2500 Words)	20	Information and Research Hypothesis and Analytics	Creativity, Citations, Style and Mechanics
8.B	PPT*	Based on long paper / Research query	10	Confidence, Articulation, Clarity	Creative Use of Audio/Visual Materials and Aids
8.C	Viva	Based on Semester Portfolio	10	Items 1, 4, 5, 6, 8A, 8B	

Year 2: Exploring & Understanding
Semester III & IV
Year 3: Concentration & Specialization
Semester V & VI

MAJOR & MINOR COURSES-MAJOR WITH HONORS

I.(A). LEARNING OBJECTIVES: FOR Major/Minor in ENGLISH

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others.

The present phase demands its alignment to the obtaining situation and demands. Its acceptance lies in its ability to enrich engagement with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes i.e., human values. To achieve this, it is necessary for English studies to recognize and respect the differences and transcend binaries. The question of relevance and acceptance of English literary studies follows. For local acceptance, it is necessary to have space for local literature and also contiguous literatures. For instance, for a Department of English located in Tamil Nadu may spare about 15 to 20 per cent space to literatures other than English like Tamil and Malayalam, Telugu or Kannada and to skill development. Similarly, in Uttarakhand, emphasis may be placed on regional cultural and linguistic developments.

The specific objectives of the BA program in English Literature (Honors) are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

I.(B) LEARNING OUTCOMES FOR Major/Minor in ENGLISH

The key qualification descriptor for English Honors shall be clarity of communication as well as critical thinking and ethical awareness. Each Honors Graduate in English should be able to

1. demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
2. demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local □ demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
3. Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
4. Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms of communication such as the classroom, the media and the internet
5. Recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
6. Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The program will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations.

Linguistic and literary competence should help the students identify, analyze and evaluate keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions.

Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

SEMESTER III:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ENG 301	CC Major	Indian Classical Literature.	3	1	0	4
2	BA-ENG 302	CC Major	European Classical Literature.	3	1	0	4
3	BA-ENG 303	CC Major	Indian Writing in English.	3	1	0	4
4	BA-ENG 304	CC Major CC Minor 1	British Poetry and Drama: 14th to 17th Centuries.	3	1	0	4
5	BA-ENG 305 E1	DSE 1	Literary Theory	3	1	0	4
	BA-ENG 305 E2	DSE 1	Language & Linguistics				
			Minor 1 (CC 1):				
6	BA-ENG 306 E1	DSE 2	Creative Writing	3	1	0	4
7	BA-ENG 306 E2	DSE 2	Modern European Languages: French				
	Choice (including Open Elective)		Minor 2:(DSE 1):				
Total Credits				18	6	0	24
Total Contact Hours				24			

SEMESTER IV:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ENG 401	CC Major	American Literature	3	1	0	4
2	BA-ENG 402	CC Major	Popular Literature.	3	1	0	4
3	BA-ENG 403	CC Major	British Poetry and Drama: 17th and 18th Centuries.	3	1	0	4
4	BA-ENG 404	CC Major	Rise of the Novel	3	1	0	4
5	BA-ENG 405 E1	DSE 3	Literary Criticism	3	1	0	4
	BA-ENG 405 E2	DSE 3	Narrative				
6	BA-ENG 406 E1	DSE 4	Literature and Empire	3	1	0	4
	BA-ENG 406 E2	DSE4	War and Literature				

7	BA-ENG 407 E1	DSE 5	Modern Asian Languages	3	1	0	4	
	BA-ENG 407 E2	DSE 5	Postcolonial Literature					
8	BA-ENG 403		Minor 3: (CC 2):					
9	Choice (including Open Elective)		Minor 4 (DSE 2)					
10	Choice (including Open Elective)		Minor 5 (DSE 3)					
				Total Credits	21	7	0	28
				Total Contact Hours Per Week				28

SEMESTER V:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-ENG 501	CC Major	British Romantic Literature.	3	1	0	4	
2	BA-ENG 502	CC Major	British Literature: 19th Century	3	1	0	4	
3	BA-ENG 503	CC Major	Women's Writing.	3	1	0	4	
4	BA-ENG 504	CC Major	British Literature: The Early 20th Century	3	1	0	4	
5	BA-ENG 505 E1	DSE 6	Contemporary India: Women and Empowerment	3	1	0	4	
	BA-ENG 505 E2	DSE 6	Gender and Human Rights					
6	BA-ENG 506 E1	DSE 7	Literature and Film Studies	3	1	0	4	
	BA-ENG 506 E2	DSE 7	Language, Literature and Culture of Uttarakhand					
7	BA-ENG 507 E1	DSE 8	Literature of the Indian Diaspora	3	1	0	4	
	BA-ENG 507 E2	DSE 8	Translation Studies					
	BA-ENG 502		Minor 6: (CC 3):					
	BA-ENG 504		Minor 7: (CC 4):					
	Choice (including Open Elective)		Minor 8: (DSE 4)					
				Total Credits	21	7	0	28
				Total Contact Hours				28

SEMESTER VI:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ENG 601	CC Major	Modern European Drama.	3	1	0	4
2	BA-ENG 602	CC Major	Postcolonial Literatures	3	1	0	4
3	BA-ENG 603	CC Major	Literary Criticism	3	1	0	4
4	BA-ENG 604	CC Major	World Literatures	3	1	0	4
5	BA-ENG 605	CC Major	Research Project	-	-	-	8
Total Credits				12	4	0	24
Total Contact Hours				16			

Total Credits (Semester I-VI): 140**LIST OF ELECTIVES -ENGLISH**

Sem 3	BA-ENG 305 E1	DSE 1	Literary Theory	3	1	0	4
	BA-ENG 305 E2	DSE 1	Language & Linguistics				
Sem 3	BA-ENG 306 E1	DSE 2	Creative Writing	3	1	0	4
	BA-ENG 306 E2	DSE 2	Modern European Languages: French				
Sem 4	BA-ENG 405 E1	DSE 3	Literary Criticism	3	1	0	4
	BA-ENG 405 E2	DSE 3	Narrative				
Sem 4	BA-ENG 406 E1	DSE 4	Literature and Empire	3	1	0	4
	BA-ENG 406 E2	DSE4	War and Literature				
Sem 4	BA-ENG 407 E1	DSE 5	Modern Asian Languages	3	1	0	4
	BA-ENG 407 E2	DSE 5	Postcolonial Literature				
Sem 5	BA-ENG 505 E1	DSE 6	Contemporary India: Women and Empowerment	3	1	0	4
	BA-ENG 505 E2	DSE 6	Gender and Human Rights				
Sem 5	BA-ENG 506 E1	DSE 7	Literature and Film Studies	3	1	0	4
	BA-ENG 506 E2	DSE 7	Language, Literature and Culture of Uttarakhand				
Sem 5	BA-ENG 507 E1	DSE 8	Literature of the Indian Diaspora	3	1	0	4
	BA-ENG 507 E2	DSE 8	Translation Studies				

Course: Indian Classical Literature			Semester: III
Course Code: BA-ENG 301	L T P	3 1 0	Credits: 4

Course Objective:

To impart the basic knowledge of the theory and practice of Indian Classical Literature

Course learning Outcomes:

1. To be able to appreciate classical literature
2. Students will be able to distinguish between the essential features of literature – that remain central to literary creation across time and space – and the non-essential ones – such as linguistic devices
3. To get an introductory idea about importance and of the basics of theory and practice of translation

SYLLABUS

Unit 1: Sudraka, *Mrichhakatika* (New Delhi: Motilal Banarsidass, 1962)

Unit 2: Vyasa, ‘The Dicing’, ‘The Sequel to Dicing’, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’, Book V ‘The Book of Effort’, in *The Mahabharata*: trans. and edited J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69

Unit 3: Kalidasa, *Abhijnana Sakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989)

Unit 5: Ilanko Atikal, ‘The Book of Vanci’, in *Cilappatikaram: The Tale of an Anklet*, trans. R.Parthasarathy (New Delhi: Penguin, 2004) book 3

Suggested Topics and Background Prose Readings for Class Presentations

1. The Indian Epic Tradition: Themes and Recensions
2. Classical Indian Drama: Theory and Practice
3. Alankara and Rasa
4. Dharma and the Heroic

Readings:

1. Bharata. *Natyashastra*. Translated by Manomohan Ghosh, vol. I, 2nd ed., Calcutta: Granthalaya, 1967, chap. 6: ‘Sentiments’, pp. 100–18.
2. Karve, Irvati. ‘Draupadi’. *Yuganta: The End of an Epoch*. Hyderabad: Disha, 1991, pp. 79–105.
3. Buitenen, J.A.B. Van. ‘Dharma and Moksha’. *Indian Philosophy*, edited by Roy W. Perrett, vol. V, *Theory of Value: A Collection of Readings*, New York: Garland, 2001, pp. 33–40.
4. Dharwadker, Vinay. ‘Orientalism and the Study of Indian Literature’. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, edited by Carol A. Breckenridge and Peter van Der Veer, New Delhi: OUP, 1994, pp. 158–95.

Course: European Classical Literature			Semester: III
Course Code: BA-ENG 302	L T P	3 1 0	Credits: 4

Course Objective:

To impart the basic knowledge of the European Classical Literature

Course Learning Outcomes:

1. To enhanced acquaintance with classical texts from Europe- with particular focus on ancient Greek and Roman texts.
2. To guidelines on observing how literature is a practice embedded in a socio-political, economic and cultural context
3. as a side effect, literary terms and concepts will be introduced and reflected on

SYLLABUS

Unit 1: Homer, *The Iliad*, trans. E.V. Rieu (Harmondsworth: Penguin, 1985)

Unit 2: Sophocles, *Oedipus the King*, trans. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984)

Unit 3: Plautus, *Pot of Gold*, trans. E.F. Watling (Harmondsworth: Penguin, 1965)

Unit 4: Ovid, *Selections from Metamorphoses* ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’(Book IV), ‘Philomela’ (Book VI), trans. Mary M. Innes (Harmondsworth: Penguin, 1975) Horace, Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, trans. Niall Rudd (Harmondsworth: Penguin, 2005)

Suggested Topics and Background Prose Readings for Class Presentations

1. The Epic
2. Comedy and Tragedy in Classical Drama
3. The Athenian City State
4. Catharsis and Mimesis
5. Satire
6. Literary Cultures in Augustan Rome

Readings:

1. Aristotle. *Poetics*. Translated with an Introduction and Notes by Malcolm Heath, London: Penguin, 1996, Chaps. 6–17, 23, 24, and 26.
2. Plato. ‘Book X’. *The Republic*. Translated by Desmond Lee, London: Penguin, 2007.
3. Horace. *Ars Poetica*. Translated by H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica*, Cambridge: Harvard University Press, 2005, pp.451–73.

Course: Indian Writing in English			Semester: III
Course Code: BA-ENG 303	L T P	3 1 0	Credits: 4

Course Objective:

To impart basic knowledge of Indian Writing in English

Learning Outcomes

1. To enhanced acquaintance with classical texts from Europe- with particular focus on ancient Greek and Roman texts.
2. Guidelines on observing how literature is a practice embedded in a socio-political, economic and cultural context
3. As a side effect, literary terms and concepts will be introduced and reflected on

SYLLABUS

1. R.K. Narayan, *Swami and Friends* (New Delhi: Indian Thought Publications, 2008)
2. Anita Desai, *In Custody* (New Delhi: Random House, 2012)
3. H.L.V. Derozio, ‘Freedom to the Slave’, ‘The Orphan Girl’ in *Song of the Stormy Petrel: Complete Works of H. L. V. Derozio* (New Delhi: Progressive Publishers, 2001)
4. Kamala Das, ‘Introduction’, ‘My Grandmother’s House’ in *Selected Poems* (New Delhi: Penguin, 2014)
5. Nissim Ezekiel, ‘Enterprise’, ‘The Night of the Scorpion’ in *Collected Poems* (New Delhi: OUP, 2006)
6. Robin S. Ngangom, ‘The Strange Affair of Robin S. Ngangom’, ‘A Poem for Mother’ in *Dancing Earth: An Anthology of Poetry from North-East India* (New Delhi: Penguin, 2009)
7. Mulk Raj Anand, *The Lost Child* in *The Lost Child and Other stories* (New Delhi: Orient, 2004)
8. Salman Rushdie, *The Free Radio* in *East, West* (London: RHUK, 1995)
9. Rohinton Mistry, ‘Swimming Lesson’ in *Swimming Lessons and other stories from Firozsha Baag* (New York: Vintage, 1997)
10. Shashi Despande, *Hear Me Sanjaya* in *Collected Stories Vol. II* (New Delhi: Penguin, 2004)

Suggested Topics and Background Prose Readings for Class Presentations

1. Indian English
2. Indian English Literature and its Readership
3. Themes and Contexts of the Indian English Novel
4. The Aesthetics of Indian English Poetry
5. Modernism in Indian English Literature

Readings:

1. Rao, Raja. *Foreword to Kanthapura*. New Delhi: OUP, 1989, pp. v–vi.
2. Rushdie, Salman. ‘Commonwealth Literature does not exist’. *Imaginary Homelands*. London: Granta Books, 1991, pp. 61–70.
3. Mukherjee, Meenakshi. ‘Divided by a Common Language’. *The Perishable Empire*. New Delhi: OUP, 2000, pp.187–203.
4. Bruce King. ‘Introduction’. *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005, pp. 1–10.

Course: British Poetry and Drama: 14th to 17th Centuries			Semester: III
Course Code : BA-ENG 304	L T P	3 1 0	Credits: 4

Course Objective:

To familiarize students with various literary forms in poetry and drama popular in the respective ages through a study of representative British writers and their literary works.

Learning Outcomes:

1. To comprehend and access a large body of writing pertaining to the genres in general and Poetry in particular
2. It would also enable him to enjoy literature and at the same time get a glimpse into its intrinsic and artistic value
3. A study of the relative concepts would sharpen the reader's intellectual faculties and help him develop the requisite critical insight
4. To study the development of British drama up till the modern times through a detailed analysis of major texts and playwrights
5. To get acquainted with the major movements and trends in drama over the ages
6. To explore the texts by understanding the social and political environment surrounding them
7. To understand how the written text can be performed

SYLLABUS

1. Geoffrey Chaucer, *The Wife of Bath's Prologue* (New Delhi: Penguin, 2005)
2. The Sonnet Form: Petrarchan, Miltonic etc.
3. Edmund Spenser, *Sonnet LXXVII 'Like as a huntsman...'*, *Sonnet LVII 'Sweet warrior...'*, *Sonnet LXXV 'One day I wrote her name...'* in *Edmund Spenser-Amoretti, a sonnet cycle* (Portable Poetry, 2018)
4. John Donne, *'The Sunne Rising'*, *'Batter My Heart'*, *'Valediction: Forbidding Mourning'* in *Selected Poems: Donne* (New Delhi: Penguin, 2006)
5. William Shakespeare, Sonnet CXVI, *'Let me not to the marriage of true minds'*

Suggested Topics and Background Prose Readings for Class Presentations

1. Renaissance
2. Humanism
3. The Stage, Court and City
4. Religious and Political Thought
5. Ideas of Love and Marriage
6. The Writer in Society
7. Miracle and Morality plays
8. *Everyman*
9. Christopher Marlowe, *Doctor Faustus* (New Delhi: SMK Books, 2012)
10. William Shakespeare, *Macbeth* (London: Maple Press, 2014)
11. William Shakespeare, *Twelfth Night* (London: Harper Press, 2011)

Readings:

1. Mirandola, Pico Della. 'Oration on the Dignity of Man'. *The Portable Renaissance Reader*, edited by James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953, pp. 476–9.
2. Calvin, John, 'Predestination and Free Will'. *The Portable Renaissance Reader*, edited by James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953, pp. 704–11.
3. Castiglione, Baldassare. 'Longing for Beauty and Invocation of Love', Book 4. 'The Courtier', 'Love and Beauty' Translated by George Bull, Harmondsworth: Penguin, rpt. 1983, pp. 324–8, 330–4.
4. Sidney, Philip. *An Apology for Poetry*, edited by Forrest G. Robinson, Indianapolis: Bobbs-Merrill, 1970, pp. 13–18.

Course: American Literature			Semester: IV
Course Code: BA-ENG 401	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize the students with the roots of American Literature

Learning Outcomes:

1. To gain an introductory understanding of American literature
2. They will be able to distinguish American literary trends from those of other regions

SYLLABUS

1. Tennessee Williams, *The Glass Menagerie* (London: Bloomsbury, 2014)
2. Toni Morrison, *Beloved* (London: RHUK, 1999)
3. Edgar Allan Poe, *The Purloined Letter* (Logan: Perfection Learning, 1980)
- F. Scott Fitzgerald, *The Crack-up* (New York: New Directions, 2009)
- William Faulkner, *Dry September in American Short Stories Masterpieces* by Clarence C. Stowbridge (Dover: Dover Publications, 2013)
4. Anne Bradstreet, *The Prologue*
Walt Whitman Selections from *Leaves of Grass: 'Oh Captain, My Captain'*
'*Passage to India*' (lines 1–68)
Alexie Sherman Alexie, *Crow Testament Evolution*

Suggested Topics and Background Prose Readings for Class Presentations:

1. The American Dream
2. Social Realism and the American Novel
3. Folklore and the American Novel
4. Black Women's Writings
5. Questions of Form in American Poetry

Readings:

1. Crevecoeur, Hector St John. 'What is an American?' (Letter III, *Letters from an American Farmer*. Harmondsworth: Penguin, 1982, pp.66–105.
2. Douglass, Frederick. *Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982, Chaps. 1–7, pp.47–87.
3. Thoreau, Henry David. 'Battle of the Ants' excerpt from 'Brute Neighbours'. *Walden*. Oxford: OUP, 1997, Chap. 12.
4. Emerson, Ralph Waldo. *Self-Reliance, The Selected Writings of Ralph Waldo Emerson*, edited by Brooks Atkinson, New York: The Modern Library, 1964. Morrison, Toni. 'Romancing the Shadow'. *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993, pp.29–39.

Course: Popular Literature			Semester: IV
Course Code: BA-ENG 402	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize the students with popular literary texts

Learning Outcomes:

1. To know the meaning of Popular Literature and its distinct characters
2. To read and understand some of the representative popular literary pieces
3. To understand how formulaic elements create the ideal world without limitations or uncertainties in readers' imagination
4. To probe into the literary and aesthetic merits of popular fictions

SYLLABUS

1. Lewis Carroll, *Through the Looking Glass* (New Delhi: Penguin, 2003)
2. Agatha Christie, *The Murder of Roger Ackroyd* (New York: Harper Collins, 2017)
3. Shyam Selvadurai, *Funny Boy* (New Delhi: Penguin, 2000)
4. Durgabai Vyam and Subhash Vyam Bhimayana, *Experiences of Untouchability* (New Delhi: Navayana, 2011)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Coming of Age
2. The Canonical and the Popular
3. Caste, Gender and Identity
4. Ethics and Education in Children's Literature
5. Sense and Nonsense
6. The Graphic Novel

Readings:

1. Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIEL, Jan. 1998) edited by Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, *Post - Independence Voices in South Asian Writings*, New Delhi: Doaba Publications, 2001, pp. 51-65.
2. Ramaswamy, Sumathi. 'Introduction'. *Beyond Appearances: Visual Practices and Ideologies in Modern India*. New Delhi: Sage, 2003, pp.xiii-xxix.
3. Fiedler, Leslie. 'Towards a Definition of Popular Literature'. *Super Culture: American Popular Culture and Europe*, edited by C.W.E. Bigsby, Ohio: Bowling Green University Press, 1975, pp.29-38. Hughes, Felicity. 'Children's Literature: Theory and Practice'. *English Literary History*, vol. 45, 1978, pp.542-61.

Course: British Poetry and Drama: 17th and 18th Centuries			Semester: IV
Course Code: BA-ENG 403	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize the students with various literary forms in poetry, prose and drama, popular in the respective ages through a study of the works of representative writers

Learning Outcomes:

1. The course facilitates a thorough understanding of the intellectual basis and formal elements of Neoclassical and Pre-romantic poetry
2. The course will highlight the variety of literary genres and appreciate the influence of society and culture on critical and literary thoughts of the times

SYLLABUS

1. John Milton, *Paradise Lost: Book 1* (New Delhi: Worldview Publications, 2014)
2. John Webster, *The Duchess of Malfi* (Victoria: Leopold Classic Library, 2015)
3. Aphra Behn, *The Rover* (New Delhi: Create space Independent Pub, 2017)
4. Alexander Pope, *The Rape of the Lock* (Maryland: Wild side Press, 2007)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Religious and Secular Thought in the 17th Century
2. The Stage, the State and the Market
3. The Mock-epic and Satire
4. Women in the 17th Century
5. The Comedy of Manners

Readings:

1. *The Holy Bible, Genesis*, chaps. 1–4, *The Gospel* (according to St. Luke), Chaps. 1–7 & 22–4.
2. Machiavelli, Niccolo. *The Prince*, edited and translated by Robert M. Adams, New York: Norton, 1992, Chaps. 15, 16, 18, and 25.
3. Hobbes, Thomas. *The Leviathan, Part I*. New York: Norton, 2006, Chaps. 8, 11, and 13.
4. Dryden, John. 'A Discourse Concerning the Origin and Progress of Satire'. *The Norton Anthology of English Literature*. vol. 1, edited by Stephen Greenblatt, New York: Norton, 2012, pp. 1767–8.

Course: British Literature: 18th Century			Semester: IV
Course Code: BA-ENG 404	L T P	3-1-0	Credits: 4

Course Objective:

To develop students’ interest in the British Literature of the eighteenth century.

Learning Outcomes:

1. To analyze 18th-century British literature within its cultural and historical context
2. To analyze contemporary scholarship on 18th-century British literature
3. To identify and evaluate the mechanisms of canonization
4. To evaluate 18th-century British literature in broader contexts (for instance, in light of British literature that precedes and follows it; in the context of Early American Literature; etc.)
5. To engage in archival research

SYLLABUS

1. William Congreve, *The Way of the World* (New York: Peacock Books, 2001)
2. Jonathan Swift, *Gulliver’s Travels* (Books III and IV) (New Delhi: Penguin Books, 2003)
3. Samuel Johnson, *London* (Andesite Press, 2017)
4. Thomas Gray, *Elegy Written in a Country Churchyard* (Montana: Kessinger Publishing, 2010)
5. Laurence Sterne, *The Life and Opinions of Tristram Shandy, Gentleman* (London: Wordsworth Editions, 1995)

Suggested Topics and Background Prose Readings for Class Presentations:

1. The Enlightenment and Neo-classicism
2. Restoration Comedy
3. The Country and the City
4. The Novel and the Periodical Press

Readings:

1. Collier, Jeremy. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
2. Defoe, Daniel. ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’. *Literature and Social Order in Eighteenth-Century England*, edited by Stephen Copley, London: Croom Helm, 1984.
3. Johnson, Samuel. *Essay 156, The Rambler, Selected Writings: Samuel Johnson*, edited by Peter Martin, Cambridge: Harvard University Press, 2009, pp. 194–7.
4. Greenblatt, Stephen, editor. ‘Pope’s Intellectual Character: Pope and Dryden Compared’. *The Life of Pope, The Norton Anthology of English Literature*. New York: Norton, 2006, pp. 2693–4, 2774–7.

Course: British Romantic Literature			Semester: V
Course Code: BA-ENG 501	L T P	3-1-0	Credits: 4

Course Objective:

To examine the literary masterpieces of the Romantic age in British literature

Learning Outcomes:

1. Demonstrate an understanding of the historical and cultural context of English Romanticism
2. Analyze through close reading major authors and texts of English Romanticism
3. Discuss the philosophical ideas that inform English Romantic literature
4. Evaluate and compare various thematic perspectives and styles within English Romanticism
5. Analyze key themes, topics, and debates that emerge in Romantic texts

SYLLABUS

1. William Blake, 'The Lamb', 'The Chimney Sweeper', 'The Tyger' (from *The Songs of Innocence and The Songs of Experience*), 'Introduction to *The Songs of Innocence*'
2. Robert Burns, 'A Bard's Epitaph', 'Scots Wha Hae'
3. William Wordsworth, 'Tintern Abbey', 'Ode: Intimations of Immortality'
4. Samuel Taylor Coleridge, 'Kubla Khan', 'Dejection: An Ode'
5. Lord George Gordon Noel Byron, *Childe Harold*, Canto III, verses 36–45 (lines 316–405); Canto IV, verses 178–86 (lines 1594–674)
6. Percy Bysshe Shelley, 'Ode to the West Wind', 'Ozymandias', 'Hymn to Intellectual Beauty'
7. John Keats, 'Ode to a Nightingale', 'To Autumn', 'On First Looking into Chapman's Homer'
8. Mary Shelley, *Frankenstein* (London: Harper Collins, 2010)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Reason and Imagination
2. Conceptions of Nature
3. Literature and Revolution
4. The Gothic
5. The Romantic Lyric

Readings:

1. Wordsworth, William. 'Preface to Lyrical Ballads'. *Romantic Poetry and Prose*, edited by Harold Bloom and Lionel Trilling, New York: OUP, 1973, pp. 594–611.
2. Keats, John. 'Letter to George and Thomas Keats, 21 December 1817, and 'Letter to Richard Woodhouse, 27 October, 1818'. *Romantic Poetry and Prose*, edited by Harold Bloom and Lionel Trilling, New York: OUP, 1973, pp. 766–68, 777–8.
3. Rousseau, Jean-Jacques. 'Preface to *Emile or o Capital Education*', Translated by Allan Bloom, New York: Basic Books, 1979.
4. Coleridge, Samuel Taylor. *Biographia Literaria*, edited by George Watson, London: Everyman, 1992, Chap. XIII, pp. 161–66.
5. Frederick R. Karl. 'Gothic, Gothicism, Gothicists'. *The Adversary Literature: The English Novel in the Eighteenth Century -- A Study in Genre*. New York: Farrar, 1974, pp. 235-274.

Course: British Literature: 19th Century			Semester: V
Course Code: BA-ENG 502	L T P	3-1-0	Credits: 4

Course Objective:

To examine the growth in British Literature in the era of change.

Learning Outcomes:

1. To make the student thorough with the main writers and their works of the literary period
2. To introduce works of different authors and their styles
3. To make the students capable of analyzing these works

SYLLABUS

1. Jane Austen, *Pride and Prejudice* (New Delhi: Penguin, 2016)
2. Charlotte Bronte, *Jane Eyre* (London: Peacock, 1994)
3. Charles Dickens, *Hard Times* (New Delhi: Penguin, 2016)
4. Alfred Tennyson, 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow'
5. Robert Browning, 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'
6. Christina Rossetti, *The Goblin Market in The Goblin Market and other poems* (New Delhi: Penguin, 2018)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Utilitarianism
2. The 19th Century Novel
3. Marriage and Sexuality
4. The Writer and Society
5. Faith and Doubt
6. The Dramatic Monologue

Readings:

1. Marx, Karl and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', *A Reader in Marxist Philosophy*, edited by Howard Selsam and Harry Martel, New York: International Publishers, 1963, pp. 186–8, 190–1, 199–201.
2. Darwin, Charles. 'Natural Selection and Sexual Selection' and 'The Descent of Man'. *The Norton Anthology of English Literature*. 8th edn, vol. 2, edited by Stephen Greenblatt, New York: Norton, 2006, pp. 1545–9.
3. Mill, John Stuart. 'The Subjection of Women'. *Norton Anthology of English Literature*, 8th edn, vol. 2, edited by Stephen Greenblatt, New York: Norton, 2006, Chap. 1, pp. 1061–9.
4. Curry, S. S. *Browning and the Dramatic Monologue*. Cambridge: University Press, 2016.

Course: Women's Writing			Semester: V
Course Code: BA-ENG 503	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize students with women's contributions in literature.

Learning Outcomes:

1. learn to recognize the meaning and significance of feminine voices and concerns in a text
2. be able to understand the genesis and evolution of feminist literary theory and its various phases
3. will become aware of theoretical terminology of feminist criticism with an increased sensibility towards issues of women's literary and political marginalization, and their continual resistance to both

SYLLABUS

1. Emily Dickinson, '*I cannot live with you, I'm wife*'; '*I've finished that*'
2. Sylvia Plath, '*Daddy*', '*Lady Lazarus*'
3. Eunice De Souza, '*Advice to Women*', '*Bequest*'
4. Alice Walker, *The Color Purple* (New York: Mariner Books, 2014)
5. Charlotte Perkins Gilman, *The Yellow Wallpaper* (London: Aziloth Books, 2015)
6. Katherine Mansfield, *Bliss*, in *Bliss and Other stories* (London: Penguin, 2018)
7. Mahashweta Devi, *Draupadi*, trans. by Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
8. Mary Wollstonecraft, *A Vindication of the Rights of Woman* (New York: Norton, 1988)
9. Ramabai Ranade, '*A Testimony of our Inexhaustible Treasures*', in *Pandita Ramabai Through Her Own Words: Selected Works*, trans. Meera Kosambi (New Delhi: OUP, 2000)
10. Rassundari Devi, excerpts from *Amar Jiban*, in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989)

Suggested Topics and Background Prose Readings for Class Presentations:

1. The Confessional Mode in Women's Writing
2. Women's Autobiographies
3. Sexual Politics
4. Race, Caste and Gender
5. Social Reform and Women's Rights

Readings:

1. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957, Chaps. 1 and 6.
2. Beauvoir, Simone de. 'Introduction'. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, London: Vintage, 2010, pp. 3–18.
3. Sangari, Kumkum and Sudesh Vaid, editors. 'Introduction'. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989, pp. 1–5.
4. Mohanty, Chandra Talapade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses'. *Contemporary Postcolonial Theory: A Reader*, edited by Padmini Mongia, New York: Arnold, 1996, pp. 172–97.

Course: British Literature: The Early 20th Century			Semester: V
Course Code: BA-ENG 504	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize students with the British genres of the novel and poems in the early 20th century

Learning Outcomes:

To instill in the students the ability to analyse these works from the political, historical and sociological perspectives

SYLLABUS

1. Joseph Conrad, *Heart of Darkness* (New Delhi: Penguin, 2007)
2. D.H. Lawrence, *Sons and Lovers* (London: Maple Press, 2010)
3. Virginia Woolf, *Mrs Dalloway* (New Delhi: Rupa Publications, 2016)
4. W.B. Yeats, 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium' in *The Collected Poems of W. B. Yeats* (London: Wordsworth Editions, 2000)
5. T.S. Eliot, 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men' in *Selected Poems of T. S. Eliot* (London: Faber, 2009)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Modernism, Post-modernism and Non-European Cultures
2. The Women's Movement in the Early 20th Century
3. Psychoanalysis and the Stream of Consciousness
4. The Uses of Myth
5. The Avant Garde

Readings:

1. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', 'The Structure of the Unconscious'. *The Modern Tradition*, edited by Richard Ellman et. al., Oxford: OUP, 1965, pp. 571, 578–80, 559–63.
2. Eliot, T.S. 'Tradition and the Individual Talent'. *Norton Anthology of English Literature*. 8th edn, vol. 2, edited by Stephen Greenblatt, New York: Norton, 2006, pp. 2319–25.
3. Williams, Raymond. 'Introduction'. *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984, pp. 9–27.
4. Stewart, J.I.M. *Writers of the Early Twentieth Century: Hardy to Lawrence (Oxford History of English Literature)*. Oxford: Clarendon Press, 1990.

Course: Modern European Drama			Semester: VI
Course Code: BA-ENG 601	L T P	3-1-0	Credits: 4

Course Objective:

To examine the development of new forms of theatrical representations through a focus on the evolution of Modern European Drama.

Learning Outcomes:

1. be able to understand and appreciate the historical and cultural background in which a particular text took shape
2. be able to develop knowledge of literary terms and key concepts involved in reading and analyzing drama
3. be able to undertake a critical examination of dramas across various cultures and time zones

SYLLABUS

1. Henrik Ibsen, *Ghosts in Ghosts and other plays*, trans. Peter Watts (New Delhi: Penguin, 1964)
2. Bertolt Brecht, *The Good Woman of Setzuan*, ed. Eric Bentley (London: Penguin, 2007)
3. Samuel Beckett, *Waiting for Godot* (New Delhi: Pearson, 2012)
4. Eugene Ionesco, *Rhinoceros*, ed. Dilip K. Basu (New Delhi: Worldwide Publications, 2015)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Politics, Social Change and the Stage
2. Text and Performance
3. European Drama: Realism and Beyond
4. Tragedy and Heroism in Modern European Drama
5. The Theatre of the Absurd

Readings:

1. Stanislavski, Konstantin. *An Actor Prepares*, Chap. 8, 'Faith and a Sense of Truth'. Translated by Elizabeth Reynolds Hapgood, Harmondsworth: Penguin, 1967, Sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre Vs Epic Theatre'. *Brecht on Theatre: The Development of an Aesthetic*. Edited and Translated by John Willet, London: Methuen, 1992, pp. 68–76, 121–8.
3. Steiner, George. 'On Modern Tragedy'. *The Death of Tragedy*. London: Faber, 1995, pp. 303–24.
4. Donaldson, Ian, editor. *Transformations in Modern European Drama*. London: Macmillan, 1983.
5. Fischer-Lichte, Erika. *History of European Drama and Theatre*. Translated by Jo Riley, London: Routledge, 2002.

Course: Post-colonial Literatures			Semester: VI
Course Code: BA-ENG 602	L T P	3-1-0	Credits: 4

Course Objective:

To examine colonialism and anti-colonial resistance through the cultural legacy and literary imprints that they leave.

Learning Outcomes:

1. Will be familiarized the with some of the seminal works on colonialism
2. Will be acquainted with the key concepts of postcolonial literary theory through the study of postcolonial texts
3. Will be introduced to aspects of subjectivity, race, class and feminism as they inhere in the postcolonial space
4. Will understand and evaluate the key debates in postcolonial theory

SYLLABUS

1. Chinua Achebe, *Things Fall Apart* (London: Penguin, 2001)
2. Gabriel Garcia Marquez, *Chronicle of a Death Foretold*, trans. Gregory Ralassa (New Delhi: Penguin, 1996)
3. Bessie Head, *The Collector of Treasures* in *The Collector of Treasures and other Botswana Village Tales* (Oxford: Heinemann, 1992)
4. Ama Ata Aidoo, *The Girl who can* in *The Girl Who Can and other stories* (London: Heinemann, 2003)
5. Grace Ogot, *The Green Leaves* in *Land Without Thunder* (Kenya: East African Publishers, 1968)
6. Pablo Neruda, *Tonight I Can Write, The Way Spain Was*
7. Derek Walcott, *Far Cry from Africa Names*
8. David Malouf, *Revolving Days, Wild Lemons*
9. Mamang Dai, *Small Towns and the River, The Voice of the Mountain*

Suggested Topics and Background Prose Readings for Class Presentations:

1. De-colonization
2. Globalization and Literature
3. Literature and Identity Politics
4. Writing for the New World Audience
5. Region, Race, and Gender
6. Postcolonial Literatures and Questions of Form

Readings:

1. Fanon, Frantz. ‘The Negro and Language’. *Black Skin, White Masks*. Translated by Charles Lam Markmann, London: Pluto Press, 2008, pp.8–27.
 2. Thiong’o, Ngugi Wa. ‘The Language of African Literature’. *Decolonizing the Mind*. London: James Curry, 1986, chap. 1, sections 4–6.
 3. Marquez, Gabriel Garcia. *Gabriel Garcia Marquez: New Readings*, edited by Bernard Mc Guirk and Richard Cardwell, Cambridge: Cambridge University Press, 1987.
 4. Ngangom, Robin Singh and K. S. Nongkynrih, editors. *Dancing Earth: An Anthology of Poetry from North-East India*. New Delhi: Penguin, 2009.
- Nayar, Pramod K. *Postcolonial Literature: An Introduction*. New Delhi: Pearson, 2008.

Course: Literary Criticism			Semester: VI
Course Code: BA-ENG 603	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize students with principles of criticism in interpreting literary texts

Learning Outcomes:

1. A familiarity with origin of critical ideas in literature from Plato to the present
2. A better understanding of functions of criticism
3. A deep historical sense in the field of literature
4. An idea of tradition
5. Students will develop critical ability

SYLLABUS

1. William Wordsworth, *Preface to the Lyrical Ballads*
2. S.T. Coleridge, *Biographia Literaria*. (Chapters IV, XIII and XIV)
3. Virginia Woolf, Modern Fiction, in *The Common Reader: Volume 1* (London: Vintage, 2003)
4. T.S. Eliot, *Tradition and the Individual Talent, The Function of Criticism*, in *Selected Prose of T. S. Eliot*, ed. Frank Kermode (Florida: Faber, 1975)
5. I.A. Richards, *Principles of Literary Criticism* (Chapters 1, 2 and 34) (London: Routledge, 2017)
Practical Criticism (Florida: Harvest, 1929)
6. Cleanth Brooks, The Heresy of Paraphrase and The Language of Paradox in *The Well-Wrought Urn: Studies in the Structure of Poetry* (New York: Harvest, 1956)
7. Maggie Humm, *Practicing Feminist Criticism: An Introduction* (New Delhi: Rawat, 2015)

Suggested Topics and Background Prose Readings for Class Presentations:

1. Summarizing and Critiquing
2. Point of View
3. Reading and Interpreting Media Criticism
4. Plot and Setting
5. Citing from Critics' Interpretations

Readings:

1. Lewis, C.S. 'Introduction'. *An Experiment in Criticism*. Cambridge: University Press, 1992.
2. Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford: University Press, 1971.
3. Wellek, Rene and Stephen G. Nicholas. *Concepts of Criticism*. Connecticut: Yale University, 1963.
4. Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Routledge, 2016.
5. Habib, M.A.R. *Literary Criticism from Plato to the Present: An Introduction*. London: Wiley-Blackwell, 2012.

Course: World Literatures			Semester: VI
Course Code: BA-ENG 604	L T P	3-1-0	Credits: 4

Course Objective:

To familiarize students with literatures in English from around the world.

Learning Outcomes:

1. Traverse across global literary landscape.
2. They will develop a panoramic view of cultures of the world through literary compositions
3. It will help them identify and facilitate their future research areas
4. The study of these texts entails cross-cultural growth of strong humanistic traits which becomes essential for the development of equally strong literary world

SYLLABUS

1. V.S. Naipaul, *Bend in the River* (London: Picador, 1979)
2. Marie Clements, *The Unnatural and Accidental Women in Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
3. Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008)
4. Julio Cortazar, *Blow-Up in Blow-Up and other Stories* (New York: Pantheon, 1985)
5. Judith Wright, *Bora Ring in Collected Poems* (Sydney: Angus & Robertson, 2002)
6. Gabriel Okara, 'The Mystic Drum' in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990)
7. Kishwar Naheed, 'The Grass is Really like me' in *We the Sinful Women* (New Delhi: Rupa, 1994)
8. Shu Ting, *Assembly Line in A Splintered Mirror: Chinese Poetry from the Democracy Movement*, trans. Donald Finkel and Carolyn Kizer (New York: North Point Press, 1991)
9. Jean Arasanayagam, *Two Dead Soldiers in Fussilade* (New Delhi: Indialog, 2003)

Suggested Topics and Background Prose Readings for Class Presentations:

1. The Idea of World Literature
2. Memory, Displacement and Diaspora
3. Hybridity, Race and Culture
4. Adult Reception of Children's Literature
5. Literary Translation and the Circulation of Literary Texts
6. Aesthetics and Politics in Poetry

Readings:

1. Lawall, Sarah. 'Preface' and 'Introduction'. *Reading World Literature: Theory, History, Practice*. Texas: University of Texas Press, 1994, pp. ix–xviii, 1–64.
2. Damrosch, David. *How to Read World Literature?* Chichester: Wiley-Blackwell, 2009, pp. 1–64, 65–85.
3. Moretti, Franco. 'Conjectures on World Literature'. *New Left Review*, vol.1, 2000, pp. 54–68.
4. Theo D'haen et. al., editors. 'Introduction', *World Literature: A Reader*. London: Routledge, 2012.
5. Kalra, V., et. al. 'Cultural Configurations of Diaspora'. *Diaspora & Hybridity*. London: Sage Publications, 2005.

Course: Project/ Research Paper/Project Report / Internship and Viva Voce			Semester: VI
Course Code: BA-ENG 605	L T P	- - -	Credits: 8

Objective: To enable the student to demonstrate research and presentation skills

Learning Outcomes:

1. Appreciate a work of art critically employing a theory of criticism
2. Substantiate their views with apt illustrations and critical support
3. Organize the views and format them into a dissertation of about twenty-five to thirty pages
4. Use a working knowledge of research methodology to format the dissertation

SYLLABUS

PART I

The student shall undertake an extensive programme of reading and research, under the guidance of faculty, in order to demonstrate intellectual independence and originality by choosing a specific topic. The results of research shall be presented in a clearly written, academically cogently argued, logically structured and properly referenced form.

PART II

This shall be followed by a Viva Voce on the research paper/ project report submitted by the student.

Year 2: *Exploring & Understanding*
Semester III & IV
Year 3: *Concentration & Specialization*
Semester V & VI

MAJOR & MINOR COURSES-MAJOR WITH HONORS

II.(A) LEARNING OBJECTIVES: FOR Major/Minor in PSYCHOLOGY

The Psychology program at the undergraduate level focuses on the following aims:

- Imparting knowledge of basic psychological concepts and models, and developing ability to apply this knowledge in field settings.
- Promoting and understanding of research skills so that students are able to design and conduct systematic and ethical psychological research studies.
- Developing psychological sensitivity and social sensibility so that students can respond empathically to human subjectivity and critically to social institutions.
- Examining the complexities of and debates within the discipline and to dwell upon its unique relevance in understanding the human subjectivity as shaped by the social, historical and political.
- Developing sensibility towards varied socio-cultural contexts and appreciating diversity.
- Facilitating acquisition of basic skills for building responsible professionals in varied settings.
- Encouraging self-understanding, reflection and personal growth.

II.(B). LEARNING OUTCOMES FOR Major/Minor in PSYCHOLOGY

The learning outcomes that a student should be able to demonstrate on completion of a degree level program are as follows:

- Knowledge about the discipline and research methods.
- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to connect theory with personal experiences and varied applied settings.
- Understand how psychology can be applied to solve problems facing humankind.
- Computer literacy, including the ability to use various e-resources, technology and social media.
- Articulation of ideas, scientific writing and authentic reporting.
- Tolerating ambiguities and appreciating the limitations of the discipline, and critically analyzing conflicting theories and approaches.
- Understanding varied socio-cultural contexts, and being mindful of indigenous traditions.
- Creating awareness about gender issues.
- Cultivating an ethical mindset, including a strong work ethic, avoiding unethical behaviors such as data fabrication and plagiarism, being mindful of implications of research using human participants.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

- Developing skills of communication, negotiation, team work, effective presentation, etc.
- Appreciating and tolerating diversity.
- Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.
- Self-development and personal growth.

**MAJOR & MINOR COURSES-MAJOR WITH HONORS:PSYCHOLOGY
SEMESTER III:**

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-PSY 301	CC Major	Introduction to Psychology	3	1	0	4
2	BA-PSY 302	CC Major	Biopsychology	3	1	0	4
3	BA-PSY 303	CC Major	Development of Psychological Thoughts	3	1	0	4
4	BA-PSY304 P	CC Major	Practicum I	0	0	8	4
5	BA-PSY 305 E1	DSE 1A	Psychology for Health and Well-being	3	1	0	4
	BA-PSY 305 E2	DSE 1B	Youth, Gender and Identity				
6	BA-PSY 306 E1	DSE 2A	Health Psychology	3	1	0	4
7	BA-PSY 306 E2	DSE 2B	Science of Happiness				
8	BA-PSY 301		Minor 1 : Introduction to Psychology				
9			Minor 2: DSE 1/ DSE 2				
Total Credits				17	5	8	24
Total Contact Hours				30			

SEMESTER IV:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-PSY 401	CC Major	Psychological research	3	1	0	4
2	BA- PSY 402	CC Major	Psychology of Individual Differences	3	1	0	4
3	BA- PSY 403	CC Major	Statistical Methods for Psychological Research-I	3	1	0	4
4	BA- PSY 404 P	CC Major	Practicum II	0	0	8	4
5	BA- PSY 405 E1	DSE 3A	Psychology at work	3	1	0	4
	BA- PSY 405 E2	DSE 3B	Stress Management				
6	BA- PSY 406 E1	DSE 4A	Inter-group Relations	3	1	0	4
	BA- PSY 406 E2	DSE4B	Effective Decision Making				

7	BA- PSY 407 E1	DSE 5A	Psychology and Media	3	1	0	4	
	BA- PSY 407 E2	DSE 5B	Emotional Intelligence					
8	BA- PSY 403		Minor 3: (CC 2): Psychology of Individual Differences					
9			Minor 4 (DSE 2): By Choice					
10			Minor 5 (DSE 3): By Choice					
				Total Credits	20	6	8	28
				Total Contact Hours	34			

SEMESTER V:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-PSY 501	CC Major	Developmental Psychology	3	1	0	4	
2	BA- PSY 502	CC Major	Understanding Psychological Disorders	3	1	0	4	
3	BA- PSY 503	CC Major	Statistical Methods for Psychological Research - II	3	1	0	4	
4	BA- PSY 504 P	CC Major	Practicum III	0	0	8	4	
5	BA- PSY 505 E1	DSE 6A	Human Recourse Management	3	1	0	4	
	BA- PSY 505 E2	DSE 6B	Cultural and Indigenous Psychology					
6	BA- PSY 506 E1	DSE 7A	Educational Psychology	3	1	0	4	
	BA- PSY 506 E2	DSE 7B	Personal Growth and Development					
7	BA- PSY 507 E1	DSE 8A	Community Psychology	3	1	0	4	
	BA- PSY 507 E2	DSE 8B	Applied Social Psychology					
	BA- PSY 502		Minor 6: (CC 3): Developmental Psychology					
	BA- PSY 504		Minor 7:(CC 4): Understanding Psychological Disorders					
			Minor 8: (DSE 4): By Choice					
				Total Credits	20	6	8	28
				Total Contact Hours	34			

SEMESTER VI:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-PSY 601	CC Major	Understanding and Dealing with Psychological Disorders	3	1	0	4
2	BA- PSY 602	CC Major	Counselling Psychology	3	1	0	4
3	BA- PSY 603	CC Major	Social Psychology	3	1	0	4
4	BA- PSY 604 P	CC Major	Practicum IV	0	0	8	4
5	BA- PSY 605	CC Major	Research Project: Dissertation/Paper	-	-	-	8
		Total Credits		11	3	8	24
		Total Contact Hours		22			

Total Credits (Semester I-VI): 140**LIST OF ELECTIVES -PSYCHOLOGY**

Sem 3	BA-PSY 305 E1	DSE 1A	Psychology for Health and Well-being	3	1	0	4
	BA-PSY 305 E2	DSE 1B	Youth, Gender and Identity				
Sem 3	BA-PSY 306 E1	DSE 2A	Health Psychology	3	1	0	4
	BA-PSY 306 E2	DSE 2B	Science of Happiness				
Sem 4	BA- PSY 405 E1	DSE 3A	Psychology at Work	3	1	0	4
	BA- PSY 405 E2	DSE 3B	Stress Management				
Sem 4	BA- PSY 406 E1	DSE 4A	Inter-group Relations	3	1	0	4
	BA- PSY 406 E2	DSE4B	Effective Decision Making				
Sem 4	BA- PSY 407 E1	DSE 5A	Psychology and Media	3	1	0	4
	BA- PSY 407 E2	DSE 5B	Emotional Intelligence				
Sem 5	BA- PSY 505 E1	DSE 6A	Human Resource Management	3	1	0	4
	BA- PSY 505 E2	DSE 6B	Cultural and Indigenous Psychology				
Sem 5	BA- PSY 506 E1	DSE 7A	Educational Psychology	3	1	0	4
	BA- PSY 506 E2	DSE 7B	Personal Growth and Development				
Sem 5	BA- PSY 507 E1	DSE 8A	Community Psychology	3	1	0	4
	BA- PSY 507 E2	DSE 8B	Applied Social Psychology				

Course: Introduction to Psychology			Semester: III
Course Code: BA-PSY 301	L T P	3 1 0	Credits: 4

Course Objective:

To introduce the students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Learning outcomes:

1. Develop a base in general psychology with the help of relevant examples of everyday life
2. Comprehend and analyze situations in life better and to enable others in the same way

Unit 1: Introduction:

1. Nature, Scope and definition of psychology
2. origin and development of psychology
3. Methods: Experimental and Case study

Unit 2: Sensation and Perception:

1. Meaning and characteristics of sensation, Types of sensation
2. Visual sensation: Structure of eye and phenomena of visual sensation
3. Auditory sensation: Structure of ear and theories of audition
4. Nature and characteristics of perception
5. Gestalt theory of perception: figure and ground, Laws of perceptual organization

Unit 3: Learning and Memory:

1. Nature of Learning
2. Principles and applications of Classical conditioning, Operant conditioning, and Observational learning
3. Nature of memory, Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing
4. Forgetting, Improving memory

Unit 4: Motivation and Emotion:

1. Perspectives on motivation, types of motivation
2. motivational conflicts
3. Elements of emotions,
4. Theories of emotion (James –Lange theory, Cannon –Bard theory and Schachter-Singer –Singer theory)

Readings:

1. Baron, R. & Misra, G. (2013). Psychology. Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K. & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R. E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.

Course: Biopsychology			Semester: III
Course Code: BA-PSY 302	L T P	3 1 0	Credits: 4

Course Objectives:

- To explore the biological basis of experience and behavior.
- To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Learning outcomes:

- Analyze the importance of the most essential fundamental biological processes underlying psychological events.
- Evaluate the comprehensive exposure to Nervous system and its governing factors with various behaviors.

Unit 1: Introduction to Biopsychology:

- Nature and scope
- Methods and ethics in biopsychology
- Divisions of biopsychology

Unit 2: Cell & Nervous System: Cell structure:

- Neuron and Synapses
- The Neurotransmitters
- Functional abnormalities of neurotransmitters: dopamine and Serotonin hypothesis

Unit 3: Organization of Nervous System:

- The nervous system: Basic Subdivisions-Structure and functions
- CNS
- PNS
- Cerebral hemisphere (Right & Left hemisphere)

Unit 4: Hormonal Basis of Behavior:

- Endocrine system: Structure &Function
- Abnormalities of major glands: Hypothalamus, Thyroid, Adrenals, Gonads, Pituitary and Pancreas

Readings:

- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Leukel, F. (1968). Introduction to Physiological Psychology
- Carlson, N. R. (2009). Foundations of Physiological Psychology, 6th Edition Pearson Education, New Delhi.
- Breedlove, S. M., Rosenzweig, M. R. & Watson, N. V. (2007). Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sunderland Sinauer Associates, Inc., Massachusetts

Course: Development of Psychological Thoughts			Semester: IV
Course Code: BA-PSY 303	L T P	3 1 0	Credits: 4

Course Objective: To give an overview on history of psychology and the developments within the discipline.

Learning outcomes:

- Interpret the historical evolution of psychology
- Clarify the various methodological issues of psychology
- Organize the various schools of thoughts in psychology

Unit 1: Science & Scientific Theory:

- What is science and non-science? Psychology as a Science, Psychology as non-science,
- Theories, systems, paradigms, & methodological issues

Unit 2: Structuralism & Functionalism:

- Wundt and Titchener's contribution to psychology (compare and contrast the two)
- Structuralism as a school of thought
- The American contribution to evolution of psychology

Unit 3: Associationism & Behaviorism:

- Thorndikian Associationism
- Watsonian Behaviorism

Unit 4: Psychodynamics & Gestalt:

- Classical Psychoanalysts: Sigmund Freud
- Neo psychoanalysts: Alfred Adler and Carl Jung
- Gestalt school of thought

Unit 5: Humanistic & Existential Approach:

- Abraham Maslow
- Carl Rogers
- Existential approach to psychology

Readings:

- Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall
- Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinehart & Winston
- Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill
- Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Sartre, J P (1956), History & Theories of Psychology
- Paranjpe, A C, (1994), Meeting East and West; New York: Plenum Press

Course: Practicum I			Semester: III
Course Code: BA-PSY 304 P	L T P	0 0 8	Credits: 4

Course Objectives:

- To help students develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.
- This course provides a broad overview of the psychological assessment of individual and offers students opportunities to develop the skills needed to become reflective decision makers throughout the assessment process.

Learning outcomes:

- Understand the concepts of psychology through the mediums of experiments
- Develop with the skills of conducting and documenting experiments in the field of Psychology

Every student is expected to perform and write any 5 practicals each out of the following options:

1. Paired Association test
2. Immediate Memory Span
3. Stroop Effect
4. DEO Mohan's Achievement Motivation Scale
5. Emotional Maturity Scale
6. Bell's Adjustment Inventory
7. Youth Problem Inventory

Course: Psychology for Health and Well-being			Semester: III
Course Code: BA-PSY 305 E1	L T P	3 1 0	Credits: 4

Course Objective: To understand the spectrum of health and illness for better health management.

Learning outcomes:

- Appreciate the importance of psychology in health and well being
- Apply the concepts of health psychology in disease prevention and health promotion in society at large.

Unit 1: Illness, Health and Well-being:

- Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health
- Health and well-being.

Unit 2: Stress and Coping:

- Nature and sources of stress
- Effects of stress on physical and mental health
- Coping and stress management

Unit 3: Health Management:

- Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviors
- Health Protective behaviors
- Illness Management

Unit 4: Human strengths and life enhancement:

- Classification of human strengths and virtues
- Cultivating inner strengths: Hope and optimism
- Gainful Employment and Me/We Balance

Readings:

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- DiMatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi: Pearson.
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
- Hick, J. W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.
- Snyder, C.R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

Course: Youth, Gender and Identity			Semester: III
Course Code: BA-PSY 305 E2	L T P	3 1 0	Credits: 4

Course Objectives:

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

Learning outcomes:

- Apply the concepts of youth, gender and identity into the social and cultural settings.
- Creating awareness about gender issues

Unit 1: Introduction:

- Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- Concepts of Identity: Multiple identities

Unit 2: Youth and Identity:

- Family: Parent-youth conflict, sibling relationships, intergenerational gap
- Peer group identity: Friendships and Romantic relationships
- Workplace identity and relationships
- Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity:

- Issues of Sexuality in Youth
- Gender discrimination
- Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity:

- Youth, Gender and violence
- Enhancing work-life balance
- Changing roles and women empowerment
- Encouraging non-gender stereotyped attitudes in youth

Readings:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D.& Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Course: Health Psychology			Semester: III
Course Code: BA-PSY 306 E1	L T P	3 1 0	Credits: 4

Course Objective:

To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

Learning outcomes:

- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- Apply the concepts of health psychology in disease prevention and health promotion in society at large

Unit 1: Introduction:

- Introduction to Health Psychology
- Components of health: social, emotional, cognitive and physical aspects
- Mind-body relationship
- Goals of health psychology
- Bio-psychosocial model of health

Unit 2: Behavior and health:

- Characteristics of health behavior
- Barriers to health behavior
- Theories of health behavior and their implications.

Unit 3: Health Enhancing Behaviors:

- Exercise
- Nutrition
- Safety
- Pain
- Stress management

Unit 4: Health and Well-being:

- Happiness
- Life satisfaction
- Resilience
- Optimism and Hope

Readings:

- Allen, F. (2011). Health psychology and behavior. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley. Misra, G. (1999). Stress and Health. New Delhi: Concept.

- Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling
- Sarafino, E. P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
- Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

Course: Science of Happiness			Semester: III
Course Code: BA-PSY 306 E2	L T P	3 1 0	Credits: 4

Course Objective:

This course will provide each student to acquire meaningful knowledge of various aspects of happiness. Also, to apply the concepts with a holistic view to deal with the barriers in day-to-day life.

Learning outcomes:

- Acquire meaningful knowledge of various aspects of happiness
- Apply a holistic and spiritual view of psychology to deal with stressors of day to day life
- Develop and design the social model to promote happiness

Unit 1: Happiness:

- Positive and Negative Affectivity
- The Effects & Causes of Happiness
- Culture and Happiness
- Relationships and Happiness
- Geography of Bliss

Unit 2: Happiness and its Physical Aspects:

- Physical aspects of happiness
- Living quality life through positive psychology
- Satisfaction with life

Unit 3: Happiness and its Mental Aspects:

- Psychological effects of happiness
- Flow experiences
- Preventing mental distress

Unit 4: Happiness and its Social Aspects:

- Social correlates of Happiness
- social cohesion, particularly in the light of the aging population
- Sense of belongingness for happiness

Unit 5: Happiness and Morality:

- The Religious and Spiritual Concepts of Happiness
- Relationship between Happiness and corruption
- Reciprocal Altruism

Readings:

- Williams, H.S., The Science of Happiness, Oxford University
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology.
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell

Course: Psychological Research			Semester: IV
Course Code: BA-PSY 401	L T P	3 1 0	Credits: 4

Course Objective:

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Learning outcomes:

- Analyze & comprehend research and its application.
- Identify the strategic & scientific aspects related to hypothesis testing.
- Acquire knowledge of qualitative research methods.

Unit I: Introduction:

- Nature and Goals of Psychological Research?
- Phases in Psychological Research
- Ethics in Psychological Research
- Types of Psychological research

Unit 2: Problem, Hypothesis and Variables:

- Meaning and characteristic of a problem
- Meaning and characteristics of a good Hypothesis
- Formulating a Hypothesis, Types of Hypothesis
- Meaning and types of variables.

Unit 3: Sampling and Methods of Data Collection:

- Probability and Non-probability sampling
- Case study
- Observation
- Interview & Focus group discussion
- Survey

Unit 4: Psychological testing:

- Classification of tests
- Characteristics of a test (objectivity, reliability, validity, norms)
- Applications & ethical issues

Readings:

- Chadha, N. K. (2009) Applied Psychometry. Sage Pub: New Delhi
- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Gregory, R. J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.) Pearson Education.
- Kerlinger, F. N., & Lee, H. B. (1999). Foundations of Behavioral Research. Wadsworth Ed.). New Delhi
- Murphy, K. R., & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6 Ed.) New Jersey: Prentice Hall.

Course: Psychology of Individual Differences			Semester: III
Course Code: BA-PSY 402	L T P	3 1 0	Credits: 4

Course Objective:

To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Learning outcomes:

- Appreciate the various approaches to study human personality and Intelligence
- Assess personality and intelligence with the help of various theories

Unit 1: Introduction to Self and Personality:

- Concept of self
- Cognitive and behavioral aspects of self
- Culture and self
- Concept of personality

Unit 2: Perspectives of Personality:

- Type approach
- Trait approach (Allport, Cattell, Eysenck)
- Psychodynamic (Freud)
- Neo- Freudian (Jung, Adler)
- Humanistic (Rogers, Maslow)

Unit 3: Introduction to Intelligence:

- Nature and concept of Intelligence
- Interplay of nature and Nurture
- Approaches of intelligence theories

Unit 4: Intelligence Theories:

- Spearman theory
- Gardner theory
- Sternberg Theory
- Assessment of Intelligence
- Types of Intelligence tests

Readings:

- Carr, A. (2011): Positive psychology. Routledge.
- Chadha, N. K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Cornelissen, R. M., Misra, G., & Varma, S. (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts. Pearson.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

Course: Statistical Methods for Psychological Research-I			Semester: IV
Course Code: BA-PSY 403	L T P	3 1 0	Credits: 4

Course Objective:

To familiarize the students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

Learning outcomes:

- Analyze the importance of statistics in the field of psychology
- Explore the various data interpretation techniques
- Evaluate various descriptive statistics technique

Unit 1: Introduction:

- Psychological Research
- Relevance of Statistics in Psychological Research
- Descriptive and Inferential Statistics
- Scales of Measurement

Unit 2: Frequency distribution and graphical representations:

- Organizing Qualitative Data
- Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution
- Computation of Percentiles and Percentile Ranks
- Graphical representation for grouped and ungrouped data.

Unit 3: Measures of Central tendency:

- Mode, Median and Mean
- Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean
- Central Tendency Measures in Normal and Skewed Distributions
- The Effects of Linear Transformation on Central Tendency Measures.

Unit 4: Measures of Variability:

- The Range; The Interquartile and the Semi-Interquartile Range
- The Average Deviation and the Variance
- The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores
- Properties and Comparison of Measures of Variability
- The Effect of Linear Transformation on Variability Measures

Readings:

- Chadha, N. K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi
- Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold

- Gravetter, F. J., & Wallnau, L. B. (2009). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.
- King, B. M., & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.
- Mangal, S. K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- Garrett, H. R. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers

Course: Practicum II			Semester: IV
Course Code: BA-PSY 404 P	L T P	0 0 8	Credits: 4

Course Objectives:

- To help students develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.
- This course provides a broad overview of the psychological assessment of individual and offers students opportunities to develop the skills needed to become reflective decision makers throughout the assessment process.

Learning outcomes:

- Understand the concepts of psychology through the mediums of experiments
- Develop with the skills of conducting and documenting experiments in the field of Psychology

Every student is expected to perform and write any 5 practicals each out of the following options:

1. Eysenck's Personality Questionnaire-R (EPQ-R)
2. Culture Fair (Free) Intelligence Scale Indian Print Scale III
3. 16 PF
4. Case Study Form
5. Emotional Intelligence Scale
6. Bhatia Battery
7. Critical Thinking Scale

Course: Psychology at work			Semester: IV
Course Code: BA-PSY 405 E1	L T P	3 1 0	Credits: 4

Course Objectives:

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

Learning outcomes:

- Critically evaluate the theories and models applicable to organizational development
- Critically assess the impact of communication on the management of human resources.
- Student will develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others

Unit 1: Introduction to I/O Psychology:

- Definition, Brief History
- Contemporary Trends and Challenges

Unit 2: Work Motivation:

- Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

Unit 3: Communication in Organizations:

- Communication process
- Purpose of communication in organizations
- Barriers to effective communication
- Managing communication

Unit 4: Leadership:

- Early approaches to leadership
- Contemporary approaches to leadership Transformational & Transactional Leadership

Readings:

- Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management*, 2, 21-33.
- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.
- Chadha, N. K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
- Greenberg, J., & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley
- Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers
- Robbins, S. P., & Judge, T. A. (2007). *Organizational Behavior*. 12th Edition. New Delhi: Prentice Hall of India.
- Robbins, S. P., & Judge, T. A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India

Course: Stress Management			Semester: IV
Course Code: BA-PSY 405 E2	L T P	3 1 0	Credits: 4

Course Objective:

In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Learning outcomes:

- Student will be able demonstrate thorough understanding of stress and its effects
- Student will be able to learn various coping strategies to deal stress effectively so to overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance.

Unit 1: Stress:

- Introduction
- Nature of stress
- Symptoms of stress

Unit 2: Various sources of stress:

- Environmental
- Social
- Physiological
- Psychological

Unit 3: Stress and health:

- Effects of stress on health
- Eustress

Unit 4: Managing stress:

- Methods - yoga, meditation, relaxation techniques
- Problem focused approaches
- Emotion focused approaches.

Readings:

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- DiMatteo, M. R. & Martin, L. R. (2002). Health psychology. New Delhi: Pearson
- Neiten, W., & Lloyd, M. A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

Course: Inter-group Relations			Semester: IV
Course Code: BA-PSY 406 E1	L T P	3 1 0	Credits: 4

Course Objective:

To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

Learning outcomes:

- **Students will demonstrate an understanding of group dynamics and effective teamwork**
- **Student will develop skills and abilities of resolving conflicts.**

Unit 1: Nature of intergroup relations:

- Cooperation vs. competition
- Classical study of Robbers cave experiment
- Realistic conflict theory

Unit 2: Social categorization and conflict:

- Ingroup vs. outgroup
- Consequences of social categorization: Cognitive biases & stereotypes
- Conflict and social categorization

Unit 3: Cultural aspects of intergroup relations:

- Social identity
- Stereotypes
- Case studies in the Indian context

Unit 4: Resolving intergroup conflict:

- Intergroup contact
- Promoting intergroup cooperation
- Conflict management strategies

Readings:

- Baron, R.A., Branscombe, N.R, Byrne,D. &Bhardwaj, G. (2009) Social Psychology. New Delhi: Pearson.
- Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.
- Smith, P.B., Bond, M.H &Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi: Sage Publications.
- Zorsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth.

Course: Effective Decision Making			Semester: IV
Course Code: BA-PSY 406 E2	L T P	3 1 0	Credits: 4

Course Objective:

Students will learn various strategies which will enable them to make good decisions in life.

Learning outcomes:

- Student will be able to understand the importance of effective decision making in their personal and professional life.
- Students will outline multiple divergent solutions to a problem
- Student will able to create and explore risky or controversial ideas and synthesize ideas/expertise to generate innovations.

Unit 1: Introduction:

- What is decision making?
- Importance of making good decisions

Unit 2: Decisions regarding career:

- Discovering self and creating a healthy acceptance of self
- Learning to connect with self with vocational choices/career

Unit 3: Decision making in interpersonal context:

- Learning about conflict management in interpersonal relations
- Negotiation in interpersonal conflict
- Handling difficult people and finding solutions

Unit 4: Decision making at the workplace:

- Developing competencies and skills required for effective decision making

Readings:

- Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India
- Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.
- Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

Course: Psychology and Media			Semester: IV
Course Code: BA-PSY 407 E1	L T P	3 1 0	Credits: 4

Course Objective:

To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

Learning outcomes:

- **Better understanding of how media can affect the human psychology**
- **Students will develop critical and reflective thinking abilities on the impact of media advertising on the society**

Unit 1: Media and User:

- Understanding mass media
- Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

Unit 2: Media and advertising:

- Developing an effective advertising programme /media promotions/ campaigns for social marketing
- Case studies in the Indian context

Unit 3: Audio-Visual media (TV and movies) and Print media:

- Nature and their impact
- Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime
- Case studies in the Indian context

Unit 4: Interactive and emerging technologies:

- Virtual social media
- Interactive media
- Gaming
- Issues of internet addiction
- Case studies in the Indian context

Readings:

- Dill, K.E. (2009). How Fantasy becomes Reality Seeing Through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behavior. NY: Taylor & Francis Group.

IMS Unison University

- Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. New York: Sage.
- Montgomery, K.C. (2007) *Generation Digital*. MIT Press.
- Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods.

Course: Emotional Intelligence			Semester: IV
Course Code: BA-PSY 407 E2	L T P	3 1 0	Credits: 4

Course Objective:

To understand the concept of emotional intelligence and learn ways of developing it.

Learning outcomes:

- **Student will develop accurate sense of self**
- **Student will nurture a deep understanding of personal motivation**
- **Student will be able to analyze the emotions of others for better adjustment.**

Unit 1: Introduction:

- Emotional Intelligence
- Models of Emotional Intelligence
- EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills
- Importance of Emotional Intelligence

Unit 2: Knowing One's and Others' Emotions:

- Levels of emotional awareness
- Recognizing emotions in oneself
- The universality of emotional expression
- Perceiving emotions accurately in others

Unit 3: Managing Emotions:

- The relationship between emotions, thought and behavior
- Techniques to manage emotions

Unit 4: Applications:

- Workplace
- Relationships
- Conflict Management
- Effective Leadership

Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
- Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books.

Course: Developmental Psychology			Semester: V
Course Code: BA-PSY 501	L T P	3 1 0	Credits: 4

Course Objective:

This paper introduces the students to the biological foundations, various developmental stages and theories from prenatal to childhood. The Students will also learn the applications of child psychology in various settings.

Learning outcomes:

- **Construct and interpret a historical overview of Child psychology**
- **Appraise the students to the basic concepts and theories of Child Psychology**
- **Review and apply the various theories of development across domains of development**

Unit 1: Introduction to Developmental Psychology:

- Definition, History, Nature Vs Nurture (Intelligence and Personality)
- Theories of development: Psychoanalytical Theory, Psychosocial Development theory (Erickson)
- Methods: Longitudinal, Cross Sectional

Unit 2: Stages of Life Span Development:

- Prerequisites of Conception: Maturation, Ovulation and Fertilization
- Multiple Births: Causes and Types
- Prenatal Development, Birth and Infancy
- Childhood, Adolescence, Adulthood

Unit 3: Domains of Human Development:

- Cognitive development: perspectives of Piaget and Vygotsky
- Language Development
- Emotional Development
- Moral Development: Perspective of Kohlberg
- Personality Development

Unit 4: Socio-Cultural Contexts for Human Development:

- Family, Peers, Media & Schooling
- Human Development in the Indian context

Readings:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). Discovering the Lifespan. Pearson.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2012). Life Span Development (13 ed.) New Delhi: McGraw Hill.
- Saraswathi, T. S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A. K. (1997). Child Development: An Indian Perspective. New Delhi.

Course: Understanding Psychological Disorders			Semester: V
Course Code: BA-PSY 502	L T P	3 1 0	Credits: 4

Course Objective:

The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

Learning outcomes:

- Explain multiple definitions of the terms “normal” and “abnormal.
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders

Unit 1: Understanding Abnormality:

- Issues in defining Normality and Abnormality
- Issues in diagnosis and classification
- Nature of Clinical Assessment

Unit 2: Clinical Picture and etiology of Disorders I:

- Anxiety disorders (any 3 disorders)
- Somatoform disorders – Hypochondriasis and Conversion disorders

Unit 3: Clinical Picture of:

- Mood disorders
- Eating disorders
- Sexual disorders: Gender Identity Disorder

Unit 4: Clinical Picture of:

- Schizophrenia
- Personality Disorder (any one); Borderline Personality Disorder / Anti-Social Personality Disorders;
- Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism

Readings:

- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- David Barlow H., & Durand V. Mark, 7th Edition, e-book (2013) *Abnormal Psychology: Cengage Learning India Edition*
- Kearney, C. A., & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning

Course: Statistical Methods for Psychological Research-II			Semester: V
Course Code: BA-PSY 503	L T P	3 1 0	Credits: 4

Course Objective:

To educate students with the techniques of inferential statistics and hypothesis testing.

Learning outcomes:

- Analyze the basic concept of statistics in psychology
- Discuss quantification of psychological data
- Apply statistics on the data and draw inferences from the data

Unit 1: Standard Scores and NPC:

- Standard Scores (z-score), Properties of z-scores
- The Nature and Properties of the Normal Probability Distribution
- Applications of normal probability curve
- Skewedness and Kurtosis

Unit 2: Correlation:

- The Meaning of Correlation, The Scatterplot of Bivariate Distributions
- Correlation: A Matter of Direction; A Matter of Degree;
- The Coefficient of Correlation;
- Calculating Pearson’s Correlation Coefficient from Deviation Scores;
- Calculating Pearson’s Correlation Coefficient from Raw Scores;
- Spearman’s Rank-Order Correlation Coefficient.

Unit 3: Hypothesis testing and making inferences:

- Population and sample
- Standard error of mean, SD and r;
- Level of significance; Type I and Type II errors;
- Degree of freedom; One tailed and two-tailed tests; Null and alternate hypothesis.

Unit 4: Parametric and Non-parametric tests:

- Meaning and difference between parametric and non-parametric tests
- t-test and Chi-square test

Readings:

1. Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall.
2. Chadha, N. K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
3. Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi: Sage.
4. King, B. M., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed). USA: John Willey.
5. Mangal, S. K. (2012). *Statistics in Psychology & Education*. (2nd Ed). New Delhi: PHI learning Pvt. Ltd.

Course: Practicum III			Semester: V
Course Code: BA-PSY 504 P	L T P	0 0 8	Credits: 4

Course Objectives:

- To help students develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.
- This course provides a broad overview of the psychological assessment of individual and offers students opportunities to develop the skills needed to become reflective decision makers throughout the assessment process.

Learning outcomes:

- Understand the concepts of psychology through the mediums of experiments
- Develop with the skills of conducting and documenting experiments in the field of Psychology

Every student is expected to perform and write any 5 practical's each out of the following options:

1. Sinha's Comprehensive Anxiety Test
2. Eight State Questionnaire
3. Psychological well-being
4. Social Relationship Scale
5. Beck's Depression Inventory
6. Job Satisfaction Scale
7. Self-concept Scale

Course: Human Resource Management			Semester: V
Course Code: BA-PSY 505 E1	L T P	3 1 0	Credits: 4

Course Objective:

To help students understand the various processes and issues inherent in organizations related to human resources.

Learning outcomes:

1. Develop an understanding of the field of organizational psychology
2. Analyze various psychological processes in organizations
3. Appreciate the working of organizations through various psychological processes
4. Analyze and attract the vital resources required to turn a planning of the selection procedure into reality.
5. Identify the need for strategic planning for recruitment and selection.

Unit 1: Introduction to Human Resource Management (HRM):

- Personnel management,
- HRM and HRD,
- Context and issues in HRM

Unit 2: Human Resource Practices:

- Job analysis;
- Recruitment and selection;
- Training; Performance evaluation

Unit 3: International human resource management (IHRM):

- The context of Globalization,
- Dimensions of Cultural difference (Hofstede),
- Policies and practices in the multinational enterprise,
- Selection of international assignees;
- Expatriate failure,
- Cross-cultural training.

Unit 4: Organizational change and development:

- Organizational change: concepts, models (one model), techniques (one for individual and one for group),
- organizational development: concepts, models (one model), techniques (one for individual and one for group).

Readings:

1. Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.
2. Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
3. Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.
4. Chadha, N.K. (2005). *Human Resource Management- Issues, case studies and experiential exercises*. 3rd edition. New Delhi: Sai Printographers.
5. DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of human resource management*. (8th Ed). NY: Wiley.
6. Harzing, A-W.K. and Pennington, A. (2011). *International human resource management*. New Delhi: Sage publications.
7. Jex, S.M. & Britt, T.W. (2008) *Organizational Psychology: A Scientist- Practitioner Approach*. 2nd ed. John Wiley and sons Inc. New York.
8. Luthans, F. (2010) *Organizational Behaviour*. 12th Edition. McGraw Hill.
9. Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
10. Robbins, S.P., Judge T.A. and Sanghi, S. (2009) *Organizational Behaviour*. 13th ed. Pearson Education, Inc.
11. Schluetz, D. and Schultz, S.E. (2006) *Psychology and Work Today*. 9th ed. New Jersey, Pearson Education Inc.

Course: Cultural and Indigenous Psychology			Semester: V
Course Code: BA-PSY 505 E2	L T P	3 1 0	Credits: 4

Course Objective:

To understand the role of culture in understanding behavior and exploring psychological insights in the Indian thought traditions.

Learning outcomes:

- Analyze emergence of psychology in Indian context
- Apply indigenous theories in matters of health
- Develop an understanding of health from Indian theoretical perspective

Unit 1: Cultural Processes:

- Cultures: Psychic Unity and Cultural Relativity
- Beyond Descriptions of Cultural Differences,
- Methods of studying cultural psychology.

Unit 2: Culture, Self and Others:

- Who am I and Who are they? Culture and architecture
- Representation: Person, Other People, Self and of Groups,
- The Making and Remaking of Cultures
- A Developmental Perspective: Family and children, Models of the family,
- Self-construal and developmental pathways

Unit 3: Intercultural Contacts:

- Nature, psychological benefits and costs of cultural competence
- Migration
- Globalization and cultural diversity
- Management of multicultural identities

Unit 4: Indigenous Psychology:

- Indian Psychology – Implications and applications;
- Indian perspective on emotions;
- Self and identity;
- Indigenization of Psychology in India

Readings:

- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.

- Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 281-291. New Delhi: Concept Publishing Company.
- Misra, G., &Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 421-439. New Delhi: Concept Publishing Company.
- Roa, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), *Foundation of Indian Psychology: Theories and concepts*, Vol, 1. New Delhi: Pearson.
- Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 440-457. New Delhi: Concept Publishing Company.
- Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures: Living and working in a changing world*. London: Sage.

Course: Educational Psychology			Semester: V
Course Code: BA-PSY 506 E1	L T P	3 1 0	Credits: 4

Course Objective: To understand the applications of psychology in the area of education.

Learning outcomes:

- Develop an understanding of the field of Teaching and Learning
- Analyze education system from psychological point of view
- Appreciate the use of psychology in tackling various educational problems

Unit 1: Introduction to Educational Psychology:

- Nature, scope & relevance of Educational Psychology
- Conceptual and Theoretical Perspectives in Educational Psychology
- Behavioristic and Social Learning
- Cognitive & Humanistic Perspectives
- Constructivism

Unit 2: Human Diversity and Education:

- Differences in Cognitive Styles & Learning Strategies,
- Readiness for Learning & Classroom Achievement,
- Intelligence, Creativity & Personality
- Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3: Effective Teaching and Classroom Management:

- Characteristics of Effective Teachers
- Teaching Methods & Issues related to Technological Advances
- Classroom Management

Unit 4: Exceptionality and Special Education:

- Conceptualizing Exceptionality: Categorization, Labelling and its educational implications
- Responsibilities of Teachers towards learners with Special Needs

Readings:

- Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
- Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
- Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

Course: Personal Growth and Development			Semester: V
Course Code: BA-PSY 506 E2	L T P	3 1 0	Credits: 4

Course Objective:

To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.

Learning outcomes:

- Student will develop accurate sense of self
- Student will nurture a deep understanding of emotional competence
- Student will develop thorough understanding of personal and professional responsibility
- Student will able to analyze the emotions of others for better adjustment

Unit 1: Understanding the Self:

- The self-concept and self-esteem
- Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

Unit 2: Emotional Competence:

- Understanding and expressing emotions
- Managing difficult emotions
- Applying emotional intelligence

Unit 3: Cognitive Competence:

- Setting and achieving goals
- Effective time management
- Metacognitive strategies

Unit 4: Interpersonal Competence:

- Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates)
- Intimacy and self-disclosure in close relationships
- Managing interpersonal conflicts

Readings:

- Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*. (14th ed.). USA: Wadsworth Cengage Learning
- Haddon, P. F. (1999). *Mastering personal and interpersonal skills*. London: Thorogood
- Robbins, S. P., & Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work*. (5th ed.). New Delhi: PHI Learning
- Schraw, G. (1998). Promoting general meta cognitive awareness. *Instructional Science*, 26,113-125.
- Waters, S. H., & Schneider, W. (2010). *Metacognition: Strategy use and instruction*. New York: Guilford Press (Chapters 9 and 10).
- Weiten, W., & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21st century*. (8th Ed.). USA: Thomson Wadsworth

Course: Community Psychology			Semester: V
Course Code: BA-PSY 507 E1	L T P	3 1 0	Credits: 4

Course Objective:

To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

Learning outcomes:

- Implement community-based intervention for various psychosocial issues.
- Analyze key contemporary issues in the area of community psychology
- Develop insight and analyze the important concerns in community psychology

Unit 1: Introduction:

- Definition of community psychology
- Types of communities
- Models

Unit 2: Core values:

- Individual and family wellness
- Sense of community
- Respect for human diversity
- Social justice, empowerment and citizen participation
- Collaboration and community strengths

Unit 3: Health promotion:

- Process of community organization for health promotion, importance
- Community program for: child and maternal health, physical challenged and old age in the Indian context.

Unit 4: Interventions:

- Community development and empowerment
- Case studies in Indian context

Readings:

- Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967
- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.

- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
- Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
- Poland, B. D., Green, L.W. &Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

Course: Applied Social Psychology			Semester: V
Course Code: BA-PSY 507 E2	L T P	3 1 0	Credits: 4

Course Objective:

To help student understand social problems and gain knowledge about intervention strategies.

Learning outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society
- Evaluate effective strategies for intervention required in the various social fields where psychology is applied

Unit 1: Introduction:

- Nature of applied Social Psychology
- Social influences on behavior
- Levels of analysis
- Methodological approaches – Participatory Action and Learning research techniques

Unit 2: Applying Social Psychology-I:

- Environment
- Population
- Diversity

Unit 3: Applying Social Psychology-II:

- Work
- Health
- Legal system

Unit 4: Intervention and Evaluation:

- Impact analysis
- Process of intervention
- Need for evaluation for effective programme
- Case studies in Indian context

Readings:

- Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
- Mikkelsen, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coultts, L. M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.
- Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

Course: Understanding and Dealing with Psychological Disorders			Semester: VI
Course Code: BA-PSY 601	L T P	3 1 0	Credits: 4

Course Objectives:

To introduce the etiological understanding and therapeutic interventions for the various psychological disorders and help the students develop and understanding of how to deal with moderate to severe psychopathology.

Learning outcomes:

- Explain multiple definitions of the terms “normal” and “abnormal”.
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
- Evaluate biological, social, learning, and developmental influences on psychopathology.
- Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders

Unit 1: Biological etiology:

- Explanations and interventions for Mood disorders and Schizophrenia
- Application in case of mood disorders and schizophrenia

Unit 2: Insight oriented explanations and interventions:

- Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder
- Humanistic and Existential perspective–Application in case of crises intervention

Unit 3: Behavioral and Cognitive explanations and interventions:

- Application in case of any two from phobias/ panic disorder, depression /eating disorders

Unit 4: Going beyond the Individual and Singular Approaches:

- Family therapy and group therapies
- Efforts towards integration of approaches

Readings:

- Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Plante, T. G. (2011). Contemporary Clinical Psychology John Wiley & Sons.
- Riskind, J.H., Manos, M. J., & Alloy, L.B. (2004) Abnormal Psychology: Current Perspectives. McGraw Hill

Course: Counselling Psychology			Semester: VI
Course Code: BA-PSY 602	L T P	3 1 0	Credits: 4

Course Objectives:

- To develop an understanding of basic concepts, processes, techniques of Counselling.
- To acquaint the learner with the challenges of Counselling.

Learning outcomes:

- Evaluate various psychotherapies and schools in counseling techniques.
- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues

Unit 1: Introduction:

- Meaning, purpose and goals of counseling
- Professional issues, ethics,
- education and training of the counselor
- Characteristics of a good counselor

Unit 2: Counselling Process:

- Counselling relationship
- Counselling interview
- Counselling Termination

Unit 3: Techniques of Counselling:

- Psychoanalytic techniques
- Humanistic approaches
- Behavioral techniques
- Cognitive techniques

Unit 4: Counselling Applications:

- Child Counselling
- Family Counselling
- Career Counselling
- Crisis intervention: suicide, grief and sexual abuse

Readings:

- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

- Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson
- Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Nelson-Jones, Richard. (2008). Basic Counseling Skills: A helper's manual, Second Edition, Sage, South Asia Edition
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson.
- Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L. W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.
- Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

Course: Social Psychology			Semester: VI
Course Code: BA-PSY 603	L T P	3 1 0	Credits: 4

Course Objectives:

- Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society
- Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

Learning outcomes:

- Develop insight and analyze the contribution of social psychologists to the understanding of human society
- Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behavior
- Interpret attitude formation and various methods to be used to change the attitude

Unit 1: Introduction:

- Nature and scope of social psychology
- Overview of the history of social psychology (including development in India)
- Methods of studying social behavior (Observation, Experimental, Field study, Survey and Sociometry)

Unit 2: Understanding and Evaluating the social world:

- Social cognition, Social perception
- Attitudes, Attitude-behavior link, Attitude formation
- Strategies for attitude change

Unit 3: Social interaction:

- Impression formation, Interpersonal attraction
- Pro-social behavior, social facilitation
- Prejudice and discrimination

Unit 4: Group Dynamics and Inter-group relations:

- Nature and formation of groups
- Influence of group on individual behavior (Social facilitation, social loafing)
- Social influence (conformity, compliance and obedience), Cooperation and competition
- Nature of intergroup conflicts, Conflict resolution strategies

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
- Deaux. K &Wrightsman, L. (2001). Social Psychology. California : Cole Publishing
- Kassin, S., Fein, S., & Markus, H. R. (2008). Social psychology. New York: Houghton Mifflin.
- Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L.A. & Sears, D. O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

Course: Practicum IV			Semester: VI
Course Code: BA-PSY 604 P	L T P	0 0 8	Credits: 4

Course Objectives:

To help students develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.

This course provides a broad overview of the psychological assessment of individual and offers students opportunities to develop the skills needed to become reflective decision makers throughout the assessment process.

Learning outcomes:

- Understand the concepts of psychology through the mediums of experiments
- Develop with the skills of conducting and documenting experiments in the field of Psychology

Every student is expected to perform and write any 5 practicals each out of the following options:

1. Social Intelligence Scale
2. PGI Memory Scale
3. Suicidal Attitude Scale
4. SPM
5. Family Environment Scale
6. Mental Health Battery A. K. Singh and Alpana Sengupta
7. Rotter's Locus of Control

Course: Research Project: Dissertation/Paper			Semester: VI
Course Code: BA-PSY 604	L T P	- - -	Credits: 8

Course Objective:

Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed methods) or it can be in the form of a critical review of research and theory.

Learning outcomes:

1. Enrich and enhance learning and promote student’s professional and personal development.
2. Students will develop critical and reflective thinking abilities
3. Students will learn the use of primary or secondary source data
4. Will develop a better understanding of the data collection techniques
5. Analyze the proper statistical technique to be applied on the data and make appropriate inferences

The project at the final submission should contain the following chapters:

1. Introduction to the topic
2. Review of literature on the topic concerned.
3. Methodology used in the study
4. Results chapter
5. Discussion of results with other existing studies in the area
6. Conclusions and recommendations
7. References in American Psychological Association Style

Year 2: *Exploring & Understanding*
Semester III & IV
Year 3: *Concentration & Specialization*
Semester V & VI

MAJOR & MINOR COURSES-MAJOR WITH HONORS

III. (A). LEARNING OBJECTIVES FOR Major and Minor in HISTORY

1. The new curriculum of B.A. History Program offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting.
2. The Program is structured for students in an inter-disciplinary program providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying.
3. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.
4. The Program is flexible to student needs
5. The B.A. Program works with the objective of trying to achieve observable intellectual outcomes through its three-year duration.

III.(B). LEARNING OUTCOMES FOR Major and Minor in HISTORY

The attributes expected from the graduates of B.A. History Program are:

- 1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.
- 2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyze the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Greater ability to distinguish between that which is historical -- that is time-place and context driven, hence changeable and challengeable -- from that which is not.
- 6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development
- 9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.
- 10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.

SEMESTER III:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-HIS 301	CC Major	History of India-I	3	1	0	4
2	BA-HIS 302	CC Major	Social Formations and Cultural Patterns of the Ancient World	3	1	0	4
3	BA-HIS 303	CC Major	History of India-II	3	1	0	4
4	BA-HIS 304	CC Major CC Minor 1	Social Formations and Cultural Patterns of the Medieval World	3	1	0	4
5	BA-HIS 305 E1	DSE 1	Global Environmental Perspectives century	3	1	0	4
	BA-HIS 305 E2	DSE 1	History of Modern Japan and Korea (1868-1950s)				
			Minor 1 (CC 1):				
6	BA-HIS 306 E1	DSE 2	Modern Southeast Asia: 17th to the 20th Century	3	1	0	4
7	BA-HIS 306 E2	DSE 2	The Making of Contemporary India (1950-1990s)				
	Choice (including Open Elective)		Minor 2:(DSE 1): By Choice				
		Total Credits		18	6	0	24
		Total Contact Hours		24			

SEMESTER IV:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-HIS 401	CC Major	History of India-III (c. 750-1206)	3	1	0	4
2	BA-HIS 402	CC Major	Rise of the Modern West-I	3	1	0	4
3	BA-HIS 403	CC Major	History of India IV (c.1206-1550)	3	1	0	4
4	BA-HIS 404	CC Major	Rise of the Modern West –II	3	1	0	4
5	BA-HIS 405 E1	DSE 3	Delhi through the Ages	3	1	0	4
	BA-HIS 405 E2	DSE 3	History of Science and Technology				

6	BA-HIS 406 E1	DSE 4	Issues in the Contemporary World: 1945-2000	3	1	0	4	
	BA-HIS 406 E2	DSE4	Cultural Diversity in India					
7	BA-HIS 407 E1	DSE 5	Perspectives on Environmental History	3	1	0	4	
	BA-HIS 407 E2	DSE 5	History of Science and Technology					
8	BA-HIS 403		Minor 3: (CC 2): By Choice					
9	Choice		Minor 4 (DSE 2): By Choice					
10	Choice		Minor 5 (DSE 3): By Choice					
				Total Credits	21	7	0	28
				Total Contact Hours				28

SEMESTER V:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-HIS 501	CC Major	History of India-V (c. 1550-1605)	3	1	0	4	
2	BA-HIS 502	CC Major	History of India-VI (c. 1750-1857)	3	1	0	4	
3	BA-HIS 503	CC Major	History of Modern Europe- I (c. 1780-1939)	3	1	0	4	
4	BA-HIS 504	CC Major	History of India-VII (c. 1605-1750)	3	1	0	4	
5	BA-HIS 505 E1	DSE 6	Religion and Religiosity	3	1	0	4	
	BA-HIS 505 E2	DSE 6	History of the USA: Independence to Civil War					
6	BA-HIS 506 E1	DSE 7	History of the USSR: From Revolution to World War II (1917 -1945)	3	1	0	4	
	BA-HIS 506 E1	DSE 7	History of Africa, c.1500-1960s					
7	BA-HIS 507 E1	DSE 8	Gender in Indian History	3	1	0	4	
	BA-HIS 507 E2	DSE 8	The Making of Contemporary India (1950-1990s)					
	BA-HIS 502		Minor 6: (CC 3): By Choice					
	BA-HIS 504		Minor 7: (CC 4): By Choice					
	Choice		Minor 8: (DSE 4): By Choice					
				Total Credits	21	7	0	28
				Total Contact Hours				28

SEMESTER VI:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-HIS 601	CC Major	History of India-VIII (c. 1857-1950)	3	1	0	4
2	BA-HIS 602	CC Major	History of Modern Europe- II (1780-1939)	3	1	0	4
3	BA-HIS 603	CC Major	History of United States of America and the USSR-I	3	1	0	4
4	BA-HIS 604 E1	CC Major	History of Africa	3	1	0	4
	BA-HIS 604 E2	CC Major	History of Latin America				
	BA-HIS 604 E3	CC Major	History of South East Asia				
5	BA-HIS 605	CC Major	Research Project	-	-	-	8
Total Credits				12	4	0	24
Total Contact Hours				16			

Total Credits (Semester I-VI): 140

LIST OF ELECTIVES -HISTORY

S.No	Course Code	Course Name	L	T	P	Credits
1	BA-HIS 305 E1	Global Environmental Perspectives century	3	1	0	4
2	BA-HIS 305 E2	History of Modern Japan and Korea (1868-1950s)				
3	BA-HIS 306 E1	Modern Southeast Asia: 17th to the 20th Century	3	1	0	4
4	BA-HIS 306 E2	The Making of Contemporary India (1950-1990s)				
5	BA-HIS 405 E1	Delhi through the Ages	3	0	1	4
6	BA-HIS 405 E2	History of Science and Technology				
7	BA-HIS 406 E1	Issues in the Contemporary World: 1945-2000	3	0	1	4
8	BA-HIS 406 E2	Cultural Diversity in India				
9	BA-HIS 407 E1	Perspectives on Environmental History	3	1	0	4
10	BA-HIS 407 E2	History of Science and Technology				
11	BA-HIS 505 E1	Religion and Religiosity	3	1	0	4
12	BA-HIS 505 E2	History of the USA: Independence to Civil War				

13	BA-HIS 506 E1	History of the USSR: From Revolution to World War II (1917 -1945)	3	1	0	4
14	BA-HIS 506 E2	History of Africa, c.1500-1960s				
15	BA-HIS 507 E1	Gender in Indian History	3	1	0	4
16	BA-His 507 E2	The Making of Contemporary India (1950-1990s)				
17	BA-HIS 604 E1	History of Africa	3	1	0	4
18	BA-HIS 604 E2	History of Latin America				
19	BA-HIS 604 E3	History of South East Asia				

Course: History of India-I			Semester: III
Course Code: BA-HIS 301	L T P	3-1-0	Credits: 4

Course Objectives:

The course intends to provide not only an extensive survey of early Indian history to the students of the prestigious history honours course but also familiarize them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course empowers the students not only with the significance of sources in history writing but make them aware with the importance of environmental factors in the study of history. Spanned over a very long period of our ancient past, from pre-historic times up to the end of Vedic cultures in India, the course dwells upon major landmarks of ancient Indian history like beginning of the food production, Harappan civilization and Vedic cultures to name a few.

Learning Outcome:

After completing the course, the students will be able to understand the significance of and role of environment in history and become an aware citizen towards protection of environment. They will be able to understand the trajectory of prehistory in India’s past and transition to proto history from prehistory along with their characteristic features. The students will be able to understand the pre and early historic technological development and their contribution in the development of human civilization in India. They will also be able to understand the significance of regions in history and the issues related to them.

Unit 1: Reconstructing Ancient Indian History

- [a] Early Indian notions of History
- [b] Sources and tools of historical reconstruction.
- [c] Historical interpretations (with special reference to gender, environment, technology, and regions).

Unit 2: Pre-historic hunter-gatherers

- [a] Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit 3: The advent of food production

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange.

Unit 4: The Harappan civilization:

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organisation; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit 5: Cultures in transition

settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE – circa 300 BCE)
- [c] Tamilakam (circa 300 BCE to circa CE 300)

ESSENTIAL READINGS

- D. P. Agrawal, *The Archaeology of India*, 1985 Bridget & F. Raymond Allchin, *The Rise of Civilisation in India and Pakistan*, 1983.
- L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. with Commentary by B. N. Mukherjee, 1996.
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

Course: Social Formations and Cultural Patterns of the Ancient World			Semester: III
Course Code: BA-HIS 302	L T P	3-1-0	Credits: 4

Course Objectives:

This paper offers a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions from the hunting-gathering subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe and Meso-America. The paper proceeds to familiarise students with early urban civilizations, and the interface between urban settled communities and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.

Learning Outcomes:

On completion of this course, the students will be able to:

1. Describe key moments in human evolution and the development of various subsistence patterns.
2. Explain the differences between various forms of early human societies.
3. Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
4. Analyse the features of early urban civilizations and their interaction with nomadic pastoralists.
5. Analyse the role of developing metal technology in human societies.

Unit 1: Evolution of humankind;

Palaeolithic and Mesolithic cultures.

Unit 2: Food production:

Beginnings of agriculture and animal husbandry.

Unit 3: Bronze Age Civilisations, with reference to any one of the following:

- [a] Egypt (Old Kingdom);
- [b] Mesopotamia (up to the Akkadian Empire);
- [c] China (Shang);
- [d] Eastern Mediterranean (Minoan)—Economy, social stratification, state structure, religion.

Unit 4: Nomadic groups in Central and West Asia;

Debate on the advent of iron and its implications

Unit 5: Slave society in ancient Greece:

Agrarian economy, urbanisation, trade.

Unit 6: Polis in ancient Greece:

Athens and Sparta; Greek Culture.

ESSENTIAL READINGS

1. Burns and Ralph. World Civilisations. Cambridge History of Africa, Vol. I.
2. Gordon Childe, What Happened in History.
3. G. Clark, World Prehistory : A New Perspective. B. Fagan, People of the Earth.
4. Amar Farooqui, Early Social Formations.
5. M. I. Finley, The Ancient Economy. Jacquetta Hawkes, First Civilisations.
6. G. Roux, Ancient Iraq. Bai Shaoyi, An Outline History of China.
7. H. W. F. Saggs, The Greatness that was Babylon.
8. B. Trigger, Ancient Egypt : A Social History. UNESCO Series: History of Mankind, Vols. I – III./ or New ed. History of Humanity.
9. R. J. Wenke, Patterns in Prehistory

Course: History of India-II			Semester: III
Course Code: BA-HIS 303	L T P	3-1-0	Credits: 4

Course Objectives:

This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times, the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.

Learning Outcome:

After completing this course, the students will be able to understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India. They will be able to know the features and stages of civilization in ancient Indian history. They will also be familiar with the process of urbanization and deurbanization & monetization and demonetization in early India. This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture.

Unit 1: Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan; craft production: trade and trade routes; coinage.
- [c] Social stratification: class, varna, jati, untouchability; gender; marriage and property relations.

Unit 2: Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire
- [b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

Unit 3: Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban settlements.
- [c] Varna, proliferation of jatis: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities – Pallavas, Chalukyas, and Vardhanas.

Unit 4: Religion, philosophy and society (circa 300 BCE- CE 750):

- [a] Consoloidation of the brahmanical tradition: dharma, Varnashram, purusharthas, samskaras.
- [b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- [c] The beginnings of Tantricism

Unit 5: Cultural developments (circa 300 BCE – CE 750):

- [a] A brief survey of Sanskrit, Pali Prakrit and Tamil literature. Scientific and technical treatises.
- [b] Art and architecture – forms and patronage; Mauryan, post-Mauryan, Gupta, post-Gupta

ESSENTIAL READINGS

1. B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
2. D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.
3. D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
4. S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.
5. B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.
6. K. A. N. Sastri, *A History of South India*. R. S. Sharma, *Indian Feudalism*, 1980.
7. Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
8. Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, Jain*, New York, 1985.

Course: Social Formations and Cultural Patterns of the Medieval World			Semester: III
Course Code: BA-HIS 304	L T P	3-1-0	Credits: 4

Course Objectives:

This paper traces the changing political formations, economic and social structures in the ancient Greek and Roman empires. It also closely examines the nature of European feudal societies and the medieval economy of Europe during the 8th to 14th centuries. The paper contextualises the development of a crisis within the backdrop of marked changes within the medieval economy, society and polity. It concludes with a detailed overview of Islamic societies that emerged in West Asia.

Learning Outcomes:

On completion of this course, the students will be able to:

1. Identify the key historical features of Classical Greece and Rome.
2. Explain the emergence of medieval polities and feudal institutions.
3. Explain the trends in the medieval economy and their impact on social, cultural and religious life.
4. Analyse the rise of Islam and the transition to state formation in West Asia.
5. Discuss the development of various spiritual, literary and broader urban traditions.

Unit 1: Roman Republic, Principate and Empire—

slave society in ancient Rome: agrarian economy, urbanization, trade.

Unit 2: Religion and culture in ancient Rome.

Unit 3: Crises of the Roman Empire.

Unit 4: Economic developments in Europe from the 7th to the 14th centuries:

organisation of production, towns and trade, technological developments. Crisis of feudalism.

Unit 5: Religion and culture in medieval Europe:

Unit 6: Societies in Central Islamic Lands:

- [a] The tribal background, ummah, Caliphal state; rise of Sultanates
- [b] Religious developments: the origins of shariah, Mihna, Sufism
- [c] Urbanisation and trade

ESSENTIAL READINGS

1. Perry Anderson, Passages from Antiquity to Feudalism.
2. Marc Bloch, Feudal Society, 2 Vols.
3. Cambridge History of Islam, 2 Vols.
4. Georges Duby, The Early Growth of the European Economy.
5. Fontana, Economic History of Europe, Vol. I (relevant chapters).
6. P. K. Hitti, History of the Arabs.
7. P. Garnsey and Saller, The Roman Empire.

Course: History of India-III (c. 750-1206)			Semester: IV
Course Code: BA-HIS 401	L T P	3-1-0	Credits: 4

Course Objective:

This course is designed to make the students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on the multiple approaches to the various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning Outcomes:

After finishing the course, a learner would be able to :

1. Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
2. Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
3. Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Unit 1: Studying Early Medieval India:

Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state

Unit 2: Political Structures:

- [a] Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- [b] Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- [c] Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- [d] Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Unit 3: Agrarian Structure and Social Change:

- [a] Agricultural expansion; crops
- [b] Landlords and peasants
- [c] Proliferation of castes; status of untouchables
- [d] Tribes as peasants and their place in the varna order

Unit 4: Trade and Commerce:

- [a] Inter-regional trade
- [b] Maritime trade
- [c] Forms of exchange
- [d] Process of urbanization
- [e] Merchant guilds of South India

Unit 5: Religious and Cultural Developments:

- [a] Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- [b] Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- [c] Regional languages and literature
- [d] Art and architecture: Evolution of regional styles

ESSENTIAL READINGS

1. R.S. Sharma, Indian Feudalism (circa 300 – 1200).
2. B.D. Chattopadhyaya, The Making of Early Medieval India.
3. R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A & B).
Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanat.
4. Hermann Kulke, ed., The State in India (AD 1000 – AD 1700).
5. N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 – 1800).
6. Derryl N. Maclean, Religion and Society in Arab Sindh.
7. Irfan Habib, Medieval India: The Study of a Civilization.

Course: RISE OF THE MODERN WEST - I			Semester: IV
Course Code: BA-HIS 402	L T P	3-1-0	Credits: 4

Course Objectives:

The paper familiarizes the student with important transitions and transformations that unfolded gradually in the sphere of the economy, political realm, social and cultural life from late medieval period onwards in various parts of Europe. The course shall critically examine the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World', and the peculiarities of the processes by which Europe's economy thrived via colonial expansion and exploitation of slave labour. Students shall also be made to engage with emerging trends in state formation; new art forms, city life and patronage; and the social milieu in which new socioreligious practices and relations between the state and religious authority emerged.

Learning Outcomes:

On completion of this course, students will be able to:

1. Outline important transitions that took place in Europe and marked a significant break from earlier economic, social and political conditions.
2. Explain the process by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life.
3. Critically analyse the linkages between Europe's political economy and trading structure and those of the colonised world.
4. Evaluate the developments in social, cultural and religious trends and their connections with major economic transitions and changing dynamics of state formation

Unit 1: Transition from feudalism to capitalism: problems and theories.

Unit 2: Early colonial expansion motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

Unit 3: Renaissance: its social roots, city states of Italy; spread of humanism in Europe; Art.

Unit 4: Origins, course and results of the European Reformation in the 16th century.

Unit 5: Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

Unit 6: Emergence of European state system: Spain; France; England; Russia.

ESSENTIAL READINGS

1. T.S. Aston and C. H. E. Philpin (eds.), The Brenner Debate H. Butterfield, The Origins of Modern Science.
2. Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.
3. Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy. 1000 – 1700. 3rd ed. (1993) Economy. 1000-1700. 3rd ed. (1993).

4. D. C. Coleman (ed.), Revisions in Mercantilism. Ralph Davis, The Rise of the Atlantic Economics. Maurice Dobb, Studies in the Development of Capitalism.
5. J. R. Hale, Renaissance Europe.
6. R. Hall, From Galileo to Newton.
7. Christopher Hill, A Century of Revolutions.
8. Rodney Hilton, Transition from Feudalism to Capitalism.
9. H. G. Koenigsberger and G. L. Mosse, Europe in the Sixteenth Century.
10. Stephen J. Lee, Aspects of European History, 1494 – 1789.
11. G. Parker, Europe in Crisis. 1598- 1648.
12. G. Parker and L. M. Smith, General Crisis of the Seventeenth Century.
13. J. H. Parry, The Age of Reconnaissance.
14. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
15. Poliselky, War and Society in Europe, 1618 – 48.
16. Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.
17. Scammell, The First Imperial “Age: European Overseas Expansion, 1400 – 1715.
18. Jan de Vries, Economy of Europe in an Age of Crisis 1600 – 1750.

Course: History of India IV (c.1206-1550)			Semester: IV
Course Code: BA-HIS 403	L T P	3-1-0	Credits: 4

Course Objective:

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and sociocultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Learning Outcomes:

At the end of the course, learners would be:

1. Familiar with the different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
2. Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
3. Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Unit 1: Interpreting the Delhi Sultanate: Survey of sources:

Persian tarikh tradition; vernacular histories; epigraphy

Unit 2: Sultanate Political Structures:

- [a] Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- [b] Theories of kingship; ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage
- [c] Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- [d] Consolidation of regional identities; regional art, architecture and literature

Unit 3: Society and Economy:

- [a] Iqta and the revenue-free grants
- [b] Agricultural production; technology
- [c] Changes in rural society; revenue systems
- [d] Monetisation; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

Unit 4: Religion, Society and Culture:

- [a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
- [b] Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- [c] Sufi literature: malfuzat; premakhayans

ESSENTIAL READINGS

1. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanat. Satish Chandra, Medieval India I.
2. Peter Jackson, The Delhi Sultanate. Catherine Asher and Cynthia Talbot, India Before Europe.
3. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
4. K.A. Nizami, Religion and Politics in the Thirteenth Century.
5. W.H. McLeod, Karine Schomer, et al, eds, The Sants.
6. S.A.A. Rizvi, A History of Sufism in India, Vol. I.
7. Mohibul Hasan, Historians of Medieval India.

Course: Rise of the Modern West –II			Semester: IV
Course Code: BA-HIS 404	L T P	3-1-0	Credits: 4

Course Objectives:

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. The development of modern political arrangements, new intellectual currents, and modern scientific views and theories shall be examined closely. The paper shall discuss and contextualise the emergence of new socio-economic forces that propelled what is popularly known as the Industrial Revolution of the late eighteenth century.

Learning Outcomes:

On completion of this course, students will be able to:

1. Identify key developments in Europe during the 17th and 18th centuries.
2. Explain the political and intellectual trends of this time period.
3. Contextualise the elements of modernity developing in social, political and intellectual realms.
4. Discuss the features of Europe's political economy and the emergence of capitalist industrialisation.

Unit 1: 17th century European crisis: economic, social and political dimensions.

Unit 2: The English Revolution: major issues; political and intellectual currents.

Unit 3: Rise of modern science in relation to European society from the Renaissance to the 17th century.

Unit 4: Mercantilism and European economics; 17th and 18th centuries.

Unit 5: European politics in the 18th century – parliamentary monarchy; patterns of Absolutism in Europe.

Unit 6: Political and economic issues in the American Revolution.

Unit 7: Preludes to the Industrial Revolution.

ESSENTIAL READINGS

1. T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate* H. Butterfield, *The Origins of Modern Science*.
2. Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.
3. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 – 1700*. 3rd ed. (1993) *Economy. 1000-1700*. 3rd ed. (1993).
4. D. C. Coleman (ed.), *Revisions in Mercantilism*. Ralph Davis, *The Rise of the Atlantic Economics*. Maurice Dobb, *Studies in the Development of Capitalism*.
5. J. R. Hale, *Renaissance Europe*.
6. R. Hall, *From Galileo to Newton*.
7. Christopher Hill, *A Century of Revolutions*.
8. Rodney Hilton, *Transition from Feudalism to Capitalism*.
9. H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
10. Stephen J. Lee, *Aspects of European History, 1494 – 1789*.
11. G. Parker, *Europe in Crisis. 1598- 1648*.
12. G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
13. J. H. Parry, *The Age of Reconnaissance*.
14. Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

15. Poliselky, War and Society in Europe, 1618 – 48.
16. Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.
17. Scammell, The First Imperial “Age: European Overseas Expansion, 1400 – 1715.
18. Jan de Vries, Economy of Europe in an Age of Crisis 1600 – 1750.

Course: History of India-V (c. 1550-1605)			Semester: V
Course Code: BA-HIS 501	L T P	3-1-0	Credits: 4

Course Objective:

This course engages students into a critical discussion of the economic, political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state. It also provides a basic understanding of major developments in those areas of the Indian subcontinent that were not ruled by the Mughal state in the sixteenth century. The students would familiarize themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them.

Learning Outcomes:

At the conclusion of the course, the students shall:

1. Be able to critically evaluate major sources available in Persian, Sanskrit, Braj Bhasha, Avadhi, Tamil and Telugu languages for the period under study.
2. Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment of Mughal state and consolidation of its power.
3. Explore the changes and continuities in the sphere of agrarian relations, land revenue regimes, commerce, Sufism, etc.

Unit 1 Sources and Historiography:

- [a] Persian literary culture; translations;
- [b] Vernacular literary traditions
- [c] Modern Interpretations

Unit 2: Establishment of Mughal rule:

- [a] India on the eve of Babur's invasion
- [b] Fire arms, military technology and warfare
- [c] Humayun's struggle for empire
- [d] Sher Shah and his administrative and revenue reforms

Unit 3: Consolidation of Mughal rule under Akbar:

- [a] Campaigns and conquests: tactics and technology
- [b] Evolution of administrative institutions: zabt, mansab, jagir, madad-i-ma'ash
- [c] Revolts and resistance

Unit 4: Expansion and Integration:

- [a] Incorporation of Rajputs and other indigenous groups in Mughal nobility
- [b] North-West frontier, Gujarat and the Deccan
- [c] Conquest of Bengal

Unit 5: Rural Society and Economy:

- [a] Land rights and revenue system; Zamindars and peasants; rural tensions
- [b] Extension of agriculture; agricultural production; crop patterns
- [c] Trade routes and patterns of internal commerce; overseas trade; rise of Surat

Unit 6: Political and religious ideals:

- [a] Inclusive political ideas: theory and practice
- [b] Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions
- [c] Pressure from the ulamas

ESSENTIAL READINGS

1. S. Nurul Hasan, Religion, State, and Society in Medieval India.
2. Muzaffar Alam and Sanjay Subrahmanyam, eds, The Mughal State, 1526 – 1750.
3. J.F. Richards, The Mughal Empire.
4. Catherine Asher and Cynthia Talbot, India Before Europe.
5. Irfan Habib, Agrarian System of Mughal India, 1526 – 1707.
6. S.A.A. Rizvi, Religious and Intellectual History of the Muslims in Akbar's Reign.
7. Stephen F. Dale, Garden of the Eight Paradises: Babur and the Culture of Empire.
8. R P Tripathi, The Rise and the Fall of the Mughal Empire.

Course: History of India-VI (c. 1750-1857)			Semester: V
Course Code: BA-HIS 502	L T P	3-1-0	Credits: 4

Course Objectives:

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Learning Outcomes:

On completion of this paper, the students will be able to:

1. Outline key developments of the 18th century in the Indian subcontinent.
2. Explain the establishment of Company rule and important features of the early colonial regime.
3. Explain the peculiarities of evolving colonial institutions and their impact.
4. Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
5. Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Unit 1: India in the mid – 18th Century; Society, Economy, Polity**Unit 2: Expansion and Consolidation of colonial Power:**

- [a] Mercantilism, foreign trade and early forms of exactions from Bengal.
- [b] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

Unit 3: Colonial State and Ideology:

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and ‘modern’.

Unit 4: Rural Economy and Society:

- [a] Land revenue systems and forest policy.
- [b] Commercialisation and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.

Unit 5: Trade and Industry

- [a] De – industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

Unit 6: Popular Resistance:

- [a] Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian leagues (1873); Deccan riots (1875).
- [b] Uprising of 1857

ESSENTIAL READINGS

1. C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
2. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
3. Subash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
4. J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India
5. Ranajit Guha, ed., A Subaltern Studies Reader.
6. Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.
7. P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
8. R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
9. Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.
10. Eric Stokes, English Utilitarians and India.
11. Ram Lakhan Shukla, ed., Adhunik Bharat ka Itihas.

Course: History of Modern Europe- I (c. 1780-1939)			Semester: V
Course Code: BA-HIS 503	L T P	3-1-0	Credits: 4

Course Objectives

This paper shall provide a critical overview of the French Revolution and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualized within developing capitalism of the nineteenth century.

Learning Outcome:

On completing this course, the students will be able to:

1. Identify what is meant by the French Revolution.
2. Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
3. Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
4. Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
5. Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

IV. Revolution and Reaction, c. 1750 – 1850:

Unit 1: The French Revolution and its European repercussions:

- [a] Crisis of Ancien Regime
- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 – 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation – reform and empire.

Unit 2: Restoration and Revolution: c. 1815 – 1848:

- [a] Forces of conservatism – restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 – 1848.

Unit 3: Capitalist Industrialisation and Social and Economic Transformation (late 18th century to AD 1914)

- [a] Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- [b] Evolution and Differentiation of social classes: Bourgeoisie, proletariat, land owning classes and peasantry.
- [c] Changing trends in demography and urban patterns.

[d] Family, gender and process of industrialization.

Unit 4: Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries.

- [a] Intellectual currents, popular movements and the formation of national identities in Germany, Italy, Ireland and the Balkans.
- [b] Specificities of economic development, political and administrative reorganization – Italy; Germany.

ESSENTIAL READINGS

1. Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*
2. C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*
3. Norman Davies, *Europe.* J. Evans: *The Foundations of a Modern State in 19th Century Europe.* T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 – 1871].* E.J. Hobsbawn: *The Age of Revolution.* Lynn Hunt: *Politics, Culture and Class in the French Revolution.*
4. James Joll, *Europe Since 1870.*
5. David Landes: *Prometheus Unbound.* George Lefebvre, *Coming of the French Revolution.*
6. George Lichtheim: *A Short History of Socialism.* Peter Mathias, *First Industrial Revolution.*
7. Alec Nove: *An Economic History of the USSR.* Andrew Porter, *European Imperialism, 18760 – 1914 (1994).*
8. Anthony Wood, *History of Europe, 1815 – 1960 (1983).*
9. Stuart Woolf: *History of Italy, 1700 – 1860.*

Course: History of India-VII (c. 1605-1750)			Semester: V
Course Code: BA-HIS 504	L T P	3-1-0	Credits: 4

Course Objective:

The course draws students into a discussion of the multiple historiographic narratives available for the history of India during the period between the early seventeenth century and the mid-eighteenth century. They are familiarized with the problems the Mughal state faced in the process of expansion of their territorial boundaries. It also provides students an occasion to understand the challenges that the Mughal state faced from Marathas, Sikhs and others. They explore state sponsored art and architecture as part of the political culture of the time and are encouraged to appreciate the major strides that trade, technologies and artisanal activities made during this period.

Learning Outcome:

After successful completion of the course, the students will be able to:

1. Describe the major social, economic, political and cultural developments of the time.
2. Examine, in broad strokes, the varied body of contemporaneous literature available in Persian and non-Persian languages.
3. Explain the religious and intellectual ferment of the seventeenth and the eighteenth centuries especially with regard to art, literature and architecture.
4. Appreciate and express the continued expansion and dynamism of maritime trade in India

Unit 1: Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues**Unit 2: Political Culture under Jahangir and Shah Jahan:**

- [a] Extension of Mughal rule; changes in mansab and jagir systems; imperial culture
- [b] Orthodoxy and syncretism – Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

Unit 3 Mughal Empire under Aurangzeb:

- [a] State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- [b] Conquests and limits of expansion
- [c] Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

Unit 4: Visual Culture: Paintings and Architecture**Unit 5: Patterns of Regional Polities:**

- [a] Rajput political culture and state formation
- [b] Deccan kingdoms; emergence of the Marathas; Shivaji; expansion under the Peshwas
- [c] Mughal decline; emergence of 'successor' states (d) Interpreting eighteenth century India: recent debates

Unit 6: Trade and Commerce:

- [a] Crafts and technologies; Monetary system
- [b] Markets; transportation; urban centres
- [c] Indian Ocean trade network

ESSENTIAL READINGS

1. M. Athar Ali, The Mughal Nobility under Aurangzeb.
2. Muzaffar Alam and Sanjay Subrahmanyam, eds, The Mughal State, 1526 – 1750.
3. J.F. Richards, The Mughal Empire. Satish Chandra, Essays on Medieval Indian History.
4. Irfan Habib, Agrarian System of Mughal India, 1526 – 1707.
5. Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 – 1750.
6. Stewart Gordon, The Marathas 1600 – 1818.
7. Ebba Koch, Mughal Art and Imperial Ideology.
8. S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.
9. K. R. Qanungo, Dara Shikoh.

Course: History of India-VIII (c. 1857-1950)			Semester: VI
Course Code: BA-HIS 601	L T P	3-1-0	Credits: 4

Course Objectives:

This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state.

Learning Outcomes:

After successful completion of the course, the students will be able to:

1. Identify how different regional, religious and linguistic identities developed in the late 19th and early 20th centuries. • Outline the social and economic facets of colonial India and their influence on different trends of politics.
2. Explain the various forms of anti-colonial struggles in colonial India.
3. Analyse the complex developments leading to communal violence and Partition.
4. Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after Independence.

Unit 1: Cultures changes and Social and Religious Reform Movements:

- [a] the advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha movements
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti – Brahminical trends

Unit 2.: Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadesh movement
- [d] Revolutionaries

Unit 3: Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
(ii) Rowlatt Satyagraha and Jallianwala Bagh
(iii) Non – Cooperative and Civil Disobedience
(iv) Provincial Autonomy, Quit India and INA
- [c] Left – wing movements
- [d] Princely India: States' people's movements
- [e] Nationalism and Culture: literature and art

Unit 4: Nationalism and Social Groups: Interfaces:

- [a] Landlords, Professionals and Middle Classes
- [b] Peasants

- [c] Tribals
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

Unit 5: Communalism: Ideologies and practices – RSS, Hindu Maha Sabha, Muslim League.

Unit 6: Independence and Partition

- [a] Negotiations for independence, and partition
- [b] Popular movements
- [c] Partition riots

Unit 7: Emergence of a New State:

- [a] Making of the Constitution
- [b] Integration of princely states
- [c] Land reform and beginnings of planning

ESSENTIAL READINGS

1. Judith Brown, Gandhi's rise to Power, 1915-22.
2. Paul Brass, The Politics of India Since Independence, OUP, 1990.
3. Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
4. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
5. Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
6. Ranajit Guha, ed., A Subaltern Studies Reader.
7. Peter Hardy, Muslims of British India.
8. Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
9. D.A. Low, ed., Congress and the Raj.
10. John R. McLane, Indian Nationalism and the Early Congress.
11. Jawaharlal Nehru, An Autobiography.
12. Gyanendra Pandey, The Construction of Communalism in colonial north India.
13. Sumit Sarkar, Modern India, 1885-1947.
14. Anil Seal, Emergence of Indian Nationalism.
15. Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
16. Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.

Course: History of Modern Europe- II (1780-1939)			Semester: VI
Course Code: BA-HIS 602	L T P	3-1-0	Credits: 4

Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarizes students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning Outcomes:

On completion of this course, students will be able to:

1. Trace varieties of nationalisms and the processes by which new nation-states were carved out.
2. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
3. Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
4. Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
5. Contextualise major currents in the intellectual sphere and arts.

Unit 1: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

- [a] The struggle for parliamentary democracy and civil liberties in Britain.
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [c] Early socialist thought; Marxian Socialism – the First and the Second International.
- [d] German Social Democracy – Politics and Culture.
- [e] Christian Democracy as a political and ideological force in western and central Europe.

Unit 2: The Crisis of Feudalism in Russia and Experiments in Socialism:

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

Unit 3: Imperialism, War, and Crisis : c. 1880 – 1939:

- [a] Theories and mechanisms of imperialism; growth of militarism; Power blocks and alliances: expansion of European empires - War of 1914 – 1918.
- [b] The post – 1919 World Order: economic crises, the Great Depression and Recovery.
- [c] Fascism and Nazism.
- [d] The Spanish Civil War.
- [e] Origins of the Second World War.

Unit 4: Cultural and Intellectual Developments since circa 1850:

- [a] Changing contexts:
 - [i] Notions of Culture
 - [ii] Creation of a new public sphere and mass media
 - [iii] Mass education – extension of literacy.

- [b] Creation of new cultural forms: from Romanticism to Abstract Art.

- [c] Major intellectual trends:
 - [i] Institutionalisation of disciplines history sociology and anthropology.
 - [ii] Darwin and Feud.

- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

ESSENTIAL READINGS

1. Gerald Brennan : The Spanish Labyrinth : An Account of the Social and Political Background of the Civil War.
2. C.M. Cipolla : Fontana Economic History of Europe, Volume III : The Industrial Revolution.
3. Norman Davies, Europe. J. Evans : The Foundations of a Modern State in 19th Century Europe.
4. T.S. Hamerow : Restoration, Revolution and Reaction : Economics and Politics in Germany [1815 – 1871].
5. E.J. Hobsbawm : The Age of Revolution.
6. Lynn Hunt : Politics, Culture and Class in the French Revolution.
7. James Joll, Europe Since 1870.
8. David Landes : Prometheus Unbound.
9. George Lefebvre, Coming of the French Revolution.
10. George Lichtheim : A Short History of Socialism. Peter Mathias, First Industrial Revolution.
11. Alec Nove : An Economic History of the USSR.
12. Andrew Porter, European Imperialism, 18760 – 1914 (1994).
13. Anthony Wood, History of Europe, 1815 – 1960 (1983).
14. Stuart Woolf : History of Italy, 1700 – 1860.

Course: History of the USA and the USSR-I			Semester: VI
Course Code: BA-ENG 603	L T P	3-1-0	Credits: 4

Course Objective

The course attempts to study the beginnings of the ‘New World’ and its diverse demography. It facilitates the understanding of the invaluable contributions of the marginalized social groups that contributed to the development of USA. It focuses on the evolution of American democracy, capitalism and its limitations along with USA’s quest for dominance in world politics.

The course studies the history of the USSR from the two revolutions of 1917 to the end of the WW II. It looks at the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. It also traces the evolution of new institutions and new ways of organizing production both in the factory and at the farm. Important foreign policy issues like the setting up of the Comintern, Soviet foreign policy and the Soviet Union’s involvement and role in the World War II are also evaluated.

Learning Outcomes

The course will enable the students to explain the evolving and changing contours of USA and its position in world politics. This course will provide the students rigorous conceptualization in international studies. The written assignments and presentations will improve and develop the written expression, analytical and critical skills of the students.

1. Demonstrate an in depth knowledge of the History of the USSR between 1917 to 1945.
2. Explain how USSR emerged out of Imperial Russia.
3. Summarize the steps in the consolidation of Bolshevik power.
4. Explain the new organization of production in the fields and in the factory.
5. Identify linkages between ideology, purges and propaganda.
6. Examine Soviet policies for the period of the course in relation to nationalities and gender questions and literature and art forms.
7. Outline Soviet foreign policy issues

History of United States of America**Unit 1: The Background:**

The land and indigenous people: settlement and colonisation by Europeans; early colonial society and politics; indentured labour-White and Black

Unit 2: Making of the Republic:

- [a] Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations.
- [b] Processes and Features of Constitution making: Debates, Historical interpretations.

Unit 3: Evolution of American Democracy:

- [a] Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840- 1960; J judiciary-role of the Supreme Court.
- [b] Expansion of Frontier: Turner’s Thesis; Marginalisation, displacement and decimation of native Americans; Case histories of: Tecumseh; Shawnee Prophet.
- [c] Limits of democracy: Blacks and women.

Unit 4: Early Capitalism:

- [a] Beginnings of Industrialisation.
- [b] Immigrants and changing composition of Labour; Early Labour Movements.

Unit 5: The Agrarian South:

- [a] Plantation economy.
- [b] Slave Society and Culture: Slave resistance.

Unit 6: Ante Bellum Foreign Policy: War of 1812: Monroe Doctrine: Manifest Destiny.

Unit 7: Civil War:

- [a] Abolitionism and Sectionalism.
- [b] Issues and interpretations, and
- [c] Rise of Republicanism, Emancipation and Lincoln

ESSENTIAL READINGS

1. Bernard Bailyn, The Great Republic. Bernard Bailyn, The Ideological Origins of the American Revolution.
2. Charles Beard, An Economic Interpretation of the American Constitution.
3. Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
4. Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
5. David B. Davis, The Problem of Slavery in the Age of Revolution.
6. U. Faulkner, American Economic History.
7. Robert Fogel, Railroads and American Economic Growth.
8. Eric Foner, America's Black Past.
9. John Hope Franklin, From Slavery to Freedom.
10. Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
11. Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women's America: Refocusing the Past.
12. David M. Potter, The Impending Crisis. W. Pratt, A History of the United states Foreign Policy.
13. James Randail, TheCivil War and Reconstruction.
14. J. G. Randall and David Donald, The Civil War and Recontruction.
15. Kenneth Stampp, The Peculiar Institution, Slavery in the Ante-bellum South. Fcderick Jackson Turner, The Frontier in American History.
16. Robert Wiebe, The Search for Order.

HISTORY OF THE USSR (c. 1917-64)

- Unit 1: The Russia Revolutions of February and October 1917: Dual Power, Provisional government; the establishment of soviet Power; Nationalities question.
- Unit 2: Civil War and War Communism 1918-1921: The first eight months; Red and White Economic Policies.
- Unit 3: The New Economic Policy: Political Debates; trade unions; gender relations; Foreign Policy; the Comintern ; formation of the USSR.
- Unit 4: The Great Debate of Soviet Industrialisation.
- Unit 5: Collectivisation of Soviet Agriculture.

ESSENTIAL READINGS

1. E.H. Carr : A History of Soviet Russia, 4 Volumes (1952).
2. Stephen F. Cohen : Bukharin and the Bolshevik Revolution : A Political Biography, 1888 – 1938 (1973).
3. Isaac Deutscher : Stalin (1949).
4. Maurice Dobb : Soviet Economic Development Since 1917 (1972).
5. Marc Ferro : The Russian Revolution of February 1917 (1972).
6. Sheila Fitzpatrick : Cultural Revolution in Soviet Russia (1978).
7. Arch Getty : The Origins of the Great Purges (1985).
8. Graeme Gill : Peasants and Government in the Russian Revolution (1979).
9. John Keep : The Last of the Empires : A History of the Soviet Union, 1945 – 1991 (1995).
10. John Keep : The Russian Revolution : A Study in Mass Mobilisation (1976). A. Kollontai : Selected Writings.
11. Moshe Levin : The Making of the Soviet System (1985).
12. Roy & Zhores Medvedev : Khrushchev : The Years in Power (1977).
13. Alec Nove : An Economic History of the USSR (1993).
14. Richard Pipes : Russia of the Old Regime.
15. L.Szamuely : First Models of Socialist Economic Systems.
16. L.Trotsky : The History of the Russian Revolution (translated by Max Eastman) (1959).
17. A.B. Ulam : Expansion and Coexistence : A History of Soviet Foreign Policy, 1917 – 67 (1968).
18. K. Vaidyanathan : The Formation of the Soviet Control Asian Nationalities.

Course: History of Africa			Semester: VI
Course Code: BA-HIS 604 E1	L T P	3-1-0	Credits: 4

Course Objectives:

This paper offers a historical overview of the African continent. It traces major long-term continuities and changes in Africa’s socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate postindependence years, and situates the specific positioning of Africa in connected histories of a globalising world.

Learning Outcomes:

On completion of this course, students will be able to: Progress beyond stereotypes on the African continent and outline major shifts in African history. Explain elements of change and continuity in African polities, economy, society and cultural milieu from the 16th to 20th centuries. Contextualise the impact of colonialism on the African continent. Explain social protest and anti-colonial resistance in Africa, as well as practices of ‘transculturation’. Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Unit 1: Main Issues in the Historiography of Africa.

Unit 2: Commerce and Migration, c. 1500-1900:

- [a] Changing patterns of trade.
- [b] The trans- Atlantic slave trade and its repercussions.
- [c] Migration of capital and labour, with special reference to southern Africa.

Unit 3: Patterns of Colonisation:

- [a] Informal empire in the 19th century.
- [b] European imperialism and the partition of Africa.

Unit 4: Structures of Colonial Control:

- [a] The French in the Maghreb and West Africa.
- [b] The British in East, West and Southern Africa.
- [c] The Belgians in Congo.

Unit 5: Economic Transformations:

- [a] Agriculture and forests.
- [b] Mining.

Unit 6: Emergence of New Identities:

- [a] Islam, Christianity and indigenous religious.
- [b] Race and class in colonial South Africa.
- [c] Language, education and cultural forms

Unit 7: Popular Protests, Rebellions and National Liberation Movements:

- [a] Peasants.
- [b] Labour.
- [c] Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa.

ESSENTIAL READINGS

1. F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.
2. Ralph Austen, African Economic History.
3. Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (198 – 95), relevant chapters.
4. A.A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), relevant sections only.
5. Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984)
6. Basil Davidson, Africa in Modern History (1978)
7. E. Flint (ed.), Cambridge History of Africa, Vol. V (1976), relevant sections only.
8. Charles Gibson Frank, Capitalism and Underdevelopment in Latin America (1969).
9. Andre Gunder Frank, Capitalism and Underdevelopment in Latin America (1969).
10. A.G. Hopkins, An Economic History of West Africa.
11. Mazrui (ed.), UNESCO General History of Africa Vol. VIII (1993), relevant sections only.
12. Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America (1970).
13. Bob Sutcliffe and Roger Owen (eds.), Studies in the Theory of Imperialism (1972).
14. Rene Tana and Nicolas Spaddacini (ed.), Amerindian Images and the Legacy of Columbus (1992).
15. A.J. Temu and B.Swai (eds.), Historians and Africanist History: A Critique (1981).
16. Jan Vansina, Paths in the Rainforest – Toward a History of Political Tradition in Equatorial Africa (1990).
17. Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes (1977).
18. John Womack, Zapata and the Mexican Revolution (1972).

Course: History of Latin America			Semester: VI
Course Code: BA-HIS 604 E2	L T P	3-1-0	Credits: 4

Course Objectives:

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America’s socioeconomic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

Learning Outcomes:

On completion of this course, students will be able to: Progress beyond stereotypes on Latin America and outline major shifts in Latin American history. Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries. Contextualise the impact of colonialism on Latin America. Explain social protest and anti-colonial resistance in Latin America, as well as practices of ‘transculturation’. Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Unit 1: Conquest of America and its Repercussions, with special reference to Mexico and Peru.

Unit 2: Economic Transformations:

- [a] Mining.
- [b] Trade.
- [c] Agriculture and forests.

Unit 3: Social Transformation:

- [a] Decimation of indigenous peoples.
- [b] Demographic changes.
- [c] Emergence of new social classes.

Unit 4: Transformations:

- [a] Christianity and indigenous religions.
- [b] Mestizo cultures.
- [c] Language and education.

Unit 5: Bolivar’s Vision and the Emergence of New States in the first half of the 19th Century.

Unit 6: Protests and Rebellions:

- [a] Peasants.
- [b] Labour.
- [c] Indigenous communities.

Unit 7: Assertion of the U.S. Hegemony in the Twentieth Century.

ESSENTIAL READINGS

1. F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI, 1989, relevant sections only.
2. Ralph Austen, African Economic History. Leslie Bethell, ed., Cambridge History of Latin America, 10Vols., 1984-95, relevant chapters.
3. A.A. Boahen, ed., Cambridge History of Latin America, 10 Vol. VII ,1985, relevant sections only. Michael Crowder, ed., Cambridge History of Africa, Vol. VIII, 1984
4. Basil Davidson, Africa in Modern History (1978) E. Flint (ed.), Cambridge History of Africa, Vol. V,1976, relevant sections only.
5. Charles Gibson, The Aztecs under Spanish Rule, 1964.
6. Andre Gunder Frank, Capitalism and Underdevelopment in Latin America,19690.
7. A.G. Hopkins, An Economic History of West Africa.
- a. Mazrui (ed.), UNESCO General History of Africa, Vol. VIII, 1993, relevant sections only.
8. Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America, 1970.
9. Bob Sutcliffe and Roger Owen, eds., Studies in the Theory of Imperialism, 1972.
10. Rene Tana and Nicolas Spadacini, ed., Amerindian Images and the Legacy of Columbus (1992).
11. A.J. Temu and B. Swai, eds., Historians and Africanist History: A Critique, 1981.
12. Jan Vansina, Paths in the Rainforest – Toward a History of Political Tradition in Equatorial Africa, 1990.
13. Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes, 1977.
14. John Womack, Zapata and the Maxican Revolution, 1972.

Course: HISTORY OF SOUTHEAST ASIA -THE 19th CENTURY			Semester: VI
Course Code: BA-HIS 604 E3	L T P	3-1-0	Credits: 4

Course Objectives:

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The core themes around which in this paper is designed are meant to enable the student to develop a better understanding of the impact of colonialism and the process of de-colonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anticolonial movements; and the transformations in the region since the Second World War. Thus, the learner shall develop a wholistic understanding of complexities of modernity, and the region’s political, religious, cultural and urban landscape. The above-mentioned themes are explored through a study of the macro-history of the region alongside more specific case studies. While the first and last rubrics require the students to engage with the rich texture of the region’s history, the second and third rubrics focus on three very different case studies of Dutch Indonesia, French Indo-China and British Burma respectively. These case-studies are designed to enable the student understand better the complex interface between religion, economy, society, and politics in the region, and recent historiographical debates. This course shall be an ideal platform for students interested in further exploring themes like language, ethnicity, heritage, urban studies, colonial studies, maritime history, peasant studies, religion, and international politics.

Learning Outcomes:

Students opting for this course shall have to demonstrate a comprehensive understanding of nineteenth and twentieth century Southeast Asian history. They shall be expected to demonstrate a good understanding of colonial state and society, in addition to a comprehensive understanding of the maritime and agrarian economy of the region. Tutorial discussions and class presentations shall help the students demonstrate the critical and comparative insights they have developed while studying the region. They shall be tested on their understanding of how colonialism, new forms of knowledge, Euro-centric notions of modernity and ideas of race defined local religion, politics and shaped modern South-east Asia as we see it today. Students shall be able to outline and debate the diverse historiographical views on the colonial state, the transformation of the local agrarian and labour economy, popular movements and peasant revolts, and locate their own view-points within this grid of perspectives.

Unit 1: Pre-Colonial Structures of Power and authority c. 1800.

Unit 2: Economy and Society in early 19th c.

- [a] Patterns of Production in agriculture and the crafts.
- [b] Organisation of trade and banking.
- [c] Cultural expressions: Folk and Classical.
- [d] Islam and popular culture.

Unit 3: Colonisation and Colonial Transformations:

- [a] Processes of colonial control and the Informal Empire in Thailand.
- [b] Peasant society and agrarian transformations, plantations, forests, mining.
- [c] Urbanisation: Colonial cities in Plural Societies.
- [d] Culture:
 - (i) Colonial Discourses and the Creation of “National Culture.”
 - (ii) Oral traditions, literacy and the case of Malay Hikayats.
 - (iii) Creation of “Perfect Natives”.
 - (iv) Education.

ESSENTIAL READING

1. B. Anderson: Imagined Communities.
2. H. Benda: The Crescent and the Rising Sun. Furnivall: Colonialism and the Plural Society.
3. G. Hart, ed., Agrarian Transformations: Local Processes and the State in South-east Asia.
4. J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking South-east Asian Models.
5. Milton Osborne, South east Asia: An Introductory History.
6. Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol. I

Course: Project/ Research Paper/Project Report / Internship and Viva Voce			Semester: VI
Course Code: BA-HIS 605	L T P	- - -	Credits: 8

Objective: To enable the student to demonstrate research and presentation skills

SYLLABUS

PART I

The student shall undertake an extensive programme of reading and research, under the guidance of faculty, in order to demonstrate intellectual independence and originality by choosing a specific topic.

The results of research shall be presented in a clearly written, academically cogently argued, logically structured and properly referenced form.

PART II

This shall be followed by a Viva Voce on the research paper/ project report submitted by the student.

Year 2: *Exploring & Understanding*
Semester III & IV
Year 3: *Concentration & Specialization*
Semester V & VI

MAJOR & MINOR COURSES-MAJOR WITH HONORS

IV. (A). LEARNING OBJECTIVES FOR Major/Minor in POLITICAL SCIENCE

The attributes expected from the graduates of B.A. History Program are:

- 1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.
- 2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Greater ability to distinguish between that which is historical -- that is time-place, context driven, hence changeable and challengeable -- from that which is not.
- 6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development
- 9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.
- 10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.

IV. (A). LEARNING OUTCOMES FOR Major/Minor in POLITICAL SCIENCE

Graduates of B.A. Honors Program in Political Science are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major political works and the ability to provide an overview of scholarly debates relating to the field. This will establish a platform over which the student can pursue higher studies in Political Science.

It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives as leading citizens and nation-builders of the future.

MAJOR & MINOR COURSES-MAJOR WITH HONORS: POLITICAL SCIENCE**SEMESTER III:**

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-POL 301	CC Major	Understanding Political Theory	3	1	0	4
2	BA-POL 302	CC Major	Constitutional Government and Democracy in India	3	1	0	4
3	BA-POL 303	CC Major	Political Theory-Concepts and Debates	3	1	0	4
4	BA-POL 304	CC Major CC Minor 1	Political Process in India	3	1	0	4
5	BA-POL 305 E1	DSE 1	Nationalism in India	3	1	0	4
	BA-POL 305 E2	DSE 1	Gandhi and the Contemporary World				
			Minor 1 (CC 1):				
6	BA-POL 306 E1	DSE 2	Governance: Issues and Challenges	3	1	0	4
7	BA-POL 306 E2	DSE 2	Understanding Ambedkar				
	Choice (including Open Elective)		Minor 2:(DSE 1): By Choice				
Total Credits				18	6	0	24
Total Contact Hours				24			

SEMESTER IV:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-POL 401	CC Major	Introduction to Comparative Government and Politics	3	1	0	4
2	BA-POL 402	CC Major	Perspectives on Public Administration	3	1	0	4
3	BA-POL 403	CC Major	Perspectives on International Relations and World History	3	1	0	4
4	BA-POL 404	CC Major	Political Processes and Institutions in Comparative Perspective	3	1	0	4
5	BA-POL 405 E1	DSE 3	Human Rights in a Comparative Perspective	3	1	0	4

	BA-POL 405 E2	DSE 3	Development Process and Social Movement in Contemporary India					
6	BA-POL 406 E1	DSE 4	United Nations and Global Conflicts	3	1	0	4	
	BA-POL 406 E2	DSE4	Gender and Politics					
7	BA-POL 407 E1	DSE 5	Understanding South Asia	3	1	0	4	
	BA-POL 407 E2	DSE 5	India's Foreign Policy in a Globalizing World					
8	BA-POL 403		Minor 3: (CC 2):					
9			Minor 4 (DSE 2): By Choice					
10			Minor 5 (DSE 3): By Choice					
				Total Credits	21	7	0	28
				Total Contact Hours				28

SEMESTER V:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-POL 501	CC Major	Public Policy and Administration in India	3	1	0	4	
2	BA-POL 502	CC Major	Global Politics	3	1	0	4	
3	BA-POL 503	CC Major	Classical Political Philosophy	3	1	0	4	
4	BA-POL 504	CC Major	Indian Political Thought-I	3	1	0	4	
5	BA-POL 505 E1	DSE 6	Citizenship in a Globalizing World	3	1	0	4	
	BA-POL 505 E2	DSE 6	Dilemmas in Politics					
6	BA-POL 506 E1	DSE 7	Understanding Global Politics	3	1	0	4	
	BA-POL 506 E2	DSE 7	International Organization					
7	BA-POL 507 E1	DSE 8	Local Government in India	3	1	0	4	
	BA-POL 507 E2	DSE 8	Politics of Globalization					
	BA-POL 502		Minor 6: (CC 3):					
	BA-POL 504		Minor 7: (CC 4):					
	Choice (including Open Elective)		Minor 8: (DSE 4): By Choice					
				Total Credits	21	7	0	28
				Total Contact Hours				28

SEMESTER VI:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-POL 601	CC Major	Modern Political Philosophy	3	1	0	4
2	BA-POL 602	CC Major	Indian Political Thought-II	3	1	0	4
3	BA-POL 603	CC Major	India's Foreign Policy in a Globalizing world	3	1	0	4
4	BA-POL 604	CC Major	Women, Power and Politics	3	1	0	4
5	BA-POL 605	CC Major	Research Project	-	-	-	8
Total Credits				12	4	0	24
Total Contact hours							16

Total Credits (Semester I-VI): 140

LIST OF ELECTIVES –POLITICAL SCIENCE

Sem	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
Sem3	BA-POL 305 E1	DSE 1	Nationalism in India	3	1	0	4
	BA-POL 305 E2	DSE 1	Gandhi and the Contemporary World				
Sem 3	BA-POL 306 E1	DSE 2	Governance: Issues and Challenges	3	1	0	4
	BA-POL 306 E2	DSE 2	Understanding Ambedkar				
Sem4	BA-POL 405 E1	DSE 3	Human Rights in a Comparative Perspective	3	1	0	4
	BA-POL 405 E2	DSE 3	Development Process and Social Movement in Contemporary India				
Sem 4	BA-POL 406 E1	DSE 4	United Nations and Global Conflicts	3	1	0	4
	BA-POL 406 E2	DSE4	Gender and Politics				
Sem 4	BA-POL 407 E1	DSE 5	Understanding South Asia	3	1	0	4
	BA-POL 407 E2	DSE 5	India's Foreign Policy in a Globalizing World				

Sem 5	BA-POL 505 E1	DSE 6	Citizenship in a Globalizing World	3	1	0	4
	BA-POL 505 E2	DSE 6	Dilemmas in Politics				
Sem 5	BA-POL 506 E1	DSE 7	Understanding Global Politics	3	1	0	4
	BA-POL 506 E2	DSE 7	International Organization				
Sem 5	BA-POL 507 E1	DSE 8	Local Government in India	3	1	0	4
	BA-POL 507 E2	DSE 8	Politics of Globalization				

Course: Introduction to Political Theory			Semester: III
Course Code: BA-POL 301	L T P	3-1-0	Credits: 4

Course Objective:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Learning outcomes:

1. demonstrate how political thinking developed and evolved within the Western political tradition;
2. understand and analyze basic concepts and principles such as justice, equality, rights, obligation, power, authority, law, and freedom;
3. assess how these basic concepts and principles influenced the development of Western political thought, and consequently the evolution of political and social institutions, law, constitutions, and communities;
4. pursue advanced studies in political theory, political philosophy, and/or the history of political thought.

Unit 1: Introduction (11 lectures)

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

Unit 2: Concepts: (36 lectures)

- (a) Democracy,
- (b) Liberty,
- (c) Equality,
- (d) Justice,
- (e) Rights,
- (f) Gender,
- (g) Citizenship,
- (h) Civil
- (i) Society and State

Unit 3: Debates in Political Theory: (13 lectures)

- (a) Is democracy compatible with economic growth?
- (b) On what grounds is censorship justified and what are its limits?
- (c) Does protective discrimination violate principles of fairness?
- (d) Should the State intervene in the institution of the family?

References:

1. Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman,
2. Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.

Course: Constitutional Government and Democracy in India			Semester: III
Course Code: BA-POL 302	L T P	3-1-0	Credits: 4

Course Objective

The aim of this course is to enable students to gain knowledge about the constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment.

Course Learning Outcomes

1. be familiarized with the debates around the origin, and evolution of the Indian constitution.
2. become aware of the manner in which government functions through its various organs.
3. understand the division of power between various organs of the government at different levels.

Unit 1: The Constituent Assembly and the Constitution

- (a) Philosophy of the Constitution, the Preamble, and features of the Constitution.
- (b) Fundamental Rights, Directive Principles and debates on Citizenship

Unit 2: Organs of Government

- (a) The Legislature: Power and Functions of Parliament, Debates on Representation in Parliament.
- (b) The Executive: Election, Power, Functions and the changing role of President and Prime Minister.
- (c) The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.

Unit 3: Federalism and Decentralization

- (a) Centre-State Relations, Asymmetrical features of Federalism
- (b) The Panchayats and Municipalities

Unit 4: Constitutional Provisions and National Security Laws

- (a) Emergency Provisions
- (b) Preventive Detention and National Security Laws

References:

1. R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in
2. R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press,
3. S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.
4. K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press

Course: Political Theory-Concepts and Debates			Semester: III
Course Code: BA-PSY 303	L T P	3-1-0	Credits: 4

Course Objective:

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organizing our social living.

Course Learning Outcomes

1. Understand the dimensions of shared living (sociare) through these political values and concepts.
2. Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Unit 1: Freedom (3 weeks)

- a) Liberty: Negative and Positive
- b) Freedom, Emancipation, *Swaraj*
Debate: Free speech, expression and dissent

Unit 2: Equality (2 weeks)

- a) Equality of opportunity and Equality of Outcome
- b) Egalitarianism: Background inequalities and differential treatment
Debate: Affirmative action

Unit 3: Justice (2 weeks)

- a) Justice: Procedural and Substantive
- b) Rawls and his critics
Debate: Scope of Justice – National vs Global

Unit 4: Rights (2 weeks)

- a) Rights: Natural, Moral and Legal
- b) Rights and Obligations
Debate: Human Rights - Universalism or Cultural Relativism

Unit 5: Democracy (3 weeks)

- a) Democracy: Idea and Practice
- b) Liberal Democracy and its critics
- c) Multiculturalism and Toleration
Debate: Representation vs participation

References:

1. Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman
2. Srinivasan, J. (2008) ‘Democracy’, in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman,

Course: Political Process in India			Semester: III
Course Code: BA-POL 304	L T P	3-1-0	Credits: 4

Course Objective:

Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Course Learning Outcomes:

1. gain insights into the interconnections between social and economic relations and the political process in India.
2. understand the challenges arising due to caste, class, gender and religious diversities and also analyse the changing nature of the Indian state in the light of these diversities.
3. make sense of the specificities of the political processes in India in the light of changes of the state practices, electoral system, representational forms and electoral behaviour

Unit 1. Political Parties and the Party System (1.5 weeks or 6 lectures)

- a. Trends in the Party System;
- b. From the Congress System to Multi-Party Coalitions

Unit 2. Determinants of Voting Behaviour (2 weeks or 8 lectures)

Caste, Class, Gender and Religion

Unit 3. Regional Aspirations (2 weeks or 8 lectures)

The Politics of Secession and Accommodation

Unit 4. Religion and Politics (2 weeks or 8 lectures)

- a. Debates on Secularism;
- b. Minority and Majority Communalism

Unit 5. Caste and Politics (1.5 weeks or 6 lectures)

Caste in Politics and the Politicization of Caste

Unit 6. Affirmative Action Policies (1.5 weeks or 6 lectures)

Women, Caste and Class

Unit 7. The Changing Nature of the Indian State (1.5 weeks or 6 lectures)

Developmental, Welfare and Coercive Dimensions

READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

Essential Readings:

1. R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
2. E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press. 18

Additional Reading:

- Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

1. Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.
2. C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604- 619.
3. R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.
4. S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

III. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

1. M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.
2. P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

1. T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.
2. N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

Additional Reading:

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

V. Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

1. R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.
2. M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.
3. G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

VI. Affirmative Action Policies: Women, Caste and Class

Essential Readings:

1. M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.
2. C. Jaffreot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.
3. M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

VII. Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions

Essential Readings:

1. S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.
2. R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.
3. M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

Additional Readings:

1. T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.
2. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

Course: Introduction to Comparative Government and Politics			Semester: IV
Course Code: BA-POL 401	L T P	4 1 0	Credits: 5

Course Objective:

This course aims to familiarize students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective. The historical context of modern state, constitutional development and their political economy could be understood with specific references; such as capitalism with reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria.

Course Learning Outcomes

This paper would enable student to understand the legacy of the discipline. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture and their political economy. Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context. It would enhance the ability of students to use analytical frame of gender, race, ethnicity and their intersectionality in comparative perspective. Students will develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research

Unit 1 Understanding Comparative Politics (2 Weeks)

- (a) Nature and scope
- (b) Why Compare and Methods of Comparison
- (c) Going beyond Eurocentrism

Unit 2 Approaches to Studying Comparative Politics: 2 Weeks

- (a) Institutional Approach, System Approach, Structural Functional Approach
- (b) Political Culture
- (c) New Institutionalism

Unit 3 Historical context of modern government (16 lectures)

- (a) Capitalism: meaning and development: globalization
- (b) Socialism: meaning, growth and development
- (c) Colonialism and decolonization: meaning, context, forms of colonialism; anti colonialism struggles and process of decolonization

Unit 4 Themes for comparative analysis (18 lectures)

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China

References:

1. Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press
2. Landman, Todd. 2008. Issues and Methods in Comparative Politics (An Introduction). New York: Routledge

3. M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics,
4. L. Barrington et. al (2010) Comparative Politics -Structures & Choices, Boston, Wadsworth,
5. Kesselman, J. Krieger and William (2010), Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth.

Course: Perspectives on Public Administration			Semester: IV
Course Code: BA-POL 402	L T P	3-1-0	Credits: 4

Course Objective:

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

Learning Outcomes:

1. Research and write a decision memo for a public policy maker.
2. Prepare a line item budget using spreadsheet software differentiating between operating and capital expenditures.
3. Draft a position description for a civil service employee.
4. Use the internet (world wide web) to develop a profile of a government bureau or agency.
5. Demonstrate the definitional and factual knowledge necessary for understanding what public administrators actually do and how they do it.

Unit 1. PUBLIC ADMINISTRATION AS A DISCIPLINE [15 lectures]

1. Meaning, Dimensions and Significance of the Discipline
2. Public and Private Administration
3. Evolution of Public Administration

Unit 2 THEORETICAL PERSPECTIVES [25 lectures]

(A) CLASSICAL THEORIES

1. Scientific management (F.W.Taylor)
2. Administrative Management (Gullick, Urwick and Fayol)
3. Ideal-type bureaucracy (Max Weber)

(B) NEO-CLASSICAL THEORIES

1. Human relations theory (Elton Mayo)
2. Rational decision-making (Herbert Simon)

(C) CONTEMPORARY THEORIES

1. Ecological approach (Fred Riggs)
2. Innovation and Entrepreneurship (Peter Drucker)

Unit 3. PUBLIC POLICY [10 lectures]

1. Concept, relevance and approaches
2. Formulation, implementation and evaluation

Unit 4. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [20 lectures]

1. New Public Administration
2. New Public Management
3. New Public Service Approach
4. Good Governance
5. Feminist Perspectives

READINGS

I. Public Administration as a Discipline

a. Meaning, Dimensions and Significance of the Discipline.

1. Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999
2. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: the Understanding Management, Politics and Law in Public Sector*, 7 edition, New Delhi: McGraw Hill, pp. 1-40
4. W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101

b. Public and Private Administration.

1. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
2. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

c. Evolution of Public Administration

1. N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013
- M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012
2. P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994
3. M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

II Theoretical Perspectives Scientific Management

1. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
2. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004
3. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003

III. Administrative Management

1. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010
2. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010

Course: Perspectives on International Relations and World History			Semester: IV
Course Code: BA-POL 403	L T P	3-1-0	Credits: 4

Course Objective:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives.

Course Learning Outcomes

1. The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.
2. Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.
3. The paper will go beyond eurocentrism in international relations and reflect on the global South perspectives. 54
4. It will evolve analytical skills to further explore both theoretical and actual key milestones in international relations.

Unit 1 Studying International Relations (15 Lectures)

- (a) How do you understand International Relations: Levels of Analysis (3 lectures)
- (b) History of IR: Emergence of the International State System (2 Lectures)
- (c) Pre-Westphalia and Westphalia (5 lectures)
- (d) Post-Westphalia (5 lectures)

Unit 2 Theoretical Perspectives (25 Lectures)

- (a) Classical Realism & Neo-Realism (6 lectures)
- (b) Liberalism & Neoliberalism (5 lectures)
- (c) Marxist Approaches (5 lectures)
- (d) Feminist Perspectives (4 lectures)
- (e) Eurocentricism and Perspectives from the Global South (5 Lectures)

Unit 3 An Overview of Twentieth Century IR History (20 Lectures)

- (a) World War I: Causes and Consequences (1 Lecture)
- (b) Significance of the Bolshevik Revolution (1 Lecture)
- (c) Rise of Fascism / Nazism (2 Lectures)
- (d) World War II: Causes and Consequences (3 Lectures)
- (e) Cold War: Different Phases (4 Lectures)
- (f) Emergence of the Third World (3 Lectures)
- (g) Collapse of the USSR and the End of the Cold War (2 Lectures)
- (h) Post-Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

References:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave
- *Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press,
- Kenneth Waltz (1959) *Man, the State and War*, Columbia, Columbia University Press.

Course: Political Processes and Institutions in Comparative Perspective			Semester: IV
Course Code: BA-POL 404	L T P	3-1-0	Credits: 4

Course objective:

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

Course Learning Outcomes:

The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic and authoritarian systems. It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems. It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies. Students will develop insights into the process of democratization in post-colonial, postauthoritarian and post-communist societies.

Unit 1. Approaches to Studying Comparative Politics (8 lectures)

- a. Political Culture
- b. New Institutionalism

Unit 2 Electoral System (8 lectures)

Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Unit 3. Party System (8 lectures)

Historical contexts of emergence of the party system and types of parties

Unit 4. Nation-state (8 lectures)

What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates

Unit 5. Democratization (8 lectures)

Process of democratization in postcolonial, post- authoritarian and post-communist countries

Unit 6. Federalism (8 lectures)

Historical context Federation and Confederation: debates around territorial division of power.

READING LIST:

I: Approaches to Studying Comparative Politics

Essential Readings:

1. M. Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

2. M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.
3. B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

Additional Readings:

1. P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.
2. L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.
- 3.

II: Electoral System

Essential Readings:

1. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.
2. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.

Additional Reading:

1. R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*. 23, pp. 575-599.

III: Party System

Essential Readings:

1. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and
2. M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.
3. Heywood, (2002) 'Parties and Party System', in *Politics*. New York : Palgrave, pp. 247-268.

Additional Readings:

1. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.

IV: Nation-state

Essential Readings:

1. W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.
2. K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.

Course: Public Policy and Administration in India			Semester: V
Course Code: BA-POL 501	L T P	3-1-0	Credits: 4

Course Objective:

The paper seeks to introduce the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Course Learning Outcomes:

1. The student is introduced to theoretical perspectives on public policy, a major subdiscipline of public administration.
2. This is a paper devoted specially to the Indian context, so the student will become familiar with details of public policy adopted in India.
3. Students will recognize the significance of local governance – both rural and urban.
4. The students will become familiar with a range of budgetary procedures and practices, as part of the budget cycle in India.
5. The student is exposed to mechanisms of grievance redressal and a range of specific social welfare policies.

Unit 1: Public Policy [10 lectures]

- (a) Definition, characteristics and models
- (b) Public Policy Process in India

Unit 2: Decentralization [10 lectures]

- (a) Meaning, significance and approaches and types
- (b) Local Self Governance: Rural and Urban

Unit 3: Budget [12 lectures]

- (a) Concept and Significance of Budget
- (b) Budget Cycle in India
- (c) Various Approaches and Types of Budgeting

Unit 4: Citizen and Administration Interface [15 lectures]

- (a) Public Service Delivery
- (b) Redressal of Public Grievances: RTI, Lokpal, Citizens’ Charter and E-Governance

Unit 5: Social Welfare Administration [20 lectures]

- (a) Concept and Approaches of Social Welfare
- (b) Social Welfare Policies:
 - (i) Education: Right to Education,
 - (ii) Health: National Health Mission,
 - (iii) Food: Right to Food Security
 - (iv). Employment: MNREGA

References:

1. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole
2. Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP,2007
3. Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman,2007
4. Putnam, Making Democracy Work, Princeton University Press, 1993

Course: Global Politics			Semester: V
Course Code: BA-POL 502	L T P	3-1-0	Credits: 4

Course Objective:

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Learning Outcomes:

1. The students will have conceptual clarity on meaning, nature and significance of globalization.
2. The students will learn about the contemporary debates on the discourse of globalization.
3. The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.
4. The paper will enhance students’ understanding of contemporary global issues like proliferation of nuclear weapons, ecology, international terrorism and human security.
5. The paper will develop analytical skills of the students to reflect on the phenomenon of global governance.

Unit 1: Globalization: Conceptions and Perspectives (23 lectures)

- (a) Understanding Globalization and its Alternative Perspectives (6 lectures)
- (b) Political Debates on Sovereignty and Territoriality (3 lectures)
- (c) Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)
- (d) Cultural and Technological Dimension (3 lectures)
- (e) Global Resistances (Global Social Movements and NGOs) (3 lectures)

Unit 2: Contemporary Global Issues (20 lectures)

- (a) Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- (b) Proliferation of Nuclear Weapons (3 lectures)
- (c) International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
- (d) Migration (3 lectures)
- (e) Human Security (3 lectures)

Unit 3: Globalization: Power and Resource Governance

References:

1. Andrew Heywood, (2011) Global Politics, New York: Palgrave-McMillan
2. Anthony McGrew, (2017) ‘Globalization and Global Politics’, in J. Baylis, Smith and Owens (eds.), Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press
3. J. Volger, (2011) ‘Environmental Issues’, in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press,

Course: Classical Political Philosophy			Semester: V
Course Code: BA-POL 503	L T P	3-1-0	Credits: 4

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

Course Learning Outcomes:

1. Understand how to read and decode the classics and use them to solve contemporary socio-political problems.
2. Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).
3. Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

Unit 1. Text and Interpretation (2 weeks)

Unit 2. Antiquity Plato (2 weeks)

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

Unit 3. Aristotle (2 weeks)

Forms, Virtue, Citizenship, Justice, State and Household
Presentation themes: Classification of governments; man as zoon politikon

Unit 4. Interlude: Machiavelli (2 weeks)

Virtu, Religion, Republicanism
Presentation themes: morality and statecraft; vice and virtue

Unit 5. Possessive Individualism Hobbes (2 weeks)

Human nature, State of Nature, Social Contract, State
Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Unit 6. Locke (2 weeks)

Laws of Nature, Natural Rights, Property,
Presentation themes: Natural rights; right to dissent; justification of property

READING LIST

I. Text and Interpretation

Essential Readings:

1. T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
2. B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

Additional Readings:

1. J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
2. Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

II. Antiquity: Plato

Essential Readings:

1. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
2. R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.
3. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

Additional Readings:

1. S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50
2. R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337
3. T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

Aristotle

Essential Readings:

1. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.
2. T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.
3. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Course: Indian Political Thought-I			Semester: V
Course Code: BA-POL 504	L T P	3-1-0	Credits: 4

Course objective:

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Course Learning Outcomes

Students will be able to demonstrate knowledge and understanding of basic concepts of ancient and medieval Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought. This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historiographical debates.

Unit 1: Traditions of Pre-colonial Indian Political Thought (8 lectures)

- a. Brahmanic and Shramanic
- b. Islamic and Syncretic.

Unit 2. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)**Unit 3.: Manu: Social Laws (6 lectures)****Unit 4. Kautilya: Theory of State (7 lectures)****Unit 5.: Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)****Unit 6.: Barani: Ideal Polity (6 lectures)****Unit 7.: Abul Fazal: Monarchy (6 lectures)****Unit 8.: Kabir: Syncretism (5 lectures)****READING LIST****Unit 1. Traditions of Pre-modern Indian Political Thought:****Essential Readings:**

1. B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17-31.
2. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

3. M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160
4. G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*,
5. Ahmedabad: L. D. Institute of Indology, pp. 52-73.
6. S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31

Unit 2. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings:

1. *The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.
2. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.
3. B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in
4. *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

Unit 3. Manu: Social Laws

Essential Readings:

1. Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharmasastra*, New Delhi: OUP, pp. 208-213.
2. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*,
3. Delhi: Manohar, pp. 23- 39.
4. R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.
5. P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

Unit 4. Kautilya: Theory of State

Essential Readings:

1. Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.
2. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.
3. R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

Additional Reading:

1. J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

V. Agganna Sutta (Digha Nikaya): Theory of Kingship

Essential Readings:

1. S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.
2. S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.
3. B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*,
4. Vol. XXVI, (1), pp. 15- 22.

Additional Reading:

1. Jayasurya, 'Budhism, Politics and Statecraft', Available at ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf, Accessed: 19.04.2013.

VI. Barani: Ideal Polity

Essential Reading:

1. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

Additional Reading:

1. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

VII. Abul Fazal: Monarchy

Essential Readings:

1. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.
2. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

Additional Readings:

1. M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.
2. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

VIII. Kabir: Syncreticism

Essential Readings:

1. Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.
2. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.
3. G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Additional Reading:

1. L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

Course: Modern Political Philosophy			Semester: VI
Course Code: BA-POL 601	L T P	3-1-0	Credits: 4

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

Course Learning Outcomes

1. By the end of the course students would be able to:
 - Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.
2. Identify various tendencies in political philosophical discourse and manage to answer various fundamental questions through problem-solving aptitude.

Unit 1. Modernity and its discourses (8 lectures)

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

Unit 2. Romantics (16 lectures)

- a. Jean Jacques Rousseau (8 Lectures)
Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
- b. Mary Wollstonecraft (8 Lectures)
Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights

Unit 3. Liberal socialist (8 lectures)

- a. John Stuart Mill Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

Unit 4. Radicals (16 lectures)

- a. Karl Marx (8 Lectures)
Presentation themes: Alienation; difference with other kinds of materialism; class struggle
- b. Alexandra Kollontai (8 Lectures)
Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

Reading List

I. Modernity and its discourses

Essential Readings:

1. Kant. (1784) ‘What is Enlightenment?’, available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013
2. S. Hall (1992) ‘Introduction’, in *Formations of Modernity* UK: Polity Press pages 1-16

I. Romantics

Essential Readings:

1. B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

2. M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.
3. C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.
4. S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

II. Liberal Socialist

Essential Readings:

1. H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.
2. P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

III. Radicals

Essential Readings:

1. J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
2. L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.
3. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122
4. C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

Course: Indian Political Thoughts II			Semester: VI
Course Code: BA-POL 602	L T P	3-1-0	Credits: 4

Course Objective:

The objective of this course is to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought.

Course Learning Outcomes

The course is aimed to equip students with critical understanding about modern Indian thought. The thematic exploration of ideas is meant to locate the topical debates on important subjects on a historical trajectory and reflect over the diverse possibilities exhibited in the writings of the respective thinkers. It is expected that at the end of the course the students will be able to think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition. It would also help them develop toleration and respect for diverse opinion and at the same time, to admire and appreciate the plurality within the modern Indian intellectual tradition.

Unit 1: Introduction to Modern Indian Political Thought (4 lectures)

Unit 2: Rammohan Roy: Rights (4 lectures)

Unit 3: Pandita Ramabai: Gender (4 lectures)

Unit 4: Vivekananda: Ideal Society (5 lectures)

Unit 5: Gandhi: Swaraj (5 lectures)

Unit 6: Ambedkar: Social Justice (5 lectures)

Unit 7: Tagore: Critique of Nationalism (4 lectures)

Unit8: Iqbal: Community (5 lectures)

Unit9: Savarkar: Hindutva (4 lectures)

Unit10: Nehru: Secularism (4 lectures)Unit11Lohia: Socialism (4 lectures)

References

1. V. Mehta and T. Pantham (eds.), (2006) ‘A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization’ Vol. 10, Part: 7, New R. Tagore, (1994) ‘The Nation’, S. Das (ed.), The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, Delhi: Sage Pub M. Gandhi, (1991) ‘Satyagraha: Transforming Unjust Relationships through the Power ofthe Soul’, in S. Hay (ed.), Sources of Indian Tradition, Vol. 2.Second Edition, New Delhi: Penguin, Publica lications
2. P. Ramabai, (2000) ‘Woman’s Place in Religion and Society’, in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press .Ambedkar, (1991) Constituent Assembly Debates’, S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin,

Course: India's Foreign Policy in a Globalizing World			Semester: VI
Course Code: BA-POL 603	L T P	3-1-0	Credits: 4

Course Objective:

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence

Course Learning objectives:

1. To impart the students with knowledge pertaining to diplomacy
2. To encourage students to engage in the debates on Indian foreign policy
3. To enable reflection on the foreign policy approach of India
4. To encourage the students to critically think and analyze various issues confronting India's external relations

Unit 1: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)

Unit 2: India's Relations with the USA and Russia (9 lectures)

Unit 3: India's Engagements with China (6 lectures)

Unit 4: India in South Asia: Debating Regional Strategies (9 lectures)

Unit 5: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)

Unit 6: India in the Contemporary Multipolar World (6 lectures)

(a) EU (b) BRICS (c) SCO

References

1. Ragi, Sangit K., et.al. (2018), *Imagining India as a Global Power: Prospects and Challenges*, Oxon and New York, Routledge.
2. Harsh V.Pant (ed), (2009) "India's foreign Policy in a Unipolar World", New Delhi, Routledge.
3. R.S. Yadav and S. Dhanda (eds), (2009) "India's Foreign Policy: Contemporary Trends", New Delhi: Shipra Publications
4. J. Bandhopadhyaya, (1970) *The Making of India's Foreign Policy*, New Delhi: Allied Publishers
M.S Rajan (1999) *India and International Affairs : A Collection of Essays*, New Delhi: Lancer Books

Course: Women, Power and Politics			Semester: VI
Course Code: BA-POL 604	L T P	3-1-0	Credits: 4

Course Objective:

This course opens up the question of women’s agency, taking it beyond ‘women’s empowerment’ and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy

Course Learning Outcomes:

1. The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
2. The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
3. Students will learn about major global conflicts and United Nations role in conflict management.
4. The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
5. The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
6. The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

Unit 1: Groundings (6 weeks)

1. Patriarchy (2weeks)
 - (a) Sex-Gender Debates
 - (b) Public and Private
 - (c) Power
2. Feminism (2 weeks)
3. Family, Community, State (2weeks)
 - (a) Family
 - (b) Community
 - (c) State

Unit 2: Movements and Issues (6 weeks)

1. History of the Women’s Movement in India (2 weeks)
2. Violence against women (2 weeks)
3. Work and Labour (2 weeks)
 - (a) Visible and Invisible work
 - (b) Reproductive and care work
 - (c) Sex work

References:

1. T. Shinde, (1993) ‘Stree Purusha Tulna’, in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press,

2. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29),
3. N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited,

Course: Project/ Research Paper/Project Report / Internship and Viva Voce			Semester: VI
Course Code: BA-POL 605	L T P	- - -	Credits: 8

Course Objective: To enable the student to demonstrate research and presentation skills

Course Learning Outcomes:

1. Conduct a literature review for a question in political science research.
2. Design a survey to collect political science data.
3. Perform content analysis on a document.
4. Design an elite interview protocol.
5. Distinguish appropriate data for answering a political science question from inappropriate data.
6. Analyze quantitative data using statistical software.
7. Write up research findings in correct format.
8. Present research findings to an audience using visual aids.

SYLLABUS

PART I

The student shall undertake an extensive programme of reading and research, under the guidance of faculty, in order to demonstrate intellectual independence and originality by choosing a specific topic. The results of research shall be presented in a clearly written, academically cogently argued, logically structured and properly referenced form.

PART II

This shall be followed by a Viva Voce on the research paper/ project report submitted by the student.

Year 2: *Exploring & Understanding*
Semester III & IV
Year 3: *Concentration & Specialization*
Semester V & VI

MAJOR & MINOR COURSES-MAJOR WITH HONORS

V. (A). LEARNING OBJECTIVES FOR Major/Minor in ECONOMICS

The B.A. (Hons) Economics program provides a firm basis for much of the advanced thinking in the Economics discipline. It provides the student with a logical paradigm for modelling and interpreting the behavior and interactions of households, firms, and government institutions.

The program is consistent with global standards in the Economics discipline. It offers training that is comparable to that of an undergraduate student at the world's best universities.

The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, law, management, journalism, government, and many other field

V. (B). LEARNING OUTCOMES FOR Major/Minor in ECONOMICS

Upon completion of BA Honors Program in Economics, a student will have the necessary skills to understand and analyze in a logical manner all major economic phenomena.

1. A student will be able to analyze government policies and regulations, and demonstrate their significance.
2. Knowing how an economy functions, and how decisions are made by consumers, producers, and regulators, the student will have the necessary skills to identify, analyze, and solve problems in a logical and efficient way.
3. The program provides the basic ingredients of economic theory and the opportunity to learn how to process and analyze economic data based on sound statistical principles, in order to arrive at economically meaningful conclusions.

SEMESTER III:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ECO 301	CC Major	Introductory Microeconomics	3	1	0	4
2	BA-ECO 302	CC Major	Introductory Macroeconomics	3	1	0	4
3	BA-ECO 303	CC Major	Statistical Methods for Economic	3	1	0	4
4	BA-ECO 304	CC Major	Indian Economy - I	2	0	4	4
5	BA-ECO 305 E1	DSE 1A	Economic History of India (1857-1902)	3	1	0	4
	BA-ECO 305 E2	DSE 1B	Economic for Health & Education				
			Minor 1 : Introductory Microeconomics				
6	BA-ECO 306 E1	DSE 2A	Law and Economics	3	1	0	4
7	BA-ECO 306 E2	DSE 2B	Economic for health & Education				
			Minor 2: Introductory Macroeconomics				
Total Credits				17	5	4	24
Total Contact Hours				26			

SEMESTER IV:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ECO 401	CC Major	Intermediate Microeconomics - I	3	1	0	4
2	BA- ECO 402	CC Major	Intermediate Macroeconomics - I	3	1	0	4
3	BA- ECO 403	CC Major	Mathematical methods for Economic - I	3	1	0	4
4	BA- ECO 404	CC Major	Indian Economy – II	2	0	4	4
5	BA- ECO 405 E1	DSE 3A	Comparative Economic Development (1850-1950)	3	1	0	4
	BA- ECO 405 E2	DSE 3B	Money and Finical Market				
6	BA- ECO 406 E1	DSE 4A	Public Economics	3	1	0	4
	BA- ECO 406 E2	DSE4B	Political Economy – I				

7	BA- ECO 407 E1	DSE 5A	Financial Economics	3	1	0	4
	BA- ECO 407 E2	DSE 5B	Agricultural Economics				
8	BA- ECO 403		Minor 3:(DSE 1): Open to Choose				
9			Minor 4 (DSE 2) Open to Choose				
10			Minor 5 (DSE 3) Open to Choose				
Total Credits				20	6	4	28
Total Contact Hours				30			

SEMESTER V:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ECO 501	CC Major	Intermediate Microeconomics - II	3	1	0	4
2	BA- ECO 502	CC Major	Intermediate Macroeconomics - II	3	1	0	4
3	BA- ECO 503	CC Major	Development Economic – I	3	1	0	4
4	BA- ECO 504	CC Major	Introduction of Economic	2	0	4	4
5	BA- ECO 505 E1	DSE 6A	Political Economy – II	3	1	0	4
	BA- ECO 505 E2	DSE 6B	Contemporary Economics Issues				
6	BA- ECO 506 E1	DSE 7A	Industrial Economics	3	1	0	4
	BA- ECO 506 E2	DSE 7B	Game Theory				
7	BA- ECO 507 E1	DSE 8A	Data Analysis	3	1	0	4
	BA- ECO 507 E2	DSE 8B	Open Economy Macroeconomics				
	BA- ECO 502		Minor 6: (CC 3): Development Economic – I				
	BA- ECO 504		Minor 7: (CC 4): Introduction of Econometrics				
			Minor 8: (DSE 4) Open to Choose				
Total Credits				20	6	4	28
Total Contact Hours				30			

SEMESTER VI:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-ECO 601	CC Major	Applied Econometrics	3	1	0	4
2	BA- ECO 602	CC Major	Development Economic – II	3	1	0	4
3	BA- ECO 603	CC Major	Environmental Economics	3	1	0	4
4	BA- ECO 604	CC Major	International Economics	2	0	4	4
5	BA- ECO 605	CC Major	Research Project : Dissertation/Paper	-	-	-	8
Total Credits				11	3	4	24
Total Contact Hours				18			

Total Credits (Semester I-VI): 140

LIST OF ELECTIVES –ECONOMICS

Semester	Course Code	Elective	Subject Name	L	T	P	Credits
SEM III	BA-ECO 305 E1	DSE 1A	Economic History of India (1857-1902)	3	1	0	4
	BA-ECO 305 E2	DSE 1B	Economic for Health & Education				
	BA-ECO 306 E1	DSE 2A	Law and Economic	3	1	0	4
	BA-ECO 306 E2	DSE 2B	Economic of social Issue				
SEM IV	BA- ECO 405 E1	DSE 3A	Comparative Economic Development (1850-1950)	3	1	0	4
	BA- ECO 405 E2	DSE 3B	Money and Finical Market				
	BA- ECO 406 E1	DSE 4A	Public Economic	3	1	0	4
	BA- ECO 406 E2	DSE4B	Political Economic – I				
	BA- ECO 407 E1	DSE 5A	Financial Economics	3	1	0	4
	BA- ECO 407 E2	DSE 5B	Agricultural Economics				
SEM V	BA- ECO 505 E1	DSE 6A	Political Economic – I	3	1	0	4
	BA- ECO 505 E2	DSE 6B	Contemporary Economics Issues				
	BA- ECO 506 E1	DSE 7A	Industrial Economics	3	1	0	4
	BA- ECO 506 E2	DSE 7B	Game Theory				
	BA- ECO 507 E1	DSE 8A	Data Analysis	3	1	0	4
	BA- ECO 507 E2	DSE 8B	Open Economy Macroeconomics				

Course: INTRODUCTORY MICROECONOMICS			Semester: III
Course Code: BA-ECO 301	L T P	3-1-0	Credits: 4

Course Description:

This course is designed to expose first-year students, who may be new to economics, the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyse real-life situations.

Course Outline

1. Exploring the subject matter of Economics

Why study economics? The scope and method of economics; scarcity and choice; questions of what, how and for whom to produce and how to distribute output; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

2. Supply and Demand: How Markets Work, Markets and Welfare

Individual demand and supply schedules and the derivation of market demand and supply; shifts in demand and supply curves; the role prices in resource allocation; the concept of elasticity and its application; consumer and producer surplus; taxes and their efficiency costs

3. Households

The consumption decision: preferences and their representation with indifference curves; budget constraints; a consumer’s optimum choice; income and substitution effects; labour supply and savings decisions.

4. Firms and Perfect and Imperfect Market Structure

Behaviour of profit maximizing firms and the production process; short-run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

5. Input Markets

Labour and land markets; concepts of derived demand, input productivity and marginal revenue product and input demand curves; competitive input markets and public policy.

Text Book

1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Readings

1. N. Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
2. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4th edition, 2007.
3. Samuelson, P.A. and Nordhaus; W. D.; *Economics*; McGraw Hill
4. Koutsoyiannis, A; *Modern Microeconomics*; Palgrave Macmillan.

Learning Outcomes:

1. To understand the basic concepts of microeconomic.
2. The emphasis will be on thinking like an economist and how microeconomic concepts can be applied to analyze real life situations.
3. To provide a sound training in microeconomic theory to formally analyze the behavior of individual agents.
4. Looks at the behavior of the consumer and the producer and also analyze the behavior of a competitive firm.

Course: INTRODUCTORY MACROECONOMICS			Semester: III
Course Code: BA-ECO 302	L T P	3-1-0	Credits: 4

Course Description

This course aims to introduce the first-year students to the basic concepts of macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Course Outline

1. Introduction to Macroeconomics and National Income Accounting

Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and production method, the circular flow; circular flow in 2, 3 & 4 sector economy, real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.

2. Theory of Income and Employment

Classical theory of output and employment, Say’s law of markets, Keynesian theory of income determination, Consumption function: meaning, determinants and importance, Theory of consumption: absolute income hypothesis, relative income hypothesis, permanent income hypothesis and life cycle hypothesis.

3. Money and its Functions

Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.

4. Inflation

Inflation and its social costs; hyperinflation, majors of Inflation and Control of Inflation.

5. The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers.

Textbook:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010

Readings.

1. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
2. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
3. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005.
4. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
5. Errol D’Souza, *Macroeconomics*, Pearson Education, 2009.
6. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012

Learning Outcomes

1. Students are expected to be able to apply economics analysis to everyday problems in real world situations.
2. Students are expected to be able to solve problems that have clear solutions and address problems.
3. To understand current events and evaluate specify policy so that reach the conclusions to specific economic policy or problem.
4. Describe the roles of money and the financial system in the macro economy.
5. Critically analyse macroeconomic policies appropriate to the achievement of the macroeconomic objectives.

Course: STATICAL METHODS FOR ECONOMICS			Semester: III
Course Code: BA-ECO 303	L T P	3-1-0	Credits: 4

Course Description

This is the first of a two-part sequence on statistical methods. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables. The semester concludes with a discussion of joint distributions.

Course Outline

1. Introduction and Overview

Measurements of Central Tendency (Mean, mode, medium), the distinction between populations and samples and between population parameters and sample statistics; the use of measures of location and variation to describe and summarize data; population moments and their sample counterparts.

2. Elementary Probability Theory

Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes’ rule; independence.

3. Random Variables and Probability Distributions

Defining random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, normal, poisson and exponential random variables).

4. Probability Theory

Events and types of various events, mutually exclusive events, sum applications on probability theory

5. Random Sampling and Jointly Distributed Random Variables

Density and distribution functions for jointly distributed random variables; computing expected values; covariance and correlation coefficients.

Textbook

1. Levin, Richard, Rubin, David S, Rastogi, Sanjay and Siddiqui, M.H.; *Statistics for Management*; Pearson Education

Readings

1. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
2. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.
3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
4. Siegel, Andrew F; *Practical Business Statistics*; McGraw Hill

Learning outcomes

1. A knowledge and understanding of probability and statistical methods with applications to economic and social issues.
2. Research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments.
3. Communication skills in order to critique, create and communicate understanding and to collaborate with and relate to others.
4. Personal effectiveness through task-management, time-management, teamwork and group interaction, dealing with uncertainty and adapting to new situations, personal and intellectual autonomy through independent learning.
5. Practical/technical skills such as, modelling skills (abstraction, logic, succinctness), qualitative and quantitative analysis, and general IT literacy.

Course: INDIAN ECONOMY – I			Semester: III
Course Code: BA-ECO 304	L T P	3-1-0	Credits: 4

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course Outline

1. General Perspectives

Features of the Indian Economy, Promotional and retarding factors, National Income: sectoral composition pattern of income distribution, inequalities of income, Population: characteristics and analysis.

2. Agriculture in Indian Economy

Cropping pattern, Farm size and asset distribution, Causes for small size of land holdings, Problem of subdivision and fragmentation, Land reforms, Dry farming, Soil and water conservation, Green revolution: a critical evaluation.

3. Agricultural Finance and Marketing

Agriculture and support services, Agricultural finance, Land Development Banks, Regional Rural Banks, NABARD, Agricultural warehousing and agricultural marketing.

4. Role of Cooperatives in Indian Agriculture

Cooperatives and agriculture, Cooperative farming, Marketing, Credit an evaluation.

5. Agricultural Pricing and Food Policies

Food grains, Cash crops, Horticulture, Food problem, Food policy of the Government

Textbook

1. Datt, Gaurav, K.P.M. Sundharam and Ashwani Mahajan; *Indian Economy*; S. Chand and Co.

Readings:

1. Mishra, S.K. and Puri, V.K.; *Indian Economy*; Himalaya Publishing House
2. Stanley, Brown A.; *India Independent*; John Wiley and Sons
3. Jhingan, M. L.; *Indian Development and Planning*; Vikas Publishing House
4. Kapila, Uma; *Indian Economy: Performance and Policies*; Academic Foundation
5. Dhingra, I. C.; *The Indian Economy; Environment and Policy*; Sultan Chand and Sons

Learning Outcomes:

1. To acquaint the students with major trends of economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
2. Students will be able to develop ideas of the basic characteristics of **Indian economy**, its potential on natural resources.

3. Students are equipped to analyse and critically assess issues, policies and programmes in the agriculture sector.
4. Students are also equipped to deal with debates involved in the industrial development in a cogent and analytical manner, particularly in the Indian context.

Course: ECONOMICS HISTORY OF INDIA (1857-1947)			Semester: III
Course Code: BA-ECO 305 E1	L T P	3-1-0	Credits: 4

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India’s economic development after independence in 1947.

Course Outline

- 1. Introduction: Colonial India: Background and Introduction**
Overview of colonial economy.
- 2. Macro Trends**
National Income; population; occupational structure.
- 3. Agriculture**
Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.
- 4. Railways and Industry**
Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.
- 5. Economy and State in the Imperial Context**
The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

Readings:

1. Lakshmi Subramanian, “*History of India 1707-1857*”, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in early 20th century India ‘, *Indian Economic and Social History Review (IESHR)*, pp 371-74 and 385-87.
3. Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurthy, *Occupational Structure*, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, *Indian Economy 1858-1914*, A People ‘s History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, —When Rains Fail: Famine relief and mortality in British India||, *IESHR* 21.
7. Jean Dreze, *Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger*, WIDER Studies in Development Economics, 1990, pp.13- 35.
8. John Hurd, *Railways*, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), *Entrepreneurship and Industry in India*, 1994.

10. AK Bagchi, Deindustrialization in India in the nineteenth century: Some theoretical implications 1, *Journal of developmental Studies*, 1976.
11. MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11, Summary and conclusions.
12. K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.
13. B.R. Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.
14. Dharma Kumar, *The Fiscal System*, CEHI, Chapter 12.
15. Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP 1992, Epilogue. Background reading for students: Irfan Habib, *Indian Economy 1858-1914* (A People's History of India), Vol.28, Tulika 2006. Daniel Thorner, *Agrarian Prospect in India*, 1977. L. Visaria and P. Visaria, *Population*. CEHI, Chapter 5.

Learning outcomes:

1. Introduce the students to the evolution of economic thought over a period of time, the background of emanation of thoughts and approaches as acts of balancing and counter balancing events and criticisms.
2. A comprehensive way to know and appreciate the contributions of the Galaxy of Economists.
3. To analyze the development of the structure and institutions of capitalist economies.
4. To make the students to understand what the relationship between to social and political forces.

Course: ECONOMIC FOR HEALTH AND EDUCATION			Semester: III
Course Code: BA-ECO 305 E2	L T P	3-1-0	Credits: 4

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

- 1. Role of Health and Education in Human Development**
Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.
- 2. Microeconomic Foundations of Health Economics**
Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.
- 3. Evaluation of Health Programs**
Costing, cost effectiveness and cost-benefit analysis; burden of disease.
- 4. Health Sector in India: An Overview**
Health outcomes; health systems; health financing.
- 5. Education: Investment in Human Capital**
Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.
- 6. Education Sector in India: An Overview**
Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies, 1999.
2. World Development Report, *Investing in Health*, The World Bank, 1993.
3. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

Learning Outcomes:

1. To analyze individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

2. Ability to use discipline and concepts required in formulating, implementing and evaluating strategic choice in health care.
3. Basic quantitative skills and the ability to apply them in a problem-solving context.
4. Knowledge of the objective of health care systems and how the choice of objectives may carry over to priority setting.

Course: LAW AND ECONOMICS			Semester: III
Course Code: BA-ECO 306 E1	L T P	3-1-0	Credits: 4

Course Objective

While law is a non-market institution, it impacts market and non-market outcomes. By shaping incentive structure for the private individuals and the government entities, legal rules play important role in functioning of an economy. Indeed, legal rules can have astounding effects on allocation and use of resources. Besides, legal rules greatly affect the distribution of different forms of wealth. This course will illustrate how legal rules are amenable to economic analysis, and how different legal rules can lead to different outcomes in terms of allocative efficiency and distribution.

Course Learning Outcomes

This course will familiarise students with the economic approach towards thinking about the law and public policy. Students will come to recognise the law as an important organising force that influences the actions of private citizens as well as government agencies. Students will also learn how the law can support and, at times conflict with, the functioning of the market and the government, the other two important organising forces of an economy. The course will enhance critical thinking and an inter-disciplinary approach towards the law, economics, and policymaking. Thereby, the course will help to develop an inter-disciplinary approach and enhance the employability of students.

Unit 1: Law and economics

efficiency criteria in welfare economics; Coase theorem; prisoners' dilemma. Contracts; role of contracts for the functioning of markets; efficient contracts; damages measures and their efficiency properties; property rights and their role in resource allocation; Coase theorem; legal remedies for breach of property rights and their economic effects; liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off. Litigation - its causes and consequences; benefits of legal certainty

Unit 2: Law and Public policy

Law and public policy; land and property; market and non-market mechanisms for allocation and transfer of land; land markets; eminent domain – the land acquisition law; land-pooling. Contracts for provisions of public goods: procurement contracts; government provisions vs. public-private partnerships; cost-quality trade-off. Intellectual Property Rights (IPRs): patents, copyright and trademarks. Cost and benefits of private IPRs; individual rights vs. common good

References

1. Cooter, R., Ulen, T. (2013). *Law and economics*. Pearson.
2. Hart, O. (2003). Incomplete contracts and public ownership: Application to public-private partnerships. *The Economic Journal*, 113, 69-76.
3. Miceli, T. (2012). *The theory of eminent domain: Private property, public use, 2nd ed.* Cambridge University Press.

Learning Outcomes

1. To familiarize students with the economic approach towards thinking about the law and public policy.

2. Enhance critical thinking and an inter-disciplinary approach towards the law, economics, and policymaking.
3. Recognize the economic issues in a legal problem and apply the economic way of thinking to analyze it.
4. Assess the efficiency effects of legal rules and policies.

Course: ECNOMICS OF SOCIAL ISSUES			Semester: III
Course Code: BA-ECO 306 E2	L T P	3-1-0	Credits: 4

Objectives:

- i. To present a framework of basic tools effective in the analysis of social problems; and
- ii. To discover ways to resolve social problems

UNIT 1: Introduction

Social Economics: Definition – equality in Human Societies – Principles of Social Doctrines: Gandhi, Marx and Pope.

UNIT 2: Poverty

The World Poverty Situation – causes and consequences – requisites of economic growth – Role of government – Social security – Subsidies – Social banking – unemployment and inequality issues – Economics of shelter: Refugees, Slavery and Beggary.

UNIT 3: Human Capital

Problems in Education and Health services – Energy crisis and related issues –

UNIT 4: Discrimination

Sources, kinds and costs – Monopoly power - Consumerism – Provision of information – Protection from business manipulation

Unit 5: Economic Crimes

Causes and consequences – remedial course of action - Economic crimes and their prevention – Violation of Human Rights - Need to control terrorism

Books for Study

Culyer, A.J., 1973, *The Economics of Social Policy*, Martin Robertson and Co. Ltd., London
 Douglass C. North and Roger Leroy Miller, 1971, *The Economics of Public Issues*, Harper and Row, New York
 Dreze, Jean and Amartya Sen, 1989, *Hunger and Public Action*, Clarendon Press, Oxford

Books for Rerence

- Harbison, Frederick and Charles A. Meyers, 1964, *Education, Manpower and Economic Growth: Strategies of human Resource Developmen*, Mc Graw – Hill book Co. New York.
- Indira Gandhi Memorial Trust, 1995, *Redefining the Good Society*, Wiley eastern ltd. New Delhi.
- Le Grand, Julian and ray Robinson, 1976, *The Economics of Social Problems*, The Macmillan Press Ltd., London
 Lutz, Mark and Kenneth Lux, 1979, *The Challenge of Humanistic Economics*, The Benjamin / Cummings Publishing Co. Inc., California
- Sandford, Cedric, 1979, *Social Economics*, Heinemann Educational Books, London

Journals for Reference

- Journal of Development Economics
- Agricultural Situation in India
- Journal of Agricultural Economics Indian Journal of Social Work

Learning outcomes

1. Gain factual knowledge and learn basic economic principles.
2. Introduce the method and subject matter of economics so that students and citizens of the international community can be led to independent analysis and judgment on economic issues.
3. Develop economic intuition and analytical skills.
4. Explain why some nations are rich and others are poor.

Course: INTERMEDIATE MICROECONOMICS – I			Semester: IV
Course Code: BA-ECO 401	L T P	3-1-0	Credits: 4

Course Description

The course is designed to provide a sound training in microeconomic theory. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

Course Outline

- 1. Consumer Theory**
Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and intertemporal choice; revealed preference.
- 2. Production, Costs and Perfect Competition**
Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition.
- 3. Production Function**
Cobb-Douglas Production Function and its characteristics, Euler theory, CES production function
- 4. Welfare Economics**
Meaning of Welfare, Welfare functions, Pareto Optimality, Edgeworth model, public and private goods
- 5. Monopolistic Competition**
Chamberlin and model, market potential, some mathematical numerical on monopolistic competition

Textbook

1. Hal R. Varian, *Intermediate Microeconomics: A Modern Approach*, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.

Readings:

1. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.
2. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw-Hill (India), 2009.
3. Samuelson, P.A. and Nordhaus; W. D.; *Economics*; McGraw Hill
4. Koutsoyiannis, A; *Modern Microeconomics*; Palgrave Macmillan.

Learning Outcomes

1. To provide a sound training in microeconomic theory to formally analyze the behavior of individual agents.
2. To understand the behavior of the consumer and the producer and also covers the behavior of a competitive firm.
3. Learning the consumer behavior consisting of consumer's utility maximization problem and demand theory.
4. Gaining Knowledge on fundamental concepts and models in the theory of production and costs and sets out to provide a basic understanding of price and or output determination under different types of market structures including factor markets.

Course: : INTERMEDIATE MACROECONOMICS - I			Semester: IV
Course Code: BA-ECO 402	L T P	3-1-0	Credits: 4

Course Description

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

Course Outline

- 1. Aggregate Demand and Aggregate Supply Curves**
Derivation of aggregate demand and aggregate and supply curves; interaction of aggregate demand and supply.
- 2. Inflation, Unemployment and Expectations**
Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.
- 3. Open Economy Models**
Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model
- 4. Balance of Payments**
Monetary approach to balance of payments; international financial markets.
- 5. Multiplier and Its types**
Multiplier: investment multiplier; static and dynamic tax multipliers, foreign trade multiplier, balanced budget multiplier, Leakages from multipliers, Importance and limitations.

Textbook

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.

Readings:

1. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
2. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
3. Steven M. Sheffrin, *Rational Expectations*, Cambridge University Press, 2nd edition, 1996.
4. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
5. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009
6. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012.

Learning Outcomes:

1. To introduce the students to the basic concepts of Macroeconomics.
2. Discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.
3. To introduce students with aspects of Market structures, and imperfect markets.
4. To provide a sound training in microeconomic theory to formally analyze the behavior of individual agents.

Course: MATHEMATICAL METHODS FOR ECONOMIC – I			Semester: IV
Course Code: BA-ECO 403	L T P	3-1-0	Credits: 4

Course Description

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Elementary Linear Algebra

The theory of sets, Set operations, Venn diagrams, Matrices and matrix operations: addition, scalar multiplication, and matrix multiplication, The transpose, The inverse of a square matrix, Rank of a matrix, Matrix methods of solution, Determinants: definition, properties, minors and cofactors, The ad joint matrix and inverse of a matrix, Illustrations of the applications in economic analysis. Logarithms: definition, and properties, Problem solving without using Log Tables.

2. Differential Calculus

Concepts of variables, constants, and parameters, Functions and limits, Continuity, Derivatives of algebraic functions, Exponential and logarithmic functions, Parametric differentiation, Product and quotient rules, Successive differentiation (up to second order), Partial differentiation, Illustrations of the applications in economic analysis.

3. Integral Calculus

Definite and indefinite integrals: integration by parts and integration by substitution, Differential equations: solution processes for First and Second Order Equations, Illustrations of the applications in economic analysis.

4. Maxima and Minima Concepts

Slope of a curve, Maxima and minima, Points of inflexion, Euler’s Theorem, Rolle’s Theorem, Lagrange’s Method, Illustrations of the applications in economic analysis.

Textbook

Chiang, Alpha C; *Fundamental Methods of Mathematical Economics*; McGraw Hill

Readings

1. Mukherjee, B and Pandit V.; *Mathematical methods for Economic Analysis*; Allied Publishers
2. Sullivan, Michael and Mizrahi, Abe; *Mathematics: An Applied Approach*; Wiley
3. Budnick, Frank; *Applied Mathematics for Business, Economics, and the Social Sciences*; McGraw Hill
4. Henderson, J.M. and Quandt, R.E.; *Micro Economic Theory: A Mathematical Approach*; McGraw Hill
5. Allen, R.G.D.; *Mathematical Analysis for Economists*; Macmillan.
6. Dowling, E.T.; *Introduction to Mathematical Economics*; Schaum’s Outline Series, McGraw Hill.

Learning Outcomes

1. To transmit the body of basic mathematics that enables the study of economic theory.
2. Illustrating the method of applying mathematical techniques to economic theory in general.
3. To measure the effect of change and discover techniques to improve decision making process.
4. Economic dynamics and solve problems through adjustments with time.

Course: INDIAN ECONOMY-II			Semester: IV
Course Code: BA-ECO 404	L T P	3-1-0	Credits: 4

Course Description

To familiarize the students with the main features of the Indian economy and the business environment.

Course Outline

1. Introduction

Role of Industry in economic development, Industrialization in developing economies, Industrialization in India under the Five-Year Plans.

2. Industrial Policies

Industrial Policy resolutions in India since 1947, Licensing policy: responses of the industries.

3. Classification of Industries

Industrial Sectors in India: Private, Public, Joint and Co-operative, Their origin, growth, performance, problems and prospects.

4. Major Industries

Industry classification in India: major industries (Iron and Steel, Textile, Cement, Sugar, Fertilizers, Engineering, Petroleum and Crude oil, Petrochemicals, Sunrise Industries (Electronics)), Small scale and cottage industries, Industrial estates: objectives and progress.

5. Service Sector

Major services and their trends, Share of service sector in GDP, Contribution of different services in service sector and its role and development.

Text Book

1. Datt, Gaurav, K.P.M. Sundharam and Ashwani Mahajan; *Indian Economy*; S. Chand and Co.

Readings

1. Mishra, S.K. and Puri, V.K.; *Indian Economy*; Himalaya Publishing House
2. Stanley, Brown A.; *India Independent*; John Wiley and Sons
3. Bhagwati, J. and Desai, P; *India: Planning for Industrialization*; Oxford University Press.
4. Jhingan, M. L.; *Indian Development and Planning*; Vikas Publishing House
5. Todaro, Michael P. and Stephen, C. Smith; *Economic Development*; Pearson Education
6. Dhingra, I. C.; *The Indian Economy; Environment and Policy*; Sultan Chand and Sons

Learning Outcomes

1. To acquaint the students with major trends of economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
2. Students will be able to develop ideas of the basic characteristics of Indian economy, its potential on natural resources.
3. Students are equipped to analyse and critically assess issues, policies and programmes in the agriculture sector.
4. Students are also equipped to deal with debates involved in the industrial development in a cogent and analytical manner, particularly in the Indian context.

Course: COMPARATIVE ECONOMIC DEVELOPMENT: 1850-1950			Semester: IV
Course Code: BA-ECO 405 E1	L T P	3-1-0	Credits: 4

Course Description

This course investigates selected issues in comparative historical perspective over the 19th century and the first few decades of the 20th century. The course focuses on a set of countries, which followed clearly diverse trajectories and patterns of growth to achieve their industrial transition and compares the outcomes of these diverse trajectories on sectoral change, inter- sectoral relations, labour processes and industrial relations and also compares the role of the state in facilitating the respective trajectories.

Course Outline

1. Introduction and Perspectives on Comparative Economic Development
2. An Overview of Economic Development of the countries selected for case studies
3. Agriculture: Agrarian surplus and the role of the peasantry in economic development.
4. Industry: The industrial revolution in Britain; Industrialisation in late industrialisers.
5. The Factory System and Making of the Industrial Working Class Division of labour, structure of industrial authority, organisation of work and industrial production, relationship between workers and managers.
6. The Role of the State in Industrial and Developmental Transition

Text Book

1. E.J. Hobsbawm, *World of Labour: Further Studies in the History of Labour*, London Weidenfeld & Nicholson, 1984.

Readings:

1. E.J. Hobsbawm, *Industry and Empire: An Economic History of Britain since 1750*, Weidenfeld & Nicholson, 1968.
2. Peter Mathias, *The First Industrial Nation, An Economic History of Britain, 1700-1914*, 2nd edition Methuen, 1983.
3. T. Nakamura, *Economic Growth in Pre-War Japan*, Tr. by Robert A Feldman, Yale University Press, 1983.
4. Okochi, Karsh and Levine, *Workers and Employees in Japan, The Japanese Employment Relations System*, University of Tokyo, 1965.
5. Y. Hayami, *A Century of Agricultural Growth in Pre-War Japan: Its Relevance to Asian Development*, University of Minnesota Press, 1975.
6. Chalmers Johnson, *MITI and the Japanese Miracle: The Growth of Industrial Policy 1925-1975*, Stanford University Press, 1982.
7. W.W. Lockwood, *Economic Development of Japan*, Expanded edition, Princeton University Press, 1966.
8. Dobb M., *Soviet Economic Development since 1917*, Universal Book Stall, New Delhi, 1995.
9. Paul R. Gregory and Robert C. Stuart, *Soviet Economic Structure and Performance*, Harper & Row, 3rd edition, 1986.
10. Timothy W. Guinnane, 2002, "Delegated Monitors, Large and Small: Germany's banking System, 1800 –1914", *Journal of Economic Literature*, Volume XL, pp.73- 124.

11. Richard A. Easterlin, Davis and Parker, *American Economic Growth: An economist's History of the United States*, Harper & Row, 1972.
12. Hughes and Cain, *American Economic History*, HarperCollins College Publishers, 4th edition, 1994.

Background Texts for teachers:

- Angus Maddison, *Dynamic Forces in Capitalist Development, A Long-Run Comparative View*, Oxford University Press, 1991.
- P.K.O'Brien, 1986, "Do We Have a Typology for the Study of European Industrialization in the XIXth Century?" *Journal of European Economic History*, Volume XV, pp. 291-333.

Learning Outcomes:

1. To investigate the issues in comparative historical perspective
2. To impart deep knowledge to the organization, structure and role of markets and institutions.
3. To also discuss the new institutional economics, role of state, and institutional change.
4. To be familiar with the frontier research done in the area of economic growth and comparative development.

Course: MONEY AND FINANCIAL MARKET			Semester: IV
Course Code: BA-ECO 405 E2	L T P	3-1-0	Credits: 4

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

1. Money

Concept, functions, measurement; theories of money supply determination.

2. Financial Institutions, Markets, Instruments and Financial Innovations

- a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.
- b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

3. Interest Rates

Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

4. Banking System

- a. Balance sheet and portfolio management.
- b. Indian banking system: Changing role and structure; banking sector reforms.

5. Central Banking and Monetary Policy

Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, *Money, Banking and Financial Markets*, AITBS, 1996.
4. Rakesh Mohan, *Growth with Financial Stability- Central Banking in an Emerging Market*, Oxford University Press, 2011.
5. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
6. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, *Monetary Policy, Financial Stability and Central Banking in India*, Macmillan, 2006.
8. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.

9. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).

Learning Outcomes:

1. Describe and analyze how central banks conduct monetary policy as well as the role of the private banking system in the transmission mechanism.
2. Describe how financial market work and how to use financial data to price financial assets.
3. Describe how financial markets work and how to use financial data to price financial assets.
4. To interpret key concept related to bonds such as duration, convexity and different types of yield measures.

Course: PUBLIC ECONOMICS			Semester: IV
Course Code: BA-ECO 406 E1	L T P	3-1-0	Credits: 4

Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper 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 paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Course Outline

1. Public Economic Theory

- a. Fiscal functions: an overview.
- b. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- c. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- d. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

2. Indian Public Finances

- a. Tax System: structure and reforms
- b. Budget, deficits and public debt
- c. Fiscal federalism in India

Readings:

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.
2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005.
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.
8. Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India*, 1990.
10. M. Govinda Rao, *Changing Contours of Federal Fiscal Arrangements in India*, Amaresh Bagchi (ed.), *Readings in Public Finance*, Oxford University Press, 2005.
11. Paul Samuelson, 1955, -Diagrammatic Exposition of a theory of Public Expenditure, *Review of Economics and Statistics*, Volume 37.

12. Shankar Acharya, 2005, -Thirty Years of Tax Reform in India, *Economic and Political Weekly*, May 14-20.
13. Rangarajan and D.K. Srivastava, 2005, -Fiscal Deficit and Government Debt: Implications for Growth and Stabilization”, *Economic and Political Weekly*, July 2-8.
14. M. Govinda Rao, 2011, -Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?, *Economic and Political Weekly*, February 12-18.
15. Report of the 13th Finance Commission, 2010-15.
16. *Economic Survey*, Government of India (Latest).
17. *State Finances: A Study of Budgets*, Reserve Bank of India (Latest).

Learning Outcomes

1. To enable the students to understand the scope and significance of public policy, describe the different types of public policy, examine the contributions of various stakeholders in policy making, list the political, financial and popular difficulties in the implementation of policy and analyse the cycle of selected public policies.
2. To equip students with the nature of government intervention and its implications for allocation, distribution and stabilization.
3. Understand a formal analysis of government taxation and expenditures.
4. Encompasses a host of topics including public goods, market failures and externalities.

Course: POLITICAL ECONOMY – I			Semester: IV
Course Code: BA-ECO 406 E2	L T P	3-1-0	Credits: 4

Course Description

This course explores changes in the organisation of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development.

Course Outline

1. Introduction and Historical Overview

Perspective on political economy with a historical overview: capitalist development in the pre-second world war period, the golden age and later.

2. Changing Dynamics of Capitalist Production, Organisational Form and Labour Process

Fordist and post-fordist production; changing dynamics of organisation of production, markets and labour process; the changing nature of job security and labour rights.

3. The State in the Era of Globalisation: Welfare, Development and Autonomy

Globalisation and the limits of the welfare state, development and state autonomy.

4. The Changing Role of Finance

The changing role of finance in capital accumulation and corporate structure; finance and globalisation - financialisation, financial liberalisation and financial crisis.

5. The Social Dimension

Globalisation and uneven development – growth, inequality and exclusion.

6. New Perspectives

Gender in work, accumulation and globalisation; issues in environment and sustainability; alternatives ahead.

Readings:

1. Michel Beaud, *A History of Capitalism, 1500-2000*, trans. by Tom Dickman and Anny Lefebvre, New York: Monthly Review Press, 2001.
2. Ash Amin (ed.), *Post-Fordism: A Reader*, Blackwell, 1994.
3. Fran Tonkiss, *Contemporary Economic Sociology: Globalisation, Production, Inequality*, Chapter 4 (Fordism and After), Routledge India 2008 reprint, 2006.
4. S. Hymer, "The Multinational Corporation and the Law of Uneven Development", in H. Radice (ed.) *International Firms and Modern Imperialism*, Penguin Books, 1975.
5. G. Gereffi, J. Humphrey and T. Sturgeon, 2005, "The Governance of Global Value Chains", *Review of International Political Economy*, Volume 12:78–104.
6. Narasimha Reddy, "Economic Globalisation, Past and Present – The Challenges to Labour" in Jomo

- K.S. & Khoo Khay Jin (ed.) *Globalization and Its Discontents, Revisited*, Sephis -Tulika Books, 2003.
7. David Harvey, *A Brief History of Neoliberalism*, OUP, 2005.
 8. Andrew Glyn, -Challenges to Capital, in *Capitalism Unleashed: Finance, Globalization and Welfare*, Oxford: Oxford University Press, (Ch. One, pp. 1-24), 2006.
 9. G Dumenil and D Levy, *The Crisis of Neoliberalism*, Harvard University Press, 2011.
 10. K.S. Jomo (ed.), *The Long Twentieth Century: The Great Divergence: Hegemony, Uneven Development and Global Inequality*, OUP, 2006.
 11. Gary Dymksy, 2005, -Financial Globalization, Social Exclusion and Financial Crisis||, *International Review of Applied Economics*, Vol. 19: 439–457.
 12. E. Stockhammer, -Financialization and the Global Economy, in G. Epstein and M.H. Wolfson (ed.) *The Political Economy of Financial Crises*, Oxford University Press, 2010. [Also, in Working Paper Series, No. 240, Political Economy Research Institute, University of Massachusetts Amherst]
 13. J.P. Smith and M.P. Ward, 1989, —Women in the Labour Market and in the Family||, *Journal of Economic Perspectives*, Volume 3: 9-23.
 14. Marilyn Power, 2004, -Social Provisioning as a Starting Point for Feminist Economics||, *Feminist Economics*, Volume 10: 3-19.
- John Bellamy Foster, *Ecology against Capitalism*, Monthly Review Press, 2002es

Learning Outcomes:

1. Students will demonstrate an ability to explain and compare different political and economic systems
2. Students will be able to reflect on the role of culture, history and religion in international political economy
3. Students will be able to explain the role of diplomacy and conflict resolution in international relations
4. Students will demonstrate a basic working knowledge of a world language other than one's mother tongue
5. Students will demonstrate the ability to use critical thinking in their evaluation of issues and problems in international political economy
6. Students will demonstrate practical skills in helping resolve global disputes through diplomacy and conflict resolution

Course: FINANCIAL ECONOMICS			Semester: IV
Course Code: BA-ECO 407 E1	L T P	3-1-0	Credits: 4

Course Description

This course introduces students to the economics of finance. Some of the basic models used to benchmark valuation of assets and derivatives are studied in detail; these include the CAPM, and the Binomial Option Pricing models. The course ends with a brief introduction to corporate finance.

Course Outline

1. Investment Theory and Portfolio Analysis

a. Deterministic cash-flow streams

Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunization; the term structure of interest rates; yield curves; spot rates and forward rates.

b. Single-period random cash flows

Random asset returns; portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.

c. CAPM

The capital market line; the capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula.

2. Options and Derivatives

Introduction to derivatives and options; forward and futures contracts; options; other derivatives; forward and future prices; stock index futures; interest rate futures; the use of futures for hedging; duration-based hedging strategies; option markets; call and put options; factors affecting option prices; put-call parity; option trading strategies: spreads; straddles; strips and straps; strangles; the principle of arbitrage; discrete processes and the binomial tree model; risk-neutral valuation.

3. Corporate Finance

Patterns of corporate financing: common stock; debt; preferences; convertibles; capital structure and the cost of capital; corporate debt and dividend policy; the Modigliani-Miller theorem.

Textbook

- David G. Luenberger, *Investment Science*, Oxford University Press, USA, 1997.

Readings:

- Hull, John C., *Options, Futures and Other Derivatives*, Pearson Education, 6th edition, 2005.
- Thomas E. Copeland, J. Fred Weston and Kuldeep Shastri, *Financial Theory and Corporate Policy*, Prentice Hall, 4th edition, 2003.

3. Richard A. Brealey and Stewart C. Myers, *Principles of Corporate Finance*, McGraw- Hill, 7th edition, 2002.
4. Stephen A. Ross, Randolph W. Westerfield and Bradford D. Jordan, *Fundamentals of Corporate Finance*. McGraw-Hill, 7th edition, 2005.
5. Burton G. Malkiel, *A Random Walk Down Wall Street*, W.W. Norton & Company, 2003.
6. William Sharpe, Gordon Alexander and Jeffery Bailey, *Investments*, Prentice Hall of India, 6th edition, 2003.

Learning Outcomes

1. Utilize microeconomic or macroeconomic theory to analyze a specific economic scenario.
2. Utilize data to gain insight into a specific economic relationship.
3. Critically evaluate the relationships between the structure and operation of financial market institutions and the economy.
4. Describe biases in the context of behavioural finance.

Course: AGRICULTURAL ECONOMICS			Semester: IV
Course Code: BA-ECO 407 E2	L T P	3-1-0	Credits: 4

Objective: To familiarize the students with the importance of the agriculture sector, and the critical issues, policies and Programmes in this sector with particular emphasis on Indian agriculture

Economics of Agriculture

Nature, scope and its importance in the economy, Role of agriculture in economic development, Mellor's approach and Lewis Model, Linkages between agriculture and industry, Sustainable agricultural development, farm size and productivity, basic features of Indian agriculture.

Pricing, Finance and Marketing of Agricultural Products

Determination of agricultural price under perfect and imperfect competition, Price and non-price incentives to agriculture in India, Price policy in India, Terms of trade between agriculture and industry, Agriculture Finance in India: importance, types of requirements, sources (institutional and non-institutional), Agricultural marketing in India: regulated markets and warehouse, Food security bill-2012.

Diversification of Agriculture in India

Trends in agriculture growth and agricultural productivity, Pattern of agricultural development: regional variations, Capital formation, Green revolution: impact on production, income distribution and labor absorption, Emerging trends in agricultural technology, Dry land farming and use of bio technology techniques, Climate change and agriculture, WTO and Indian Agriculture.

Textbooks

1. Bilgrami, S.A.R.; *An Introduction to Agricultural Economics*; Himalaya Publishing House.
2. Bahaduri, A.; *The Economic Structure of Backward Agriculture*; Academic Press

Reference Books

1. Datt, Gaurav, K.P.M. Sundharam and Ashwani Mahajan; *Indian Economy*; S. Chand and Co.
2. Ellis, Frank.; *Peasant Economics*; Cambridge University Press
3. Eicher and Witt; *Agriculture in Economic Development*; McGraw Hill Sadhu, A.N. and Singh, J; *Agricultural Problems in India*; Himalaya Publishing House

Learning Outcomes

1. To introduce students to the importance of agricultural sector and to the issues associated with agricultural transformation, agricultural production and demand of and supply for agricultural commodities.
2. To equip students to analyze and critically assess issues, policies and programmes in the areas with particular emphasis on Indian Agriculture.
3. Train the students in production economics tools for agricultural decision making
4. Provide orientation to the students regarding the concepts and measures of economic development.
5. Provide orientation on theories of economic growth and relevance of theories in developing countries.
6. Understand the agricultural policies and its effect on sustainable agricultural development.
7. Understand the globalization and its impact on agricultural development.

Course: INTERMEDIATE MICROECONOMICS – II			Semester: V
Course Code: BA-ECO 501	L T P	3-1-0	Credits: 4

Course Description

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

Course Outline

1. General Equilibrium, Efficiency and Welfare

Equilibrium and efficiency under pure exchange and production; overall efficiency and welfare economics.

2. Market Structure and Game Theory

Monopoly; pricing with market power; price discrimination; peak-load pricing; two-part tariff; monopolistic competition and oligopoly; game theory and competitive strategy.

3. Market Failure

Externalities; public goods and markets with asymmetric information.

Readings:

1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, 8th edition, W.W. Norton and Company/Affiliated East-West Press (India), 2010. The workbook by Varian and Bergstrom could be used for problems.
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.

Learning Outcome

1. Students will learn about various concepts of welfare economics.
2. Students will understand different degrees of price discrimination.
3. Students will develop understanding of game theory and competitive strategy.
4. Students will comprehend the situations for market failure.

Course: INTERMEDIATE MACROECONOMICS – II			Semester: V
Course Code: BA-ECO 502	L T P	3-1-0	Credits: 4

Course Description

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

Course Outline

1. Economic Growth

Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.

2. Microeconomic Foundations

- a. Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; life-cycle and permanent income hypotheses; rational expectations and random-walk of consumption expenditure.
- b. Investment: determinants of business fixed investment; residential investment and inventory investment.
- c. Demand for money.

3. Fiscal and Monetary Policy

Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.

4. Schools of Macroeconomic Thoughts

Classicals; Keynesians; New-Classicals and New-Keynesians.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Charles I. Jones, *Introduction to Economic Growth*, W.W. Norton & Company, 2nd edition, 2002.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
6. Errol. D'Souza, *Macroeconomics*, Pearson Education, 2009.
7. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.\

Learning Outcome

1. Students will understand various models of economic growth like Harrod-Domar model; Solow model.
2. Students will learn important microeconomics concept applicable in macroeconomics.
3. Students will identify the role of monetary and fiscal policies.
4. Students will comprehend numerous macroeconomic thoughts.

Course: DEVELOPMENT ECONOMICS-I			Semester: V
Course Code: BA-ECO 503	L T P	3-1-0	Credits: 4

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

Course Outline

1. Conceptions of Development

Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

2. Growth Models and Empirics

Endogenous growth models and evidence on the determinants of growth.

3. Poverty and Inequality: Definitions, Measures and Mechanisms

Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

4. Political Institutions and the Functioning of the State

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

5. Classical theory of Economic Growth

Classical theory of economic; Adam Smith, David Ricardo

Textbook

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.

Readings

1. Partha Dasgupta, *Economics: A Very Short Introduction*, Oxford University Press, 2007.
2. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
3. Kaushik Basu, 2012, editor, *The New Oxford Companion to Economics in India*, Oxford University Press.
4. Amartya Sen, *Development as Freedom*, Oxford University Press, 2000.
5. Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*,

Cambridge University Press, 2006.

6. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994.

Learning Outcomes

1. Students will become familiar with various concepts of economic development.
2. Students will be able to elaborate the endogenous growth models.
3. Students will understand the connections between poverty and inequality and its relevance towards development.
4. Students will demonstrate the understanding of economic theories of Adam Smith and David Ricardo.

Course: INTRODUCTION OF ECONOMIC			Semester: V
Course Code: BA-ECO 504	L T P	3-1-0	Credits: 4

Course Description

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

Course Outline

1. Nature and Scope of Econometrics

2. Statistical Concepts

Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.

3. Simple Linear Regression Model: Two Variable Case

Estimation of model by method of ordinary least squares; properties of estimators; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; Gauss-Markov theorem; forecasting.

4. Multiple Linear Regression Model

Estimation of parameters; properties of OLS estimators; goodness of fit - R^2 and adjusted R^2 ; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.

5. Violations of Classical Assumptions: Consequences, Detection and Remedies

Multicollinearity; heteroscedasticity; serial correlation.

6. Specification Analysis

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.

Readings

1. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
2. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.
3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
4. D. N. Gujarati and D.C. Porter, *Essentials of Econometrics*, McGraw Hill, 4th edition, International Edition, 2009.
5. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3rd edition, Indian edition, 2007.
6. Jan Kmenta, *Elements of Econometrics*, Indian Reprint, Khosla Publishing House, 2nd edition, 2008.

Learning Outcome

1. Students will become familiar with the nature and scope of econometrics.
2. Students will be able to apply different hypothesis tests in testing important economic theories.
3. Students will understand the concepts and application of simple and multiple linear regression models in economics. They will be able to use the least squares method in evaluating the relationship of one explanatory variable to the dependent variable and the relationships of multiple explanatory variables to the dependent variable
4. Students will demonstrate the understanding of the nature and the results of heteroscedasticity.

Course: POLITICAL ECONOMY – II			Semester: V
Course Code: BA-ECO 505 E1	L T P	3-1-0	Credits: 4

Course Description

Employing perspectives from alternative schools of thought, this course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces. Students are expected to read some classic texts as well as more recent commentaries.

Course Outline

- 1. Analysing Social Change in Historical Perspective**
The method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives.
- 2. Capitalism as an Evolving Economic System**
Basic features; accumulation and crisis; the modern corporation; monopoly capitalism— alternative perspectives.
- 3. The State in Capitalism**
The state and the economy – contestation and mutual interdependence; the state as an arena of conflict; imperialism – the basic foundations.

Readings:

1. J. Gurley, "The Materialist Conception of History", Ch.2.1 in R. Edwards, M. Reich and T. Weisskopf (ed.), *The Capitalist System*, 2nd edition, 1978.
2. O. Lange, *Political Economy*, vol. 1, 1963, Chapters 1 and 2.
3. E.K. Hunt, *History of Economic Thought*, M.E. Sharpe, Indian edn, Shilpi Publications, 2004.
4. Irfan Habib, 1995, "Capitalism in History", *Social Scientist*, Vol. 23: 15-31.
5. R.L. Heilbroner, "Capitalism", in *The New Palgrave Dictionary of Modern Economics*, Macmillan, 1987. Also reprinted as Chapter 2 in *Behind the Veil of Economics* by R.L. Heilbroner, W.W. Norton, 1988.
6. P. Sweezy, *The Theory of Capitalist Development*, Monthly Review Press, 1942, chapters 2, 4, 5, 6, 8 and 10.
7. Anwar Shaikh, Entries on "Economic Crises" and "Falling Rate of Profit" in T. Bottomore et al (eds.), *The Dictionary of Marxist Thought*, OUP, Indian edition, Maya Blackwell, 2000.
8. Vamsi Vakulabharanam, 2009, -The Recent Crisis in Global Capitalism: Towards a Marxian Understanding||, *Economic and Political Weekly*, March 28, Vol. 44: 144-150.
9. J. Schumpeter, *Capitalism, Socialism and Democracy*, George Allen and Unwin 1976, Chapters 6, 7 and 8.
10. P. Baran (1957), *The Political Economy of Growth*, Chapter 3, Pelican edition, 1973.
11. R. Heliborne, —The Role of the State, Ch.4 in *The Nature and Logic of Capitalism*, 1985.
12. M. Kawecki, —Political Aspects of Full Employment, in E.K. Hunt and J.G. Schwarz (eds.), *A Critique of Economic Theory*, Penguin Books, 1972.
13. Amit Bhaduri, -Nationalism and Economic Policy in the Era of Globalization, Ch. 2 in Deepak

Nayyar (ed), *Governing Globalization: Issues and Institutions*, OUP, 2002 [also WIDER Working Paper no.188, WIDER website (2000)].

14. Prabhat Patnaik, -“Lenin’s Theory of Imperialism Today”, in K.S. Jomo (ed.) *The Long Twentieth Century: The Great Divergence: Hegemony, Uneven Development and Global Inequality*, OUP.
15. James O'Connor, "The Meaning of Economic Imperialism," in Robert Rhodes, ed., *Imperialism and Underdevelopment*, New York: Monthly Review Press, 1970, pages 101 to 111.

Learning Outcomes

1. Students will be able to explain a range of theoretical approaches from feudalism to capitalism.
2. Students will define various perspectives of capitalism.
3. Students will understand the role of capitalism in an economic system.
4. Students will recognize the mutual interdependence of the state and the economy.

Course: CONTEMPORARY ECONOMICS ISSUES			Semester: V
Course Code: BA-ECO 505 E2	L T P	3-1-0	Credits: 4

Course Objective

The course seeks to familiarize students with basic concepts related to the Economic Survey and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.

Course Learning Outcomes

Students will have the capability to understand government policies and will in general be informed participants in economic decision making.

Unit 1: Concepts

- Fiscal policy, areas of government spending in India
- Capital and revenue expenditure, plan and non-plan expenditures
- Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy
- Capital receipts, revenue receipts, tax and non-tax revenue, direct and indirect taxes, need for rationalisation of tax structure, Goods and Services Tax (GST)
- Actual, revised and budget estimates
- Zero-base budgeting
- Gender budgeting
- Fiscal devolution and centre-state financial relations

Unit 2: The economic survey

- Analysis of current and past policy emphasis

Unit 3: The union budget

- Need for the budget, understanding the process of budget making in India
- Analysis of fiscal and revenue deficits
- Analysis of sources of revenue and expected growth in revenue, tax simplification, improvement in administration, expansion of tax net and other measures to improve revenue receipts,
- Analysis of expenditure pattern and expected growth in expenditure, thrust areas of budget, sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof, steps proposed to ensure effective spending

References

1. Centre for Budget and Governance Accountability. Recent reports.
2. Chakraborty, P. (2015). Intergovernmental fiscal transfers in India: Emerging trends and realities. In P. Patnaik (ed.): *Macroeconomics*. Oxford University Press.
3. Dasgupta, D., De, S. (2012). Fiscal deficit. In *The new Oxford companion to economics in India*. Oxford University Press.
4. Kapila, U. (2016). *Fiscal and budgetary developments in Indian economy since independence*. Academic Foundation.
5. Ministry of Finance. Economic and social classification of the budget.
6. Ministry of Finance. Economic survey (latest).
7. Ministry of Finance. Finance Commission report (latest).

8. Ministry of Finance. Union Budget.
9. Mukherjee, P. (2012). Budget making. In K. Basu, A. Maertens (eds.): *The new Oxford companion to economics in India*. Oxford University Press.
10. Mukherjee, S. (2015). Present state of goods and services tax (GST) reform in India. Working Paper No. 154. *National Institute of Public Finance and Policy*.
11. Reddy, Y. (2015). Continuity change and the way forward: The fourteenth finance commission. *Economic and Political Weekly*, 50(21), 27- 36.
12. Spiegel, M. (2003). *Theory and problems of probability and statistics*. Chapter
18. McGraw-Hill.

Learning Outcome

1. Students will be able to define various types of expenditures and deficits.
2. Students will comprehend the numerous economic budgeting like gender budgeting.
3. Students will demonstrate their competence in analyzing economic survey.
4. Students will recognize the importance and different aspects of the union budget.

Course: INDUSTRIAL ECONOMICS			Semester: V
Course Code: BA-ECO 506 E1	L T P	3-1-0	Credits: 4

Objective: To familiarize the students with industrial economics and its application in real life scenarios

SYLLABUS

Introduction

Scope of Industrial economics: concept, measurement, and determinants of efficiency of firms, Productivity movements in India, National Productivity Council, Forms of organization of industrial classification of firms, Theory of optimum size of the firm, Factors influencing optimum size

Market Structure and Concentration

Market structure, Performance of the firms in different form of the market, Concentration: meaning and Determinants, Measurement of market concentration: Herfindahl Index and Lerner Index.

Vertical Integration, Conglomerate Diversification and Mergers

Vertical integration: nature and extent of vertical integration, theories of vertical integration, monopolistic motives for integration

Conglomerate diversification and mergers: concepts, measures, determinants and consequences of diversification and mergers

Industrial Location

Meaning and determinants, Theories of industrial location: Alfred Weber's Deductive Analysis, and Sargent Flourence's Inductive Analysis

Industrial Finance

Concept, need and types, Internal and external sources of industrial finance, Industrial growth in India during plans, Impact of economic reforms on India's industrial growth, India's industrial policy: 1956 & 1991, Role and performance of public sector enterprises, Privatization of Public Sector Undertakings in India, Small scale industries and their importance in the Indian economy

Textbooks

1. Clarke, Roger G.; *Industrial Economics*; Wiley.
2. Barthwal, R. R.; *Industrial Economics: An Introductory Textbook*; New Age International

Reference Books

1. Ferguson, Paul R. and Ferguson, Glenys J.; *Industrial Economics: Issues and Perspectives*; New York University Press.
2. Martin, S.; *Industrial Economics: Economic Analysis and Public Policy*; Macmillan
3. D.A. Hay and D.J. Morris; *Industrial Economics: Theory and Evidence*; Oxford University Press.
5. F. Cherunilam; *Industrial Economics: An Indian Perspective*; Himalaya Publishing House.

Learning Outcomes

1. Students will be able to define various concepts of industrial economics.
2. Students will comprehend the various market structure and concentration.
3. Students will understand the vertical integration, diversification and mergers.
4. Students will recognize the importance and important theories related to industrial finance.

Course: GAME THEORY			Semester: V
Course Code: BA-ECO 506 E2	L T P	3-1-0	Credits: 4

Course Objective

Game theory introduces the students to optimal decision making in interactive settings. This course will deal with the solution concepts for normal form and extensive form games, along with a variety of applications. Ideas related to asymmetric information among the interacting agents will also be analysed in this course. The course ends with the application of game theory to analyse moral hazard, adverse selection and signalling problems.

Course Learning Outcomes

The students will learn how to model multi-person decision making in an interactive setting. They will understand how to formulate different real life situations as games and learn to predict the optimal strategies of players and how the players can exploit strategic situations for their own benefit.

Unit 1: Normal form games

The normal form; dominant and dominated strategies; dominance solvability; mixed strategies; Nash equilibrium; symmetric single population games; applications

Unit 2: Extensive form games with perfect information

The game tree; strategies; subgame perfection; backward induction in finite games; commitment; bargaining; other applications

Unit 3: Simultaneous move games with incomplete information

Strategies; Bayesian Nash equilibrium; applications

Unit 4: Extensive form games with imperfect information

Strategies; beliefs and sequential equilibrium; applications

Unit 5: Information economics.

Adverse selection; moral hazard; signalling games
References 1. Osborne, M. (2004). *An introduction to game theory*. Oxford University Press.

Keywords

Normal form games, extensive form games, complete information, Nash equilibrium, subgame perfect equilibrium, incomplete information, Bayesian Nash equilibrium, sequential equilibrium

Learning Outcomes

1. Students will be able to find dominant strategy equilibrium, pure and mixed strategy Nash equilibrium.
2. Students will understand the concepts of players, strategies, payoffs, rationality, equilibrium.
3. Students will be able to describe simple simultaneous-move games using game tables, and to explain concepts of dominant, dominated, and rationalizable strategies, pure and mixed strategies, and best responses.
4. Students will comprehend the concepts of asymmetric information and able to analyze simple signaling games.

Course: DATA ANALYSIS			Semester: V
Course Code: BA-ECO 507 E1	L T P	3-1-0	Credits: 4

Course Objective

This is a skill enhancement course for data analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts. The course is to be delivered through 2 classroom lectures and 4 computer lab classes per week.

Course Learning Outcomes

The course will use data simulations and publicly available data sources to help students learn about data types, their organization and visual representation. They will learn how to compute summary statistics and do some basic statistical inference.

Unit 1: Introduction

How can the representation and analysis of data help us study real-world problems. Publicly available data sets

Unit 2 : Using Data

Available statistical software, steps in data storage, organization and cleaning

Unit 3: Visualization and Representation

Alternative forms of presenting summarizing and presenting data

Unit 4: Techniques and Tests

Simple estimation techniques and tests for statistical inference

References

1. Levine, D., Stephan, D., Szabat, K. (2017). *Statistics for managers using Microsoft Excel, 8th ed.* Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). *A course in statistics with R.* Wiley.

Learning Outcome

1. Students will be able to collect and analyze publicly available data.
2. Students will demonstrate the skills of data storage, data organization and data clearing.
3. Students will recognize the process of summarizing and presenting analyzed data.
4. Students will understand the various techniques and tests for statistical inference.

Course: OPEN ECONOMY MACROECONOMICS			Semester: V
Course Code: BA-ECO 507 E2	L T P	3-1-0	Credits: 4

Course Objective

This course intends to emphasise on how a country's relations to the rest of the world influence aggregate economic activity, employment, exchange rate and inflation and forms the scope for monetary and fiscal policy. The course includes a thorough introduction to the foreign exchange market and a discussion of world level interactions. A major part of the course deals with the dynamic effects (effects over time) of economic shocks and policies. The course prepares the student for taking part in professional discussions about the design of monetary and fiscal policy and for any kind of work where it is important to have a good understanding of macroeconomic fluctuations (e.g. for making predictions of macro variables, for choosing investment where the return depend on macro developments) when the economies are open.

Course Learning Outcomes

The student will know how exchange rates, interest rates and capital movements between currencies are determined within different institutional settings for monetary policy (e.g. inflation targeting versus money supply targeting or exchange rate targeting), how a country's current account balance is determined, or, which amounts to the same, how capital movements between countries are determined, how shocks emanating abroad or in the foreign exchange market affect output, employment, inflation and interest rates, how the effects of changes in fiscal and monetary policy and shifts in private sector behaviour are modified through the foreign exchange markets and foreign trade, the role of cost competitiveness in the determination of economic activity, the different responses to economic shocks in the traded-goods and non-traded goods sectors of the economy, how the effects of policy actions and economic shocks are transmitted from country to country in the world economy, and the merits of different exchange rate systems (fixed versus flexible, monetary unions). In particular, you will learn more about the effects over time as flows accumulate to stocks and as the economy moves towards long-run equilibrium. At the end of course the will acquire to analyze the effects of macroeconomic events on the future time path of the economy, analyse how forces inherent in the initial state of the economy will tend to change the economy over time, discuss how current and future events may influence the exchange rate through expectations, and come up with policy suggestions and consider their effects over time.

Unit 1: Open-Economy Macroeconomics and Exchange Rates

National Income accounting and balance of payment; Exchange Rates and the Foreign Exchange Market; Money, Interest Rates, and Exchange Rates; Price Levels and the Exchange Rate in the Long Run; Output and the Exchange Rate in the Short Run; Fixed Exchange Rates and Foreign Exchange Intervention

Unit 2: International Macroeconomic Policy

International Monetary Systems: An Historical Overview; Financial Globalization: Opportunity and Crisis; Optimum Currency Areas and the Euro; Developing Countries: Growth, Crisis, and Reform

References

1. Feenstra, R., Taylor, A. (2014). *International economics, 3rd ed.* Worth Publishers.
2. Krugman, P., Obstfeld, M., Melitz, M. (2018). *International economics: Theory and policy, 11th ed.* Pearson Education.
3. Pugel, T. (2015). *International Economics, 16th ed.* McGraw-Hill Education.

Learning Outcome

1. Students will be able to understand national income accounting and balance of payment.
2. Students will recognize the importance of foreign exchange market in an open economy.
3. Students will comprehend International Monetary Systems.
4. Students will know the concept of financial globalization.

Course: APPLIED ECONOMETRICS			Semester: VI
Course Code: BA-ECO 601	L T P	3-1-0	Credits: 4

Course Description

The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. Topics include specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data models. Since the emphasis is on application of methods, this course requires understanding of econometric software and computing skills.

Course Outline

1. Stages in Empirical Econometric Research

2. Regression Diagnostics and Specification

Misspecification; functional forms; model selection.

3. Advanced Topics in Regression Analysis

Selected Topics:

Dynamic Econometric Models: distributed lag models; autoregressive models; instrumental variable estimation; simultaneous equation models.

4. Panel Data Models

Methods of estimation; fixed effects model; random effects model.

5. Introduction to Econometric Software Package

GRET; E-VIEWS; STATA (any one), SPSS

Text Book

1. Jeffrey M. Wooldridge, *Econometrics*, Cengage Learning, India Edition, 2009.

Readings

1. Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
2. Damodar Gujarati, *Econometrics by Example*, Palgrave Macmillan, 2011.
3. Kmenta, J.; *Elements of Econometrics*; Indian Reprint, Khosla Publishing House
4. Freund, E. John; *Mathematical Statistics*; Prentice Hall

Learning Outcomes

1. Students will be able to define various stages of Econometric Research.
2. Students will be able to select an appropriate model in econometrics for analyzing an economic phenomenon.
3. Students will be able use dynamic Econometric Models.
4. Students will understand the various panel data models and econometric software packages.

Course: DEVELOPMENT ECONOMICS - II			Semester: VI
Course Code: BA-ECO 602	L T P	3-1-0	Credits: 4

Course Description

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Course Outline

1. Demography and Development

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.

2. Land, Labor and Credit Markets

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factor markets.

3. Individuals, Communities and Collective Outcomes

Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.

4. Environment and Sustainable Development

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.

5. Globalization

Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.

Textbook

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.

Readings

1. Partha Dasgupta, *Economics: A Very Short Introduction*, Oxford University Press, 2007.
2. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.

3. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
4. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.
5. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
6. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
7. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

Learning Outcomes

1. Students will be able to understand numerous demographic concepts.
2. Students will define various land reforms and its impact.
3. Students will comprehend the collective outcomes of individuals and communities.
4. Students will know the concept sustainable development and globalization.

Course: ENVIRONMENTAL ECONOMICS			Semester: VI
Course Code: BA-ECO 603	L T P	3-1-0	Credits: 4

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

- 1. Introduction**
What is environmental economics; review of microeconomics and welfare economics.
- 2. The Theory of Externalities**
Pareto optimality and market failure in the presence of externalities; property rights and the coase theorem.
- 3. The Design and Implementation of Environmental Policy**
Overview; pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy.
- 4. International Environmental Problems**
Trans-boundary environmental problems; economics of climate change; trade and environment.
- 5. Measuring the Benefits of Environmental Improvements**
Non-Market values and measurement methods; risk assessment and perception.
- 6. Sustainable Development**
Concepts; measurement.

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, -Environmental Economics: A Survey,|| *Journal of Economic Literature*, Volume 30:675-740.

Learning Outcomes

1. Students will understand the concepts of environment economics.
2. Students will be able to define externalities and coase theorem.
3. Students will comprehend the pigouvian taxes and effluent fees and the need for their implementation.
4. Students will recognize the Trans-boundary environmental problems.

Course: INTERNATIONAL ECONOMICS			Semester: VI
Course Code: BA-ECO 604	L T P	3-1-0	Credits: 4

Course Description

This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

Course Outline

1. Introduction

What is international economics about? An overview of world trade.

2. Theories of International Trade

The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

3. Trade Policy

Instruments of trade policy; political economy of trade policy; controversies in trade policy.

4. International Macroeconomic Policy

Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises.

Readings:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

Learning Outcome

1. Students will understand the concepts of international economics.
2. Students will be able to define the Ricardian and Heckscher-Ohlin models.
3. Students will understand various instruments of trade policy and its controversies.
4. Students will recognize fixed versus flexible exchange rates.

Course: Project/ Research Paper/Project Report / Internship and Viva Voce			Semester: VI
Course Code: BA-ECO 605	L T P	- - -	Credits: 8

Objective: To enable the student to demonstrate research and presentation skills

SYLLABUS

PART I

The student shall undertake an extensive programme of reading and research, under the guidance of faculty, in order to demonstrate intellectual independence and originality by choosing a specific topic. The results of research shall be presented in a clearly written, academically cogently argued, logically structured and properly referenced form.

PART II

This shall be followed by a Viva Voce on the research paper/ project report submitted by the student.

Learning Outcomes

1. Students will be able to develop understand awareness and understanding of professional settings and environment.
2. Students will be able to develop and refine their skills and professional capacity.
3. Students will be able to Integrate theory and practice.
4. Students will be able to develop communication, interpersonal and other critical skills.

Year 2: *Exploring & Understanding*
Semester III & IV
Year 3: *Concentration & Specialization*
Semester V & VI

MAJOR & MINOR COURSES-MAJOR WITH HONORS

VI. (A). LEARNING OBJECTIVES FOR Major/Minor in SOCIOLOGY

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and statistical rigor. It is incessantly reflexive about its methods, demanding about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity. At the same time, sociology is the most open and interdisciplinary of social sciences. The Pursuit of sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times.

Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective

VI. (B). PROGRAM LEARNING OUTCOMES FOR Major/Minor in SOCIOLOGY

The Honors program in Sociology is premised on the axiom that a graduate is not mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit the entire program, its operationalization through institutions and collective and concerted efforts of all the stake holders. Every other feature of program is fused into this. Hence graduate attributes, qualification descriptors and program learning outcomes may not be described separately since they are innately interconnected.

A graduate of BA Honors Program in Sociology would be a person with a thorough grounding in the fundamentals of Sociology and infused with ‘Sociological Imagination’. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.

Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, it implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other.

SEMESTER III:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-SOC 301	CC Major	Introduction to Sociology I	3	1	0	4
2	BA-SOC 302	CC Major	Sociology of India I	3	1	0	4
3	BA-SOC 303	CC Major	Introduction to Sociology II	3	1	0	4
4	BA-SOC 304	CC Major CC Minor 1	Sociology of India II	3	1	0	4
5	BA-SOC 305 E1	DSE 1	Agrarian sociology	3	1	0	4
	BA-SOC 305 E2	DSE 1	Environmental Sociology				
			Minor 1 (CC 1):				
6	BA-SOC 306 E1	DSE 2	Sociology of Work	3	1	0	4
7	BA-SOC 306 E2	DSE 2	Sociology of Health and Medicine				
	Choice (including Open Elective)		Minor 2:(DSE 1): By Choice				
Total Credits				18	6	0	24
Total Contact Hours				24			

SEMESTER IV:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-SOC 401	CC Major	Political Sociology	3	1	0	4
2	BA-SOC 402	CC Major	Sociology of Religion	3	1	0	4
3	BA-SOC 403	CC Major	Sociology of Gender	3	1	0	4
4	BA-SOC 404	CC Major	Economic Sociology	3	1	0	4
5	BA-SOC 405 E1	DSE 3	Visual Culture	3	1	0	4
	BA-SOC 405 E2	DSE 3	Reading Ethnographies				
6	BA-SOC 406 E1	DSE 4	Indian Society: Images and Realities	3	1	0	4
	BA-SOC 406 E2	DSE4	Family and Intimacy				
7	BA-SOC 407 E1	DSE 5	Rethinking Development	3	1	0	4

	BA-SOC 407 E2	DSE 5	Gender and Violence					
8	BA-SOC 403		Minor 3: (CC 2):					
9	Choice (including Open Elective)		Minor 4 (DSE 2): By Choice					
10	Choice (including Open Elective)		Minor 5 (DSE 3): By Choice					
				Total Credits	21	7	0	28
				Total Contact Hours	28			

SEMESTER V:

	Course Code	Course Category	Course Name	Periods			Credits	
				L	T	P		
1	BA-SOC 501	CC Major	Sociology of Kinship	3	1	0	4	
2	BA-SOC 502	CC Major	Social Stratification	3	1	0	4	
3	BA-SOC 503	CC Major	Sociological Thinkers I	3	1	0	4	
4	BA-SOC 504	CC Major	Sociological Research Methods I	3	1	0	4	
5	BA-SOC 505 E1	DSE 6	Sociology of Social Movements	3	1	0	4	
	BA-SOC 505 E2	DSE 6	Sociology of Education					
6	BA-SOC 506 E1	DSE 7	Sociology of Media	3	1	0	4	
	BA-SOC 506 E2	DSE 7	Population and Society					
7	BA-SOC 507 E1	DSE 8	Reading, Writing and Reasoning for Sociology	3	1	0	4	
	BA-SOC 507 E2	DSE 8	Techniques of Ethnographic Film Making					
	BA-SOC 502		Minor 6: (CC 3):					
	BA-SOC 504		Minor 7: (CC 4):					
	Choice (including Open Elective)		Minor 8: (DSE 4): By Choice					
				Total Credits	21	7	0	28
				Total Contact Hours	28			

SEMESTER VI:

	Course Code	Course Category	Course Name	Periods			Credits
				L	T	P	
1	BA-SOC 601	CC Major	Sociological Thinkers II	3	1	0	4
2	BA-SOC 602	CC Major	Sociological Research Methods II	3	1	0	4
3	BA-SOC 603	CC Major	Indian Sociological Traditions	3	1	0	4
4	BA-SOC 604	CC Major	Urban Sociology	3	1	0	4
5	BA-SOC 605	CC Major	Research Project	-	-	-	8
Total Credits				12	4	0	24
Total Contact Hours							16

Total Credits (Semester I-VI): 140

LIST OF ELECTIVES –SOCIOLOGY

Sem 3	BA-SOC 305 E1	DSE 1	Agrarian Sociology	3	1	0	4
	BA-SOC 305 E2		Environmental Sociology				
Sem 3	BA-SOC 306 E1	DSE 2	Sociology of Work	3	1	0	4
	BA-SOC 306 E2		Sociology of Health and Medicine				
Sem 4	BA-SOC 405 E1	DSE 3	Visual Culture	3	1	0	4
	BA-SOC 405 E2		Reading Ethnographies				
Sem 4	BA-SOC 406 E1	DSE4	Indian Society: Images and Realities	3	1	0	4
	BA-SOC 406 E2		Family and Intimacy				
Sem 4	BA-SOC 407 E1	DSE 5	Rethinking Development	3	1	0	4
	BA-SOC 407 E2		Gender and Violence				
Sem 5	BA-SOC 505 E1	DSE 6	Sociology of Social Movements	3	1	0	4
	BA-SOC 505 E2		Sociology of Education				
Sem 5	BA-SOC 506 E1	DSE 7	Sociology of Media	3	1	0	4
	BA-SOC 506 E2		Population and Society				
Sem 5	BA-SOC 507 E1	DSE 8	Reading, Writing and Reasoning for Sociology	3	1	0	4
	BA-SOC 507 E2		Techniques of Ethnographic Film Making				

Course: Introduction to Sociology I			Semester: III
Course Code: BA-SOC 301	L T P	3 1 0	Credits: 4

Course Objective:

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

Learning Outcomes

1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.
3. The students also learn about the basics of doing field work and use it for doing field work based projects. They also learn to write project reports.
4. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

Course Outline:

Unit 1. Sociology: Discipline and Perspective

- a) Thinking Sociologically
- b) Emergence of Sociology and Social Anthropology

Unit 2. Sociology and Other Social Sciences

- a) Sociology and Social Anthropology
- b) Sociology & Psychology 2.3 Sociology & History

3. Basic Concepts

- a) Individual and Group
- b) Associations and Institutions
- c) Culture and Society
- d) Social Change

COURSE CONTENTS AND ITINERARY

1. Sociology: Discipline and Perspective (1-3 Weeks)

1.1 Thinking Sociologically

- 1.1.1 Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, ‘The Forest, the Trees and One Thing’, Pp. 1-36
- 1.1.2 Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, ‘Sociology and Common Sense’, Pp. 13-27
- 1.1.3 Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, ‘Little Red Riding Hood’ & ‘Rumpelstiltskin’

- 1.2 Emergence of Sociology**
- 1.2.1 Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- 2. Sociology and Other Social Sciences (4-6 Weeks)**
- 2.1 Sociology and Social Anthropology**
- 2.1.1 Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20
- 2.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
- 2.2 Sociology & Psychology**
- 2.2.1 Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
- 2.2.2 Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29
- 2.3 Sociology & History**
- 2.3.1 Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
- 3. Basic Concepts (7-14 Weeks)**
- 3.1. Individual and Group**
- 3.1.1 MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237
- 3.1.2 Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209
- 3.2 Associations and Institutions**
- 3.2.1. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229
- 3.2.2 Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
- 3.3 Culture and Society**
- 3.3.1 Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125- 151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212
- 3.3.2 Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368
- 3.4 Social Change**
- 3.4.1 Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
- 3.4.2 Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

Course: Sociology of India I			Semester: III
Course Code: BA-SOC 302	L T P	3 1 0	Credits: 4

Course Objective:

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Learning Outcomes:

1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
3. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
4. Given the high standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Outline:

Unit 1. India: An Object of Knowledge

- a) The Colonial Discourse
- b) The Nationalist Discourse
- c) The Subaltern Critique

2. Indian Society: Concepts and Institutions

- a) Caste: Concept and Critique
 - b) Agrarian Classes
 - c) Industry and Labour
 - d) Tribe: Profile and Location
 - e) Village: Structure and Change
 - f) Kinship: Principle and Pattern
 - g) Religion and Society

COURSE CONTENTS AND ITINERARY

1.1. The Colonial Discourse (Week 1)

1.1.1. Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays, Delhi: Oxford University Press, Pp.136-171

1.2. The Nationalist Discourse (Week 2-3)

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

1.3. The Subaltern Critique (Week 4)

1.3.1. Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8

2.1. Caste: Concept and Critique (Weeks 5-6)

- 2.1.1. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books, Pp.265- 272
- 2.1.2. Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp.93-109

2.2. Agrarian Classes (Week 7)

- 2.2.1. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp. 271-275

2.3. Industry and Labour (Week 8)

- 2.3.1. Breman, J., 1999, “The Study of Industrial Labour in Post Colonial India: The Formal Sector”, Contributions to Indian Sociology, 33(1&2), Pp.1-41

2.4. Tribe: Profile and Location (Week 9)

- 2.4.1. Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason India and Ceylon: Unity and Diversity, New York: Oxford University Press, Chapter 9

2.5. Village: Structure and Change (Week 10)

- 2.5.1. Srinivas, M. N., 1987, The Dominant Caste and Other Essays, Delhi: Oxford University Press, Pp.20-59

2.6. Kinship: Principle and Pattern (Week 11)

- 2.6.1. Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press, Pp.50-73

2.7. Religion and Society (Weeks 12-14)

- 2.7.1. Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) The International Encyclopaedia of Social Sciences, Volume 6, New York: Macmillan, Pp.358-366
- 2.7.2. Momin, A.R., 1977, „The Indo Islamic Tradition“, Sociological Bulletin, 26, Pp.242-258
- 2.7.3. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.) Religion in India, Delhi: Oxford University Press, Pp. 320-332

Note: The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Course: Introduction to Sociology II			Semester: III
Course Code: BA-SOC 303	L T P	3 1 0	Credits: 4

Course Objective:

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

Course Learning Outcomes:

1. The students are introduced to the relationship between theory and perspectives.
2. The students are introduced to sociological theories which they learn in greater detail during the later semesters.
3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.
4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Outline:

1. On the Plurality of Sociological Perspective
2. Functionalism
3. Interpretive Sociology
4. Conflict Perspective
5. Structuralism
6. Interactionism
7. Feminist Perspective

COURSE CONTENTS AND ITINERARY

1. On the Plurality of Sociological Perspective (1-2 Week)

- 1.1.1 Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
- 1.1.2 Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

2. Functionalism (3-4 Weeks)

- Durkheim, mile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
 Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204

3. Interpretive Sociology (4-6 Weeks)

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

4. Conflict Perspective (7-8 Weeks)

Marx, Karl, 1990, Selected writings in Sociology and Social Philosophy, Penguin Books Limited, Pp. 88-101 Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150

5. Structuralism (8-9 Weeks)

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David Structuralism: An Introduction, 1st ed., Oxford: Clarendon Press, 37-56

6. Interactionism (9-11 Weeks)

Magill, Frank N., 1996, International Encyclopedia of Sociology, Volume 1, Routledge, Pp. 690-693 Giddens, Anthony, 2010, Sociology, 6 th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

7. Feminist Perspective (12-14)

Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge, Introduction, Pp. 1-26

Course: Sociology of India II			Semester: III
Course Code: BA-SOC 304	L T P	3 1 0	Credits: 4

Course Objective:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

Learning Outcomes:

1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
4. The course, in terms of both high-quality syllabus-content and innovative teaching- learning techniques, matches global standards. Consequently, it adequately trains students to compete in global academia.

Course Outline:

- 1. Ideas of India**
 - a) Gandhi and Ambedkar
 - b) Indological and Ethnographic Approaches
- 2. Resistance, Mobilization, Change**
 - a) Dalit Politics
 - b) Mobility and Change
 - c) Women’s Movement
 - d) Peasant Movements
 - e) Ethnic Movements
 - f) Middle Class Phenomenon
- 3. Challenges to Civilization, State and Society**
 - a) Communalism
 - b) Secularism
 - c) Nationalism

COURSE CONTENTS AND ITINERARY

1.1. Gandhi and Ambedkar (Weeks 1-2)

1.1.1. Ambedkar, B. R., 1971 [1936], Annihilation of Caste, Jullunder: Bheem Patrika

1.2. Indological and Ethnographic Approaches (Weeks 3-4)

1.2.1. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black, Pp. 1-63

1.2.2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', Contributions to Indian Sociology, 1, Pp.7-22

2.1. Dalit Politics (Week 5)

2.1.1. Shah, G., 2001, Dalit Identity and Politics, New Delhi: Sage Publications, Pp.17-43

2.2. Mobility and Change (Week 6)

2.2.1. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', The Far Eastern Quarterly, 15(4), Pp. 481-496

2.3. Women's Movement (Week 7)

2.3.1. Menon, N., (ed.) 1999, Gender and Politics in India, Delhi: Oxford University Press, pp.342-369.

2.4. Peasant Movements (Week 8)

2.4.1. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) Peasants in History, Delhi: Oxford University Press, Pp.136-155

2.5. Ethnic Movements (Week 9)

2.5.1. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) Social Movements I: Issues of Identity. Delhi: Oxford University Press, Pp.191-208

2.6. Middle Class Phenomenon (Week 10)

2.6.1. Deshpande, S., 2003, Contemporary India: A Sociological View, New Delhi: Penguin Books, Pp.125-150

3.1. Communalism (Week 11)

3.1.1. Dumont, L., 1997, Religion, Politics and History in India, Paris: Mouton, Pp.89-110

3.2. Secularism (Weeks 12-13)

- 3.2.1. Kumar, R., 1986, 'The Varieties of Secular Experience', in Essays in the Social History of Modern India, Calcutta: Oxford University Press, Pp.31-46
- 3.2.2. Madan, T.N., 1997, Modern Myths, Locked Minds, Delhi: Oxford University Press, Pp.233-265

3.3. Nationalism (Week 14)

- 3.3.1. Oommen, T. K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications, pp.143-172.

Additional Instruction:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Additional Reading:

Ray, N. R., 1973, Nationalism in India: A Historical Analysis of its Stresses and Strains, Aligarh: Aligarh Muslim University Press.

Course: Agrarian Sociology			Semester: III
Course Code: BA-SOC 305 E1	L T P	3 1 0	Credits: 4

Course Objective:

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

Course Learning Outcomes:

1. An empathy for and ability to engage agrarian communities as living societies and understand grasp their condition as human condition.
2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian agrarian scene.
4. To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

Course Outline:

1. **Agrarian Societies and Agrarian Studies**
 - a) Agrarian Societies
 - b) Agrarian Studies
2. **Key Issues in Agrarian Sociology**
 - a) The Agrarian Question
 - b) The Moral Economy
 - c) Agrarian Commodity Systems
3. **Themes in Agrarian Sociology of India**
 - a) Labor and Agrarian Class Structure
 - b) Markets, Land Reforms and Green Revolution
 - c) Agrarian Movements
 - d) Caste, Gender and Agrarian Realities
4. **Agrarian Futures**
 - a) Agrarian Crisis
 - b) The Global Agrarian Order

COURSE CONTENTS AND ITINERARY

1. **Agrarian Societies and Agrarian Studies (Weeks: 1-2)**
 - 1.1 **Agrarian Societies**
 - 1.1.1. Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) Peasants and Peasant Societies, Hamondsworth: Penguin. 1971. Pp. 141-149

- 1.1.2. Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35

1.2 Agrarian Studies

- 1.2.1. Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93
- 1.2.2. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

2. Key Issues in Agrarian Sociology (Weeks: 3-6)

2.1 The Agrarian Question

- 2.1.1. Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177–199 & 255–280

2.2 The Moral Economy

- 2.2.1. Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34
- 2.2.2. Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31

2.3 Agrarian Commodity Systems

- 2.3.1. Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221–235

3. Themes in Agrarian Sociology of India (Weeks 7-12)

3.1 Labour and Agrarian Class Structure

- 3.1.1. Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74
- 3.1.2. Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064
- 3.1.3. Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

3.2 Markets, Land Reforms and Green Revolution

- 3.2.1. Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29

- 3.2.2. Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327
- 3.2.3. Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37-51
- 3.2.4. Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

3.3 Agrarian Movements

- 3.3.1. Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395- 1397+1399+1401-1403+1405-1406
- 3.3.2. Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

3.4 Caste, Gender and Agrarian Realities

- 3.4.1. Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453- 478.
- 3.4.2. Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, *The Labor of Women: Work and Family* (Summer, 1979), pp. 763-774

4. Agrarian Futures (Weeks: 12-14)

4.1. Agrarian Crisis (16)

- 4.1.1. Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352
- 4.1.2. Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

4.2. The Global Agrarian Order (32)

- 4.2.1. Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

Course: Environmental Sociology			Semester: III
Course Code: BA-SOC 305 E2	L T P	3 1 0	Credits: 4

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

Course Learning Outcomes:

1. An understanding of dynamic between natural and social worlds from a sociological perspective.
2. A grasp of fundamental principles and core theoretical debates of the discipline.
3. An ability to contribute from a sociological stand point to any research endeavors or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.
4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

Course Outline:

- 1. Envisioning Environmental Sociology**
 - a) What is Environmental Sociology?
 - b) Realist-Constructionist Debate.
- 2. Approaches**
 - a) Treadmill of Production
 - b) Ecological Modernization
 - c) Risk
 - d) Ecofeminism and Feminist Environmentalism
 - e) Political Ecology
- 3. Environmental Movements in India**
 - a) Forest based movement – Chipko
 - b) Water based movement – Narmada
 - c) Land based movements – Anti-mining and Seed

COURSE CONTENTS AND ITINERARY

- 1. Envisioning Environmental Sociology [Weeks 1-3]**
 - 1.1.1. Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed. Ch 1. (pp. 1-5).
 - 1.1.2. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

- 1.2.1. Leahy, T. (2007). *Sociology and the Environment*. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).
- 1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

2. Approaches [Weeks 4-10]

- 2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.
- 2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.
- 2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
- 2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.
- 2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch. (pp.152-175).
- 2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.
- 2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).
- 2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19. (pp. 316-324, 342-352).
- 2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

3. Environmental Movements in India [Weeks 11-14]

- 3.1.1. Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed. (2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).
- 3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002). Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).
- 3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.
- 3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

Course: Sociology of Work			Semester: III
Course Code: BA-SOC 306 E1	L T P	3 1 0	Credits: 4

Course Objective:

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialization made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralized industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

Course Learning Outcomes

1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better known economic dimension.
2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
3. Learning about the complexities, disparities and inequalities in the area of work.
4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

Course Outline:

1. **Interlinking Work and Industry**
2. **Forms of Industrial Culture and Organization**
 - a) Industrialism
 - b) Post-industrial Society
 - c) Information Society
3. **Dimensions of Work**
 - a) Alienation
 - b) Gender
 - c) Unpaid Work and Forced Labour
4. **Work in the Informal Sector**
5. **Risk, Hazard and Disaster**

COURSE CONTENTS AND ITINERARY

1. **Interlinking Work and Industry (Weeks 1-3)**
 - 1.1 Grint, Keith. 2005, „Classical Approaches to Work: Marx, Durkheim and Weber“ in The Sociology of Work: An Introduction. Polity Press. Cambridge. Pp. 90-112

- 1.2 Uberoi, J.P.S. 1970, „Work, Study and Industrial worker in England“ in *Man, Science and Society*. IAS: Simla. Pp 34-45

2. **Forms of Industrial Culture and Organization (Weeks 4-6)**

2.1 **Industrialism**

- 2.1.1 Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi: Oxford University Press, Chapter 3, Pp.33-65

2.2 **Post-industrial Society**

- 2.2.1 Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45
- 2.2.2 Etzioni, A. and P.A. Jargowsky. 1990, “The false choice between high technology and basic industry” in K. Erikson and P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: Yale University Press, Pp. 304-317

2.3 **Information Society**

- 2.3.1 Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163

3. **Dimensions of Work (Weeks 7-10)**

3.1 **Alienation**

- 3.1.1 Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33
- 3.1.2 Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan, Pp. 84-100

3.2 **Gender**

- 3.2.1 Devine, Fiona. 1992, „Gender Segregation in the Engineering and Science Professions: A case of continuity and change“ in *Work, Employment and Society*, 6 (4) Pp.557-75.
- 3.2.2 Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp.257-268

3.3 **Unpaid Work and Forced Labour**

- 3.3.1 Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work“ in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, Pp.153-181
- 3.3.2 Coser, 1990, „Forced Labour in Concentration Camps“ in Erikson, K. and S. P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and

London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69

4. Work in the Informal sector (Weeks 11-12)

- 4.1 Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312
- 4.2 Talib, Mohammad. 2010, *Writing Labour- Stone Quarry workers in Delhi*. New Delhi: OUP, Chapter 1, Pp. 23-54

5. Risk, Hazard and Disaster (Weeks 13-14)

- 5.1 Laughlin, Kim. 1995, *Rehabilitating Science, Imagining "Bhopal"* in George E. Marcus (ed.) *Techno scientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press, Pp. 277-302
- 5.2 Zonabend, Françoise. 2009, „The Nuclear Everyday“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp 167-185

Course: Sociology of Health and Medicine			Semester: III
Course Code: BA-SOC 306 E2	L T P	3 1 0	Credits: 4

Course Objectives:

The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

Course Learning Outcomes:

1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness
2. To critique biomedicine and have an understanding of medicine as a plurality
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
4. To gain insights on issues of public health in India and arrive at independent analysis

Course Outline:

- 1. Introduction to the Sociology of Health and Medicine**
 - a) Origins and Development
 - b) Conceptualizing Disease, Sickness and Illness
 - c) Social and Cultural Dimensions of Illness and Medicine
- 2. Theoretical Orientations in Health and Illness**
 - a) Political Economy
 - b) Systems Approach
 - c) Discourse and Power
 - d) Feminist Approach
- 3. Negotiating Health and Illness**
 - a) Medical Practices
 - b) Health Policy in India

COURSE CONTENTS AND ITINERARY

- 1. Introduction to the Sociology of Health and Medicine (Week 1-4)**
 - 1.1 Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).
 - 1.2 Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)
 - 1.3 Kleinman, Arthur (1988) The Illness Narratives: Suffering, Healing and the Human Condition. New York: Basic Books Inc. Publishers. Chapter1. (Pages 3-30).
 - 1.4 Freund, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

2. Theoretical Orientations in Health and Illness (Week 5-10)

- 2.1 Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.
- 2.2 Talcott Parsons (1951) *The Social System*, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).
- 2.3 Foucault, Michel (1994) *The Birth of the Clinic: An Archaeology of Medical Perception*, New York: Vintage Books. Chapter1 and Conclusion. (Pages 3-20 and 194-199).
- 2.4 Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*, London: Sage. Chapter 5. (Pages.86-108).
- 2.5 Patel, Tulsi (2012) *Global Standards in Childbirth Practices*. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254).

3. Negotiating Health and Illness (Week 11-14)

- 3.1 Evans- Pritchard, E.E. (2010) The Notion of Witchcraft Explains Unfortunate Events. In (eds.) Byron J.Good, Micheal M. J. Fischer, Sarah S. Willen and Mary-Jo Del Vecchio Good *A Reader in Medical Anthropology: Theoretical Trajectories , Emergent Realities*, Oxford: Wiley- Blackwell, Chapter2 (Pages 18-25).
- 3.2 Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapters 10 and 11 (Pages 307-348)
- 3.3 Gould, Harold A. (1965) *Modern Medicine and Folk Cognition in Rural India in Human Organization*, No. 24. pp. 201- 208.
- 3.4 Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12).
- 3.5 Inhorn, Marcia (2000). *Defining Women's health: Lessons from a Dozen Ethnographies*, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.
- 3.6 Nichter, Mark and Mimi Nichter (1996) *Popular Perceptions of Medicine: A South Indian Case Study*. In *Anthropology and International Health*. Amsterdam: OPA. Chapter7 (Pages 203-237)
- 3.7 Das, Veena, R.K. Das and Lester Coutinho (2000) *Disease Control and Immunization: A Sociological Enquiry*. In *Economic and Political Weekly*, Feb. 19-26. Pages 625-632.
- 3.8 Qadeer, Imrana (2011) *Public Health In India*, Delhi: Danish Publishers, Part III, (Pages 221-252).

Course: Political Sociology			Semester: IV
Course Code: BA-SOC 401	L T P	3 1 0	Credits: 4

Course Objective:

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

Course Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Outline:

1. **Contextualizing the study of Politics**
2. **Basic Concepts**
 - a) Power and Authority
 - b) State, Governance and Citizenship
 - c) Elites and the Ruling Classes

3. Political Systems: Segmentary, Totalitarian and Democratic**4. Everyday State and Local Structures of Power****COURSE CONTENTS AND ITINERARY****1. Contextualizing the study of Politics (Weeks 1-2)**

- 1.1.1 Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24.
- 1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in Political Anthropology: An Introduction (Third Edition), Praeger, pp. 1- 14.

2. Basic Concepts (Weeks 3 – 8)**2.1 Power and Authority**

- 2.1.1 Weber, Max. 1978, Economy and Society: An Outline of Interpretative Sociology, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.

2.1.2 Lukes, Steven. 2005, *Power: A Radical View*, 2nd Ed., Hampshire: Palgrave, pp. 14-49.

2.2 State, Governance and Citizenship

2.2.1 Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp. 169-85

2.2.2 Burchell, Graham et al (Eds), 1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51

2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp. 10-27

2.2.4 Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp 55-72

2.3 Elites and the Ruling Classes

2.3.1 Mills, C. Wright, 1956. *The Power Elite*, New Edition, OUP, pp. 269-297.

2.3.2 Bottomore, T.B. 1993, *Elites and Society*, 2nd Edition, Routledge, pp. 15-34

3. Political Systems: Segmentary, Totalitarian and Democratic (Weeks 9 – 11)

3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter 8.

3.1.2 Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed) *Tribes and State Formation in the Middle East*, University of California Press, pp. 48-71

3.1.3 Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps 2,3

3.1.4 Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp. 1-45

3.1.5 Chomsky, N. 1999. *Profit over People: Neoliberalism and Global Order*. Severn Stories Press, pp. 7-18, 43-64

4. Everyday State and Local Structures of Power: State and Politics in India (Weeks 12 -14)

4.1.1 Fuller, C.J. and V. Beni (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp. 1-30

4.1.2 Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp. 62-93

4.1.3 Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp. 281-94

Course: Sociology of Religion			Semester: IV
Course Code: BA-SOC 402	L T P	3 1 0	Credits: 4

Course Objective:

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

COURSE LEARNING OUTCOMES:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

Course Outline:

1. **Social and Religious**
 - a) Formulating Religious
 - b) Asceticism and Accumulation
 - c) Theodicy and Eschatology
 - d) State, Religion and Emancipation
 - e) Religious and Solitude
2. **Elements of Religious**
 - a) Sacred, Myth, Ritual
 - b) Time-Space
 - c) Rationality
3. **Techniques of Religious**
 - a) Prayer
 - b) Craft
 - c) Body

COURSE CONTENTS AND ITINERARY**1. Social and Religious (Weeks 1-5)****1.1 Formulating Religious**

- 1.1.1 Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

- 1.2 Asceticism and Accumulation**
 - 1.2.1 Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.
 - 1.3 Theodicy and Eschatology**
 - 1.3.1 Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.
 - 1.4.1 Marx, Karl. 2008/9 [1843]. "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.org
 - 1.5 Religious and Solitude**
 - 1.5.1 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.
- 2. Elements of religious (Weeks 6-11)**
- 2.1 Sacred, Myth, Ritual**
 - 2.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp. 27-33.
 - 2.1.2 Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp100-122.
 - 2.1.3 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp.119-124.
 - 2.1.4 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
 - 2.2 Time-Space**
 - 2.2.1. E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.
 - 2.3 Rationality**
 - 2.3.1 Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.
- 3. Techniques of religious (Weeks 12-14)**
- 3.1 Prayer**
 - 3.1.1. Mauss, Marcel. 2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.
 - 3.2 Craft**
 - 3.2.1. Ginzburg, Carlo. 1991. *Ecstasies*. Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.
 - 3.3 Body**
 - 3.3.1 Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

Course: Sociology of Gender			Semester: IV
Course Code: BA-SOC 403	L T P	3 1 0	Credits: 4

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Outline:

1. **Gendering Sociology**
2. **Gender as a Social Construct**
 - a) Gender, Sex, Sexuality
 - b) Production of Masculinity and Femininity
3. **Gender: Differences and Inequalities**
 - a) Class, Caste
 - b) Family, Work
4. **Gender, Power and Resistance**
 - a) Power and Subordination
 - b) Resistance and Movements

COURSE CONTENTS AND ITINERARY

1. **Gendering Sociology: [Week 1]**
 - 1.1 S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).
 - 1.2 Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)
 - 1.3 Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” Signs 12(2):276-292.

2. Gender as a Social Construct

2.1 Gender, Sex, Sexuality [Weeks 2-3]

- 2.1.1 Sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67- 87).
- 2.1.2 Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., *Pleasure and anger*. London: Routledge (pp 143-179).
- 2.1.3 Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in Margaret Mead *Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

2.2 Production of Masculinity and Femininity [Weeks 4-6]

- 2.2.1 Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).
- 2.2.2 Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California: California (pp 163-194).
- 2.2.3 Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]

- 3.1.1 Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).
- 3.1.2 Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).
- 3.1.3 Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998) (pp 39-48)

3.2 Family, Work [Weeks 9-10]

- 3.2.1 Whitehead, A. 1981, "„I“m Hungry Mum“: The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women’s Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).
- 3.2.2 Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

- 4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge [pp 42-47].
- 4.1.2 Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender" in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford University Press [pp 494-525].
- 4.1.3 Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." American Anthropologist 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

- 4.2.1 Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].
- 4.2.2 Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge [pp 69-78].
- 4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women"s Movement" In Nivedita Menon (ed.) Gender and Politics in India. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Course: Economic Sociology			Semester: IV
Course Code: BA-SOC 404	L T P	3 1 0	Credits: 4

Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

Course Learning Outcomes:

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

Course Outline:

- 1. Perspectives in Economic Sociology**
 - a) Formalism and Substantivism
 - b) New Economic Sociology
- 2. Forms of Exchange**
 - a) Reciprocity and Gift
 - b) Exchange and Money
- 3. Systems of Production, Circulation and Consumption**
 - a) Hunting and Gathering
 - b) Domestic Mode of Production
 - c) Peasant
 - d) Capitalism
 - e) Socialism
- 4. Some Contemporary Issues in Economic Sociology**
 - a) Development
 - b) Globalization

COURSE CONTENTS AND ITINERARY

1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism

- 1.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Chapter 5.—After the Formalist-Substantivist Debate||, pp. 72 – 99; Chapter 2. || *Economy from the Ancient World to the Age of Internet*. || Pp. 18 – 36.
- 1.1.2 Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977. Chapters 1 & 2, —The Economistic Fallacy & Two meanings of Economic||, Pp. 5- 34
- 1.1.3 Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1,||*Economic Anthropology: An Undisciplined Discipline*||, pp. 1-18.

1.2. New Economic Sociology (Weeks 3-6)

- 1.2.1. Granovetter, M., —Economic Action and Social Structure: The Problem of Embeddedness||, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.
- 1.2.2. Swedberg,R., —Major Traditions of Economic Sociology||, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.

2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift

- 2.1.1. Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, *The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money*. Pp. 1 - 46.
- 2.1.2. Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. *Gifts and Commodities, People and Things*. Pp. 19-39.

2.2. Exchange and Money

- 2.2.1. Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.
- 2.2.2 Zelizer, Viviana A. 1989. —The Social Meaning of Money: _Special Monies ‘—in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

3. Systems of Production, Circulation and Consumption (Weeks 8-11)

3.1. Hunting and Gathering

- 3.1.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1.

3.2 Domestic Mode of Production

- 3.2.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 2, 3.

3.3 Peasant

3.3.1 Wolf, Eric R. *Peasants*. New Jersey, Prentice Hall. 1966 Ch. 1.

3.4 Capitalism

3.4.1 Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. *Commodification of Everything: Production of Capital*. Pp. 13 – 43.

3.5 Socialism

3.5.1 Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)

4.1 Development

4.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

4.2 Globalization

4.2.1 Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, *Capitalism and Globalization*. Pp. 3-28.

4.2.2 Howes , D. (ed) , *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

SUGGESTED READINGS:

1. Smelser, Neil. J. and Richard Swedberg. 1994. —The Sociological Perspective on the Economy|| in N.J. Smelser and Richard Swedberg (eds). 1994.*The Handbook of Economic Sociology*
2. Velthuis, Olav. _The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter ‘1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649
3. Zelizer, Viviana A. _Human Values and the Market: The Case of Life Insurance and Death in 19th Century America ‘.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610
4. Zelizer, Viviana A. _Payments and Social Ties ‘.1996. *Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.
5. Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183
6. Hilton, Rodney.1973. *Bond Men Made Free*. London. Methern. Ch.1. pp. 25-40
7. Appadurai, A. 1986.*The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63
8. Nancy, A. *Bodies, Borders, and Sex Tourism in a Globalized World: A Tale of Two Cities— Amsterdam and Havana*. ‘2001. *Social Problems*, Vol. 48. No. 4. pp. 545-571
9. Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London
10. Hirst, Paul & G Thompson 1999. *Globalization in Question*. 2nd Edition. Polity Press. Cambridge, Oxford.

Course: Visual Culture			Semester: IV
Course Code: BA-SOC 405 E1	L T P	3 1 0	Credits: 4

Course Objective:

This paper introduces the students to the construction of seeing as a social process. Through case studies covering various visual environments, the paper allows a scope to contextualize everyday visual culture within larger social debates around power, politics, identity and resistance.

Course Learning Outcomes

1. Developing the techniques to understand and appreciate visuals; working with visuals as potential representations of matters of sociological interest.
2. Understanding ‘visuality’/’visualization’ as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or ‘counter-visualities.
3. Discovering the strength of ‘visuals’ in an age dominated by techniques of mass production and dissemination of images.

Course Outline:**1. Introduction**

- a) Introducing Visual Cultures and the Process of ‘Seeing’
- b) The Spectacles of Modernity

2. Visual Environments and Representations

- a) Power, Knowledge and gaze of the State
- b) Counter Politics and the Art of resistance
- c) Visual Practices and Identity formation
- d) Visual Cultures of Everyday Life

COURSE CONTENTS AND ITINERARY**1. INTRODUCTION (Wk 1-2)****1.1 Introducing Visual Culture and the process of ‘seeing’**

- 1.1.1 Mitchell, W.J.T. ‘Showing Seeing: A Critique of Visual Culture’ In Journal of Visual Culture August 2002 vol. 1 no. 2 165-180
- 1.1.2 Berger, John. Ways of Seeing. London: British Broadcasting, 1972. (p. 7- 33)

1.2 The Spectacles of Modernity (Wk 3-4)

- 1.2.1 Debord, Guy. Society of the Spectacle. Detroit: Black & Red, 1983. (p. 7-17)
- 1.2.2 Shohat, Ella & Robert Stam ‘Narrativizing Visual Culture’, In Nicholas Mirzoeff (ed) The Visual Culture Reader. 2nd ed. London: Routledge, 2002. (p. 37-41)
- 1.2.3 Fenske, Gail & Deryck Holdsworth, ‘Corporate Identity and the New York Office Building: 1895-1915’ In David Ward and Olivier Zunz (ed) The Landscape of Modernity: New York City, 1900-1940. Baltimore: Johns Hopkins UP, 1997.

- 1.2.4. Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103) (Total number of pages w/o pictures - 20)

2. VISUAL ENVIRONMENTS and REPRESENTATIONS

2.1 Power, Knowledge and gaze of the State (Wk 5-7)

- 2.1.1 Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)
- 2.1.2 Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.
- 2.1.3 Cohn, Bernard, 1987 (1983), " Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650
- 2.1.4 Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988

2.2 Counter-politics and the Art of Resistance (Wk 8-10)

- 2.2.1 Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.
- 2.2.2 Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.
- 2.2.3 Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. (p. 147-169)

2.3 Visual Practices and Identity Formation (wk 11-12)

- 2.3.1 Bourdieu, Pierre. 'Identity and Representation: Elements for a Critical Reflection on the Idea of Region' In John B. Thompson (ed) *Language and Symbolic Power*. Cambridge: Polity, 1991. pp. 220- 228
- 2.3.2 Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
- 2.3.3 MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Indian Photography*" *Visual Anthropology*, 1992, 5 (2): 103-29.

2.4 Visual Culture of the everyday life (Wk 13-14)

- 2.4.1 Certeau, Michel De. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)
- 2.4.2 Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200
- 2.4.3 Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In *Winterthur Portfolio*. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

Course: Reading Ethnographies			Semester: IV
Course Code: BA-SOC 405 E2	L T P	3 1 0	Credits: 4

Course Objective:

This course encourages the student to read ethnographic texts in their entirety. Any one set of texts from the four pairs are to be chosen. Readers are relatively free to interpret the texts within the parameters mentioned below. Suggested readings can be utilized to frame specific questions while reading the ethnographic texts and writing about them. The examination, however, will be patterned on the parameters mentioned in the outline.

Course Learning Outcomes

1. At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.
2. The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology.
3. The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.
4. Doing this Course will help the student discover the strength of small details and to identify what matters to people. They would also be able to engage with the community and understand the significant role of subjective and objective knowledge systems through the exercises in participant observation

Course Outline:

1. Ethnographic Mode of Enquiry
2. Constructing the Ethnographic Object
3. Ethnographic Practices and Styles

COURSE CONTENTS AND ITINERARY**1. [Weeks 1-14]**

- 1.1. Malinowski, Bronislaw. 1922. Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.
- 1.2. Srinivas, M. N. 1976. The Remembered Village. Delhi: OUP.

Or

2. [Weeks 1-14]

- 2.1. Evans-Pritchard, E. E. 1937. Witchcraft, Oracles and Magic among the Azande. London: Oxford University Press.

- 2.2. Taussig, Michael. 2010 (1980). *The Devil and Commodity Fetishism in South America*. Chapel Hill: University of Carolina Press.

Or

3. [Weeks 1-14]

- 3.1. Lewis, Oscar. 1961. *The Children of Sánchez: Autobiography of a Mexican family*. New York: Random House.
- 3.2. Cohen, Lawrence 1998. *No Aging in India: Alzheimer's, The Bad Family, and Other Modern Things*. London: University of California Press.

Or

4. [Weeks 1-14]

- 4.1. Mead, Margaret. 1928. *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization*. New York: Harper Collins.
- 4.2. Willis, Paul. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Columbia: Columbia University Press.

SUGGESTED READINGS:

1. Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.
2. Kumar, Nita. 1992. *Friends, Brothers and Informants: Fieldwork memoirs of Banaras*. Berkeley: University of California Press.
3. Levi-Strauss, Claude. 1973. *Tristes Tropiques*. London: Penguin.
4. Rabinow, Paul. 1977 [2007]. *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.
5. Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analyses*. Boston: Beacon Press

Course: Indian Society: Images and Reality			Semester: IV
Course Code: BA-SOC 406 E1	L T P	3 1 0	Credits: 4

Course Objective:

This course seeks to provide an interdisciplinary introduction to Indian society.

Course Learning Outcomes:

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological Imagination with a critical and comparative spirit.
4. A preliminary understanding of sociological discourse on Indian Society.
5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

Course Outline:

1. **Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**
2. **Institutions and Processes (9 Weeks)**
 - a) Village, Town and Region
 - b) Caste, Religion and Ethnicity
 - c) Family and Gender
 - d) Political Economy
3. **Critiques (2 Weeks)**

COURSE CONTENTS AND ITINERARY

1. **Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**
 - 1.1 Embree, Ainslie Thomas., *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27
 - 1.2 Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)
2. **Institutions and Processes (9 Weeks)**
 - 2.1 **Village, Town and Region**
 - 2.1.1 Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64
 - 2.1.2 Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135
 - 2.2 **Caste, Religion and Ethnicity**
 - 2.2.1 Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35

2.2.2 Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.

2.2.3 Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: ‘Basic Conflict of ‘we’ and ‘they’” Between religious traditions, between Hindus, Muslims and Christians’. Pp.

2.3 Family and Gender

2.3.1 Dube, Leela. ‘On the Construction of Gender: Hindu Girls in Patrilineal India’, *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

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

2.4 Political Economy

2.4.1 Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

3. Critiques (2 Weeks)

3.1 Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

3.2 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Course: Family and Intimacy			Semester: IV
Course Code: BA-SOC 406 E2	L T P	3 1 0	Credits: 4

Course Objective:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

Course Learning Outcomes

1. An ability to examine the institution of family and reality of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. Ability and disposition to constitute quotidian space of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Awareness of symbiotic relationship between conceptual, ethnographic and critical literatures in social sciences and demonstrate how they work in close tandem.
5. To alert next generation policy makers to take the questions of intimate with appropriate seriousness and make them integral to public reason and conversation.

Course Outline:

1. **What is Family? (4 Weeks)**
2. **Family and Intimacy: Themes and Accounts (6 Weeks)**
3. **Family and Intimacy: Critiques and Transformations (4 Weeks)**

COURSE CONTENTS AND ITINERARY**1. What is Family? (4 Weeks)**

- 1.1 Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapter 1. Family as an Historical Social Form. Pp. 1-21
- 1.2 Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209
- 1.3 Levi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 - 285
- 1.4 Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.
- 1.5 Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

2. Family and Intimacy: Themes and Accounts (6 Weeks)

- 2.1 Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 - 131
- 2.2 Madan, T. N. *Family and Kinship: A study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108
- 2.3 Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society*. Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 – 28
- 2.4 Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 The Ideology of Love & Siblings and Spouses. Pp. 89–116 & 187 – 204.
- 2.5 Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72

3. Family and Intimacy: Critiques Transformations (4 Weeks)

- 3.1 arrett, ich le, and ary c ntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80
- 3.2 Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 's a Feminist Heterosexuality Possible?' Pp. 105 – 123
- 3.3 Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49
- 3.4 Therborn, ran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315

Course: Rethinking Development			Semester: IV
Course Code: BA-SOC 407 E1	L T P	3 1 0	Credits: 4

Course Objective:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

Course Learning Outcomes

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in postcolonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Outline:

1. **Unpacking Development**
2. **Theorizing Development**
3. **Developmental Regimes in India**
4. **Issues in Developmental Praxis**

COURSE CONTENTS AND ITINERARY**1. Unpacking Development (4 Weeks)**

- 1.1 Bernstein, Henry. Underdevelopment and Development. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.
- 1.2 Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992. pp. 1-21.
- 1.3 Rist, Gilbert. The History of Development. London: Zed, 2008. Pp. 8 – 46
- 1.4 Ferguson, J. 2005. 'Anthropology and its Evil Twin; 'Development' in the Constitution of a Discipline', in M. Edelman and A. Haugerud (eds.) The Anthropology of Development and Globalization. Blackwell Publishing. Pp 140-151.

2. Theorizing Development (5 Weeks)

- 2.1 Harrison, David. The Sociology Of Modernization And Development. London: Routledge, 1991. Chapters 1 & 2. Pp. 1 – 54
- 2.2 Frank, Andre Gunder. 1966. 'The Development of Underdevelopment', Monthly Review. 18 (4) September 17-31
- 2.3 Redclift, Michael. 1984. Development and the Environmental Crisis. Red or Green alternatives? New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

- 2.4 Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma(eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54
- 2.5 Sanyal. Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189
- 2.6 Sen, A. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11

3. Developmental Regimes in India (3 Weeks)

- 3.1 Bardhan, Pranab. *The Political Economy of Development In India*. Delhi: Oxford, 1992. Pp. 1-60
- 3.2 Chatterjee, Partha. *Democracy and Economic Transformation in India*, *Economic and Political Weekly*, Vol. 43, No. 16 (Apr. 19 - 25, 2008), pp. 53-62

4. Issues in Developmental Praxis (2 Weeks)

- 4.1 Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn books. Pp. 49-78.
- 4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

Course: Gender and Violence			Semester: IV
Course Code: BA-SOC 407 E2	L T P	3 1 0	Credits: 4

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course Learning Outcomes:

1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.
2. Engage with different theoretical perspectives and their critiques in the comprehending-individual, social, cultural, political, or economic experiences of violence.
3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.
4. Re-think and re-formulate ideas on various structures of struggles and strategies to counter gendered violence.

Course Outline:

1. **What is Gendered Violence? (2 Weeks)**
2. **Structural and Situated Violence (7 Weeks)**
 - a) Caste, Gender and Violence
 - b) Domestic and Familial Violence
 - c) Gender and the Conflict Situation
 - d) Violence, Harassment and the Workplace
3. **Sexual Violence (3 Weeks)**
4. **Addressing Gendered Violence: Politics and Public Policy (2 Weeks)**

COURSE CONTENTS AND ITINERARY

1. **What is Gendered Violence? (2 Weeks)**
 - 1.1.1 Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. *Gender of Violence*, Pp. 381-407
 - 1.1.2 Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. *Ethnographic Notes from the Frontlines of Gender Based Violence*, Pp. 1-18
2. **Structural and Situated Violence (7 Weeks)**

2.1 Caste, Gender and Violence

- 2.1.1 Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, Economic and Political Weekly, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
- 2.1.2 Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. Dalit Women Speak Out. Chapters. 1, 3, 4, 13 and 14.

2.2 Domestic and Familial Violence

- 2.2.1 Karlekar, Malavika. Domestic Violence, Economic and Political Weekly, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
- 2.2.2 Agnes, Flavia, 'My Story, Our Story: Building Broken Lives' Mumbai: Majlis. 1984.
- 2.2.3 Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, Economic and Political Weekly, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028

2.3 Gender and the Conflict Situation

- 2.3.1 Wood, E. J. 'Variation in Sexual Violence during War'. Politics & Society 34.3 (2006): 307-342.
- 2.3.2 Butalia, Urvashi. The Other Side of Silence. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

2.4 Violence, Harassment and the Workplace

- 2.4.1 MacKinnon, Catharine A. Only Words. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 – 68.
- 2.4.2 Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, Economic and Political Weekly, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

3. Sexual Violence (3 Weeks)

- 3.1.1 Box, Steven. Power, Crime, and Mystification. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165
- 3.1.2 Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, Social Problems, Vol. 32, No. 3 (Feb., 1985), pp. 251-263
- 3.1.3 Menon, Nivedita. Recovering Subversion: Feminist Politics beyond the Law. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 - 156

4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)

- 4.1.1 Omvedt, Gail, Violence Against Women: New Movements and New Theories in India. Delhi: Kali for Women, 1990. Pp. 1-40
- 4.1.2 Das, Veena & Kim Turcot DiFruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010: 136-145.
- 4.1.3 Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

Course: Sociology of Kinship			Semester: V
Course Code: BA-SOC 501	L T P	3 1 0	Credits: 4

Course Objective: This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

Course Learning Outcomes

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspective on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Outline:

1. Introduction:

- 1.1 Key Terms: Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Family, Residence
- 1.2 Approaches:
 - 1.2.1 Descent
 - 1.2.2 Alliance
 - 1.2.3 Cultural

2. Family, Household and Marriage

3. Re-casting Kinship

- 3.1 Relatedness
- 3.2 Kinship and Gender
- 3.3 Re-imagining Families
- 3.4 New Reproductive Technologies

Representations of Kinship and Marriage in Biographies, Popular Culture and Films would be examined by students through weekly presentations and term papers.

COURSE CONTENTS AND ITINERARY

1. Key terms and approaches (Weeks 1-5)

- 1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press, Introduction, Pp.1-39
- 1.2 Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 64-78
- 1.3 Fortes, M., 1970, Time and Social Structure and Other Essays, University of London: The Athlone Press, Chapter 3, Pp. 67-95

- 1.4 Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134
- 1.5 Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
- 1.6 Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19-23
- 1.7 Schneider, D., 2004, 'What is Kinship All About?', in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274
- 1.8 Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222
- 1.9 *Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
- 1.10 *Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52 [Readings marked * are repeated in Section 2]

2. Family, Household and Marriage (Weeks 6-10)

- 2.1 Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
- 2.2 Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52
- 2.3 Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113
- 2.4 Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34
- 2.5 Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

3. Re-casting Kinship (Weeks 11-14)

3.1 Relatedness

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

3.2 Kinship and Gender

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

3.3 Re-imagining Families

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

3.4 New Reproductive Technologies

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

Course: Social Stratification			Semester: V
Course Code: BA-SOC 502	L T P	3 1 0	Credits: 4

Course Objective: This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Outline:

1. **Introducing Stratification (2 weeks)**
2. **Theories of Stratification (5 Weeks)**
 - 2.1. Marx, Weber and Class
 - 2.2. Functionalism
3. **Identities and Inequalities (5 Weeks)**
 - 3.1. Caste, Race and Ethnicity
 - 3.2. Feminism and Gendered Stratification
4. **Mobility and Reproduction (2 Weeks)**

COURSE CONTENTS AND ITINERARY

1. **Introducing Stratification (2 weeks)**
 - 1.1 Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
 - 1.2 *Equality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
 - 1.3 Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
2. **Theories of Stratification (5 Weeks)**
 - 2.1 **Marx, Weber and Class**
 - 2.1.1 McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
 - 2.1.2 Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180 – 195
 - 2.1.3 *Equality and Social Structure: Comparison of Marx and Weber* American

Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.1.4 Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 *The Nature of Social Class & Classes in Industrial Societies*. 9-75

2.2 Functionalism

2.2.1 Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

2.2.2 Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

2.2.3 Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification : Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397

2.2.4 Wright, Melvin 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

2.2.5 Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808

3. Identities and Inequalities (5 Weeks)

3.1 Caste, Race and Ethnicity

3.1.1 Bailey, Fred G 'Caste and Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

3.1.2 Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

3.1.3 Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

3.1.4 Pitt-Rivers, Julia 'Race and Class in Central America and the West' *Daedalus*, Vol. 96, No. 2, *Color and Race* (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification (2 Weeks)

3.2.1 Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, *Position of Women* 1. Pp. 99-122

3.2.2 Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944

3.2.3 Collins, Patricia H 'Toward a New Vision: Race and Gender as Categories of Analysis and Construction' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45

4. Mobility and Reproduction (2 Weeks)

4.1 Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258

4.2 Bourdieu, Pierre 'Cultural Reproduction and Social Reproduction' In *The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

Course: Sociological Thinkers I			Semester: V
Course Code: BA-SOC 503	L T P	3 1 0	Credits: 4

Course Objectives: The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

Course Learning Outcome

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Outline:

1. **Karl Marx**
 - 1.1. Materialist Conception of History
 - 1.2. Capitalist Mode of Production
2. **Max Weber**
 - 2.1. Social Action and Ideal Types
 - 2.2. Religion and Economy
3. **Emile Durkheim**
 - 3.1. Social Fact
 - 3.2. Individual and Society

COURSE CONTENTS AND ITINERARY

1. **Karl Marx (Weeks 1-5)**
 - 1.1. Intro : McLellan, David. 1975. Marx. London: Fontana Press. Pages: 7-23 (16)
 - 1.2. Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506
 - 1.3. Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506.
2. **Max Weber (Weeks 6-9)**
 - 2.1 Poggi, Gianfranco. 2006. Weber. Cambridge, UK: Polity. Pages: 1-16 (16)
 - 2.2. Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87-123
 - 2.3. Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

3. Emile Durkheim (Weeks 10-14)

- 3.1 Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages: 1-10
- 3.2 Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144
- 3.3 Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276

Course: Sociological Research Methods I			Semester: V
Course Code: BA-SOC 504	L T P	3 1 0	Credits: 4

Course Objective: The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

COURSE LEARNING OUTCOMES

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location

Outline:

1. **The Logic of Social Research**
 - 1.1 What is Sociological Research?
 - 1.2 Objectivity in the Social Sciences
 - 1.3 Reflexivity
2. **Methodological Perspectives**
 - 2.1 The Comparative Method
 - 2.2 Feminist Method
3. **Modes of Enquiry**
 - 3.1 Theory and Research
 - 3.2 Analyzing Data: Quantitative and Qualitative

COURSE CONTENTS AND ITINERARY

- 1.1 **The Logic of Social Research (Weeks 1 and 2)**
 - 1.1.1 Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1 Pp. 3-24
 - 1.1.2 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv
- 1.2. **Objectivity in the Social Sciences (Weeks 3-7)**
 - 1.2.1. Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140
 - 1.2.2. Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

1.3. Reflexivity

- 1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

2. Methodological Perspectives (Weeks 8-11)

2.1. Comparative Method

- 2.1.1. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108
- 2.1.2. Beiteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

2.3. Feminist Method

- 2.3.1. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-14

3. Modes of Enquiry (Weeks 12-14)

3.1. Theory and Research

- 3.1.1 Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative

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

Course: Sociology of Social Movements			Semester: V
Course Code: BA-SOC 505 E1	L T P	3 1 0	Credits: 4

Course Objectives: This course looks at social movements from a sociological perspective. It introduces the contexts and concepts of social movements and attempts to theoretically locate them through concrete case studies.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.
4. Discuss and ask questions about social movement theories and methodologies with insight and precision.

Outline:

1. **Contextualizing Social Movements**
2. **Theories of Social Movements**
3. **Ideology, Participation and Mobilization: Case Studies**
4. **Contemporary Social Movements**

COURSE CONTENTS AND ITINERARY

1. Contextualizing Social Movements [Weeks 1-2]

- 1.1. David Snow, Sarah A. Soule and Hanspeter Kriesi, ed. 2008. Blackwell Companion to Social Movements. ‘Mapping the Terrain’ New York: Wiley-Blackwell. pp. 3-16.
- 1.2. Della Porta, Donatella and Mario Diani, 2006. Social Movements: An Introduction. Oxford: Blackwell Publishing. pp. 1-29.

2. Theories of Social Movements [Weeks 3-8]

- 2.1. Le Bon, Gustave. 2007. “The Minds of Crowds”. In Jeff Goodwin and James, M. Jasper, eds, Social Movements: Critical Concepts in Sociology, Vol I. London: Routledge, pp.7-17
- 2.2. Crossley, Nick. 2009. Making Sense of Social Movements. Jaipur: Rawat Publication, pp. 17-55.
- 2.3. Nilsen, Gunvald Alf.2009. “The Author and the Actors of their own Drama: Notes towards a Marxist Theory of Social Movements”, Capital and Class, 33:3, pp. 109-139.
- 2.4. McCarthy, John. D and Mayer, N. Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory”, American Journal of Sociology, 82 (6), pp. 1212-1241.

- 2.5. Sidney Tarrow. 1996. "States and Opportunities: the Political Structuring of Social Movements". In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, pp. 41-61.
- 2.6. Pichardo Nelson A. 1997. "New Social Movements: A Critical Review", *Annual Review of Sociology*, 23, pp. 411-430
- 2.7. Snow, David. A, Burke Rochford, Jr and Steven K. Worden; Robert D. Benford .,1986. "Frame Alignment Processes, Micromobilization, and Movement Participation", *American Sociological Review*, 51(4), pp. 464-481

3. Ideology, Participation and Mobilization: Case Studies [Weeks 9-14]

- 3.1. Omvedt, Gail. 2005. "Farmer's Movements and the Debate on Poverty and Economic Reforms in India". In Raka Ray and Fainsod Katzenstein, eds, *Social Movements in India Poverty, Power and Politics*. London: Rowman and Littlefield Publishers, pp. 179-202.
- 3.2. Hardtman, Eva-Maria. 2009. "Dalit Activities in Lucknow: Buddhism and Party Politics in Local Practice". In Eva-Maria, Hardtman, *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press, pp. 124-158.
- 3.3. Dwivedi, Ranjit. 2010. Parks, People and Protest: The Mediating Role of Environmental Action Groups". In T. K. Oommen, ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University Press, pp. 297-316.
- 3.4. McCormick, Sabrina. 2007. Democratizing Science Movements: A New Framework for Mobilization and Contestation. *Social Studies of Science*, Vol. 37, No. 4, pp. 609-623.
- 3.5. Lalitha, K. and Susie Tharu. 1989. *We Were Making History: Life Stories of Women in Telangana People's Struggle*. Delhi: Kali for Women, pp. 19-32.

4. Contemporary Social Movements

No readings and examinations on this section. The section will be based on visual programmes and interactive sessions at the teacher's discretion, centered on the topics explored in section 1, 2 and 3.

Course: Sociology of Education			Semester: V
Course Code: BA-SOC 505 E2	L T P	3 1 0	Credits: 4

Course Objectives: This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

COURSE LEARNING OUTCOMES

1. An understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. (This includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work).
2. An exposure to the historical trajectories of educational practices and cultures at various levels in India
3. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.
4. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.
5. The course enables students to reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments.

Outline:

1. **Perspectives in the Sociology of Education**
 - 1.1. Education as Socialization
 - 1.2. Education as Social Reproduction
 - 1.3. Education and Resistance
 - 1.4. The New Sociology of Education
 - 1.5. Education and Gendered Identities
2. **Sites of Reproduction and Negotiations of Social Identities**
 - 2.1. Contexts of Discrimination
 - 2.2. Pedagogical Discourses
 - 2.3. Texts and Learning
4. **Contemporary Issues in Higher Education**

COURSE CONTENTS AND ITINERARY

1. **Perspectives in the Sociology of Education [Week 1-8]**
 - 1.1. **Education as Socialization**
 - 1.1.1. Durkheim, Emile, 1977. ‘On Education and Society’, in Karabel, J. and Halsey A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. (pp. 92-104).

- 1.1.2. Parsons, Talcott, 1959/2008. 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z.(eds.) *Schools and Society: A Sociological Approach to Education*. 3rd ed. California: Pine Forge Press. (pp. 80-85).

1.2. Education as Social Reproduction

- 1.2.1. Bowles, S. and Gintis, H. 1976/2011. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Chicago: Haymarket Books. Ch.1 (pp. 3-17).
- 1.2.2. Bourdieu, Pierre. 1977. 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 487- 510).
- 1.2.3. Macleod, Jay. 2009. 'Social Reproduction in Theoretical Perspective', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: Westview Press. (pp. 11- 24).

1.3. Education and Resistance

- 1.3.1. Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7 (pp. 132-151).
- 1.3.2. Freire, Paulo. (1970/ 1993) *Pedagogy of the Oppressed*. (Tr. Myra Bergman Ramos). London: Penguin Books. Ch. 2. (pp. 52-67).

1.4. The New Sociology of Education

- 1.4.1. Woods, Peter. 1983. *Sociology and the School: An Interactionist Perspective* London: Routledge and Kegan Paul. Ch.1 and 2 (pp. 1- 41).
- 1.4.2. Hammersley, Martyn. (ed.) 1999. *Researching School Experience: Ethnographic Studies of Teaching and Learning*. London: Falmer Press. Introduction(pp.1-12).

1.5. Education and Gendered Identities

- 1.5.1. Youdell, Deborah. 2010. 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge. London and New York. (pp. 132-141).
- 1.5.2. Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge Falmer London. (pp. 128- 139).

2. Sites of Reproduction and Negotiations of Social Identities [Weeks 9-12]

2.1. Contexts of Discrimination

- 2.1.1. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It': Aspirations and Attainment in a Low Income Neighborhood*. USA: Westview Press. (pp. 112-136).
- 2.1.2. Nambissan, Geetha. 2000. 'Dealing with Deprivation' in Seminar, Sept. 2000.

2.2. Pedagogical Discourses

- 2.2.1. Froerer, Peggy. 2007. Disciplining the saffron way: Moral education and the Hindu rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.
- 2.2.2. Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 - 4203.
- 2.2.3. Benei, Veronique. 2005. 'Serving the Nation: Gender and Family Values in Military Schools.' In Jeffery, P. and Chopra, R. (eds.) *Educational Regimes in Contemporary India*. Sage Publications. London - Thousand Oaks – New Delhi. (pp.141-159).
- 2.2.4. Nambissan, Geetha, B. 2004. 'Integrating Gender Concerns', in Seminar April 2004,

2.3 Texts and Learning

- 2.3.1. Kumar, Krishna. 2004. *What is Worth Teaching?* Orient Longman. Ch.2, 7 and 8.

3. Contemporary Issues in Higher Education: [Weeks 13-14]

- 3.1. Deshpande, Satish. 2011. 'Revisiting the Basics', in Seminar, August 2011
- 3.2. Lukose, Ritty, . 2009. 'Politics, Privatization and Citizenship', in *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University. Ch. 4 pp. 132-162.
- 3.3. Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India', in Clark Deces, Isabelle (ed.) *A Companion to the Anthropology of India*. UK: Blackwell. pp. 62-79.

Course: Sociology of Media			Semester: V
Course Code: BA-SOC 506 E1	L T P	3 1 0	Credits: 4

Course Objective: The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the production, control and reception of media and its representations.

Course Learning Outcomes

1. An appreciation of mediatized character of social existence and its history.
2. An acquaintance with history, concepts and various theoretical strands in sociology of media.
3. An understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.

Outline:

- 1. Introduction**
- 2. Theoretical Approaches**
 - 2.1 Neo-Marxist
 - 2.2 Feminist
 - 2.3 Semiotic
 - 2.4 Interactionist
- 3. Old and New Media**
 - 3.1 Production, Control, challenges by New Media
 - 3.2 Media Representation
 - 3.3 Audience Reception

COURSE CONTENTS AND ITINERARY

- 1. INTRODUCTION: The ‘idea’ of communication and Social embeddedness of Media**
 - 1.1 McLuhan, Marshall. 1964, „Roads and Paper Routes“ In Understanding Media: Extensions of Man. New York: McGraw- Hill Book Co.
 - 1.2 Silverstone, Roger. „The Sociology of Mediation and Communication“ in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) Sage Handbook of Sociology London: Sage Publications, 2005 (p. 188-203)
- 2. THEORETICAL APPROACHES: From Mass media to interactive media**
 - 2.1 Neo-Marxist**
 - 2.1.1 Adorno, T. & Horkheimer, M., 1944. „The Culture Industry: Enlightenment as Mass Deception“ In T. Adorno and M. Horkheimer. Dialectics of Enlightenment. Translated by John Cumming. New York: Herder and Herder, 1972.
 - 2.1.2 Benjamin, W. 1968, „The work of art in the age of mechanical reproduction“ In H. Zohn (Trans.), Illuminations: Essays and reflections (pp. 217- 252). New York: Schocken.

2.2 Feminist

- 2.2.1 Mulvey, Laura. „Visual Pleasure and Narrative Cinema.“ *Film Theory and Criticism : Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.
- 2.2.2 McRobbie, Angela, ‘Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime’ In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

2.3 Semiotic

- 2.3.1 Barthes, Roland. The Photographic Message” in *Image, Music and Text* Ed. and trans. Stephen Heath. New York: Hill, 1977. 15-31.
- 2.3.2 Hall, Stuart “Encoding/Decoding,” *Critical Visions In Film Theory*. Ed. Timothy Corrigan P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87. Print.

2.4 Interactionist

- 2.4.1 Thompson, John B. „The Rise of Mediated Interaction” in *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP, 1995.

3. Old and New MEDIA

3.1 Media Production, Control and challenges by New Media

- 3.1.1 Herman, Edward S., and Noam Chomsky. „A Propaganda Model” In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Print.
- 3.1.2. Kaur, Raminder, and William Mazzarella. „Between sedition and seduction thinking Censorship in south Asia” In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.
- 3.1.3. Williams, Raymond. „Alternative Technology, Alternative Uses ”In *Television: Technology and Cultural Form*. (139-157) New York: Schocken, 1975.
- 3.1.4. Eko, Lyombe, 2012. „New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the “Arab Spring” of 2011 in North Africa” p. 129-160

3.2 Media Representations

- 3.2.1 Hall, Stuart, „Foucault: Power, Knowledge and Discourse” In Margaret Wetherell, Stephanie Taylor, Simeon J Yates (ed) *Discourse Theory and Practice: A Reader* 2001 Wetherell, Taylor and Yates
- 3.2.2 Sorenson, John. 1991, „Mass Media and Discourse on Famine in the Horn of Africa” In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242

3.3 Audience Reception

- 3.3.1 Livingstone, Soia. 2003, „The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User” In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

- 3.3.2 Bourdieu, Pierre. 1984, „Supply and Demand“ In Richard Nice (Trans) *Distinction: A Social Critique of the Judgment of Taste*. Harvard Univ. Press: Cambridge
- 3.3.3 Naficy, Hamid. „Ideological and Spectatorial Formations“ In *A Social History of Iranian Cinema*. Durham [N.C.: Duke UP, 2011. pp. 115-140

Course: Population and Society			Semester: V
Course Code: BA-SOC 506 E2	L T P	3 1 0	Credits: 4

Course Objectives: This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes

On successful completion of this course, students will be able to

1. Demonstrate a knowledge of key concepts in and different approaches to population studies.
2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.
3. Undertake a sociological analysis of international and national population dynamics and population policies.

Outline:

- 1. Introducing Population Studies**
 - 1.1. Sociology and Demography
 - 1.2. Concepts and Approaches
- 2. Population, Social Structure and Processes**
 - 2.1. Age and Sex Structure, Population Size and Growth
 - 2.2. Fertility, Reproduction and Mortality
- 3. Population, Gender and Migration**
 - 3.1. Population and Gender
 - 3.2. Politics of Migration
- 4. Population Dynamics and Development**
 - 4.1. Population as Constraints and Resources for Development
 - 4.2. Population Programmes and Policies

COURSE CONTENTS AND READINGS

- 1. Introducing Population Studies [Weeks 1-3]**
 - 1.1.1 Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.
 - 1.1.2 Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.
 - 1.1.3 Davis, Kingsley. 1951. ‘Caste and Demography’, *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

- 1.1.4 Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
- 1.2.1 Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.
- 1.2.2 Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.
- 2. Population, Social Structure and Processes [Weeks 4-6]**
- 2.1.1 Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp.103-127.
- 2.1.2 Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.
- 2.2.1 Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.
- 2.2.2 Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.
- 3. Population, Gender and Migration [Weeks 7-10]**
- 3.1.1 Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.
- 3.1.2 Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.
- 3.2.1 Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.
- 3.2.2 Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.
- 3.2.3 Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.
- 4. Population Dynamics and Development: [Weeks 11-13]**
- 4.1 Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.
- 4.2.1 Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.
- 4.2.3 Government of India. 2000. *National Population Policy*. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

Course: Reading, Writing and Reasoning for Sociology			Semester: V
Course Code: BA-SOC 507 E1	L T P	3 1 0	Credits: 4

Course Objective: Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

Course Learning Outcomes

1. Reading:

- (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
- (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
- (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and authorbiases
- (d) Identify general conclusions from specific details in texts

2. Writing:

- (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
- (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
 - (i) Multi-draft approach: pre-writing, outlining, drafting, revising, and editing
 - (ii) Formal academic style
 - (iii) Information from several sources and synthesizing into their own writing
 - (iv) Internationally accepted methods of citation and referencing
- (c) Be able to treat reading and writing as complementary and synergistic
- (d) Be able to conceptualize and plan a research paper

3. Reasoning:

- (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective
- (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
- (c) Be able to develop scientific reasoning by reading texts for consistency and logic
- (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

Outline:

- 1. Introduction: The virtues of repetition [Week 1]**
- 2. Techniques for reading academic texts [Weeks 2–7]**
 - 2.1 Grasping the whole: How to get an overview
 - 2.2 Divide and conquer: Taking texts apart
 - 2.3 Getting outside help: Recruiting extra resources
- 3. How to begin writing academic prose [Weeks 8–13]**
 - 3.1 Building a structure: What do you want to say?
 - 3.2 Working with blocks: Sections, paras, sentences
 - 3.3 Borrowing material: Paraphrasing, quoting, citing
- 4. Final sessions: peer reviewing [Week 14]**

COURSE CONTENTS AND ITINERARY

- 1. Introduction: The virtues of repetition [Week 1]**

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

 - 1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).
 - 1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)
 - 1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)
- 2. Techniques for reading academic texts [Weeks 2–7]**
 - 2.1 Grasping the whole: How to get an overview
 - 2.1.2 Titles as the shortest summary of a text
 - 2.1.3 Good and bad titles
 - 2.1.4 Section headings (where present)
 - 2.1.5 Introductions and Conclusions
 - 2.1.6 Identifying important passages and sentences
 - 2.2 Divide and conquer: Taking texts apart
 - 2.2.1 Beginning, middle and conclusion – stages of argument
 - 2.2.2 The architecture of arguments: main, subsidiary, minor
 - 2.2.3 Everything is not equally important: Distribution of emphasis
 - 2.3 Getting outside help: Recruiting extra resources
 - 2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
 - 2.3.2 Contextualizing texts with quick background research
 - 2.3.3 Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose [Weeks 8–13]

- 3.1 Building a structure: What do you want to say?
 - 3.1.1 Beginning, middle and conclusion – stages of argument
 - 3.1.2 The architecture of arguments: main, subsidiary, minor
 - 3.1.3 Everything is not equally important: Distribution of emphasis

- 3.2 Working with blocks: Sections, Paragraphs, Sentences
 - 3.2.1 How many sections? Job descriptions for each section
 - 3.2.2 Paragraphs as key building blocks of academic prose
 - 3.2.3 Sentences and punctuation; length, balance, continuity

- 3.3 Borrowing material: Paraphrasing, Quoting, Citing
 - 3.3.1 The difference between paraphrasing and plagiarism
 - 3.3.2 Quotations: When? Why? How?
 - 3.3.3 Citation styles
 - 3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing [Week 14]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

- 4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.
- 4.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).
- 4.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

Course: Techniques of Ethnographic Film Making			Semester: V
Course Code: BA-SOC 507 E2	L T P	3 1 0	Credits: 4

Course Objectives: This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.

Course Learning Outcomes

1. The SEC on techniques of ethnographic filmmaking starts by laying groundwork for orienting students to the techniques and methods of using the method of visuals in sociology. As students engage with the course along with other important programmes as part of their B.A (H) in sociology, they also begin to understand the intersection of classroom-based knowledge and practical realm. At this point, the course aims to prepare them for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.
2. Film screenings, assignments and projects in this course are aimed at broadening the spectrum of engagement through sociology. Through ethnographic filmmaking, students move beyond the textual reading and writing mode. Centered on the means of visual, oral and aural, the programme helps them build on the use of diverse media (and tools) to represent cultures and narratives.
3. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.
4. Teamwork: An important aspect of the programme is working in teams/groups for the final filmmaking projects. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning. These are core competencies that the SEC orients them about.
5. The experience of producing visual anthropological content as part of the SEC helps students gear up for the specific electives and courses they take up in the later semesters, particular the research methods course. The brush with social research skills, techniques of sociological fieldwork and thematic issues of representation helps in enriching their engagement with the theoretical framework in final year of BA (H) Sociology.

Outline:

- 1. Introduction to Anthropological Filmmaking**
 - 1.1. Anthropology and Filmmaking: The Text and the Image
 - 1.2. Different Modes of Filmmaking
- 2. Understanding the use of Camera in Anthropology**
- 3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’**
- 4. Editing and Construction of Meaning**
 - 4.1 Understanding multiple shots and camera movement
 - 4.2. Tools for Film Editing
- 5. Filming Oral testimonies, Interviews and Interactions**
- 6. Final Film Projects**

COURSE CONTENTS AND ITINERARY

- 1. Introduction to Anthropological Filmmaking: [Week 1-2]**
 - 1.1.1. Rouch, Jean, ‘Conversation between Jean Rouch and Professor Enrico Fulchignoni,’ In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187
 - 1.1.2. Hastrup, Kirsten. ‘Anthropological Visions: Some Notes on Visual and Textual Authority’ In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.
 - 1.1.3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins.
 - 1.2.1. Nichols, Bill. ‘What types of Documentary are there?’ In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.
 - 1.2.2. Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* by Nicholas Philibert’s, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli- Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.
 - 1.2.3. Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?
 - 1.2.4. Practical Work for Week 1/2 - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.
- 2. Understanding the use of Camera in Anthropology: [Week 3]**
 - 2.0.1 El Guindi, Fadwa. ‘For God’s Sake Margaret’ In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82
 - 2.0.2. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

- 2.0.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; F i l m m a k e r ' s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?
- 2.0.4. Practical Work for Week 3 – Camera mounting on tripod; handheld camera practices.

3. Filmmaker and the Filmed: Relationship and understanding ‘ethics’. [Weeks 4-5]

- 3.0.1 Spiegel, Pauline, ‘The Case of the Well-Mannered Guest’ in The. Independent Film and Video Monthly April 1984. Pp. 15-17
- 3.0.2. MacDougall, ‘Whose Story is it?’ In Visual Anthropology Review, Volume 7, Issue 2, Pp. 2–10, September 1991
- 3.0.3. Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.
- 3.0.4. By this point, students should start thinking about topics and groups for their final film.
- 3.0.5. ractical Work for Week 4-5: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.
- 3.0.6. Viewing of assignments and discussions.

4. Editing and Construction of Meaning [Weeks 6-8]

- 4.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of- view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.
- 4.1.2. By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.
- 4.1.3. Suggested Screening of Film Scenes/Sequences: Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925; Strangers on a Train by Alfred Hitchcock, 101 min, 1951.
- 4.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie M a k e r) ; Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.
- 4.2.4. Practical Work for Week 6-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.
- 4.2.3. Viewing of assignments and discussions.

5. Filming Oral Testimonies, Interviews and Interactions [Weeks 9-10]

- 5.0.1. Suggested Screening of Film Scenes/Sequences: Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.
- 5.0.2. Suggested topics for technical discussion: Sound and audio equipment.

5.0.3. Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

5.0.4. Viewing of assignments and discussions.

6. Final Film Projects [Weeks 11-14]

6.0.1. Film length limited to 5 - 8 mins.

6.0.2. Viewing of projects and discussion.

Course: Sociological Thinkers II			Semester: VI
Course Code: BA-SOC 601	L T P	3 1 0	Credits: 4

Course Objective: To introduce students to post-classical sociological thinking through some original texts.

Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how post- classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Outline:

1. **Talcott Parsons**
1.1. Action Systems
2. **Claude Levi-Strauss**
2.1. Structuralism
3. **G. H. Mead and Erving Goffman**
3.1. Interactional Self
4. **Peter L. Berger and Thomas Luckmann**
4.1. Social Construction of Reality
5. **Max Horkheimer, T.W. Adorno and Herbert Marcuse**
5.1. Critical Social Theory
6. **Pierre Bourdieu**
6.1. A Theory of Practice

COURSE CONTENTS AND ITINERARY

Orientation to Post-Classical Theories/ Schools in Sociology (Week I)

1. **Talcott Parsons (Weeks 2-3)**
Parsons, T. and E. Shils (eds). 1951. Towards a General Theory of Action. New York: Harper and Row Publishers, pp. 3-29
2. **Levi-Strauss (Week 4)**
Levi-Strauss, C. 1993. "Structure and Dialectics", in Structural Anthropology Volume I. Harmondsworth: Penguin, pp. 232-242

3. G. H. Mead and Erving Goffman (Weeks 5-7)

- 3.1 Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
- 3.2 Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

4. Peter L. Berger and Thomas Luckmann (Week 8)

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

5. Max Horkheimer, T.W. Adorno and Herbert Marcuse (Weeks 9-12)

- 5.1 Horkheimer, M and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
- 5.2 Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

6. Pierre Bourdieu (Weeks 13-14)

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95 [Projects, feature films and documentary screenings will be an integral part of the coursework]

SUGGESTED READING:

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Course: Sociological Research Methods II			Semester: VI
Course Code: BA-SOC 602	L T P	3 1 0	Credits: 4

Course Objective: The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Course Learning Outcomes

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

Outline:

1. Doing Social Research

- 1.1 The Process of Social Research
- 1.2 Concepts and Hypothesis
- 1.3 Field (Issues and Context)

2. Methods of Data Collection

- 2.1 Survey Methods: Sampling, Questionnaire and Interview
- 2.2 Observation: Participant and non-participant

3. Statistical Methods

- 3.1 Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).
- 3.2 Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).
- 3.3 Measures of Dispersion (Standard Deviation, Variance and Covariance).

4. Research Projects

COURSE CONTENTS AND ITINERARY

1.1 Doing Social Research (Weeks 1-4)

- 1.1.1 Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

1.2 Concepts and Hypothesis

- 1.2.1 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

1.3 Field (Issues and Contexts)

- 1.3.1 Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.
- 1.3.2 Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1-14.

2.1 Survey Methods of Data Collection (Weeks 5-9)

- 2.1.1 Bailey, K. (1994). *Survey Sampling in Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81-104.
- 2.1.2 Bailey, K. (1994). *Questionnaire Construction and The Mailed Questionnaire in Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
- 2.1.3 Bailey, K. (1994). *Interview Studies in Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.

2.2 Observation: Participant and non-Participant

- 2.2.1 Bailey, K. (1994). *Observation in Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.
- 2.2.2 Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

3. Statistical Methods

3.1 Graphical and Diagrammatic presentation of data (Weeks 10-13)

- 3.1.1 Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

3.2 Measures of Central Tendency

- 3.2.1 Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.

3.3 Measures of Dispersion

- 3.3.1 Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 263-277.

4. Research Projects (Week 14)

No Specific readings for this section. Research Projects at the discretion of the teacher.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified

Course: Indian Sociological Traditions			Semester: VI
Course Code: BA-SOC 603	L T P	3 1 0	Credits: 4

Course Objective: Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a “Sociology in India” and “Sociology of India” have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

Course Learning Outcomes

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
2. Acquaint the students to the continuities and contradictions in Indian society
3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
4. To help students understand the history of ideas related to the analysis of Indian society.

Outline:

1. **G S Ghurye**
 - 1.1 Caste and Race
 - 1.2 City and Civilization
2. **Radhakamal Mukerjee**
 - 2.1 Personality, Society, Values
 - 2.2 Social Ecology
3. **D P Mukerji**
 - 3.1 Tradition and Modernity
 - 3.2 Middle Class
4. **Verrier Elwin**
 - 4.1 Tribes in India
5. **M. N. Srinivas**
 - 5.1 Social Change
6. **Irawati Karve**
 - 6.1 Gender and Kinship
7. **Leela Dube**
 - 7.1 Caste and Gender

COURSE CONTENTS AND ITINERARY

1. G. S. Ghurye (Weeks 1-2)

- 1.1.1. Upadhyaya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology“ in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology New Delhi: Permanent Black
- 1.1.2. Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)
- 1.2.1. Ghurye, G.S. 1962, Cities and Civilization, Delhi: Popular Prakashan

2. Radhakamal Mukerjee (Weeks 3-4)

- 2.1.1. Mukerjee, Radhakamal 1950, The Social Structure of Values, London: George Allen and Unwin Chp 2,3, 5, 6 & 9
- 2.2.1. Mukerjee, Radhakamal 1932, (reproduced in1994) „An Ecological Approach to Sociology“ in Ramchandra Guha (ed) Social Ecology Delhi: OUP
- 2.2.2. Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology Sociology and Social Research 16 (July-August 1932) 503-516
- 2.2.3. Venugopal, C.N. 1988, Ideology and Society in India: Sociological Essays, New Delhi: Criterion Publications Chp 7

3. D.P. Mukerji (Weeks 5-6)

- 3.1.1. Madan, T.N. 2010, „Search for Synthesis: The Sociology of D.P Mukerji“ in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black
- 3.1.2. Mukerji D.P. (1958 second edition 2002), Diversities: Essays in Economics, Sociology and Other Social Problems, Delhi: Manak Publications Pg 177-225, 261-276
- 3.2.1. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255

4. Verrier Elwin (Week 7-8)

- 4.1.1. Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin“ in Patricia Uberoi, Satish Despande and Nandini Sundar (eds) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black
- 4.1.2. Elwin, Verrier 1955, The Religion of an Indian Tribe, Bombay: OUP Chp 11, 15, 16, 17
- 4.1.3. Munshi, Indra 2004, „Verrier Elwin and Tribal Development“ in T.B. Subba and Sujit Som (eds) Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India, New Delhi: Orient Longman

5. M.N. Srinivas (Week 9-10)

- 5.1.1. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657
- 5.1.2. Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley Chp 4-5
- 5.1.3. Srinivas, M. N.1992, On Living in a Revolution and Other Essays, Delhi: OUP Chp 1,2,3,5&7

6. Irawati Karve (Week 11-12)

- 6.1.1. Sundar, Nandini 2010 „In the Cause of Anthropology: The Life and Work of Irawati Karve“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology Permanent Black New Delhi
- 6.1.2. Karve, Irawati 1965, Kinship Organization in India, Bombay and New York: Asia Publishing House

7. Leela Dube (Week 13-14)

- 7.1.1. Dube, Leela 1967, Caste, Class and Power: Eastern Anthropologist Lucknow 20(2) 215-225
- 7.1.2. Dube, Leela 2001, Anthropological Explorations in Gender: Intersecting Fields, New Delhi: Sage Chp 3,5 & 6

Course: Urban Sociology			Semester: VI
Course Code: BA-SOC 604	L T P	3 1 0	Credits: 4

Course Objective: This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Outline:

- 1. Introducing Urban Sociology: Urban, Urbanism and the City**
- 2. Perspectives in Urban Sociology**
 - 2.1. Ecological
 - 2.2. Political Economy
 - 2.3. Network
 - 2.4. City as Culture
- 3. Movements and Settlements**
 - 3.1. Migration
 - 3.2. Community
- 4. Politics of Urban Space**
 - 4.1. Culture and Leisure
 - 4.2. Caste, Class and Gender

COURSE CONTENTS AND ITINERARY

1. **Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)**

- 1.1 Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects.* Mariner Books: Pp 3-29, 94-118
- 1.2 Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32
- 1.3 Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. *Foundations of Urban Theory* Pp. 8 - 26

2. **Perspectives in Urban Sociology: (4 Weeks)**

- 2.1 Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58
- 2.2 Lewis, Wirth 1938 “Urbanism as a way of Life” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24
- 2.3 Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. *Money, Time, Space and the City*. Pp. 1-35
- 2.4 Manuel, Castells 2002, “Conceptualising the city in the information age”, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13
- 2.5 Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
- 2.6 Simmel, George, 1903, “Metropolis and the Mental Life” in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

3. **Movements and Settlements: (2 Weeks)**

- 3.1 Rao, M.S.A, 1981, “Some aspects of the sociology of migration”, *Sociological Bulletin*, Vol. 30, 1. Pp21-38
- 3.2 Anand, Inbanathan. 2003, “Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony” in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246
- 3.3 Benjamin S, 2004, “Urban Land Transformation for Pro-Poor Economies”, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

4. **Politics of Urban Space (5 Weeks)**

- 4.1 Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. *Social Theory, Urban Movements and Social Change*. Pp. 193 - 215
- 4.2 Ayyar, Varsha ,2013. “Caste and Gender in a Mumbai resettlement site”, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55
- 4.3 Kamath, Lalitha and Vijayabaskar, M, 2009 “Limits and possibilities of Middle Class Associations as Urban collective actors”, *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

- 4.4 Grazian, David, 2009, “Urban Nightlife, Social Capital, and the Public Life of Cities” *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917
- 4.5 Manuel Castells, 1983, “Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community” in *San Francisco in City and the Grassroots*, Pp. 138-170
- 4.6 Crawford, Margaret. „The World is a Shopping Mall“, From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

SUGGESTED READINGS:

Kumar, Nita, 1988. *The Artisans of Banaras. Popular Culture and Identity, 1880—1986*, Princeton: Princeton University Press.

Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul. Naidu, Ratna. 1990. *Old cities and New predicaments: A Study of Hyderabad*. New Delhi: Sage

Course: Research Project: Dissertation/Paper			Semester: VI
Course Code: BA-SOC 605	L T P	- - -	Credits: 8

Course Objective: Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 8 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

1. Planning and Outlining a research paper proposal
2. Conceptualizing and Drafting a Research Proposal, Survey of literature
3. Random Sampling and Sampling Distributions: Field work and Questionnaires
4. Notes, References, and Bibliography. Annotated Bibliography
