

1.3.1 List of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

S. No.	Department Name	Course Name
1	EVS	AECC Environmental Studies
2	EVS	AECC Environmental Studies
3	EVS	AECC Environmental Studies
4	EVS	AECC Environmental Studies
5	EVS	AECC Environmental Studies
6	EVS	AECC Environmental Studies
7	EVS	AECC Environmental Studies
8	EVS	AECC Environmental Studies
9	EVS	AECC Environmental Studies
10	EVS	AECC Environmental Studies
11	EVS	AECC Environmental Studies
12	EVS	AECC Environmental Studies
13	EVS	AECC Environmental Studies
14	EVS	AECC Environmental Studies
15	EVS	AECC Environmental Studies
16	Sanskrit	Classical Sanskrit literature [POETRY]
17	Sanskrit	SELF MANAGEMENT IN THE GITA
18	Sanskrit	SANSKRIT LITERATURE , AECC PAPER ,SEM-II
19	Sanskrit	INDIAN PERSPECTIVES IN PERSONALITY DEVELOPMENT ,DSE PAPER,SEM-V
20	Business Economics	Environmental economics
21	Business Economics	Personality development and interpersonal skills
22	English	GE2: MEDIA AND COMMUNICATION SKILLS
23	English	GE5: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS
24	English	GE6: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT
25	English	GE7: LANGUAGE , LETERATURE AND CULTURE
26	English	GE14: THE INDIVIDUAL AND THE SOCIETY
27	English	CORE PAPER 11: WOMEN'S WRITING
28	English	Inequality and Difference (GE IV)
29	English	Environmental Issues in India (GE IV)
30	Commerce	Human Resource Management
31	Commerce	Management Principles and Applications
32	Commerce	Principles of Marketing
33	Commerce	Advertising
34	Commerce	Organizational Behaviour
35	Commerce	Auditing and Corporate Governance
36	Commerce	Advertising,Sales promotion and and Salesmanship
37	Commerce	Advertising and Consumer Behaviour
38	Commerce	Emarketing
39	Music	SEC- Elements of Indian music:
40	Music	SEC- General concept of Indian music:

41	Music	SEC - General study of Indian music:
42	Philosophy	Ethics in the Public Domain
43	Philosophy	Indian Philosophy Ethics
44	Philosophy	Ethics
45	Philosophy	Feminism
46	Philosophy	Bioethics
47	Philosophy	Indian Materialism
48	Philosophy	Feminism
49	Philosophy	Ethics
50	Philosophy	Ethical studies
51	Philosophy	Ethical Decision Making
52	Philosophy	Yoga Philosophy
53	Philosophy	Buddhism
54	Philosophy	Technology and Ethics
55	Philosophy	Social and Political Philosophy: Indian and Western
56	Philosophy	Philosophical Thoughts of Ambedkar
57	Political Science	Women, Power and Politics
58	Political Science	Feminism: Theory and Practice
59	Political Science	Political Processes and Institutions in Comparative Perspective
60	Political Science	Human Rights, Gender and Environment
61	Computer Applications	Information Security and Cyber Laws
62	Psychology	Introduction to Psychology
63	Psychology	Foundations of Psychology
64	Psychology	Psychology of Individual Differences
65	Sociology	Core -Sociology of India I
66	Sociology	Core - Introduction to Sociology I
67	Sociology	GE - Indian Society: Images and Reality
68	Sociology	Core - Introduction to Sociology
69	Sociology	Core - Sociology of India
70	Sociology	SEC - Techniques of Social Research
71	Sociology	SEC - Gender Sensitization
72	Sociology	SEC - Theory and Practice of Development
73	Sociology	DSE - Religion and Society
74	Sociology	DSE - Marriage, Family and Kinship
75	Sociology	DSE - Social Stratification
76	Sociology	GE - Polity and Society in India
77	Sociology	GE - Economy and Society
78	Home Science	Textile Design Techniques
79	Home Science	Home based Catering
80	Home Science	Entrepreneuership for small catering units
81	Home Science	Apparel Industry and Quality Assessment
82	Economics	Environmental Economics

**DEPARTMENT OF ENVIRONMENTAL STUDIES
UNIVERSITY OF DELHI**

Environmental Studies*
(Six-month Module for Undergraduate Courses)

Unit 1 : Introduction to environmental studies

- Multidisciplinary nature of environmental studies
- Scope and importance
- Need for public awareness.

(2 lectures)

Unit 2 : Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Energy flow in an ecosystem: food chains, food webs and ecological pyramids.
- Ecological succession.
- Case studies of the following ecosystems :
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

Unit 3 : Natural Resources : Renewable and Non-renewable Resources

- Land resources and land use change : Land as a resource, land degradation, landslides (natural & man-induced), soil erosion and desertification.
- Forests & forest resources : Use and over-exploitation, deforestation, case studies.
- Impacts of deforestation, mining, dam building on environment, forests, biodiversity and tribal populations.
- Resettlement and rehabilitation of project affected persons; problems and concerns, case studies
- Water resources: Use and over-exploitation of surface and ground water, floods, drought, conflicts over water (international & inter-state).
- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

(8 lectures)

Unit 4 : Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity.
- Biogeographic zones of India
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational values
- Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.

(8 lectures)

Unit 5 : Environmental Pollution

- What is environmental pollution and its types?
- Causes, effects and control measures of :
 - a) Air pollution

- b) Water pollution – freshwater and marine
- c) Soil pollution
- d) Noise pollution
- e) Thermal pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Role of an individual in prevention of pollution.
- Pollution case studies.

(8 lectures)

Unit 6 : Environmental Policies & Practices

- Concept of sustainability and sustainable development.
- Water conservation & watershed management.
- Climate change, global warming, acid rain, ozone layer depletion.
- Disaster management : floods, earthquake, cyclones and landslides.
- Wasteland reclamation.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Environment: rights and duties.

(7 lectures)

Unit 7 : Human Population and the Environment

- Population growth, demographic variation among nations.
- Environment, human health and welfare; infectious and lifestyle diseases in contemporary world.
- Value Education: Environmental ethics.
- Environmental communication and public awareness, case studies.

(6 lectures)

Unit 8 : Field work

- Visit to an area to document environmental assets river/ forest/ grassland/ hill/ mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

(Equal to 5 lectures)

Suggested Further Readings:

- 1 Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480pgs.
- 2 Carson, Rachel. 1962. Silent Spring (Boston: Houghton Mifflin, 1962), Mariner Books, 2002
- 3 Cheney, J. 1989. Postmodern environmental ethics. *Environmental Ethics* 11: 117-134.
- 4 Economy, Elizabeth. 2010. The River Runs Black: The Environmental Challenge to China's Future.
- 5 Gadgil, M. & Ramachandra, G. 1993. *This fissured land: an ecological history of India*. Univ of California Press.
- 6 Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
- 7 Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Development.
- 8 Environment and Security. Stockholm Environmental Institute, Oxford University Press.
- 8 Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of conservation biology.

Sunderland: Sinauer Associates, 2006.

- 9 Grumbine, R. Edward, and Pandit, M.K. Threats from India's Himalaya dams. *Science* 339.6115 (2013): 36-37.
- 10 Heywood V.H. & Watson, R.T. 1995. *Global Biodiversity Assessment*. Cambridge University Press.
- 11 McCully, P. 1996. *Silenced rivers: the ecology and politics of large dams*. Zed Books.
- 12 McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
- 13 Norton, B. G. 1984. Environmental ethics and weak anthropocentrism. *Environmental Ethics* 6: 131-148.
- 14 Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
- 15 Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic press, 2011.
- 16 Philander, S. George (Ed.). (2012). *Encyclopedia of global warming & climate change*. (2nd ed., Vols. 1-3). Thousand Oaks, CA: SAGE Publications, Inc.
- 17 Rao MN and Datta AK, 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
- 18 Raven, P.H., David M. H., & Linda R. B. *Environment*. De Boeck, 2009.
- 19 Reaka-Kudla, Marjorie L., Don E. Wilson, and Edward O. Wilson, eds. 1996. *Biodiversity II: understanding and protecting our biological resources*. Joseph Henry Press.
- 20 Ricklefs, R. E., & Miller, G.L. 2000. *Ecology*. W. H. Freeman, New York.
- 21 Robbins, P. 2012. *Political ecology: A critical introduction*. John Wiley & Sons.
- 22 Rosencranz, A., Divan, S. & Noble, M.L.. *Environmental law and policy in India*. 2001. Tripathi 1992.
- 23 Rothmun, H.K. 1998. *The Greening of a Nation? Environmentalism in the United States since 1945*.
- 24 Sengupta, R. 2003. *Ecology and economics (OUP): An approach to sustainable development."* OUP Catalogue.
- 25 Singh, J.S., Singh, S.P. and Gupta, S.R. 2006. *Ecology, Environment and Resource Ecology, Environment and Resource Conservation*. Anamaya Publishers.
- 26 Sodhi, N.S., Gibson, L. & Raven, P.HG. (eds). 2013. *Conservation biology: voices from the Tropics*. John Wiley & Sons.
- 27 Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
- 28 Van Leeuwen, C. J., & Vermeire, T. G. 2007. *Risk assessment of chemicals*.
- 29 Warren, C.E. 1971. *Biology and water pollution control*.
- 30 Wilson, E. O. 2006. *The creation: An appeal to save life on earth*. New York: Norton.
- 31 World Commission on Environment and Development. 1987. *Our Common Future*. Oxford: Oxford University Press.

***Note:** The course is uploaded as sent by the Department concerned. The scheme of marks and number of periods/lectures will be determined by the University and will be corrected in the syllabus according to Academic Council and Executive Council Minutes (dated 19th July 2014) and guidelines framed by the Course Implementation Committee, University of Delhi. Editing, typographical changes and formatting will be undertaken further.

Undergraduate Programme Secretariat

C-1
Classical Sanskrit Literature (Poetry)
(12131101)

Max. Marks : (75+ 25 = 100)

Credits : Lectures 60+ Tutorials 12

[A] Course Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

[B] Course Learning Outcomes :

This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.

This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

[C] Contents :

Unit: I	Raghuvamśam: Canto-I (Verse: 1-25):	Credits : 10
	Raghuvamśam: Introduction (Author and Text), Appropriateness of title, Canto I, 1-25 Grammatical analysis, Meaning/translation, Explanation, Characteristics of Raghu Clan (Raghuvamśa) and Role of Dilīpa in the welfare of subjects content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.	
Unit: II	Kumārasambhavam: Canto-V (Verses: 1-30):	Credits : 12
	Kumārasambhavam: Introduction (Author and Text), Appropriateness of title, Background of given contents. Text Reading Canto V Verses 1-30, (Grammatical analysis, Translation and Explanation), Poetic excellence and Plot, Penance of Pārvati, Poetic excellence, Plot. content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.	
Unit: III	Kirātārjunīyam - Canto I (1-25 Verses):	Credits : 16
	Kirātārjunīyam: Introduction (Author and Text), Appropriateness of title, Background of given contents, Canto I Verses 1-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis. content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.	

Unit: IV	Nīṭisatakam (1-20 Verses, 1st two Paddhatis) -	Credits : 12
	M. R. Kale Edition Nīṭisatakam: Verses (1-20) grammatical analysis Translation, explanation and thematic analysis, Bhartṛhari's comments on society. content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.	
Unit: V	Origin and Development of Mahākāvya :	Credits: 05
	Origin and development of different types of Māhākāvya with special reference to Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Bhatti, Śīharṣa and their works.	
Unit: VI	Origin and Development of Gītikāvya :	Credits: 05
	Origin & Development of Sanskrit gītikāvayas with special reference to Kālidāsa, Bilhaṇa, Jayadeva, Amarūka, Bhartṛhari and their works.	

[D] Suggested Books/Readings:

C-4
Self-Management in the Gītā
(12131202)

Max. Marks : (75+ 25 = 100)

Credits : Lectures 60 + Tutorials 12

[A] Course Objectives:

The objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

[B] Course Learning Outcomes:

This course will help students to learn to read the Gītā as a multipolar text which is open to several alternative interpretations.

This course will equip them with the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course will instill leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.

[C] Contents:

Unit: I	Gita: Cognitive and Emotive apparatus:	Credit : 08
	<ul style="list-style-type: none"> • Hierarchy of Indriya, Manas, Buddhi and Atman III.42; XV.7 • Role of the Atman - XV.7, XV.9 	
Unit: II	Gita: Cognitive and Emotive apparatus :	Credits : 08
	<ul style="list-style-type: none"> • Mind as a product of Prakriti VII.4 • Properties of three Gunas and their impact on the Mind- XIII. 5-6; XIV.5-8, 11-13; XIV.17 	
Unit: III	Gita: Controlling of the Mind :	Credits : 16
	<ul style="list-style-type: none"> • Confusion and Conduct, Nature of Conflict I.1; I.45; II.6, IV.16 • Casual Factors- Ignorance- II.41; Indriya- II.60, Mind- II.67; Rajoguna- III.36-39; XVI.21; Weakness of Mind- II.3, IV.5 	

Unit: IV	Means of Controlling the Mind:	Credits : 08
	<ul style="list-style-type: none"> • Meditation Difficulties- VI.34-35; Procedure VI.11-14 • Balanced Life- III.8 • Diet Control- XVII.8-10 • Physical and Mental discipline- VI.36, XVII.14-19 	
Unit: V	Means of Conflict Resolution :	Credits: 10
	<ul style="list-style-type: none"> • Importance of Knowledge- II.52; IV.38-39; 	
VI-42	<ul style="list-style-type: none"> • Clarity of Buddhi- XVII.30-32 • Process of Decision Making- XVIII.63 • Control over Senses- II.59, 64 • Surrender of Kartbhava- XVIII.13-16, V.8-9 • Desirelessness- II.48; II-55 • Putting others before Self- III.25 	
Unit: VI	Gītā: Self-management through devotion:	Credits : 10
	<ul style="list-style-type: none"> • Surrender of Ego- II.7, II.47, VIII.7, IX.27, XI.55, • Abandoning frivolous Debates- IV.11, VII.21, IX.26 • Acquisition of Moral Qualities- XII.11, XII.13-19 	

Sanskrit as MIL A1, AECC-1, Advance))**Sanskrit Literature****(72132801)****Max. Marks : (75+ 25 = 100)****Credits : 24****[A] Course Objectives:**

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings. The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day to day life situations. They will be familiar with the rich history of Sanskrit Literature. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

[C] Contents:

Unit: I	Hitopadesha	Credit : 04
	Foreword (प्रस्तावना), First Story, Verses:1-35 (Translation, Explanation and Grammar).	
Unit: II	Hitopadesha	Credits : 04
	Second Story, Verses: 36-62. (Translation, Explanation and Grammar)	
Unit: III	Cāṇakyanīti	Credits : 04
	Cāṇakyanīti (Verses: 1-50) (Translation, Explanation and Grammar)	

Unit: IV	Survey of Prose and Nitikavya	Credits : 04
	Origin and development of Prose and Nitikāvya.	
Unit: V	Cāṇakyanīti	Credits: 04
	Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa.	
Unit: VI	Cāṇakyanīti	Credits : 04
	Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti	

[D] Suggested Books/Readings:

B.A. (Programme) Sanskrit Course

DSE-2

Indian Perspectives in Personality Development (52131417)

[A] Course Objectives:

Indian philosophical tradition advocates an integrated approach to human personality where material and psychological growth complement each other. This course seeks to introduce some theoretical concepts and practical techniques for development of the human person.

[B] Course Learning Outcomes:

The course will enable to students to know the concept of a person, personality and major for behavior improvement based on Gita and Upanisad. The course will help the learner how to develop the personality on the whole as a human being in perfect manner.

[C] Contents

Total Credits : 60

Unit: I

Credits : 10

Historical Perspective

Historical Perspective : Rgveda, 1.164.37;
Chāndogyaopaniṣad, VI. 2.3, VI.8.6, VIII.1.4
Bṛhadāraṇyakopaniṣad, II.5.18-19

Unit: II

Credits : 10

Concept of a person

Concept of a person, Gītā, Chapter:1, Verses:1-30
Jīva as Core and Eight-fold Nature as Cover
Kṣetrajñā as Core and Kṣetra as Cover Chapter-13, Verses-1-2, Chapter-13, Verses: 5-6,
Chapter-13, Verses-19-23.
Akṣara as Core and Kṣara as Cover, Chapter-15, Verses:7-11 and 6-19).

Unit: III

Credits : 10

Personality Types

Personality Types
Gītā, Chapter-14, Verses:5-14, Chapter-17, Verses:2-6, Chapter-17, Verses:11-21

Unit: IV

Credits : 10

Measures for behavioral Improvement - Part -I

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LOCF UG (Programme) Sanskrit Syllabus

Control of Senses and Mind (Gītā: Chapter-2, Verses:59-60, 64 and 68, Chapter:3, Verses:41-43, Chapter: 6, Verses:19-23.

Unit: V

Credits : 10

Measures for behavioral Improvement - Part -II

Right Faith (Gītā, Chapter: 9, Verses:3, 22, 23-28, 30-34)
Recognition of Svadharma - Inner Urge; (Gītā, Chapter: 2, Verses:31,41-44, Chapter:3, Verses:4, 5, 8, 9, 27-30, 33-34, Chapter:4, Verses:18-22, Chapter:5, Verses:11-12, Chapter:7, Verses:15, 18, 20- 23, 27-29)

Unit: VI

Credits : 10

Measures for behavioral Improvement - Part -III

Channelizing Innate Urges on Social Lines: (Gītā, Chapter:18, Verses:41-62)

[D] References:

Compulsory Reading:

1. Radhakrishna, The Bhagavadgītā.
2. Gītā with Hindi Translation, Gita Press, Gorakhpur.

Additional Resources:

[E] Teaching Learning Process:

1. Since most learners will be new to concept of a person, personality types, measures of behaviour and improvement, a step by step approach is recommended.
2. Students will identify the concepts and theories of prescribed syllabus in ancient Sanskrit texts.

Environmental Economics (BBE DSE 3D)

Course Objective

This paper on Environmental Economics provides a compressive outline and analysis of the Environment-Economics interaction. The basic underlying treatment is based principles of Microeconomics. The problem of environmental degradation is the one in which economic agents impose external costs upon society at large in the form of pollution. This course seeks to provide a systematic treatment of the theory of externalities and its implications for the design of an efficient and optimal environmental policy. The widespread concern over sustainability and issues of Climate Change and the global policy response are dealt in the last section.

Course Learning Outcomes

Student will be able to:

- i) understand the current developments in environmental economics
- ii) explain the basic terminologies of environmental economics
- iii) explain how economic principles can be applied to various environment related problems.

Unit 1: Environmental Problems and Issues

An Introduction to Environmental Economics; Economy–Environment interdependence, materials balance model of economy–environment interactions, The drivers of environmental Impact, Environmental Kuznets Curve Hypothesis; Poverty and inequality; Limits to growth.

Unit 2: Economics of Environment and Sustainability

Utilitarianism: Cardinal and ordinal utility functions, Pareto optimality, Social welfare functions and distribution; Inter-temporal distribution: The utilitarian inter-temporal social Welfare function; The Arithmetic of discounting; optimal growth; Concepts of sustainability: The Hartwick rule, Weak and strong sustainability, Resilience; Environmental Accounting-Concept, Common Property Resources and LDCs.

Unit 3: Market Failure and Environment

Market Failure Analysis: Public Goods; Externalities, Production–production externality and

Production–consumption externality.

Unit 4: Environmental Pollution and Public Policy

Pollution flows, pollution stocks and pollution damage, Efficient level of pollution; Pollution Control Instruments; Cost efficiency and cost-effective pollution abatement instruments, Command and Control Approach, Market Based Policy- Pollution Charges and Environmental Subsidies, Deposit refund System, Pollution Permit Trading Systems. The Coase theorem.

Unit 5: International Environmental Problems and Regulations

Climate Change, Ozone Depletion; International cooperation in climate change policy; Montreal and Kyoto Protocol, Paris Agreement; Environmental Regulations and Laws in India.

References

Essential Readings:

Latest editions of the following to be used:

1. Charles Kolstad, "Intermediate Environmental Economics", Oxford University Press, 2nd edition, 2010.
2. R.N.Bhattacharya, "Environmental Economics, An Indian Perspective (Edited)", 2001 Oxford University Press.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, "Natural Resource and Environmental Economics", Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Tom Tietenberg, "Environmental and Natural Resource Economics", 2004 (Sixth Edition), Pearson Education.

Suggested Readings:

Latest editions of the following to be used:

1. Maureen L. Cropper and Wallace E. Oates(1992), "Environmental Economics: A Survey", Journal of Economic Literature, Volume 30:675-740.
2. Nick Hanley, Jason F. Shogren and Ben White, "Environmental Economics in Theory and Practice", Palgrave Macmillan, Second edition, 2007.

3. Robert N. Stavins (ed.), "Economics of the Environment: Selected Readings", W.W. Norton, 5th edition, 2005.
4. Thomas Callan, "Environmental Economics", 2007 Thomson Learning Inc. Indian Edition.

Teaching Learning Process

The class room teaching process would be complimented with real life situation based narratives, visual emphasis, graphs, illustrations, problems and solutions, case-studies, simulations, etc.. The focus would be on economic literacy with policy-oriented, application based content to be delivered in concise, accessible discussions. Current environmental issues of sustainability would be linked to the theoretical concepts to make it engaging and dynamic in nature.

Assessment Method

1. Theory Examination: 75 marks
2. Internal Assessment: 25 marks

Keywords

Environment, Sustainability, Market Failure, Environmental Pollution and Control, Valuation methodology, Climate Change, International Policy Agreements

Personality Development & Interpersonal Skills

(BBE SEC 2)

Course Objective

- i) To develop students into self aware and emotionally balanced individuals who know how to set realistic goals, manage their time and work effectively in teams.
- ii) To arm students with effective habits that will help them perform in any field of life.

Course Learning Outcomes

Student will be able to

- i) Conduct detailed self- introspection centering around strengths, weaknesses, relationships, goals, motives and dependence. Recognise and appreciate that warmth, genuineness and unconditional positive regard are the basis of good relationships.
- ii) Recognize and appreciate the seven habits and imbibe them gradually into daily life through regular practice.
- iii) Prioritise work, use planners, recognize and appreciate the importance of time management.
- iv) Understand the building blocks of effective interpersonal skills.
- v) Learn to accept emotions, recognise and appreciate the importance of emotional intelligence.

Unit 1: Self Analysis And Effective Habits

SWOT analysis, detailed self-introspection; Positive body image ; Knowing the Real Self; Self confidence and Self esteem through Johari window; The Seven Habits- Sharpen the saw; Be proactive; Begin with an end in mind; Put first things first; Think win-win; Seek first to understand, then to be understood; Synergize.

Value of time; Weekly planner, TODO list; Prioritizing work; Time management matrix; Multi tasking.

Unit 2: Attitude And Goal Setting

Influence of attitude on behavior; Synergy between knowledge, skill and attitude; Self talk- Tapping and tuning inner voice; Self motivation.

Reactive work and Proactive work, Wish list, 4CF method, SMART goal setting, Backwards

Goal Setting, Goal tree, Using Goal poster, Short, long, life time goals.

Unit 3: Emotions And Stress Management

Emotional intelligence - Self Awareness, Self Management

, Social Awareness, Social Skill ;

Emotional quotient and intelligence quotient, Emotion scale, Managing emotions; Anger management; Causes of stress and its impact, managing stress; Circle of control.

Unit 4: Interpersonal Skills

Warmth, genuineness, unconditional positive regard; Gratitude; Active Listening skills;

Stages of dependence; Networking and teamwork.

Negotiate disagreement in group work- resolving team conflict; following instructions in workplace; Expectancy Violations Theory- Proxemics, Confirmation, Accusation, escalation, de-escalation, relational transgressions and disregard.

Unit 5: Creativity

Out of the box thinking, Creative thinking and Lateral thinking; Creative problem solving tools- restatement of problem, Pareto Principle, brainstorming; Torrance test of creative thinking.

References

Essential Readings:

Latest editions of the following to be used:

1. Acquiring Interpersonal Skills: A Handbook of Experiential Learning for Health Professionals, Springer, 2013
2. Covey S, “Seven Habits of Highly Effective Teens”, New York, Fireside Publishers, 1998.
3. Daniel Coleman, “Emotional Intelligence”, Bantam Book, 2006.

Suggested Readings:

Latest editions of the following to be used:

1. Carnegie Dale, “How to stop worrying and start living”, New York: Simon & Schuster, 1985.
2. Locke E A, and Latham G P, “A theory of goal setting & task performance”, Prentice

–Hall, Inc, 1990.

3. Mitra, B.K, “Personality Development and Soft skills”, Oxford University Press.
4. Peggy Klaus, “The Hard Truth About Soft Skills: Soft Skills for Succeeding in a Hard World”, Harper Collins, 2009
5. Thomas A Harris, “I am Ok, You are Ok”, New York-Harper and Row, 1972.
6. The Anxiety Handbook: The 7-Step Plan to Understand, Manage, and Overcome Anxiety, Callisto Media Inc, 2013.

Teaching Learning Process

Individual and group based activities/Visualisation exercises/Introspection activities/debriefing must be conducted for each unit to imbibe the concepts.

Assessment Method

3. Theory Examination: 75 marks
4. Internal Assessment: 25 marks

Keywords

Self Analysis, The Seven Habits, Time Management, Goal Setting, Emotions Management, Stress Management, Interpersonal skills, Creativity.

Paper 11: Women's Writing

1. Emily Dickinson 'I cannot live with you'
'I'm wife, I've finished that'
Sylvia Plath 'Daddy'
'Lady Lazarus'
Eunice De Souza 'Advice to Women'
'Bequest'
2. Alice Walker *The Color Purple*

up
27 June 17

3. Charlotte Perkins Gilman 'The Yellow Wallpaper'
Katherine Mansfield 'Bliss'
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
4. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
Pandita Ramabai 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 192–202

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Confessional Mode in Women's Writing

Sexual Politics

Race, Caste and Gender

Social Reform and Women's Rights

Readings

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Paper 12: British Literature: The Early 20th Century

1. Joseph Conrad *Heart of Darkness*
2. D.H. Lawrence *Sons and Lovers*
3. Virginia Woolf *Mrs Dalloway*
4. W.B. Yeats 'Leda and the Swan'
'The Second Coming'
'No Second Troy'
'Sailing to Byzantium'
T.S. Eliot 'The Love Song of J. Alfred Prufrock'
'Sweeney among the Nightingales'
'The Hollow Men'

PAPER G2: MEDIA AND COMMUNICATION SKILLS

Course Objectives

This is an introductory course in the role of media today – India and globally. It will equip students with the basic theories on various aspects of media and impart training in basic writing skills required in the profession.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introduction to Mass Communication

- a) Mass Communication and Globalization
- b) Forms of Mass Communication

Topics for Student Presentations:

- a) Case studies on current issues Indian journalism
- b) Performing street plays
- c) Writing pamphlets and posters etc.

Unit 2

Advertisement

- a) Types of advertisements
- b) Advertising ethics
- c) How to create advertisements/storyboards

Topics for Student Presentations:

- a) Creating an advertisement/visualization
- b) Enacting an advertisement in a group
- c) Creating jingles and taglines

Unit 3

Media Writing

- a) Scriptwriting for TV and Radio
- b) Writing News Reports and Editorials
- c) Editing for Print and Online Media

Topics for Student Presentations:

- a) Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b) Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c) Editing articles
- d) Writing an editorial on a topical subject

Unit 4

Introduction to Cyber Media and Social Media

- a) Types of Social Media
- b) The Impact of Social Media
- c) Introduction to Cyber Media

Essential Reading

Kumar, Keval J. *Mass Communication in India*. Jaico Publications, 1994.

Suggested Readings

Media and Mass Communication:

Joseph, M. K. *Outline of Editing*. New Delhi: Anmol Publications, 2002.

Kamath, M. V. *Professional Journalism*. New Delhi: Vikas Publishing House, 1980.

Macquail, Denis. *Mass Communication*. New Delhi: Om Books, 2000.

Saxena, Ambrish. *Fundamentals of Reporting and Editing*. New Delhi: Kanishka Publishers, 2007.

Television Journalism:

Boyd, Andrew. *Broadcast Journalism: Techniques of Radio and Television News* 2000 Burlington: Focal Press 6 edition, 2009.

Carroll, Brian. *Writing for Digital Media*. Taylor & Francis, 2010.

Cushion, Stephen. *Television Journalism*. Sage Publications, 2012.

Feldman, Tony. *An Introduction to Digital Media*. Taylor & Francis, 2004.

Teaching plan

Week 1: Introduction to mass communication and media
Week 2: Unit 1 – Mass Communication and globalization
Week 3: Unit 1 contd -- Forms of mass communication
Week 4: Unit 2 – Forms of advertisement
Week 5: Unit 2 – contd
Week 6: Unit 2 – contd
Week 7: Unit 3 – Media writing
Week 8: Unit 3 – Media writing contd
Week 9: Unit 3 – Media writing contd
Week 10: Unit 3 – Media writing contd
Week 11: Unit 4 – Introduction to cyber media
Week 12: Unit 4 – Introduction to cyber media contd
Week 13: Class presentations
Week 14: Concluding lectures and exam preparations

Keywords

Mass media
Globalisation
Development journalism
Print
Audio-visual
Advertising
Social media
Writing skills

PAPER G5: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS

Course Objectives

This course seeks to equip students with an overview of the development of literatures in India and its wide linguistic diversity. Students will study authors and movements from different regions and time periods.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Prescribed text:

Sucrets Paul Kumar et al. eds, *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India* (New Delhi: Macmillan, 2005; Editorial Board: Department of English, University of Delhi).

Unit 1

This unit is compulsory

Any 6 of remaining 7 Chapters to be covered in the classroom

Overview

Unit 2

Linguistic Plurality within Sufi and Bhatia Tradition

Unit 3

Language Politics: Hindi and Urdu

Unit 4

Tribal Verse

Unit 5

Dalit Voices

Unit 6

Writing in English

Unit 7

Woman Speak: Examples from Kannada and Bangla

Unit 8

Literary Cultures: Gujarati and Sindhi

Essential Reading

Kumar, Sukrita Paul et al. eds. *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005; Editorial Board: Department of English, University of Delhi.

Teaching plan

Week 1 – Unit 1 -- Overview

Week 2 – Unit 1contd

Week 3 – Unit 2 -- Linguistic Plurality within Sufi and Bhakti Tradition

Week 4 – Unit 2contd

Week 5 – Unit 3 -- Language Politics: Hindi and Urdu

Week 6 – Unit 3contd

Week 7 – Unit 4 -- Tribal Verse

Week 8 -- Unit 4 contd

Week 9 – Unit 5 -- Dalit Voices

Week 10 -- Unit 6 -- Writing in English

Week 11 – Unit 6 contd

Week 12 -- Unit 7 -- Woman speak: Examples from Kannada and Bangla/ Unit 8:
Literary Cultures: Gujarati and Sindhi

Week 13 – Selected Unit: contd

Week 14 – Concluding lectures discussion on exam pattern etc

Assessment methods

Unit 1 is compulsory. Any 6 of remaining 7 units to be covered in the classroom.

Assessment is through projects, assignments, group discussions and tutorial work. Class tests may also form a basis for assessment.

At the end, the end semester exam will take place.

Keywords

Cultural diversity

Indian languages

Sufi and Bhakti movements

Oral literature

Indian literary traditions

Tribal literature

Indian literatures

Indian literature in English

Indian literature in translation

PAPER G6: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

Course Objectives

This course engages with contemporary representations of women femininities, gender-parity and power. The course aims to help students from non-English literature backgrounds to develop a robust understanding of how discourses of gender underlie and shape our very lives, experiences, emotions and choices. The course exposes students to a broad range of literary and textual materials from various historical periods and contexts, so that they are able to examine the socially-constructed nature of gendering. Through the analysis of literary texts humanities and social sciences scholarship students will develop a nuanced understanding of how to perceive, read, understand, interpret and intervene ethically in debates on the subject.

The course will help students

- read, understand and examine closely narratives that seek to represent women, femininities and, by extension, gendering itself;
- understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression;
- identify how gendered practices influence and shape knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses;
- participate in challenging gendered practices that reinforce discrimination; and
- Create a portfolio of analytical work (interpretations and readings of literary and social-sciences texts) and analyses of fictional and non-fictional narratives that students encounter in their lived worlds.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity
- Patriarchy -- history of the efforts to undo feminism

Readings

Baby Kamble, 'Our Wretched Lives', *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 307-11.
Rassundari Devi, *From Amar Jiban*, in *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 190-202.
Rokeya Shekhawat Hossain, 'Sultana's Dream', in *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 340-51.
V Geetha, *Patriarchy, Theorizing Gender Series* (Kolkata: Stree, 2007) pp. 3-61.

Unit 2

Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and ART, parenting, abortion, and other rights over own body

Readings

Mahaweta Devi, 'Bayen', *Five Plays*, trans. Samik Bandyopadhyaya (Calcutta: Seagull, 2009).
Mary John, 'Feminism Poverty and the Emergent Social Order', in *Handbook of Gender*, ed. Raka Ray (Delhi: Oxford University Press, 2012).
Leela Kasturi, 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', in *Feminism in India*, ed. Maitrayee Chaudhuri (Delhi: Zed, 2005) pp. 136-55.
Vandana Shiva, *Staying Alive: Women Ecology and Development*, Chapters 2&4 (Delhi: Kali for Women, 1989).
M. M. Vinodini, 'The Parable of the Lost Daughter', in *The Exercise of Freedom*, eds K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp 164-77.

Unit 3

Histories

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

Readings

Radha Kumar, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*, Chapters 2, 3, 7, 8, 11 (Delhi: Zubaan, 1993).

Kumkum Sangari, 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly* 3052 (1995).

Tanika Sarkar, 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly* 2836 (1993 April).

Urvashi Butalia, Chapter 2 'Blood', in *The Other Side of Silence: Voices from the Partition of India* (Delhi: Penguin Books, 1998)

Urmila Pawar and Meenakshi Moon, *We also made history: Women in the Ambedkarite Movement*, Chs 1, 5, 6 (Delhi: Zubaan, 2008).

Unit 4

Women, the Law, the State

- Constitutional remedies and rights against gender-based violence
- The history of constitutional protections for women (Hindu Code Bill, right to property, personal laws)
- State interventions and feminist engagements with the law
- IPC sections relevant to rape protection, of the 'modesty' of women, obscenity
- The concept of 'woman' in these frameworks

Readings

Janaki Nair, 'The Foundations of Modern Legal Structures in India', in *Handbook of Gender*, ed Raka Ray (Delhi: OUP, 2012).

Flavia Agnes, 'Conjugality, Property, Morality and Maintenance', in *Handbook of Gender*, ed Raka Ray (Delhi: OUP, 2012).

Workshop: Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

Essential Reading

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading. In addition to those texts, the following is also essential reading:

Indian Literature: An Introduction. Delhi: University of Delhi, 2005.

Teaching plan

Week 1: Unit 1 -- Concepts
Week 2: Unit 1 contd
Week 3: Unit 1 contd
Week 4: Unit 2 -- Intersections
Week 5: Unit 2 contd
Week 6: Unit 2 contd
Week 7: Unit 2 contd
Week 8: Unit 3 -- Histories
Week 9: Unit 3 contd
Week 10: Unit 3 contd
Week 11: Unit 3 contd
Week 12: Unit 4 -- Women the Law the State
Week 13: Unit 4contd
Week 14: Unit 4contd

Keywords

Gender
History
Law
Caste
Femininities
Masculinities
Heteronormativity
Patriarchy
Feminism
Gender-based violence
Casteism
Women's movements

PAPER G7: LANGUAGE, LITERATURE AND CULTURE

Course Objectives

This course is designed to introduce the students to the basic concepts of language, its characteristics, its structure and how it functions. The course further aims to familiarise the students with how language is influenced by the socio-political-economic-cultural realities of society. It also acquaints students with the relation between language and literature.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Language

A -- Language and Communication

- What is Language?
- The Definition of Language
- The Characteristics of Human language
- Why Does Language Matter?

B -- How Language Functions

- a. Speaker – Listener – Message
- b. Phonology Morphology Syntax and Semantics
(only terms and definitions will be asked)
- Phonemes, phonetic transcription and phonology
- Morphemes: free and bound morphemes
- Simple complex compound words

- Inflectional/ derivational morphology
- The process of word formation
- Basic notions of syntactic constituents and phrase structure
- Clauses and sentences

C -- Language and Society

- Language and Class Language and
- Gender Language and Ethnicity
- Language and Identity
- Language Variation
 - a. Dialect Idiolect Slang Pidgin Creole Jargon
 - b. Standard and Non-Standard Language
 - c. Bilingualism Multilingualism
 - d. Code-mixing Code-switching

Readings

Roger Fowler, ed., *Essay on Style and Language* (London: Routledge and Kegan Paul Ltd, 1966).

Roger Fowler, *The Linguistics of Literature* (London: Routledge and Kegan Paul Ltd, 1971)

H. G. Widdowson, *Stylistics and the Teaching of Literature* (London: Longman, 1979).

R. W. Bailey and J. L. Robinson, eds, *Varieties of present-day English* (New York: Macmillan 1973).

J. A. Fishman, *Sociolinguistics: A Brief Introduction* (Mass: Newbury House Rowley, 1971).

R. S. Gupta and K. S. Agarwal, *Studies in Indian Sociolinguistics* (New Delhi: Creative Books, 1996).

R. A. Hudson, *Sociolinguistics* (Cambridge: Cambridge University Press, 1980).

Geoffrey Leech and Michael Short, *Style in Fiction* (London: Longman, 1981).

Unit 2

Indian Literature

This section of the course will involve a study of significant themes and forms of Indian literature through the ages, with the help of prescribed texts.

Prescribed text: *Indian Literature: An Introduction* (Delhi: University of Delhi, 2005).

Different Phases of Indian literatures: Ancient, Medieval, and Modern

Chapter 1: Veda Vyasa, *The Mahabharata*: The Ekalavya Episode

Chapter 2: Sudraka, *Mrichchhakatika*: The Making of a Breach

Chapter 3: Ilanko Atikal, *Cilappatikaram*: The Book of Mathurai

Chapter 4: Mirabai, 'I Know Only Krsna'

Chapter 5: Amir Abul Hasan Khusrau, 'Separation'

Chapter 6: Asadullah Khan Ghalib, 'Desires Come by the Thousands'

- Chapter 7: Faiz Ahmad Faiz, 'Do Not Ask'
- Chapter 8: Subramania Bharati, 'The Palla Song'
- Chapter 9: Rabindranath Tagore, 'The Cabuliwallah'
- Chapter 10: Shrilal Shukla, 'Raag Darbari'
- Chapter 11: Ismat Chughtai, 'Touch-Me-Not'
- Chapter 12: Amrita Pritam, 'To Waris Shah'
- Chapter 13: MastiVenkatesha Iyengar, 'Venkatashami's Love Affair'
- Chapter 14: Indira Goswami, 'The Journey'
- Chapter 15: Omprakash Valmiki, 'Joothan'
- Chapter 16: Shrikant Mahapatra, Folk Songs

Further Reading

Sisir Kumar Das, ed., *A History of Indian Literature* (New Delhi: Sahitya Akademi, 1995).

Unit 3

Culture and Society in Contemporary India

- (i) The Idea of Culture
- (ii) Culture and the Media

- a) 'Notes on the History of the Study of the Indian Society and Culture', in *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn (Chicago: Aldine Press 1968)
- b) 'Towards a Definition of Culture', in *India and World Culture* (New Delhi: Sahitya Academy, 1986).
- c) 'Culture and Ideology', in *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India* (London and New York: Longman, 1995).
- d) *Communications and Culture*, ed. M. R. Dua (Delhi: Galgotia Publishing Co, 1997).
- e) *Journalism: Changing Society Emerging Trends* (Delhi: Authorspeak, 2003).

Essential Readings

Note: This is a literature-based course, and students will be examined on the prescribed readings in all 3 units. Therefore, those texts are to be considered essential reading.

Teaching plan

- Week 1: Overview and introduction
- Week 2: Unit 1 – Language
- Week 3: Unit 1 contd
- Week 4: Unit 1 contd
- Week 5: Unit 2 – Literature – Chapters 1 and 2
- Week 6: Unit 2 contd – Chapters 3 and 4
- Week 7: Unit 2 contd – Chapters 5 and 6
- Week 8: Unit 2 contd -- Chapters 7 and 8

Week 9: Unit 2 contd -- Chapters 9 and 10
Week 10: Unit 2 contd -- Chapters 11 and 12
Week 11: Unit 2 contd -- Chapters 13 and 14
Week 12: Unit 2 contd -- Chapters 15 and 16
Week 13: Unit 3 -- Culture
Week 14: Culture and concluding lectures

Keywords

Language
Indian literature
Literary diversity
Language varieties
Culture
Literature and culture
Culture and practice
Globalisation

PAPER G14: *THE INDIVIDUAL AND SOCIETY*

Course Objective

This anthology introduces students to the various issues that face society today – caste, class, race, gender violence, and globalization. It serves as an effective entry point to an understanding of these areas that students will encounter in their higher studies and daily lives, and aims to provide them with a holistic understanding of these issues and their complexities.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Prescribed text:

Sood, Vinay, ed. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

Unit 1

Caste and Class

Chapters 1, 2, 3, 4, 5, 6

Unit 2

Gender

Chapters 8, 9, 10, 12, 13, 15

Unit 3

Race

Chapters 16, 17, 18, 19

Unit 4

Violence and War

Chapters 22, 23, 25, 26

Unit 5

Living in a Globalized World

Chapters 29, 31, 32, 34

Essential Reading

Note: This is a text-based course, and students will be examined on all the prescribed readings in Units 1 through 5. The text, *The Individual and Society*, is therefore to be considered essential reading.

Teaching Plan

Week 1 – Unit 1-- Caste/Class

Week 2 – Unit 1contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Gender

Week 5 – Unit 2contd

Week 6 – Unit 2contd

Week 7 – Unit 2contd

Week 8 – Unit 3 -- Race

Week 9 – Unit 3contd

Week 10 – Unit 4 -- Violence and War

Week 11 – Unit 4contd

Week 12 – Unit 5 -- Living in a Globalized World

Week 13 – Unit 5contd

Week 14 – Concluding lectures, discussion on exam pattern, etc.

Keywords

Individual

Society

Caste

Class

Gender

Race

Violence

Globalisation

Course Statement

The English Discipline-centric papers are designed to give students a broad yet deep understanding of English Literatures, both through canonical and translated literary texts and anthologies. It draws on current issues and ideas to familiarize students of writings in the West and in the Asian subcontinent. Different genres are introduced to give the students knowledge of cultural motifs and ideologies that would help in their understanding of the world. Starting with the 'Individual and Society' anthology that introduces them to significant contemporary issues like Caste and Globalization, the papers move on to texts from the European Renaissance, Victorian and Modern poetry and ends with some optional papers that a student may choose out of his/her interest. They include a paper on Modern Drama, Children's Literature, Postcolonial Literature and Popular Literature.

Course Objectives

- * The course offers the BA Programme student an opportunity to study three years of English Discipline papers that enable them to go for further studies in English if they so desire
- * The course attributes to the students a working knowledge of how to read literary texts and enables them to use such knowledge to enhance and augment their professional job opportunities
- * The course introduces students to contemporary literary ideas and issues in an increasingly complex world
- * The course allows the student a familiarity with literary texts through different genres and time periods

Course Contents

Semester I

DSC 1A

Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005) with the selected chapters as follows: 28 chapters

1. From the section on **Caste/Class**: Chapters 2, 3, 4, 5, 6
2. From the section on **Gender**: Chapters 7, 8, 10, 12, 13, 14, 15
3. From the section on **Race**: Chapters 16, 17, 18, 19
4. From the section on **Violence and War**: Chapters 22, 23, 24, 25, 26, 27, 28
5. From the section on **Globalization**: 29, 31, 32, 33, 34.

Keywords: Caste, Class, Gender, Race, Violence and War, Globalization

Teaching Plan:

Weeks 1-3: Caste/Class chapters

Weeks 4-7: Gender

Weeks 8-9: Race

Weeks 9-12: War and Violence

Weeks 13-14: Globalization

GE-VIII

Inequality and Difference

Course Objective

Even as India evolved a composite culture within a notion of civilizational unity, differences persisted and were maintained. Using a variety of primary and secondary texts, key issues in ancient Indian social history such as varna, jati, class caste, gender and perceptions of cultural difference are explored. In the Middle ages, with the formation of authoritarian regimes, the expansion of agrarian societies, and the emergence of pan-regional market economics, rather unique ways of articulating individual and collective identities, noting differences, formulating, displaying and reproducing social and economic inequalities came into being. In the modern period, under the impact of colonialism and a renewed engagement with tradition by indigenous intellectuals as well as the conscious attempt to frame the history of India in terms of equality and justice, differences were negotiated and transformed. The course looks at the persisting search for equality and for a politics that engages with the idea of difference within evolving political frameworks. Paper makes a consciousness attempt to convey historical process through which 'categories' emerge and thereby emphasis the fluid character of categories. Paper critically engages with the political mobilization on the basis of inequalities/'identity politics in an era of participatory form of government.

Learning Outcomes: After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.
- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Appreciate various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations.

Course Content:

- I. Structure of Inequalities: Caste; Normative and historical experiences
- II. Race, Tribe and colonial knowledge
- III. Gender, household and Public Sphere
- IV. Forms of bondage: Ganikas, slavery and servitude
- V. Social distancing and exclusion; Forest dwellers and untouchables
- VI. Indian Constitution and questions of Equality

GE IV

Environmental Issues in India

I. Social perspectives on environment

- [a] Studying human-nature interactions
- [b] Recent trends
- [c] Debating anthropocene

II. Geography, Ecology and Cultures in Pre-Colonial India:

- [a] Land, Forests, Pastures,
- [b] Monsoon, river systems and oceans

III. Colonialism and Environment:

- [a] New Regimes of Land, Forests, Water and Irrigation;
- [b] Resistances to New Regimes: Peasants, Tribal and Pastoralists

IV. Independent India and environment:

- [a] Forests; Human-wildlife conflict, threat to Bio-diversity, movements
- [b] Water; Dams, Displacement, Pollution, Degradation, movements
- [c] Mitigating Hunger; Green Revolution

V. Environment as global concern:

- [a] Climate change and global efforts

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- [b] Alternative visions
- [c] Industrial Disasters

1.3.1- Courses and Criteria

B.Com. (Hons.): Semester-III

Paper BCH 3.1: HUMAN RESOURCE MANAGEMENT

Duration: 3 Hrs.

Marks: 100 Credits: 6

Course Objective

The objective of this course is to enable learners to understand the importance of human resources and their effective management in organisations.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand basic nature and importance of human resource management.

CO2: analyse the current theory and practice of recruitment and selection.

CO3: realize the importance of performance management system in enhancing employee performance.

CO4: recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the workforce, and comply with the legal framework.

CO5: understand role of modern HRM in meeting challenges of changing business environment.

Course Contents

Unit I: Introduction

Meaning, importance and scope of HRM; Evolution of HRM; functions, status and competencies of HR manager; Human Resource Planning - quantitative and qualitative dimensions; Job analysis—job description and job specification; HR Policies.

Unit II: Recruitment, Selection & Development

Recruitment, selection, placement, induction, and socialization – an overview; Developing Human Resources; Training – need, types, and evaluation; Role specific and competency based training.

Unit III: Performance Appraisal

Performance appraisal- nature and objectives, methods of performance appraisal, potential appraisal & employee counselling; Job changes—transfers and promotions; HR audit.

Unit IV: Compensation

Job evaluation; Compensation—concept and policies, base and supplementary compensation, performance linked compensation—individual, group, and organisation level.

Unit V: Employee Maintenance and Emerging Issues in

Employee health and safety, employee welfare, social security (excluding legal provisions); Grievance handling and redresses; Industrial disputes and settlement machinery; Emerging issues and challenges of HRM— employee empowerment, downsizing, work- life balance, use of technology in HRM functions; e-HRM, green-HRM, outsourcing HRM, ethics in HRM (surveillance vs. privacy).

B.Com. (Hons.): Semester-III

Paper BCH 3.3: MANAGEMENT PRINCIPLES AND APPLICATIONS

Duration: 3 Hours Marks: 100 Credits: 6

Course Objective

The objective of the course is to familiarize the learner with extant and emerging management theories and practices for reflective and holistic thinking on management principles and practices.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the evolution of management and apprehend its effect on future managers.

CO2: Analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment.

CO3: comprehend the changes happening in organisation structure over time.

CO4: Analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.

CO5: appreciate the changing dynamics of management practice.

Unit I: Introduction

Meaning and importance of management; Coordination mechanisms in organisations, management as an eclectic modern discipline; Theory base of management- classical, neo-classical and modern constructions of management; Managerial functions, roles (Mintzberg), levels and competencies.

Unit II: Planning

Organisational objective setting; Decision Making: environment (certainty, risk, uncertainty), and techniques for individual and group decision-making; Forecasting and Scheduling; Planning vis-à-vis Strategy- meaning and elements of environment of business firm –micro (immediate), meso (intermediate e.g. industry), macro (domestic); Industry structure, Business-level strategic planning.

Unit III: Organizing

Division of Labor; Decentralization and Delegation; Organisational forms (Mintzberg); Factors affecting organisational design; Departmentalization; Staffing as a function; Organisational structures and Organograms- traditional and modern - comparative suitability and changes over time, formal- informal organisations' interface.

Unit IV: Directing and Controlling

Motivation- meaning, importance and factors affecting motivation; Leadership – meaning, importance and factors affecting leadership, leadership styles, and followership; Principles of controlling; relationship amongst planning, organizing, directing and controlling; Performing controlling function; Measures of controlling and accountability for performance.

Unit V: Salient Developments and Contemporary Issues in Management

Management challenges of the 21st Century; Factors reshaping and redesigning management purpose, performance and reward perceptions- internationalization; Digitalization; Entrepreneurship & innovation; **Values & ethics, holistic purpose and measures of firm performance; Workplace diversity; Democracy and Sociocracy; Subaltern management**

B.Com. (Hons.): Semester - V
Paper BCH 5.1: PRINCIPLES OF MARKETING

Duration: 3 hrs.

Objective: The objective of this course is to provide basic knowledge of concepts, principles, tools and techniques of marketing.

Unit I

1. **Introduction:** Nature, scope and importance of marketing; Evolution of marketing concepts; Marketing mix; Marketing environment. Micro and Macro environmental factors.
2. **Consumer Behaviour – An Overview:** Consumer buying process; Factors influencing consumer buying decisions.

Unit II

3. **Market Selection:** Market segmentation – concept, importance and bases; Target market selection; Positioning concept, importance and bases; Product differentiation vs. market segmentation.
4. **Product:** Meaning and importance. Product classifications; Concept of product mix; Branding, packaging and labeling; After-sales services; Product life-cycle; New product development.

Unit III

5. **Pricing:** Significance; Factors affecting price of a product; Major pricing methods; Pricing policies and strategies.
6. **Promotion:** Nature and importance of promotion; Promotion tools: advertising, personal selling, public relations; sales promotion and publicity – concept and their distinctive characteristics; Promotion mix; Factors affecting promotion mix decisions; Integrated Marketing Communication Approach.

Unit IV

7. **Distribution:** Channels of distribution - meaning and importance; Types of distribution channels; Wholesaling and retailing; Factors affecting choice of distribution channel; Distribution logistics: Meaning, importance and decisions.
8. **Retailing:** Types of retailing – store based and non-store based retailing, chain stores, specialty stores, supermarkets, retail vending machines, mail order houses, retail cooperatives; Management of retailing operations: an overview; Retailing in India: changing scenario.

Unit V

9. **Developments & Issues in marketing:** Rural marketing, Social marketing, Online marketing, Direct marketing, Services marketing, Green marketing, Relationship marketing, Marketing ethics.

B.Com. (Hons.): Semester - V
Paper: BCH-5.4 DSE Group A (c): ADVERTISING

Duration: 3 hrs.

Objective: The objective of this course is to familiarize the students with the basic concepts, tools and techniques of advertising used in marketing.

Unit I: Introduction

Communication process-basic and elements; Marketing Communication-response hierarchy, models and alternatives; Advertising-meaning, nature and importance of advertising, types and objectives. Audience selection; Setting of advertising budget; determinants and major methods.

Unit II: Media Decisions

Major media types - their merits and demerits; Advertising through internet and interactive media-Issues and considerations; Factors influencing media choice; media selection, media scheduling

Unit III: Message Development

Advertising creativity; Advertising appeals; Advertising copy and elements of print advertisement creativity; Tactics for print advertisement.

Unit IV: Measuring Advertising Effectiveness

Arguments for and against measuring effectiveness; Advertising testing process; Evaluating communication and sales effects; Pre- and Post-testing techniques.

Unit V: Organisational Arrangements

- a) Advertising Agency: Role, types and selection of advertising agency; Reasons for evaluating advertising agencies.
- b) Social, ethical and legal aspects of advertising in India; Recent developments and issues in advertising.

Suggested Readings:

1. Belch and Belch. *Advertising and Promotion*. Tata McGraw Hill Co.
2. Sharma, Kavita. *Advertising: Planning and Decision Making*. Taxmann Publication Pvt. Ltd.
3. Mahajan, J.P., and Ramki. *Advertising and Brand Management*. Ane Books Pvt Ltd, New Delhi.
4. Burnett, Wells., and Moriatty. *Advertising: Principles and Practice*. Pearson Education
5. Shimp, Terence A. *Advertising and Promotion: An IMC Approach*. South Western Cengage Learning.
6. O'Guinn. *Advertising and Promotion: An Integrated Brand Approach*. Cengage Learning.

Note: Latest edition of text books may be used.

B.Com. (Hons.): Semester - VI
Paper BCH 6.1- AUDITING AND CORPORATE GOVERNANCE

Duration: 3 hrs.

Objective: To provide knowledge of auditing principles, procedures and techniques in accordance with current legal requirements and professional standards.

Unit I: Auditing

Basic Principles and Techniques; Classification of Audit, Audit Planning, Internal Control – Internal Check and Internal Audit; Audit Procedure – Vouching and verification of Assets & Liabilities;
Company Auditor- Qualifications and disqualifications, Appointment, Rotation, Removal, Remuneration, Rights and Duties; Auditor's Report- Contents and Types, Liabilities of Statutory Auditors under the Companies Act 2013
Special Areas of Audit: Cost audit, Tax audit and Management audit; Recent Trends in Auditing: Basic considerations of audit in EDP Environment; Relevant Auditing and Assurance Standards (AASs).

Unit II: Corporate Governance

Meaning, Theories, Models and Benefits of Corporate Governance; Politics and Governance; Board Committees and their Functions; Insider Trading; Rating Agencies; Green Governance/ E-governance; Clause 49 of Listing Agreement; Corporate Governance in Public Sector Undertakings; Corporate Funding of Political Parties; Class Action; Whistle Blowing; Shareholders Activism.

Unit III: Major Corporate Governance Failures

BCCI (UK), Maxwell Communication (UK), Enron (USA), World.Com (USA), Andersen Worldwide (USA), Vivendi (France), Harshad Mehta Scam, Satyam Computer Services Ltd, and Kingfisher Airlines; Common Governance Problems Noticed in various Corporate Failures; Codes and Standards on Corporate Governance; Initiatives in India.

Unit IV: Business Ethics

Morality and Ethics; Business Values and Ethics; Various Approaches to Business Ethics; Ethical Theories; Ethical Governance; Corporate Ethics; CSR – Extension Of Business Ethics; Benefits of Adopting Ethics in Business; Ethics Programme; Code of Ethics; Ethics Committee

Unit V: Corporate Social Responsibility (CSR)

Corporate Philanthropy, Meaning of CSR, CSR and CR, CSR and Corporate Sustainability, CSR and Business Ethics, CSR and Corporate Governance, Environmental Aspect of CSR, CSR provision under the Companies Act 2013, CSR Committees, CSR Models, Drivers of CSR, Codes and Standards on CSR, Global Reporting Initiatives, ISO 26000

B.Com. (Hons.): Semester - V
Paper: BCH-5.4 DSE Group A (h): ORGANISATIONAL BEHAVIOUR

Duration: 3 hrs.

Objective: To develop a theoretical understanding among students about the structure and behaviour of organization as it develops over time. The course will also make them capable of realizing the competitiveness for firms.

Unit I: Introduction

Organisational Theories: Classical, Neo-classical and Contemporary. Organisational Behaviour: concepts, determinants, challenges and Formal and Informal structures; Flat and Tall structures. Opportunities of OB. Contributing disciplines of OB. Organizational Behaviour Models.

Unit II: Individual Behaviour

Personality- Type A and B, Big Five personality types, Factors influencing personality.
Values and Attitudes- Concept and types of values: Terminal value and Instrumental Value.
Component of attitude, job related attitudes, measurement of attitude.
Learning- Concept and Learning theories and reinforcement, Schedules of reinforcement.
Perception and Emotions- Concept, Perceptual process, Importance, Factors influencing perception, perceptual errors and distortions, Emotional Intelligence.

Unit III: Group Decision making and Communication

Concept and nature of decision making process, Individual versus group decision making. Nominal group technique and Delphi technique. Communication and Feedback, Models of Communication. Transactional Analysis, Johari Window.

Unit IV: Motivation

Meaning and Importance of motivation, Theories- Vroom's Valence - Expectancy Theory, Intrinsic motivation by Ken Thomas. Behaviour modification, Motivation and organisational effectiveness, Measurement of motivation using standard questionnaire.

Unit V: Leadership, Power and Conflict

Concept and theories, Styles of leadership, Behavioural approach, Situational approach, Leadership effectiveness. Power and conflict. Bases of power, power tactics; Sources of conflict, Conflict Resolution Strategies.

Unit VI: Dynamics of Organisational Behaviour

Organisational Culture and climate- Concept and determinants of organisational culture. Developing Organizational culture. Organisational change- Importance, Stability vs. Change, Proactive vs Reaction Change, Change Process, Managing Change. Individual and organisational factors to stress; Work Stressors, Consequences of stress on individual and organization; Prevention and Management of stress.

B.A Programme-Commerce**ADVERTISING, SALES PROMOTION & SALES MANAGEMENT****Paper 4: SEMESTER –IV****Personal Selling and Salesmanship****Duration: 3 hrs. Marks: 100 Credits: 6****Course Objective**

The purpose of this course is to familiarize the students with the fundamentals of personal selling and the selling process. They will be able to understand selling as a career and what it takes to be a good salesperson. They will be able to learn the various theories of selling and motivation.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand concepts of personal selling, roles and opportunities for sales persons.

CO2: know the theories, models and approaches of selling.

CO3: comprehend the meaning of motivation in the context of personal selling.

CO4: explain the role of a salesperson in entire personal selling process in order to develop a customer oriented attitude in selling.

CO5: discover various sales reports and ethical issue in selling.

Course Contents**Unit I: Introduction to Personal Selling and Salesmanship**

Concept of Personal Selling and Salesmanship; Differences among Personal Selling, Salesmanship and Sales Force Management; Qualities of a good salesperson; Types of salespersons; Role of Personal Selling in CRM.

Unit II: Theories of Selling

AIDAS Model of Selling; Problem Solving Approach; Right Set of Circumstances Theory and Modern Sales Approaches.

Unit III: Buying Motives

Concept of Motivation; Maslow's Theory of Need Hierarchy; Buying Motives and their uses in Personal Selling.

Unit IV: Personal Selling Process

Prospecting; Pre Approach; Approach; Presentation and Demonstration; Handling of Objections; Closing the Sale; Follow-Up.

Unit V: Sales Planning and Control

Sales Reports and Documents; **Various Ethical Issues in Selling.**

**B.A. Programme- Commerce ADVERTISING, SALES PROMOTION AND SALES MANAGEMENT
DISCIPLINE SPECIFIC ELECTIVE****PAPER 6(b): SEMESTER VI E-Marketing Max. Marks:100 Lectures:60**

OBJECTIVE: The aim of the course is to provide students with the knowledge of concept, tools and techniques of e-marketing and how it is relevant in today's context in the promotion of goods.

UNIT- I: INTRODUCTION Concept, nature and importance of E- Marketing; E-Marketing vs Traditional Marketing; Concept of Internet Marketing, Online Marketing and Mobile Marketing;

Challenges and opportunities for E- marketing; Reasons for the growth of E-marketing.
(Lecture:15)

UNIT-II: E-MARKETING MANAGEMENT Segmentation, Targeting, Differentiation and Positioning Strategy; E-marketing mix; E-marketing and customer relationship management- concept and scope, E- customers and their buying process; E- marketing- customer loyalty and satisfaction.
(Lecture: 15)

UNIT-III: TOOLS OF E-MARKETING-PART I Web site design and Domain name branding; Search engine optimisation: functions, types of traffic, Steps in search engine optimization; Internet advertising; Online Public Relations; News and reputation management; E-mail marketing; Mobile marketing. **(Lecture: 15)**

UNIT-IV:TOOLS OF E-MARKETING -PART II Social media marketing; Social networks and online communities; Building communities through social media; Blogging, Virtual marketing, Video marketing; Various online payment options; Pay per click marketing: Issues and challenges.
(Lecture:10)

UNIT-V: ETHICAL AND LEGAL ISSUES IN E-MARKETING Ethical and legal issues in e-marketing



Semester – V/VI

DSE-8

ELECTIVE PAPER NAME: ADVERTISING & CONSUMER BEHAVIOUR

UNIT 1: Foundations of Advertising

Types of advertising, Concept of IMC, functions of advertising, The Key Players- Advertiser, Media, Advertising Agency, Vendors, target audience, regulatory bodies (Indian context).

UNIT 2: Planning and Strategy

Planning framework/outline, situation analysis, advertising objectives, DAGMAR, Facets Model of effective advertising. (Discussion and analysis of Indian advertisements to find out their likely objectives is recommended)

UNIT 3: Effective Advertising Message

The Big Idea and ROI (Relevance, Originality, Impact), creative message execution: appeals, format, tone, body copy, headlines, layout), brand bonding through emotional message execution, preparing a Creative Brief. (Workshop on preparing a creative brief is recommended.)

UNIT 4: Effective Advertising Media

Media Plan, Media mix selection, Media objectives, Newer media options, Media budget. (Short group based exercises on allocating a hypothetical media budget of a client across different media recommended. Actual T.V. magazine and billboard costs may be used.)

UNIT 5: Consumer Personality

Theories of Personality, Personality and Consumer Diversity, Brand Personality, Self and Self Image, Virtual Personality. (Advertisement analysis and class discussion should be done)

UNIT 6: Consumer Perception and Learning

Dynamics of perception (Sensation, Absolute and Differential threshold, Subliminal perception, Perceptual selection, organization and interpretation), Consumer Imagery, elements of consumer learning, behavioural learning theories (Classical, Instrumental, Observational), Cognitive Learning Theory (Information Processing and Involvement Theory).

UNIT 7: Consumer Attitude and Culture

Attitude Formation and Attitude Change Strategies.

Needs and culture, Learning and culture (Symbolism, Enculturation and Acculturation, Rituals), Subcultures, Indian Core Values (Family focus, Society through conformity, happiness and adaptability, religion and spirituality).

Note: Teaching methodology must integrate concepts with discussions/activities, cases and advertisements in the Indian context. Group Project incorporating the practical aspects of course is recommended.

Suggested Readings:

1. Advertising: Principles and Practice by William Wells, Sandra Moriarty, and John Burnett, 7th edition, Prentice Hall of India, 2007
2. Consumer Behaviour by Leon G. Schiffman & Leslie Lazar Kanuk, 8th ed., Pearson publications
3. Consumer Behaviour by Hawkins, Best and Coney, 9th ed, Tata McGrawHill.
4. Consumer Behaviour in Indian Perspective by Suja Nair, Himalya publishers.
5. Conceptual Issues in Consumer Behaviour by S Ramesh Kumar, Pearson Publication.
5. Customer Behaviour: A Managerial Perspective by Sheth and Mittal, Thomson Publication
6. Saikat Banerjee, 2008, "Dimensions of Indian culture, core cultural values and their implications", Cross Cultural Management, Vol 15, Issue 4, p367-378, (Emerald Insight)
7. Advertising Management by Jaishri Jethwani and Shruti Jain, Oxford University Press

- Karyalya.
- Patwardhan, V.R. (1996), Rag Vigyan, Pune, MH, Publisher : Dr. Madhusudhana Patwardhan.
- Bhatkhande, V.N., (6th Edition, 1999), Bhatkhande Sargam Geet Sangrah, Hathra U.P., Sangeet Karyalya.
- Mishra, Lalmani, (1st Edition: 1979) Tantri Nada Part-I, Kanpur, U.P., Sahitya Ratn
- Ratanjankar, Krishna Narayan (1990) Abhinav Geet Manjari, Bambai, Maharashtra Acharya S. N. Ratanjankar Foundation.
- Jha, Ramashraya (2014) Abhinav Geetanjali, Allahabad, U.P., Sangeet Sadan Pr
- Singh, Tejpal (1st Edition, 2015) Shastreeya Sangeet Shikshan, New Delhi, Delhi, Akanksha Publishing House.
- Shrivastava, Harish Chandra (June:2002) Raga Parichaya, New Delhi, Delhi, R Prakashan.
- Mishra, Chhotelal (1st Edition: 2006) Tala Prabhandh, New Delhi, Kanishka P

B.A. (PROG.) HINDUSTANI MUSIC (VOCAL/INSTRUMENTAL)

SKILL ENHANCEMENT COURSE

CREDITS: THEORY-2, PRACTICAL-2

SEMESTER: 3-6

SEMESTER-3

SEC-1

Theory : Elements of Indian Music

Credit : 2

Course Objective

- The course objective is to provide the basic understanding of Hindustani music.
- The learner is initiated into the familiarity of Sangeet, Swara, Saptak, Laya etc.
- Knowledge of varying topics like life sketch of great musicians, various segments of musical instruments, Ragas and Talas etc. is acquired to yield desired results.
- Field visit to All India Radio (AIR) /Sangeet Natak Akademi opens up new vistas.

Course Learning Outcome (CLO)

- The students have attained knowledge of the basic terminology related to the field of music.
- They have gained inspiration by studying about the life of great musicians and their musical journeys.
- They have acquired the information and apply their minds to express their views regarding varied aspects of this fine art.
- They have demonstrated their assimilated skill of engaging with the swaras in different permutation and combination by singing/playing various Alankars, Swarmalika, Ragas and Talas.
- Acquired knowledge of various musical instruments understood their structural section with labelling their diagrams.
- Field visits to All India Radio/ Sangeet Natak Akademi enhance their mental expanse regarding the contribution of these institutions in preserving and propagating Indian Music.

Content

Unit 1

General discussion and study of the following terms:

- Sangeet: Gayan, Vadan, Nritya
- Swara: Shuddha Swara, Vikrit Swara, Teevra Vikrit, komal Vikrit, Chal-Achal Swara
- Saptak: Mandra, Madhya, Taar Saptak
- Varna: Sthayi, Arohi, Avrohi, Sanchari
- Alankar
- Laya: Vilambit, Madhya, Drut.

Unit 2

Biography of the following musician:

- M.S. Subbulakshmi

Unit 3

Essays on the following topics:

- The influence of Classical Music on Film songs.
- Importance of Fine Arts in life.

Unit 4

Description of Raga:

- Bhairav or Alhaiya Bilawal

Unit 5

- Writing of five Alankars in Shuddh Swaras.

Unit 6

- Writing of Thekas of the following Talas along with Matras, Vibhags, Bols, Tali and Khali: Teentala, Kaharwa.

Unit 7

- General concept of Swarmalika.

Unit 8

Knowledge of various musical instruments along with diagram and labelling:

- Harmonium (For Vocal students)
- Sitar (For Instrumental students)
- Project: Field Visit to All India Radio or Sangeet Natak Akademi or other such institution relevant to the study and documentation of music material and thereafter submission of report based on the visit.

References

- Bhatkhande, V.N. (Part-I 1st Edition: 1951, Part-II 3rd Edition: April- 1969, Part-III 1st Edition: April- 1968, Part-IV 2nd Edition: March- 1970) Bhatkhande Sangeet Shiksha Mandal, Hathras, U.P., Sangeet Karyalaya.
- Garg, Laxmi Narayan (1959) Sangeet Nibandhavali, Hathras, U.P., Sangeet Karyalaya.
- Govardhan, Shanti. (1st Edition, Part-I 2005, Part-II 2004) Sangeet Shashtra Darpan, Allahabad, U.P., Rantakar Pathak.
- Shrivastava, Harish Chandra (1st Edition: 1970) Sangeet Nibandh Sangraha, Allahabad, U.P., Sangeet Sadan Prakashan.
- Garg, Laxmi Narayan (3rd Edition: 2003) Nibandh Sangeet, Hathras, U.P., Sangeet Karyalaya,
- Mishra, Lalmani (4th Edition: 2011) Bhartiya Sangeet Vadya, Delhi, Bhartiya Gy

- Mishra, Lalmani, (1st Edition: 1979) Tantri Naad Part-I, Kanpur, U.P., Sahitya Ratnawali.
- Mishra, Chhotelal (1st Edition: 2006) Tala Prabhandh, New Delhi, Kanishka Publishers,

SEMESTER-4

SEC-2

Theory : General Concept of Indian Music

Credit : 2

Course Objective

- The objective of this course is to make the students understand articulately the origins of music, i.e. Nada and its attributes and also demonstrate Talas and ably perform the Raga.
- The attainment of knowledge of Tabla alongwith its labelled diagram enhance their grasp on the subject.
- This awareness would make them able to propagate it amongst other aspirants.

Course Learning Outcome (CLO)

- The students got acquainted with the basics of music. 'Nada' and its various aspects like pitch, timber and intensity.
- They gained knowledge of Swaras and their place in Ragas.
- They imbibed the concept of ascending and descending order of swaras in Ragas and also their main identifying phrases.
- They were inspired with studying about the life and contribution of famous musicians.
- The students were equipped with the knowledge of Ragas and Talas .
- Various Lakshanas were taught by making them learn about Lakshan Geet of the Ragas.
- Students understood various segements of Tabla by sketching its diagram and labelling..

Content

Unit 1

General discussion and study of the following terms:

- Nada : Definition, Aahata, Anahata, Nada ki Taarta, Teevrata evam Jati/Gun

Unit 2

- Swara : Vadi, Samvadi, Anuvadi, Vivadi, Aaroh, Avaroh, Pakad, Poorvang-Uttaranga.

Unit 3

- Biography of the following musician: Pt. Ravi Shankar.

Unit 4

Essays on the following topics:

- Bhakti Sangeet.
- Lok Sangeet Ka Mahatva.

Unit 5

Description of Raga :

- Yaman or Khamaj.

Unit 6

- Writing of five Alankars in either of the prescribed Ragas.

Unit 7

- Writing of Theka of the following talas along with Matras, Vibhags, Bols, Tali and Khali: Jhaptala, Dadra.

Unit 8

- General concept of Lakshan Geet.

Unit 9

- Basic knowledge of Tabla along with diagram and labeling : (For Vocal and Instrumental music students.)
- Project : Classroom Project on famous Classical Music personalities/Instruments/ Dance forms.

References

- Bhatkhande, V.N. (Part-I 1st Edition: 1951, Part-II 3rd Edition: April. 1969, Part-III 2nd Edition: April. 1968, Part-IV 2nd Edition: March. 1970) Bhatkhande Sangeet Shastra, Hathras, U.P., Sangeet Karyalaya.
- Garg, Laxmi Narayan (1959) Sangeet Nibandhavali, Hathras, U.P., Sangeet Karyalaya.
- Govardhan, Shanti.; (1st Edition, Part-I 2005, Part-II 2004) Sangeet Shastra Darpan. Allahabad, U.P., Rantakar Pathak.
- Shrivastava, Harish Chandra (1st Edition: 1970) Sangeet Nibandh Sangrah, Allahabad, U.P., Sangeet Sadan Prakashan.
- Garg, Laxmi Narayan (3rd Edition: 2003) Nibandh Sangeet, Hathras, U.P., Sangeet Karyalaya,

SEMESTER-6

SEC-4

Theory : General Study of Indian Music

Credit : 2

Course Objective

- The objective of this course is to give the students knowledge of Ragas and Talas, essential musicological concepts and also about various segments of the instruments used specifically for the Indian classical music.

Course Learning Outcome (CLO)

- The student gains knowledge regarding the elementary musical terminologies.
- The student studies about the life and the musical journey of Pt. Bhimsen Joshi.
- The student is trained about the structural aspect of the basic Ragas and Talas.
- The student learns to express their opinion through essay writing on different topics.
- By writing the alankars student gain knowledge of Swaras.
- Through the writing of Talas, they gain the knowledge of Rhythm.
- By preparing project on folk music, musicians and dance. They have understood the culture of different states of India.

Content

Unit 1

General discussion and study of the following terms:

- Sandhiprakash Raga
- Parmelapraveshak Raga
- Alap-Jor-Jhala, Avirbhav-Tirobhav
- Gamak: 15 types
- Taan evam uske prakar
- Basic knowledge of Layakari- Dugun, Tigun, Chaugun.

Unit 2

- Biography of the following musician : Pt. Bhimsen Joshi

Unit 3

Essays on the following topics:

- Rashtriya Ekta mein Sangeet ka yogdan.
- Vyaktitva nirman mein Sangeet Ki bhoomika.

Unit 4

Description of Raga:

- Bhupali or Malkauns

Unit 5

Basic knowledge of the following music forms:

- Khayal,
- Dhrupad,
- Tarana.

Unit 6

- Writing of Theka of the following tala along with Matras, Vibhags, Bols, Tali and Khali: Chautala.

Unit 7

- Writing of five Alankars in each of the prescribed Ragas.

Unit 8

- Knowledge of the following musical instrument along with diagram and labelling: Veena (For both Vocal and Instrumental music students)
- Project on any aspect of Folk music, Folk musicians and Folk dance forms etc.

References

- Bhatkhande, V.N. (Part-I 1st Edition: 1951, Part-II 3rd Edition: April. 1969, Part-III 2nd Edition: April.1968, Part-IV 2nd Edition: March 1970) Bhatkhande Sangeet Shastra, Hathras, U.P., Sangeet Karyalaya.
- Garg, Laxmi Narayan (1959) Sangeet Nibandhavali, Hathras, U.P., Sangeet Karyalaya.
- Govardhan, Shanti. (1st Edition, Part-I-2005, Part-I-2004) Sangeet Shastra Darpan. Allahabad, U.P., Rantakar Pathak.
- Shrivastava, Harish Chandra (1st Edition: 1970) Sangeet Nibandh Sangrah, Allahabad, U.P., Sangeet Sadan Prakashan.
- Garg, Laxmi Narayan (3rd Edition: 2003) Nibandh Sangeet, Hathras, U.P., Sangeet Karyalaya,
- Mishra, Lalmani (4th Edition: 2011) Bhartiya Sangeet Vadya, Delhi, Bhartiya Gyanpeeth.

1. Ethics in the Public Domain

(GE (1)

Generic Elective - (GE) Credit:6

Unit I: Introduction to Ethics

1.Morality

*Rachel, James. "What is Morality?" In The Elements of Moral Philosophy. 1-14. McGraw-Hill, 2012.

2.Cultural Relativism

*Rachel, James. "The Challenge of Cultural Relativism." In The Elements of Moral Philosophy. 15-34. McGraw- Hill, 2012.

Unit II: Morality and Relationship

1.The Married Women

*Beauvoir, Simone de. "The Married Woman." In Second Sex, vol.II, part two, chapter 5. USA: Vintage, 2011.

2. Morality: Parents and Children

*Rachel, James. "Morality, Parents and Children." In Ethics in Practice: An Anthology edited by Hugh LaFollette, 167-177. USA;UK;Australia: Blackwell, 2004

Unit III: Structures of Inequality

1.Caste

*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

Available online:

http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_castes.html

2.Affluence and Poverty

*Sen, Amartya. "Freedom, Agency and Wellbeing." In Inequality Reexamined, 56-72.USA: First Harvard University Press, 1992.

*Singer, Peter. "Famine, Affluence and Morality." Philosophy and Public Affairs, 1,no.3 (Spring, 1972): 229-243

Unit IV: Media Ethics

1. Privacy

*Archard, David. "Privacy, the public interest and a prurient public. In Media Ethics edited Matthew Kieran, 82-96. USA;Canada: Routledge. 2014

2. Pornography

*Gary, Ann. "Sex Lies and Pornography." In Ethics in Practice: An Anthology edited by Hugh LaFollette, 344-355. USA;UK;Australia: Blackwell, 2004.

Unit IV: Animal Ethics

*Singer, Peter. "All Animals Are Equal." In Ethics in Practice: An Anthology edited by Hugh LaFollette, 107-115. USA;UK;Australia: Blackwell, 2004.

2. Indian Philosophy

(CC (1))

Core Course - (CC) Credit:6

UNIT I: Introducing Basic Concepts and Outlines of Indian Philosophy

(a) Basic Concepts

1. Distinction between Shruti (agama) and Smriti (nigama)
2. Emphasis on Karma (Action), Jnana (Knowledge) and Bhakti (devotion): An Understanding of different Indian Philosophical Schools
3. Distinction between Indian Idealism vs. Indian Materialism
4. Preyas, Sreyas and Nihisreyas with reference to Kathopanishadas (b) General Characteristics of Indian Philosophy

Recommended Readings:

- Chatterjee, S and D.M.Datta. 1984. An Introduction to Indian Philosophy, 8th ed. Calcutta: University of Calcutta.
- Chattopadhyaya, Debiprasad. 2008. Lokayata: A Study in Ancient Indian Materialism, 7th ed. Delhi: People's Publishing House.
- Cowell, E. B. and A.E. Gough. 1882. The Sarva-Darshana-Samgraha or Review of the Different Systems of Hindu Philosophy, by Madhavacharaya, London: Trubner's & Co. Ludgate Hill.
- Dasgupta, S.N. 2004. A History of Indian Philosophy, vol.1. Delhi: Motilal Banarasisidass.
- Mohanty, J.N. 1992. Reason and Tradition in Indian Thought. Oxford (U.K.): Calrendon Press.
- Paul S. and Anthony J. Tribe. 2000. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge.
- Radhakrishnan, S. and C. A. Moore. 1967. A Source book in Indian Philosophy. Princeton: Princeton University Press.
- Radhakrishnan, S. 1967. The Principal Upanishads. United States : Princeton University Press .
- Raju, P.T. 1985. Structural Depths of Indian Thought. Albany (New York): State University of New York Press.

UNIT II: Indian Metaphysics (Tattva Vicara)

(a) Indian Materialism: Carvaka

(b) Four Noble Truths (catvariaryasatyani) and Doctrine of Dependent Origination (Pratityasamutpada) and Doctrine of Momentariness (Kshanabhangavada) in Buddhism

c) Jaina Anekantavada(Relativistic pluralism) Samkhya Dualism: Prakriti and Purusha

d) Purva Mimamsha theory of Karma (Apurva)

e) Jaina Anekantavada(Relativistic pluralism) Samkhya Dualism: Prakriti and Purusha

Recommended Readings:

- Bhattacharya, Ramkrishna. “[Materialism in India: A Synoptic View](http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html).” Retrieved 27 July

2012.<http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>

- Chakravarti, P. 1975. Origin and Development of the Samkhya System of Thought. Delhi:

Munshiram Manoharlal Publishers.

- Dasgupta, S.N. 2004. A History of Indian Philosophy, vol.1. Delhi: Motilal Banarasidass.

- Jha, Ganganath. 1978. Prabhakara School of Purva Mimamsa. Delhi: Motilal Banarsidass.

- Kewal Krishna. 1974. Materialism in Indian Thought. Delhi: Munshiram Manoharlal Publishers.

- Mohanty, J.N. 1993. Essays on Indian Philosophy, Ed. Purusottama Bilimoria. Oxford (U.K.): University Press.

- Paul S. and Anthony J. Tribe. 2000. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge.

- Radhakrishnan, S. 1929. Indian Philosophy, Vol.1, Muirhead library of philosophy 2nd ed. London: George Allen and Unwin Ltd.

- Sharma, C.D. 2000. A Critical Survey of Indian Philosophy. Delhi: Motilal Banarasidass

- Stevenson, S. 1951. The Heart of Jainism. London: Oxford University Press.

UNIT III: Indian Epistemology (Pramana Vicara)

- (a) Syadvada of Jainism

- (b) Prama and Pramana Distinction with reference to Nyaya theory of Perception (Pratyaksha) and Inference (Anumana)

Recommended Readings:

- Bijalwan, C.D. 1977. Indian Theory of Knowledge based upon Jayanta's Nyaya Manjari. New Delhi: Heritage Publishers.
- Chatterjee, Satishchandra. 2015. The Nyaya theory of Knowledge. Delhi: Rupa publishers.
- Datta, D.M. 1972. The Six Ways of Knowing. Calcutta: University of Calcutta Press.
- Sharma, C.D. 2000. A Critical Survey of Indian Philosophy. Delhi: Motilal Banarasisdass.
- Stevenson, S. 1951. The Heart of Jainism. London: Oxford University Press.

UNIT IV: Indian Philosophical Debates

- (a) Carvaka, Buddha and Samkaracharya on Doctrine of Self
- (b) Satkaryavada of Samkhya System and Asatkaryavada of Nyaya-Vaisheshika System
- (c) Samkaracharya and Ramanuja on Maya

Recommended Readings:

- Bhattacharya, Ramkrishna. "Materialism in India: A Synoptic View." Retrieved 27 July 2012. <http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>
- Murthi, Satchidananda K. 1959. Revelation and Reason in Advaita Vedanta. Waltair: Andhra University Press.
- Organ, Troy Wilson. 1964. The Self in Indian Philosophy. London: Mouton & Co.
- Pandey, Sangam Lal. 1983. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: Darsan Peeth.
- Paul S. and Anthony J. Tribe. 2000. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge.
- Srinivasachari, P.N. 1943. The Philosophy of Visitadvaita. Madras: Adayar library.
- Stcherbatsky, Theodore. 1970. The Soul Theory of Buddhists, 1st ed. Varanasi: Bharatiya Vidya Prakasana.

3. Ethics

(CC (4))

Core Course - (CC) Credit:6

Unit 1 Morality and Relativism

1. Conventional and Reflective Morality
2. Relativism

Essential Readings:

Lillie William, An Introduction To Ethics, Allied Publishers Pvt. Ltd. 1st edition, 1967, New Delhi

Rachel, J. , The Elements of Moral Philosophy, McGraw- Hill, 2003

Unit

2 Ethical Theories

1. Aristotle: Virtue Ethics
2. Kant: The Categorical Imperative
3. Mill: Utilitarianism

Essential Readings:

Aristotle, Nichomachean Ethics, Harvard University Press, 1926

Kant, Immanuel, Groundwork of the Metaphysics of Morals, Trans. H.J Paton, as The Moral Law, London: Hutchinson, 1953

Warnock Mary, J.S Mill Utilitarianism, Glasgow: Collins, 1962

Unit 3 Meta Ethics

1. Emotivism
2. Prescriptivism

Essential Readings:

Stevenson, C.L., Facts and Values, Yale University Press, 1963 Hare, R.M. , Language of Morals, Oxford University Press, 1973.

Unit 4 Indian Ethics

1. Bhagvadgītā: Niṣkāmakarma
2. Four Puruṣārthas: Dharma , Artha, Kāma, Mokṣa

3. Gandhi's conception of Ahimsā and satya

Essential Readings

Bilimoria, Purushottama ed., Indian Ethics: Classical Traditions and Contemporary Challenges, New Delhi: Oxford University Press, 2007

Sharma, I.C., Ethical Philosophies of India, New York, U.S.A. Johnson Publishing Company, 1967

Iyer, Raghavan.N., The Moral And Political Thought Of Mahatma Gandhi, Oxford University Press, 2000

4. Feminism

GE (3)

Generic Elective - (GE) Credit:6

Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. "The Creation of Patriarchy." In *The Creation of Patriarchy*, 212-229. New York: OUP, 1986.

* Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II

Feminism and Intersectionality

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

* Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Unit III

Body and Gender

* Nussbaum, Martha C. "Objectification". *Philosophy & Public Affairs* . 24, no.4(Autumn 1995): 249-291.

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003): 76-93

Unit IV

Women and Environment

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

*Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

5. Bio-Ethics

(GE (5))

Generic Elective - (GE) Credit:6

UNIT 1- DEFINING BIOETHICS

1. Introduction

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In A Companion to Bioethics 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009.

2. Human Dignity and Human Rights

Barilan, Yechiel M. Human Dignity, Human Rights and Responsibility. Cambridge: MIT Press, 2014

Recommended Readings:

- 1) Sumner L.W., and Joseph Boyle, eds. Philosophical Perspectives on Bioethics. University of Toronto Press, 1996.
- 2) R.Andorno. "Human Dignity and Human Rights as a common ground for a global bioethics", Journal of medicine and philosophy. 34 (3): (2009) 223-240.
- 3) Kuhse, H., and Singer, P, eds. The Cambridge Textbook of Bioethics. Cambridge: Cambridge University Press. 2008.

UNIT 2- CORE CONCEPTS

1. Concept of Personhood

Tooley, Michael. "Personhood". In A Companion to Bioethics 2nd ed., Edited by H. Kuhse and P. Singer, 129-139 .UK: Wiley Blackwell, 2009.

2. Consent and Informed Consent

Williams, J. R. "Consent". In Cambridge Textbook of Bioethics, Edited By P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In Bioethics: An Anthology 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

3. Autonomy, Privacy and Confidentiality

Slowther, Anne and Irwin Kleinman. "Confidentiality" In Cambridge Textbook of Bioethics, Edited By P.Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

Jennings, Bruce. "Autonomy." In *The Oxford handbook of Bioethics*. Edited by Steinbock, Bonnie, 72-89. New York: Oxford University Press. 2007.

4. Life and Death: Sanctity of Life, Right to Life, Right to Die

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Recommended Readings:

1) Kuhse, H., and P. Singer, eds. *The Cambridge Textbook of Bioethics*. Cambridge: Cambridge University Press. 2008.

2) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

UNIT 3- ETHICAL DILEMMAS

1. Abortion

Marquis, Don. "Why Abortion is Immoral?" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 49-60. UK: Wiley Blackwell, 2015.

Tooley, Michael. "Abortion and Infanticide." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 23-37. UK: Wiley Blackwell, 2015.

Warren, Mary Anne. "Abortion." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 140-148 . UK: Wiley Blackwell, 2009.

2. Surrogacy

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

3. Euthanasia

Rachels, James. "Active and Passive Euthanasia." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 248- 251. UK: Wiley Blackwell, 2015.

Nesbitt, Winston. "Is Killing no worse than Letting Die?" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 252- 256. UK: Wiley Blackwell, 2015.

Recommended readings:

1) John D. Arras, Elizabeth Fenton, and Rebecca Kukla, eds. *The Routledge Companion to Bioethics*. New York and Oxon: Routledge, 2015.

2) Udo Schuklenk, Helga Kuhse and Peter Singer, eds. *Bioethics: An Anthology*, 3rd edition. UK: Wiley Blackwell, 2016.

UNIT 4- PERSONS AND LIVES

1. Value of life

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

2. Cloning

Tooley, Michael. "The Moral Status of the Coning of Humans." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 156-171. UK: Wiley Blackwell, 2015.

Pence, Gregory. "Cloning." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 193-203 . UK: Wiley Blackwell, 2009.

3. Sex Determination

Purdy, Laura M. "Assisted Reproduction, Prenatal Testing and Sex Seleccction." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 178-192 . UK: Wiley Blackwell, 2009.

6. Indian Materialism

(DSE(4))

Discipline Specific Elective - (DSE) Credit:6

Unit 1

1. Ancient Indian Materialism and Its sources: Pre-Carvaka (Sanjaya, Ajita Kesakambili, Makkala Gosala, Raikwa, Satyakama Jabali, Purana Kashyapa), Early Samkhya and Vaisheshika Atomism. Mlechhas/Asuras/Dasyas

Unit 2

2. Characteristic Features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics.

The Materialistic View: Rational, Realistic, Naturalistic, Scientific, Humanistic, Anti-dogmatic and Anti- ritualistic; Refutation of Idealism, Spiritualism and Religion

Unit 3

3. Indian Materialism and Its Influence in Contemporary Social Movements - Marxist/ Atheist/Rationalist/Self-Respect/ Popular Science/ Anti Caste-Movements

Unit 4

4. Contemporary Thinkers of Indian Materialism: M.N.Roy, Rahul Sankrityayan, Periyar, Debiprasad Chattopadhyaya, D D Kosambi, Gora, A T Kovoov (Rationalist Movement), Narendra Dabholkar (Andha Shraddha Nirmoolan Samiti)

References

1. Franco, Eli (2011), "Lokayata" in Brill's Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen. Lieden/Boston: Brill, pp. 629-642.

Parasher-Sen (2011), "Foreigner (Mleccha) in Brill's Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen. Lieden/Boston: Brill, pp. 76-81.

Bhattacharya, R (2013) "Development of Materialism in India" *Esercizi Filosofici* 8, pp. 1-12

2. Bhatta, Jayarasi, *Tattvopaplavasimha*, Section on 'Refutation of Inference', in *A Source Book in Indian Philosophy*, eds. S. Radhakrishnan & Charles A. Moore, 6th Printing, Princeton, New Jersey: Princeton University Press, pp. 236-246.

Madhava Acarya, *Sarvadarsanasamgraha*. Section on 'Carvaka'. trans. E.B. Cowell & A.E. Gough. London: Kegan Paul, Trubner & Co. Ltd, 1904, pp. 2-11.

Chattopadhyaya, Debiprasad (2008). Lokayata - Study in Ancient Materialism. Bombay: Peoples Publishing House.

3. Tambas-Lyche, Harald (2011), "Caste" in Brill's Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen. Leiden/Boston: Brill, pp. 25-38.

4.. Roy, M.N. (1987). Materialism. Delhi: Ajanata Publications.

7.Ethics (DSC 2) (CC (II)) Core Course

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy
2. The development of Morality (from Convention to Reflection)
3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp, 1-12.
2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.
3. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp, 51-71.
4. Taylor, Paul. W.(1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction, pp, 3-12.

Unit 2 Theories of Ethics

1. J.S. Mill and Utilitarianism.
2. Immanuel Kant and Duty, Categorical Imperative and Good will.
3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed. 1962.
2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.

4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-9, "The Standard as Pleasure",pp,166-177.
5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-16, "Virtue",pp,287-290.
6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1. The theories of punishments
2. Euthanasia
3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.
2. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.
3. Rachel, James.(1989), The Right Things to Do, 6th Ed.,Mc Graw Hill Publications, Chapter-16, "Do Animals Have Rights?", pp,134-146.

Unit 4 Indian Ethics

1. Puruṣārthas
2. *Niṣkāmakarma (Bhagvadgītā)*
3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson
2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, Tokyo, Chapter-7, "The Eight Fold Path", pp,129-137.
3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI, "Indian Ethics", pp,365-369.
4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Kavayalaya Publishers: Mysore. Chapter-9, pp,65-68.

8.Ethical Studies (MIL-II) Core Course

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy
2. The development of Morality (from Convention to Reflection)
3. Importance of freewill.

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings", pp, 1-12.
2. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.
3. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-3, "The Development of Morality", pp, 51-71.
4. Taylor, Paul. W. (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction, pp, 3-12.

Unit 2 Theories of Ethics

1. J.S. Mill and Utilitarianism.
2. Immanuel Kant and Duty, Categorical Imperative and Good will.
3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed. 1962.
2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.
4. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-9, "The Standard as Pleasure", pp, 166-177.
5. Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London, Chapter-16, "Virtue", pp, 287-290.

6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1. The theories of punishments
2. Euthanasia
3. Animal Rights

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp, 121-138.
2. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp, 164-184.
3. Rachel, James. (1989), The Right Things to Do, 6th Ed., Mc Graw Hill Publications, Chapter-16, "Do Animals Have Rights?", pp, 134-146.

Unit 4 Indian Ethics

1. Puruṣārthas
2. *Niṣkāmakarma (Bhagavadgītā)*
3. Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson
2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, Tokyo, Chapter-7, "The Eight Fold Path", pp, 129-137.
3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI, "Indian Ethics", pp, 365-369.
4. Hiriyanna, M. (1950), Popular Essays In Indian Philosophy, Kavayalaya Publishers: Mysore. Chapter-9, pp, 65-68.

Suggested Readings:

1. Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers
2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp, 197-220.

9.Ethical Decision Making (SEC (I))

Unit 1 Ethical Theories : Traditional and Contemporary

1. Traditional Ethical Theories: Virtue Ethics, Utilitarian Ethics and Deontology
2. Contemporary Approaches: Care Ethics and casuistry Ethics

Recommended Readings:

Rachel, J. ,The Elements of Moral Philosophy. (Oxford: Oxford University Press, 2011). Pertinent Topics

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds. Bioethics: An Introduction to the History, Method and Practice(New Delhi: Jones and Bartlett, 2010). Chapters on ‘Casuistry Ethics’and ‘Care Ethics’.

Unit 2 Moral Reasoning and Addressing Dilemmas, Trolley Problem

1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), Chapters 1 and 2 for this Unit.

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008). Chapter-1 for this Unit.

Unit 3 Ethical Decision Making in Inter-Personal Relations

1. Respect for self and others
2. Creating a Personal code to guide moral decisions in Professional space and Inter- Personal Relations

Recommended Readings:

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013),(p.6-23 and 31-39 for this unit)

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), (p.155-175 for this unit).

Unit 4 Ethical Models

Case studies and Situational role plays in Inter-personal and community Concerns.

Recommended Readings:

Lisa Newton , Ethical Decision Making: Introduction to Cases and Concepts in Ethics (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), Chapters4-7.

Contemporary Debates in Bioethics, (Eds) Arthur L. Caplan and Robert Arp,(UK: Wiley-Blackwell, 2014)

Nitishastra(Applied Ethics) by M P Chourasia , (Motilal Banarasidas, New Delhi., 2009). This is an excellent Hindi sourcebook.

Besides these the blogs, movies dealing with cases needing a moral resolution, ted talks, media reports etc. will be useful for deliberating on this issue.

10. Yoga Philosophy (SEC (II)) Skill-Enhancement Elective Course

Unit 1 Introduction to Yoga

1. The Definition and Essence of Yoga
2. Citta, citta-vritti, citta vritti nirodh

Recommended Readings:

1. Werner, K., (2014), Yoga and Indian Philosophy, Motilal Banarasi Dass Publications, Delhi, Chapter-5, "Yoga and its origin, Purpose and Relation, pp,93-118.
2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-9, "Ethics of Yoga", pp-199-206.
3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy",pp,294-301.

Suggested Readings

1. Feuerstein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices"

Unit 2 Yoga in Bhagvadgita

- 1.Jnana Yoga
- 2.Bhakti Yoga
3. Karma Yoga

Recommended Readings:

1. Radhakrishnan, S.(2011), The Bhagvadgita, Harper Collins.
2. Kaveeshwar, G. W. (1971) The Ethics of the Gita, Delhi: Motilal Banarsidas.

Unit 3 Yoga and Meditation

1. Jainism (Panchmahavrata)
2. Buddhism (Vipassana)

Recommended Readings:

1. Gopalan, S. (1974) *Outlines of Jainism*, John Wiley & Sons (Asia) Pt. Ltd.
2. Sobti, Harcharan Singh. (1992), *Vipassana : The Buddhist Way : The Based on Pali Sources*, Chapter-9, pp,84-92, Eastern Book Linkers, Delhi.
3. Sobti, Harcharan Singh. (1992), *Vipassana : The Buddhist Way : The Based on Pali Sources*, Chapter-11, pp,99-119, Eastern Book Linkers, Delhi.
4. Sobti, Harcharan Singh, (2003), Published by Eastern Book Linkers,
Chapter 5. "Vipassana : a psycho-spiritual analysis".
Chapter 16. "Vipassana a distinct contribution of Buddhism to world culture".

Unit 4 Patanjali's Astangik Yoga Marga

Recommended Readings:

1. Dasgupta, S. N. (1930) *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Calcutta: University of Calcutta.
2. Chatterjee, S & Datta. D.M (1984) *An Introduction to Indian Philosophy*, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy, The Eight Fold Means of Yoga, pp-301-308.

11.Buddhism

(DSE (II))

Discipline Specific Elective - (DSE)

Unit 1 Introduction to Buddhism

1. Origin and Nature of Buddhism
2. Schools of Buddhism

Recommended Readings:

- Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, *Publications Division*, New Delhi, and its Hindi translation also by the Publications Divisions. Chapter-2, pp, 9-20 and Chapter-6, pp,97-138.
- Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-1 to14, pp,1-173.

Unit 2 Ethics of Buddhism

1. Five Vows
2. Four Noble Truth
3. Eight Fold Path
4. Brahma Viharas

Recommended Readings:

- Mahathera. Narada. (2006), The Buddha and His Teachings, *Jaico Publishing House*, Mumbai. Chapter-15 to17, pp,201-251.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.
- Walpola, Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter- 2 to 5, pp,16-50.

Unit 3 Ontology of Buddhism

1. Paramitas
2. Pratītyasamutpāda

Recommended Readings:

- Mahathera. Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-25, pp,326-337.
- Mehta, Sonia. (2017), The Problem of Meaning in Buddhist Philosophy, Krishi Sanskriti Publication, Delhi. Chapter-3, pp,17-33

Unit 4 Doctrines of Buddhism

1. Karma and Rebirth
2. Nirvana
3. Anatmavada (No Soul theory with special reference to the debate between Miland and Nagsen)

Recommended Readings:

- Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-18 to 36, pp,252-426.
- Walpola Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter- 6, pp,51-66

12. Technology and Ethics (GE (II A)) Generic Elective - (GE)

Unit 1 Introduction to Technology and Ethics:

- Ethical Issues in the Use of Information Technology
- Computer Ethics
- Digital Divide

Recommended Readings:

- Floridi, Luciano (ed.), *The Cambridge Handbook of Information and Computer Ethics*, Cambridge University Press, New York, 2010. pp. 14-17, 33-38.
- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 303-309. **Further Readings:**
- Himma, K.E and Tavani, H. (Ed): *The Handbook of Information and Computer Ethics*, New Jersey . John Wiley and Sons., 2000.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology*, 4th Edition, Wiley, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.

Unit 2 Biotechnology

- GM Foods
- Cloning
- Stem Cell Culture

Recommended Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*, Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics*, 23, 1997, pp.353-360.
- "Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

• Unit 3 Some Recent Considerations in Technology

- Artificial Intelligence
- Nano- technology **Recommended Readings:**

- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.

• Further Readings:

- Noble, D. G. "The Immortal Mind: Artificial Intelligence" in *The Religion of Technology: The Divinity of Man and the Spirit of Intervention*, New York, : Alfred A. Knopf., 1997,
- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004.

• Unit 4 Public Evaluation of Technology

- **Social Implications of Technology**

- Justice

- Rights

Recommended Readings:

- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research & Innovation*, vol. 8, no 9, 2014, pp. 3015-19.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

13. Social and Political Philosophy: Indian & Western (DSE (IV)) Discipline Specific Elective - (DSE)

Unit 1 A Study of Social and Political concepts:

- Rights
- justice
- Equality
- Democracy

References

Benn, S. I., R. S., Peters. " chapter 4,5,7 and 15 ". In *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

Further Reading

Rawls, John. "*Fundamental ideas*" in *justice as fairness*. 1971.

Unit 2 Indian Social Thinkers:

- Tagore's Cosmopolitanism
- Gandhi critique of modern civilization.
- Ambedkar's Anihilation of Caste and state
- M.N.Roy's Nationalism

References

Tagore, R. (2002a). *Nationalism*. New Delhi: Rupa and Co.

Parel, j. (eds). Gandhi Critique of modern civilization, Hind Swaraj. Chapter - 6-13th. Cambridge: Cambridge University Press, 1997.

Rodrigues, Valerian. *The Essentials writing of B.R. Ambedhkar*: Oxford India Paperbacks.

Ray, Sibnarayan, ed., *Selected Works of M. N. Roy, vol. 1*, (Delhi Oxford University Press, 1987).

Unit 3 Western Social and Political Thinkers:

- John Locke; state of nature, social contract, nature of state; its forms and characteristics
- Karl Marx ; dialectic materialism,

References

Nelson, Brian. *Western Political Thought- 2007* Pears.

Bertell, Ollman. *Dance of Dialectic*. chapter 1 and chapter 2. University of ILLINOIS PRESS Urban Chicago.

Further Reading

Locke, John. *The Second Treatise on Civil Governance*, 1690.

Karl Marx and Friedrich, *The Communist Manifesto*. Penguin Classic.

Dunn, John. *The political thought of John Locke, Chap-I*. Cambridge: Cambridge University Press.

Unit 4 Communitarianism, Multiculturalism, Minority Rights and Feminism:

- Charles Taylor (Politics of Responsibility)
- Bell Hooks (A movement to end sexist operation.)

References

Hooks, Bell, *Feminism by Oxford Reader*.

Taylor, Charles, *Responsibility for self*. In *Amelie Oksenburg Rorty* (ed.), *The Identities of Person*. University of California Press. pp. 281-99 (1976).

Taylor, Charles. *Multiculturalism: Examining the Politics of recognition*. Princeton: Princeton University Press, 1994.

14.Philosophical thoughts of Ambedkar (GE (III)) Generic Elective - (GE) Credit:6

Unit 1 Ambedkar and Indian Philosophy

1. Socio-Political context of Ambedkar
2. Introduction to writings of Ambedkar
3. His method and interrogation of Indian Philosophy

Unit 2 Ambedkar's Social Philosophy and Philosophy of Religion

1. Critique of caste system and Hindu social order
2. Critical views on philosophy of Hinduism and its religious texts
3. Conception of philosophy of religion
4. Ideal society

Unit 3 Moral and Political Philosophy

1. Human dignity and social justice
2. Moral community
3. Constitutional morality
4. Democracy
5. State and rights of minority
6. State socialism

Unit 4 Ambedkar and Buddhism

1. Celebration of self-respect and religious conversion
2. Construction of rational, moral and humanistic religion
3. Comparison of Buddhism and Marxism

Unit 5 Contemporary Relevance of Ambedkar

1. Ambedkarism
2. Casteless society and Dalit movement
3. Ambedkar and nationalism

References

1. B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.
2. B.R. Ambedkar, 'Castes in India', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.
3. B.R. Ambedkar, 'Annihilation of Caste', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.10-40.
4. B.R. Ambedkar, 'Philosophy of Hinduism', Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches Vol.3*, Education Department, Government of Maharashtra, 1987.
5. 'Buddha or Karl Marx,' Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches Vol.3*, Education Department, Government of Maharashtra, 1987
6. B.R. Ambedkar, Krishna and His Gita, Rodrigues, Valerian.(Ed.) *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp.193-204
7. B.R. Ambedkar . Democracy, Rodrigues, Valerian.(ed.) *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002 ,pp.60-65
8. B.R. Ambedkar Political safeguards for Depressed classes, Rodrigues, Valerian(Ed.). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp379-382
9. B.R. Ambedkar, *Basic Features of Indian constitution*, Rodrigues, Valerian(Ed.). New Delhi: Oxford Press, 2002, pp.473-495
10. B.R. Ambedkar , 'What the Buddha Taught,' from *Buddha and His Dhamma*, Dr. Babasaheb Ambedkar Writings and Speeches Vol.11, Education Department, Government of Maharashtra,1979.

15 . Feminism

(DSE (6))

Discipline Specific Elective - (DSE) Credit:6

Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. "Introduction' and "The Creation of Patriarchy". In *The Creation of Patriarchy* by Gerda Lerner, 3-14 & 212-229. New York: OUP, 1986.

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014. 106

Unit II

Epistemology

*Anderson, Elizabeth. "Feminist Epistemology: An Interpretation and a Defence", *Hypatia* 10, no.3(1995):50-84.

*Gatens, Moira. "The Feminist Critique of Philosophy." In *Feminism and Philosophy: Perspective on Difference and Equality* by Moira Gatens, 85-99. UK: Polity Press, 1991.

Unit III

Body and Gender

***Birke, Lynda. "Life as we have known It: Feminism and Biology of Gender." In *Science and sensibility: gender enquiry,1780-1945* edited by Marina Benjamin, 243-264. UK: Oxford; MA: Cambridge; USA: B. Blackwell, 1991.**

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

*** Unit IV**

Women, Society and Environment

*Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History* edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.

* Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) Empire and Neo Liberalism in Asia. London: Routledge, pp.23-37.

Teaching Learning Process

In this course the purpose is to equip students with the basic intellectual tools for understanding International Relations by introducing them to some of the most important theoretical approaches in the discipline. One of the important goals of the teaching-learning process in this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

International Relations, Realism, Liberalism, Marxism, Feminism, Eurocentricism

DU CBCS LOCF 2019

Paper VIII - Political Processes and Institutions in Comparative Perspective (4.1)

Core Course - (CC) Credit:6

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 politics.

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, post-authoritarian and post-communist societies.

Unit 1

Forms of Government: (8 lectures)

- a) Unitary and Federal System
- b) Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Unit 2

Electoral Systems (8 lectures):

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

Unit 3

Parties and Party Systems (8 lectures)

Historical contexts of the 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

Gendering Comparative Politics: Institutions and Processes (8 lectures)

- a. Political Representation
- b. Women in Conflict and Peace

exam but also according to their performance in the group discussion. High premium will be paid to the quality of strategy generated by the students during debate and discussions.

Keywords

India's Foreign Policy, India-China, India-US, India-Russia, India- China, India and South Asia

DU CBCS LOCF 2019

DSE7 - Feminism: Theory and Practice (C.7)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to inculcate feminist perspective in the young minds.

Course Learning Outcomes

After completing this course the students will be able to:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism

Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer

Liberal, Socialist, Marxist, Radical feminism

New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America

Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates

Women and Society: Family, Property Rights, Personal Laws

Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development

Women and Politics: Women's Representation and Participation in Democratic Institutions

References

I. Feminist Theories, Approaches and Concepts:

Richardson, D. (2008) 'Conceptualizing Gender' in Richardson, D. and Robinson, V. (ed.) (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Hines, S. (2008) 'Feminist Theories' in Richardson, D. and Robinson, V. (ed.) (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193

II. History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

III. Women's Movement in India

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book

market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

Keywords

Approaches to Political Economy, Development Debates, Development vs. Environment, Knowledge Economy, Globalization and Development

DU CBCS LOCF 2019

GE3 - Women, Power and Politics (B.3)

Generic Elective - (GE) Credit:6

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

After completing this course the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

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

I. Groundings

- T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234
- U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7
- V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20.
- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.
- N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.
- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
- R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423
- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.

Group presentation on each of the ideas will form core part of their assessment. Class test and MCQ will also be part of assessment.

Keywords

Modern Civilization, Satyagraha, Swaraj', Trusteeship, Women Question

DV CBLS LOCF 2019

G2 - Human Rights Gender and Environment

(62325602)

Generic Elective - (GE) Credit:6

Course Objective

This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Learning Outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1

Understanding Social Inequality

- a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
- b) Globalisation and its impact on workers, peasants, dalits, adivasis and women

Unit 2

Human Rights

- a) Human Rights: Meaning and Evolution
- b) UN Declarations and Covenants
- c) Human Rights and Citizenship Rights
- d) Human Rights and the Indian Constitution
- e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.

- f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- h) Human Rights Movement in India.

Unit 3

Gender

- a) Analysing Structures of Patriarchy
- b) Gender, Culture and History
- c) Economic Development and Women
- d) The issue of Women's Political Participation and Representation in India
- e) Laws, Institutions and Women's Rights in India
- f) Women's Movements in India

Unit 4

Environment

- a) Environmental and Sustainable Development
- b) UN Environment Programme: Rio, Johannesburg and after.
- c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- d) Environment Policy in India
- e) Environmental Movement in India

References

- Tripathy, Radhanath (ed.) (2019) Human Rights, Gender and the Environment, New Delhi: Scholartech Press.
- Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.
- Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.
- 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.
- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
- A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
- Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
- Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
- J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
- D. O'Byrne, (2007) 'Theorizing Human Rights', in Human Rights: An Introduction, Delhi, Pearson, pp.26-70.
- J. Morsink, (1999) The Universal Declaration of Human Rights: Origins, Drafting and Intent, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

8	Control Structures : If statement, for loop.
9	Control Structures (contd..) While loop, exit function, break and continue statements.
10	Classes: Introduction to class, object, and method.
11	Strings Introduction to Strings, built-in functions on strings.
12	Lists: Concept of mutable and immutable structures, Introduction to lists, functions: list, append, count, extend, remove, index and pop.
13-14	Lists (contd..) : List functions: insert, reverse, sort and reverse, list comprehension: shorthand notation for creating lists, passing lists as arguments, copying list objects
15	Tuples: Tuples and associated operations Dictionaries: Introduction to dictionary.

Assessment Methods

- Unit-wise assignments, presentations, viva, quiz as announced by the instructor in the class.
- Internal assessment
- End semester exam

Keywords

Problem Solving, Classes, Lists, Tuples.

Information Security and Cyber Laws (IS & CL)
(BACS06A)
Discipline Specific Elective - (DSE-II) Credit:6

Course Objective

The course aims to introduce the cyber threats, issues in information security and contemporary cyber laws.

Course Learning Outcomes

On successful completion of this course, a student will be able to:

1. enumerate issues in computer security.
2. enumerate and describe common forms of attacks.
3. describe the importance of security policy in the security framework.
4. describe security related terms like cryptography, privacy, steganography.
5. describe the need for cyber laws, and important provisions of IT Act.

Unit 1

Introduction: Protection, security, risk, threat, flaw, vulnerability, exploit, attack, confidentiality, integrity, availability, non-repudiation, authentication, authorization, codes, ciphers, substitution cipher (Caesar), transposition cipher (Rail-Fence), public and private key cryptography, cyber forensics.

Unit 2

Risk Analysis and Threat: Risk analysis, key principles of conventional computer security, security policies, authentication, data protection, access control, internal vs external threat, security assurance, passwords, computer forensics and incident response.

Unit 3

Cyber Attacks and Digital Crime: DoS attack, man-in-the-middle attack, phishing attack, spoofing attack, spam attack, drive-by attack, password attack, SQL injection attack, cross-site scripting attack, eavesdropping attack, birthday attack, malware attack, social engineering attack, session hijacking attack, criminology of computer crime, cyber forensics, cyber foot prints.

Unit 4

Safety Tools and Issues: Firewalls, logging and intrusion detection systems, e-mail security, digital signature, electronic signature, digital certificate, security issues in operating systems, ethics of hacking and cracking.

Unit 5

Cyber laws to be covered as per IT Act:

- [Section 43] Penalty and compensation for damage to computer etc.
- [Section 65] Tampering with computer source documents
- [Section 66A] Punishment for sending offensive messages through communication service etc.
- [Section 66B] Punishment for dishonestly receiving stolen computer resource or communication device
- [Section 66C] Punishment for identity theft
- [Section 66D] Punishment for cheating by personation by using computer resource
- [Section 66E] Punishment for violation of privacy
- [Section 66F] Punishment for cyber terrorism
- [Section 67] Punishment for publishing or transmitting obscene material in electronic form

- [Section 67A] Punishment for publishing or transmitting of material containing sexually explicit act, etc. in electronic form
- [Section 67B] Punishment for publishing or transmitting of material depicting children in sexually explicit act, etc. in electronic form
- [Section 72] Breach of confidentiality and privacy

Unit 6

Information Security in India: Brief introduction of IT infrastructure for information security in India.

Practical

Practical List for Information Security:

1. Demonstrate the use of Network tools: ping, ipconfig, ifconfig, tracert, arp, netstat, whois
Suggested Readings: whois, ping, tracert, netstat, ifconfig:[2] (pg 33-34, 38-41, 80)
2. Use of Password cracking tools : John the Ripper, Ophcrack. Verify the strength of passwords using these tools.[2] Ch-6 (john the ripper)
3. Perform encryption and decryption of Caesar cipher. Write a script for performing these operations.
4. Demonstrate sending of a protected word document.
5. Demonstrate sending of a digitally signed document.
6. Demonstrate sending of a protected worksheet.
7. Demonstrate creating users - Admin and Regular
8. Use “steghide” steganography tool to hide data in an image file
9. Use nmap/zenmap to analyse a remote machine.(optional) [2] Ch-3 (nmap)
10. Use Burp proxy to capture and modify the message. (optional)
11. Demonstrate use of steganography tools.(optional)
12. Demonstrate use of gpg utility for signing and encrypting purposes.(optional)

References

1. Merkow, M. S., & Breithaupt, J. (2014). *Information Security Principles and Practices* (5th Edition). Pearson Education.
2. Snyder, G.R.F., & Pardoe, T. (2010). *Network Security*. Cengage Learning.
3. Whitman, M., & Mattod, H. J. (2015). *Principles of Information Security* (5th Edition). Cengage Learning.

Additional Resources

1. Basta, A., & Halton, W. (2008). *Computer Security: Concepts, Issues and Implementation*. Cengage Learning India.
2. Ross, A. (2001). *Security engineering*. John Wiley & Sons.

Teaching Learning Process

- Talk and chalk method
- Computer based presentations by teachers to explain certain topics.
- Group Discussions
- Assignments
- Offline and online Quiz
- Presentations by group of students for enhanced learning.

Tentative weekly teaching plan is as follows:

Week	Topics
1.	Introduction: Protection, security, risk, threat, flaw, vulnerability, exploit, attack, confidentiality, integrity, availability.
2.	Introduction (contd.): Non-repudiation, authentication, authorization, ciphers, codes.
3.	Introduction (contd.): Substitution cipher (Caesar), transposition cipher (Rail-Fence).
4.	Introduction (contd.): Public key cryptography (definitions only), private key cryptography (definition and example), cyber forensics.
5.	Risk Analysis and Threat: Risk analysis, process, key principles of conventional computer security, authentication, data protection.
6.	Risk Analysis and Threat (contd.): Access control, internal vs external threat, security assurance, passwords.
7.	Risk Analysis and Threat (contd.): Security policies, computer forensics and incident response.
8.	Cyber Attacks and Digital Crime: DoS attack, man-in-the-middle attack, phishing attack, spoofing attack, spam attack, drive-by attack, password attack, SQL injection attack, cross-site scripting attack, eavesdropping attack.
9.	Cyber Attacks and Digital Crime (contd.): Birthday attack, malware attack, social engineering attack, session hijacking attack, criminology of computer crime, cyber forensics, cyber foot prints.
10.	Safety Tools and Issues : Firewalls, logging and intrusion detection systems, e-mail security
11.	Safety Tools and Issues (contd.): Security issues in operating systems.
12.	Safety Tools and Issues (contd.): Ethics of hacking and cracking. Cyber laws to be covered as per IT Act: Definitions: Digital certificate, Digital Signature And Electronic Signature, [Section 43].

13.	Cyber laws to be covered as per IT Act: [Section 65], [Section 66A], [Section 66B], [Section 66C], [Section 66D].
14. -15.	Cyber laws to be covered as per IT Act (contd.): [Section 66E], [Section 66F], [Section 67], [Section 67A], [Section 67B], [Section 72]. Information Security in India: Brief introduction of IT infrastructure for information security in India.

Assessment Methods

- Unit-wise assignments, presentations, viva, quiz as announced by the instructor in the class.
- Internal assessment
- End semester exam

Keywords

Hardware and software vulnerability, Cyber forensics, Risk Analysis, Cyber Laws, IT Act

**Project Work / Dissertation
(BACS06B)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective

The students will undergo one semester of project work based on the concepts studied in a subject of their choice. The objective is to train the students for the industry by exposing them to prototype development of real life software.

Course Learning Outcomes

On successful completion of this course, a student will be able to:

1. develop a project plan based on informal description of the project.
2. implement the project as a team.
3. write a report on the project work carried out by the team and defend the work done by the team collectively.
4. present the work done by the team to the evaluation committee.

Unit 1

The students will work on any project based on the concepts studied in core/elective/ skill based elective courses. Specifically, the project could be a research study, or a software development project.

Unit 2

CORE COURSES

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life
- Appreciation of the scope and the field of psychology
- Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, and thinking

UNIT 1

Introduction: Definitions of Psychology, Perspectives in Psychology, Research Methods of Psychology, Subfields of Psychology

UNIT 2

Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

UNIT 3

Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

UNIT 4

Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

PRACTICAL

Any 2 experiments based on C-PSY-01 (Introduction to Psychology). Each practicum group will consist of 10-12 students.

REFERENCES

- Baron, R. & Misra, G. (2016). *Psychology*. 5th Edition. New Delhi: Pearson.
- Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology*, 5th Edition. South Asian Edition. New Delhi: Pearson Education.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*, 5th Edition. New Delhi: Sage.
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

ADDITIONAL RESOURCES

- Craik, F.I.M. & Lockhart, R.S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behaviour*, 11(6), 671-684.
- Danziger, K. & Dzinas, K. (1997). How Psychology got its variables. *Canadian Psychology*, 38, 43- 48.
- Fox, I. Prilleltensky & S. Austin (Eds.)(2009). *Critical Psychology: An Introduction* (2nd

C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To develop an understanding of the concept of individual differences
- To acquaint the learner with the complexities of personality theories
- Understanding the various approaches to Intelligence and appreciation of the diverse frameworks
- To know the processes and principles of motivation and emotion and appreciating the diverse frameworks

UNIT 1

Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive

UNIT 2

Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture,

Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

UNIT 3

Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

UNIT 4

Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

PRACTICAL

Any 2 practicum based on C-PSY-04 using any two psychological tests (one based on Intelligence and one based on personality). Each practicum group will consist of 10-12 students.

REFERENCES

- Baumgardner, S.R. & Crothers, M.K. (2010). *Positive Psychology*. Upper saddle River, New Jersey: Prentice Hall
- Carr, A. (2011). *Positive psychology*. London, UK: Routledge.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology*, South Asian Edition. New Delhi: Pearson Education.
- Cornelissen, M., Misra, G. & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology: Theories and Concepts*, Vol I New Delhi: Pearson.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging Learning: Unlocking Cognitive Potential In and Out Of The Classroom*. Thousand Oaks, CA: Corwin.
- Misra, G. (2011). *Handbook of Psychology*. New Delhi: Oxford University Press.
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.

SEMESTER-I

DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:

Psychology: as a science ,perspectives, origin and development of psychology, psychology in India, methods; experimental and case study.

Unit 2: Cognitive processes:

Perception: nature of perception, laws of perceptual organization, learning-conditioning, observational learning memory-processes, information processing model, techniques for improving memory.

Unit 3: Motivation and Emotion:

Motives: biogenic and sociogenic

Emotions: nature of emotions, key emotions

Unit 4: Personality and Intelligence:

Personality: nature and theories

Intelligence: nature and theories

Practicum: Two experiments to be done on any two topics from the syllabus

Readings:

Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition).Pearson Education Ltd.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.

Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.UK.

B.A. (Honours) Sociology Introduction to Sociology – I
Core Course 01

Course Objectives

1. The mandate of the course is to introduce the discipline to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. They learn how to apply sociological concepts to the everyday life.
2. Illustrations through popular stories for instance help students understand more cogently how even children's literature and fiction is a reflection of the times. The student by the end of the course realises that the individual choices are impacted by the social structure of which we are a part. A person's individual biography is a reflection of the times in which they live. They develop reflective thinking skills of both self and society. They develop a sense of how common sense is actually limited to those who share the same spatial- geographical, social and cultural location.
3. The students are able to demonstrate the ability to apply the theoretical concepts learned to all kinds of societies whether simple or complex. They understand various aspects of society and how these are interlinked with each other. These include understanding the relationship of individuals with groups. By understanding these relationships the student develops a sense of how closely the lives of individuals are intertwined and impact each other.
4. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a science also helps them understand the changing conceptualisation of what it means to be scientific. They are also for the first time exposed to the interdisciplinary nature of the social sciences like social anthropology, history and psychology. They learn how these relate to each other while maintain their disciplinary boundaries.
5. The students also learn about the basics of doing field work. This is important since fieldwork based projects are often assigned in various papers across the semesters. By doing projects the students learn to apply sociological concepts to understand various aspects of society.
6. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read complex texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently. The course also provides a foundation for the other more detailed and specialized courses in sociology.

Course 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

1.1 Thinking Sociologically

1.2 Emergence of Sociology and Social Anthropology

Unit 2 Sociology and Other Social Sciences *Unit 3 Sociological Investigation*

Unit 4 Basic Concepts

4.1 Individual and Group

4.2 Associations and Institutions

4.3 Culture and Society

4.4 Social Change

Course Content:

Unit 1. Sociology: Discipline and Perspective (1-3 Weeks)

1.1 Thinking Sociologically

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

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'.

1.2 Emergence of Sociology

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit 2. Sociology and Other Social Sciences (4-5 Weeks)

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

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

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29.

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30.

Unit 3. Sociological Investigation (6th week)

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Unit 4. Basic Concepts (7-14 Weeks)

4.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

4.2 Associations and Institutions

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

4.3 Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

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. *approaches*.

4.4 Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

References:

Compulsory Readings:

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29.

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

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

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 22.

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

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 2. *Sociological Investigation*. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, *Culture*, Pp 70-95. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. *Social Change*. Pearson. New Delhi.

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. *approaches*.

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Additional Resources

Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.

MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237.

Films and documentaries

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Writing Workshops
5. Invited Lectures

Assessment Methods:

1. Time-constrained Examinations
2. Class tests
3. Assignments
4. Project reports
5. Presentations

Keywords:

Thinking Sociologically, Sociology and Social Anthropology, Sociological Investigation, Individual and Group, Culture and Society, Social Change.

BA (H) Sociology Core Course 02 Sociology of India I

Course Objectives:

Introduction to images and ideas of India.

Understanding key concepts and institutions of Indian society.

Course Learning Outcomes:

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.

Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.

1. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
2. 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: Images and Ideas of India [Weeks 1-3]

- 1.1 *India: The Colonial Image*
- 1.2 **Idea of India I: M.K. Gandhi**
- 1.3 *Idea of India II: B.R. Ambedkar*

Unit 2: Indian Society: Concepts and Institutions [Weeks 4-14]

- 2.1. *Caste: Concept and Critique*
- 2.2. **Agrarian Classes**
- 2.3. *Industry and Labour*
- 2.4. **Tribe: Profile and Location**
- 2.5. *Village: Structure and Change*
- 2.6. **Kinship: Principle and Pattern**
- 2.7. *Religion and Society*
- 2.8. **Gender: Construction and Identity**

Course Content

Unit 1: Images and Ideas of India [Weeks 1-3]

1.1. India: The Colonial Image

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

1.2. Idea of India I: M.K. Gandhi

Gandhi, M.K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.

1.3. Idea of India II: B.R. Ambedkar

Ambedkar, B.R., 1971 [1936], *Annihilation of Caste*. Jullender: Bheem Patrika.

Unit 2: Indian Society: Concepts and Institutions [Weeks 4-14]

2.1. Caste: Concept and Critique

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

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

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

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

Xaxa, V., 2011, *Tribes and Social Exclusion* (Occasional Paper, No. 2). Calcutta: CSSSC- UNICEF, Pp. 1-18.

2.5. *Village: Structure and Change*

Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

2.6. *Kinship: Principle and Pattern*

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*

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.

Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp. 242-258.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), *Religion in India*. Delhi: Oxford University Press, Pp. 320- 332.

2.8. *Gender: Construction and Identity*

Dube, L., 1988, "On the Construction of Gender: Hindu Girls in Patrilineal India", in K. Chanana (ed.), *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman, Pp.166-192.

References Compulsory Readings:

Ambedkar, B.R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.

Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2).

Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*. Delhi: OxfordUniversity Press

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *SocialStratification*. Delhi: Oxford University Press.

Dube, L., 1988, "On the Construction of Gender: Hindu Girls in Patrilineal India", in K. Chanana (ed.), *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.

Gandhi, M.K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.

Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and*

Marriage in India. Delhi: Oxford University Press.

Madan, V., 2002, "Introduction" in V. Madan (ed.), The Village in India. Delhi: Oxford University Press.

Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press.

Momin, A.R., 1977, "The Indo Islamic Tradition", Sociological Bulletin, 26.

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.

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

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press.

Xaxa, V., 2011, Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSSC-UNICEF.

Additional Resources:

Books and Articles:

Caplan, L., 1991, "Christian Fundamentalism as Counter-Culture", in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press.

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.

Nehru, J.L., 1945, The Discovery of India. Bombay: Asia Publishing House.

Srinivas, M.N., 1987, The Dominant Caste and Other Essays. Delhi: Oxford University Press.

Audio-Visual Material:

Select Films (any three):

Pather Panchali (1955; Dir: Satyajit Ray) Sadgati (1984; Dir: Satyajit Ray)

Do Bigha Zameen (1953; Dir: Bimal Roy)

Mother India (1957; Dir: Mehboob Khan) Mrigaya (1976; Dir: Mrinal Sen)

Dr. Babasaheb Ambedkar (2000; Dir: Jabbar Patel) Gandhi (1982; Dir: Richard Attenborough)

Teaching Learning Process:

This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

Assessment Methods:

Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

Keywords:

Images and ideas of India, Indology, orientalism, census, construction of communities, modernity, caste, class, rural, urban, village, tribe, kinship, marriage and family, religion, gender.

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF SOCIOLOGY

UNDERGRADUATE PROGRAMME (Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u>	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
<u>II. Elective Course</u>	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

*wherever there is a practical there will be no tutorial and vice-versa.

Scheme For Courses For BA (Program) Sociology

Semester	(A) CORE COURSES (4 Courses) (5 Lectures+ 1 Tutorial per Course) 6 Credits per Course 4x6=24 Credits	(B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course 2x2=4 Credits	(C) Skill Enhancement Course (SEC) (4 Courses) (2 Lectures) (2 Credits per Course) 2x4=8 Credits	(D) Elective: Discipline Specific (DSE) (2 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits (One course to be Chosen from two on offer each semester)	(E) Elective: Generic Elective (GE) (2 Courses) (5 Lectures+1 Tutorial Per Course) 2x6=12 Credits
I	<u>Sociology Core 01</u> Introduction to Sociology	(English/ MIL Communication)/ Environmental Science			
II	<u>Sociology Core 02</u> Sociology of India	(English/ MIL Communication)/ Environmental Science			
III	<u>Sociology Core 03</u> Sociological Theories		<u>Sociology SEC 01</u> Techniques of Social Research		
IV	<u>Sociology Core 04</u> Methods of Sociological Enquiry		<u>Sociology SEC 02</u> Gender Sensitization		
V			<u>Sociology SEC 03</u> Society through the Visual	<u>Sociology DSE 01</u> Religion and Society	<u>Sociology GE 01</u> Polity and Society in India
				<u>Sociology DSE 02</u> Marriage, Family and Kinship	
VI			<u>Sociology SEC 04</u> Theory and Practice of Development	<u>Sociology DSE 03</u> Social Stratification	<u>Sociology GE 02</u> Economy and Society
				<u>Sociology DSE 04</u> Gender and Sexuality	

BA (Program) Sociology under CBCS

Contents

S. No	Name of the Course	Page Numbers
	Core Courses	
C 01	Introduction to Sociology	1-2
C 02	Sociology of India	3-5
C 03	Sociological Theories	6-7
C 04	Methods of Sociological Enquiry	8-10
	Discipline Specific Electives(DSE)	
DSE 01	Religion and Society	11-13
DSE 02	Marriage, Family and Kinship	14-16
DSE 03	Social Stratification	17-19
DSE 04	Gender and Sexuality	20-22
	Generic Electives (GE)	
GE 01	Polity and Society in India	23-25
GE 02	Economy and Society	26-27
	Skill Enhancement courses	
SEC 01	Techniques of Social Research	28-30
SEC 02	Gender Sensitization	31-34
SEC 03	Society through the Visual	35-36
SEC 04	Theory and Practice of Development	37-40

BA (Program)

Core Course 01

Introduction to Sociology

Course Objective:

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline.

Outline: 1. Nature and Scope of Sociology

- 1.1 History of Sociology
- 1.2 Relationship of Sociology with other Social Sciences:
 - 1.2.1 Anthropology
 - 1.2.2 Psychology
 - 1.2.3 History

2. Sociological Concepts

- 2.1 Status and Role
- 2.2 Groups
- 2.3 Culture
- 2.4 Socialization
- 2.5. Structure and Function
- 2.6. Social Control and Change

COURSE CONTENTS AND ITINERARY

1. Nature and Scope of Sociology (6 Weeks)

1.1 History of Sociology

1.1.1 Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.

1.1.2 Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

1.1.3 Beattie, J., 1951, *Other Cultures*, New York: The Free Press, Chapter 2, pp. 16-34.

2. Sociological Concepts (8 Weeks)

2.1 Status and Role

2.1.1 Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 9, pp. 250-279.

2.1.2 Linton, R., 1936, *The Study of Man*, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

2.2 Groups

2.2.1 Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 10, pp. 280-309.

2.3 Culture

2.3.1 Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 5 & 6, pp. 125- 187 .

2.4 Socialization

2.4.1 Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill, Chapter 4, pp. 79-103.

2.5 Structure and Function

2.5.1 Radcliffe-Brown, A.R., 1976, *Structure and Function in Primitive Society*, London: Cohen and West, Chapter 9 & 10, pp. 178-204.

2.6. Social Control and Change

2.6.1 Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill, Chapter 7 & 20, pp. 154-181, 509-540.

B.A (Program)
CORE COURSE 02

Sociology of India

Course Objective:

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

Outline:

- 1. India as a Plural Society**
- 2. Social Institutions and Practices**
 - 2.1 Caste**
 - 2.2 Tribe**
 - 2.3 Class**
 - 2.4 Village**
 - 2.5 Family and Kinship**
- 3. Identities and Change**
 - 3.1 Dalits' Movement**
 - 3.2 Women's Movement**
- 4. Challenges to State and Society**
 - 4.1 Communalism**
 - 4.2 Secularism**

COURSE CONTENTS AND ITINERARY

1. India as a Plural Society (2 Weeks)

- 1.1 Mason, Philip 1967. "Unity and Diversity : An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction.

- 1.2 Stern, Robert W. 2003. *Changing India*. Cambridge: CUP. Introduction. Change, societies of India and Indian Society. pp. 1 – 31.

2. Social Institutions and Practices (8 Weeks)

2.1 Caste

- 2.1.1 Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.
- 2.1.2 Srinivas, M.N., 1956, “A Note on Sanskritization and Westernization”, *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
- 2.1.3 Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of ‘Developing Societies’: South Asia*. London: Macmillan. John Harriss, „The Formation of Indian society: Ideology and Power“. pp. 126 – 133.

2.2 Tribe

- 2.2.1 Haimendorf, C.V.F., 1967, „The Position of Tribal Population in India“, in Philip Mason (ed.), *India and Ceylon : Unity and Diversity*, New York: Oxford University Press, Chapter 9.

2.3 Class

- 2.3.1 Thorner, Daniel, 1992.“Agrarian Structure“ in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.
- 2.3.2 Deshpande, Satish, 2003, *Contemporary India : A Sociological View*. New Delhi; Viking, pp. 125-150.

2.4 Village

- 2.4.1 Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, pp.20-59.

2.5 Family and Kinship

- 2.5.1 Shah, A. M., 1998, *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.
- 2.5.2 Karve, Iravati. 1994, „The Kinship map of India“, in Patricia Uberoi(ed.) *Family, kinship and marriage in India*. Delhi: Oxford University Press, pp.50-73.

3. Identities and Change (2 Weeks)

- 3.1 Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.
- 3.2 Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women“'s movement“, in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

4. Challenges to State and Society (2 Weeks)

- 4.1 Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press, Chapter 8.

Dumont, L. 1997, *Religion, Politics and History in India*. Paris: Mouton, Chapter 5.

BA (Program)
Discipline Specific Elective 01
Religion and Society

Objective:

This course acquaints students with a sociological understanding of religion. It examines some forms of religion in India and its role in modern society.

Outline:

1. Understanding Religion

1.1. Sociology of Religion: Meaning and Scope

1.2. Sacred and Profane

1.3 Religion and Rationalization

1.4 Rites of Passage

2. Religion in India

2.1. Hinduism

2.2. Islam

2.3. Christianity

2.4. Sikhism

2.5. Buddhism

Secularism & Communalism

COURSE CONTENTS AND ITINERARY

1. Understanding Religion: (5 Weeks)

1.1 Sociology of Religion: Meaning and Scope

1.1.1 B  teille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

1.1.2 Berger. 1967. *The Sacred Canopy*. Garden City: New York, pp175- 186.

1.1.3 Asad. T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, John Hopkins Press: Baltimore, pp27-54.

1.2 Sacred and Profane

1.2.1 Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press, pp 25-46; 87-100; 153-182.

1.3 Religion and Rationalization

1.3.1 Weber Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, pp 39– 50.

1.4 Rites of Passage

1.4.1 Gennep A. V, 1960. *Rites of Passage*. London: Routledge and Kegan and Paul, pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130- 135&141-165.

2. Religion in India: (5 Weeks)

2.1.1 Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

2.1.2 Fuller, C. J. 2004, *The Camphor Flame: Popular Hinduism and Society in India*, New Jersey: Princeton University Press, Introduction.

2.1.3 Srinivas, M.N. 1952. *Religion and Society among the Coorgs of South India*, Clarendon: Oxford, pp 100-122.

2.2 Momin. A.R., 2004. 'The Indo-Islamic Tradition' in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.

2.3. Robinson, R. 2003. 'Christianity in the Context of Indian Society and Culture' in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.

2.4. Uberoi, J.P.S. 1991. 'The Five Symbols of Sikhism' in Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 320 -333.

2.5. Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi : Sage, pp 23-53.

3. Secularism and Communalism (3 Weeks)

3.1. Chadwick, Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press, 1975, pp 1- 20.

3.2 Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 394 -413.

3.3. Saberwal, S. 1991. 'Elements of Communalism' in T. N. Madan, (ed.) *Religion in India*. OUP: New Delhi, pp 339 -350.

BA (Program)
Discipline Specific Elective 02
Marriage, Family and Kinship

Course Objective:

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

Outline: 1. Introduction: Kinship, Critique and the Reformulation

- 1.1. Biological and Social Kinship
- 1.2. Cultural Kinship

2. Descent, Alliance

- 2.1. Descent, Filiation, Complementary Filiation
- 2.2. Marriage, Alliance, Prestations

3. Family and Household

- 3.1. Structure and Change
- 3.2. Reimagining Families

4. Contemporary Issues in Marriage, Family and Kinship

- 4.1. Choice and Regulation in Marriage
- 4.2. Power and Discrimination in the Family
- 4.3. New Reproductive Technologies
- 4.4. Marriage Migration

COURSE CONTENTS AND ITINERARY

1. Introduction: Kinship, Critique and the Reformulation (3 Weeks)

1.1. Biological and Social Kinship

1.1.1 Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 1–23.

1.2. Cultural Kinship

1.2.1 Schneider, D. M., 2004(1972), '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.

1.2.2 Carsten, J., 2004, 'Introduction' in *After Kinship*, Cambridge: Cambridge University Press, pp.1–30.

2. Descent and Alliance: (5 Weeks)

2.1. Descent, Filiation, Complementary Filiation

2.1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, pp.1–39.

2.1.2 Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp. 67–95.

2.2. Marriage, Alliance, Prestations

2.2.1 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.

2.2.2 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.

2.2.3 Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, pp. 341–356.

3. Family and Household: (2 Weeks)

3.1. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays*, New Delhi: Orient Longman, pp.52–63.

3.2. Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Srilanka', in R. Chopra, C. Osella and F. Osella (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women, pp. 160–174.

4. Contemporary Issues in Marriage, Family and Kinship: (4 Weeks)

1.1. Choice and Regulation in Marriage

Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332–67.

1.2. Power and Discrimination in the Family

John, M. E. et.al., 2008, 'Structural Contexts of Adverse Sex Ratios' in M. E. John et.al., *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*, New Delhi: Action Aid, pp. 68–78.

1.3. New Reproductive Technologies

Carsten, J., 2004, 'Assisted Reproduction' in *After Kinship*, Cambridge: Cambridge University Press, pp. 163–183.

1.4. Marriage Migration

Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.) 11, pp. 85–105.

BA (Program)
Discipline Specific Elective 03

Social Stratification

Objective:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

Outline:

1. Social Stratification: Concepts and Approaches

2. Forms of Social Stratification

2.1 Race and Ethnicity

2.2 Caste and Class

2.3 Gendering Inequality

2.4 Poverty and Social Exclusion

3. Social Mobility

COURSE CONTENTS AND ITINERARY

1. Social Stratification: Concepts and Approaches (2 weeks)

1.1. Bêteille, A. 1983. 'Introduction in Andre Bêteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp.1- 27.

1.2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification* Delhi: Oxford University Press , pp 1-21.

2. Forms of Stratification (9 Weeks)

- 2.1.1. William, Jutius Wilson 1978, *The Declining Significance of Race: Blacks and Changing American Institution*. University of Chicago Press, pp. 1 – 23 & 183-188.
- 2.1.2. Joe,R. Feagin ‘The Continuing Significance of Race’ *American Sociological Review*, 56, (Feb-91) pp 101-116.
- 2.1.3. McClintock, Anne, and George Robertson. ‘Soft-soaping Empire: Commodity Racism and Imperial Advertising’ In Nicholas Mirzoeff (ed) *The Visual Culture Reader: Second Edition*. 2002. Routledge Taylor & Francis Group, 304-316
- 2.1.4. Barth, F. (ed), *Ethnic Groups and Boundaries*, Little Brown and Co. Boston, 1969, pp-10-16.
- 2.1.5. Immanuel, Maurice Wallerstein, *The Construction of Peoplehood, Racism, Nationalism, Ethnicity*,1991, London Press, pp-71-85.
- 2.2.1. Bêteille, A. *Caste, Class and Power* Chapter: 1, Oxford University Press, 1971.
- 2.2.2. Sharma, Ursula. 1999. *Caste*. Open University Press, pp.1-94.
- 2.2.3. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin.
- 2.3.1 Maria Charles and David B. Grusky. *Occupational Ghettos: The Worldwide Separation of Women and Men*, Stanford University Press, 2004 pp 389-402.
- 2.3.2 Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.

- 2.4.1 Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.
- 2.4.2 Newman, K. S and Victor Tan Chen.2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp 1-10.

3. Social Mobility (3 weeks)

- 3.1 Breigher,R.L.(ed)1990. *Social Mobility and Social Structure*. New York;Cambridge University Press, Ch. 5, pp.103-30.
- 3.2 Grusky, D.V. 1994. *Social Stratification Perspective*. Boulder: WestviewPress, Part I V, pp 245-264.
- 3.3. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes itsToll', in *Ain't No Makin It: Aspirations and Attainment in a Low IncomeNeighbourhood*. USA: Westview Press, pp. 112-136.
- 3.4. Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94.

BA (Program) Generic Elective 01

Polity and Society in India

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

Outline:

1. On Studying Politics and Society in India

2. Themes in Politics and Society in India

2.1 Political Economy

2.2 Political Machine

2.3 Political Identities

2.4 Political Processes

3. Protest and Resistance in Indian Politics

1. On Studying Politics and Society in India (4 Weeks)

1.1 Chatterjee, Partha, 1997. *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1-39

1.2 Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44

1.3 Spencer, Jonathan, 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

1.4 Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

2. Themes in Politics and Society in India: (9 Weeks)

2.1 Political Economy

2.1.1 Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

2.1.2 Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Machine

2.2.1 Bailey, F.G. 1968, 'Para-Political Systems', in M. J. Schwartz (ed.), *Local level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

2.2.2 Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', *Economic and Political Weekly*, vol.6 (7), pp.457-64

2.3 Political Identities: Nation, Caste, Religion and Ethnicity

2.3.1 Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

2.3.2 Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

2.3.3 Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

2.4 Political Institutions and Democratic Processes

2.4.1 Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

2.4.2 Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

3. Protest and Resistance in Indian Politics (1 Week)

Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

B.A. (Program)
Generic Elective 02

Economy and Society

Objective:

The course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point.

Course Outline:

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

- 1.1 Approaches: Formalism and Substantivism
- 1.2 Sociological Aspect of Economic Processes

2. Modes of Production (6 weeks)

- 2.1 Domestic Mode of Production
- 2.2 Peasants
- 2.3 Capitalism
- 2.4 Socialism

3. Contemporary Issues (3 Weeks)

- 3.1 Globalization
- 3.2 Development

COURSE CONTENTS AND ITINERARY

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

1.1 Approaches: Formalism and Substantivism

- 1.1.1 Wilk, R. and L. Cliggett. 2007. *Economies and Cultures: Foundations of Economic Anthropology*. Chapter 1 pp. 1-14

1.1.2 Polanyi, K. 1958. “ Economy as an Instituted Process” in M. Grammoter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colorado, West View Press. pp. 27-50

1.2 Sociological Aspect of Economic Processes

Smelser, Neil 2013 *The Sociology of Economic Life* Quid Pro Books (2nd Edition). New Orleans, Louisiana University Press

2. Modes of Production (6 weeks)

2.1 Domestic Mode of Production

2.1.1 Sahlins, M-1974 *Stone Age Economics*. London, Tavistock, Chapter 2-3

2.2 Peasants

2.2.1 Wolf, Eric 1966 *Peasants*. New Jersey Prentice Hall, Chapter-1

2.3 Capitalism

2.3.1 Swedberg, R 2003 *The Economic Sociology of Capitalism: An Introduction and An Agenda*, Cornell University

2.4 Socialism

2.4.1 Verdery, Kathrine 1996 „*What was Socialism, And what Comes Next?*” Princeton N.J. Princeton University. Press. Chapter-1, pp. 19-38

3. Contemporary Issues (3 Weeks)

3.1 Globalization

3.1.1 Ritzer 2004 *The McDonaldisation of Society*. Pine Forge press Chapter- Introduction, 1,2.

3.1.2 Howes, David (ed) 1996 *Cross Cultural Consumption: global Markets and Local Realities*. London: Routledge, pp. 1-16

3.2 Development

3.2.1 Hulme, David and mark M. Turner *Sociology and Development: Theories, Policies and Practices*, Prentice Hall Chapter-3 pp. 33-67

BA (Program)
Skill Enhancement Course 01
Techniques of Social Research

Course Objective:

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. 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. The focus is on understanding through suggested exercises.

Outline:

1. Research Design

- 1.1 Concepts & Hypotheses
- 1.2 Measurement, Reliability & Validity
- 1.3 Quantitative & Qualitative: Surveys & Ethnographies
- 1.4 Sampling Frameworks

2. Data Collection

- 2.1 Primary Sources
- 2.2 Secondary Sources

3. Data Analysis

- 3.1 Content Analysis
- 3.2 Narrative Analysis
- 3.3 Statistical Analysis: frequency distribution, cross tabulation, measures of central tendency, measures of dispersion, correlation

4. Framing a Research Question

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Research Design (Week 1- 4)

1.1.1. Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136

1.1.2. Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 5-8)

2.1.1 Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth

2.1.2 Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

3. Data Analysis (Weeks 9-13)

(Students will be introduced to the use of Statistical Software Packages)

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program.

4. Framing a Research Question (Week 14)

Choose a research question, identify statement(s), hypothesis and concepts.
Operationalize concepts and match the methods and tools for data collection.

BA (Program)
Skill Enhancement Course 02
Gender Sensitization

Course Objective:

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Outline:

1. Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

2. Gender, Family, Community and the State

3. Gender Rights and the Law

- 3.1 Right to property
- 3.2 Personal laws
- 3.3 Violence against women
 - 3.3.1 Sexual harassment
 - 3.3.2 Rape
 - 3.3.3 Domestic violence

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Sex and gender (Week 1- 4)

- 1.1 Geetha, V. 2002. *Gender*. Calcutta: Stree

1.2. Menon, Nivedita. 2012. *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

1.3. Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

1.4. Murty, Laxmi and Rajshri Dasgupta. 2012. *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan

1.5. **Films:** *Being Male Being Koti* Dir: Mahuya Bandyopadhyay *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce

Suggested Assignments:

- a) Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

2. Gender, Family, Community and the State (Weeks 5-7)

2.1. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly February 19*: 709 -722

2.2. Films: *Izzatnagri ki Asabhya Betiyan* Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a) Debate or discussion on „Is the family the site of love and care“ or „Is the family democratic?“

- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data
- c) Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d) Visit to a women's shelter/Nari Niketan followed by short essays on the experience and discussions based on the same.
- e) Visit to a family court followed by discussions.
- f) Role play: On how to address issues of gender discrimination within the family.

3. Gender Rights and the Law (Weeks 8-13)

3.1. For all the laws relating to women please refer to the following resource:
<http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

3.2. Films: *Gulabi Gang* Dir: Nishtha Jain; *North Country* Dir: Niki Caro; *The Accused* Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a) Debate on women's equal right to natal property.
- b) Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c) Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d) Reading of the Delhi University Ordinance against Sexual Harassment and discussions around it.
- e) Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Delhi University Ordinance against Sexual Harassment for students.
- f) Discussion on section 377 of the Indian Penal Code.
- g) Discussions on these laws with practicing lawyers.

Skill Enhancement Course 04 Theory and Practice of Development

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

Course Outline:

1. What is development?

2. Recent trends in Development

2.1 Neo-liberalism: Growth as Development

2.1 a. Re-emergence of Neo-classical perspective

2.1b. SAP and its Critique

2.2 Post development Theory

2.2a. Knowledge as Power

2.2b. Participatory Development

2.2c. GAD

2.3 Sustainable Development Theory: UN Earth Charter 1992

2.3a. Hegemonic approach: PPP

2.3b. Environmental discourse

3. Human Development Theory: Growth vs. Development

Course Content and Itinerary

1. What is development? (1 Week)

1.1 McMichael, Philip. *Development And Social Change*. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40

2. Recent Trends in Development (10 Weeks)

2.1 Neo-Liberalism: Growth as Development

2.1 Re-emergence of Neo-classical perspective

2.1b. SAP and its Critique

2.1.1 Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper

2.1.2 Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29

2.1.3 Sparr, Pamela. (ed.)1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Exercises & Case Studies

Exercise: A bedtime Story for Grown Ups

Case Study: Jayaweera, Swarna. 1994. Structural Adjustment Policies, Industrial development and Women in Sri Lanka in Pamela Sparr (ed) *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 96-111

2.2 Post-Development Theory:

2.2a. Knowledge as Power

2.2b Participatory Development

2.2c GAD

2.2.1 Sachs, Wolfgang. 2007(12th impression). *The Development Dictionary: A guide to Knowledge as Power*. London: Zed Books, Chap 1, 2 & pp 1-25, 264-274

2.1.2 Escobar, A. 2011. (paperback ed.) *Encountering development: The making and unmaking of the Third World* Princeton: Princeton Press, Chap 2 & 6, pp 21- 54, 212-226

2.2.1 Dipholo, Kenneth B. 2002. Trends in participatory development, *Journal of Social Development in Africa* Vol 17. No.1, pp 59-79

2.3.1 Razavi Shahrashoub and Miller Carol 1995. From WID to GAD: Conceptual Shifts in the Women and development Discourse Occasional Paper 1 United Nations Research Institute for Social Development: UNDP
[www.unrisd.org/unrisd/website/document.nsf/0/.../\\$FILE/opb1.pdf](http://www.unrisd.org/unrisd/website/document.nsf/0/.../$FILE/opb1.pdf)

Exercises & Case Studies

Exercise1. Pass the Picture (from Stepping Stones, Action Aid Manual)

Exercise2. Make a Gender Audit Report of any organization

Case Study: Participatory Urban Planning in Porto Alegre, Brazil

2.3 Sustainable Development Theory: UN Earth Charter 1992

2.3a Hegemonic approach: PPP

2.3b Environmental discourse

Buse, Kent. and Harmer, Andrew. 2004. Power to the Partners? : The Politics of Public-Private Health Partnerships *Development*, 2004, 47(2), pp 49–56

Exercise: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref:
http://www.pria.org/Reforming_JNNURM.htm

3 Human Development Theory: Growth vs Development (3 Weeks)

Friere, Paulo. 1972. Pedagogy of the Oppressed. New York: Herder & Herder

Sen, Amartya. 1989. “Development as Capabilities Expansion.” *Journal of Development Planning* 19: 41 – 58.

Sen, Amartya. and Sudhir Anand. 1994. “Sustainable Human Development: Concepts and Priorities.” Background Paper for the Human Development Report 1994. New York: Human Development Report Office.

Fukuda-Parr, Sakiko. 2003. The human development paradigm: Operationalizing Sen’s ideas on Capabilities, *Feminist Economics* 9(2 – 3), 2003, 301 – 317

Exercises:

Exercise1. Assess the quality of a nearby MCD school

Exercise2. Assess the quality of health care services in an urban PHC

Case Study: Tint, Piia and Reinhold, Karin. 2008. Safety & health through Redesign of Garment Worker's Workplaces in Amita Sahaya (ed) *Selected Readings IV International Congress Women Work and health* New Delhi: WWHI

Websites of Organizations for exercises and Case studies:

- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA- Participatory Research In Asia
- www.iclei.org, www.infochangeindia.org

DSC-ADC-03: TEXTILE DESIGN TECHNIQUES

(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES:

- To provide comprehensive knowledge about the concepts of dyeing and printing.
- To create an understanding of the various traditional Indian embroideries and textiles.

COURSE LEARNING OUTCOMES:

After completing this course, the learner will be able to:

CO1: State the difference between natural and synthetic dyes

CO2: Describe the steps involved in preparing fabrics for dyeing and printing

CO3: Classify and select dyes based on suitability and fastness relating to different fabric types

CO4: Explain the importance and methods of testing colour-fastness of dyes

CO5: Compare the dyeing and printing processes

CO6: Differentiate between and explain the styles and methods of printing

CO7: Identify the common dyeing and printing defects

CO8: Explain the concept of sustainable fashion and its components

CO9: List the salient aspects of ethical fashion

CO10: Describe the important environmental impacts of the fashion industry and the recommended solutions

CO11: Identify and explain the special features of Indian hand embroideries

CO12: Identify and explain the special features of traditional Indian textiles

CO13: Apply direct dyes to cotton, rayon, silk

CO14: Use reactive dyes for dyeing cotton, wool, silk, nylon

CO15: Dye wool and silk with acid dyes

CO16: Make use of tie and dye, block printing and batik for dyeing and printing

THEORY

CONTENTS PERIODS: 60 (CREDITS-4)

UNIT I: Introduction to Dyes 12

- Classification of Dyes - Natural dyes and Synthetic dyes
- Preparation of fabric for dyeing and printing
- Dye classes: their suitability and fastness on different fabrics-direct, reactive, acid, vat and disperse dyes, pigments
- Stages of dye application and their effect on finished fabric – Fibre, Yarn, Fabric, Garment
- Colorfastness: Factors affecting colorfastness, Testing Wash fastness, Light fastness

Corbman, P.B. (1985). Textiles-Fibre to Fabric. USA: McGraw Hill Book Co. Chapter 11 pg 201-222

UNIT II: Concept of Printing 20

- Dyeing vs. Printing
- Styles of printing – Direct, Discharge, Resist – Tie and Dye, Batik, Mud resist
- Methods of printing – Stencil, Block, Roller, Screen, Rotary screen, Heat Transfer, Digital, Flock
- Common dyeing and printing defects

Corbman, P.B. (1985). Textiles-Fibre to Fabric. USA: McGraw Hill Book Co. Chapter 12 pg 223-244

UNIT III: Sustainable Fashion 8

- Definition and components
- Ethical Issues in Fashion Business
- Fashion Industry's Environmental Impact and Solutions

Farley Gordon K., Farley J., (2015). Sustainable Fashion: Past, Present and Future. New Delhi: Bloomsbury Publishing India Private Limited. Chapter 4, pg 91-96, Chapter 5, pg 103-116, Chapter 6, pg 155-159 Joseph M.L. (1988). Essentials of Textiles (5th Edition). Florida: Rinehart and Winston Inc. Chapter 1, pg 3-921

UNIT IV: Traditional Indian Embroideries and Textiles 20

- Indian Hand Embroideries: Kantha, Phulkari, Kasuti, Kashida, Mirrorwork (Gujarat), Chikankari with reference to Motifs, Color combination, Type of thread used, Stitches

- Traditional Indian Textiles: Brocades, Baluchari, Jamdani, Bandhni, Ikat with reference to: History, production centres, techniques, designs and colours

Das S. (1992). Fabric Art- Heritage of India. New Delhi: Abhinav Publications Chapter 2-8, pg 10- 127

Dhamija J., Jyotindra J. (1989). Hand-woven Fabrics of India. Ahmedabad: Mapin Publishing Pvt. Ltd. Chapter 4-8, pg 60-83

PRACTICAL PERIODS: 60 (CREDITS-2)

- Dyeing with direct dyes- cotton, rayon, silk.
- Dyeing with reactive dyes- cotton, wool, silk, nylon.
- Dyeing with acid dyes- wool, silk.
- Tie and dye technique.
- Block printing using single and double coloured blocks, various placements of blocks.
- Batik technique.
- Preparation of an article/garment with a combination of techniques learnt above.

COMPULSORY READING:

- Corbman, P.B. (1985). Textiles-Fibre to Fabric. USA: McGraw Hill Book Co.
- Das S. (1992). Fabric Art- Heritage of India. New Delhi: Abhinav Publications
- Dhamija J., Jyotindra J. (1989). Hand-woven Fabrics of India. Ahmedabad: Mapin Publishing Pvt. Ltd.
- Farley Gordon K., Farley J., (2015). Sustainable Fashion: Past, Present and Future. New Delhi: Bloomsbury Publishing India Private Limited.
- Joseph M.L. (1988). Essentials of Textiles (5th Edition). Florida: Rinehart and Winston Inc.
- Verma P. (2003). Vastra Vigyan Evam Paridhan. Bhopal: Hindi Granth Academy

ADDITIONAL RESOURCES:

- Bhatnagar P. (2004). Traditional Indian costumes and Textiles. Chandigarh: Abhishek Publication.
- Chattopadhyaya K. (1975). Handicrafts of India. New Delhi: All India Handicrafts Board
- Desai C. (1988). Ikat textiles of India. San Francisco: Chronicle Books.
- Miles L. (1994). Textile Printing (2nd Edition). England: Society of Dyers and Colourists
- Murphy V., Crill R. (1991). Tie-Dyed textiles of India. London: Victoria & Albert Museum
- Shorie G.P. (2007). Vastra Vigyan KeMool Siddhant. Agra: Vinod Pustak Mandir.
- Storey, J. (1992). Manual of Textile Printing. London: Thames and Hudson publication
- Verma P. (2003). Vastra Vigyan Evam Paridhan. Bhopal: Hindi Granth Academy
- Wardman R. (2018). An Introduction to Textile Colouration: Principles and Practices. New Jersey: John Wiley and Sons Ltd.

SEC-6: HOME BASED CATERING

(CREDITS: THEORY:-2)

**SEC course from B.Sc (Pass) Home Science*

THEORY

LECTURES: 30

Unit 1 Introduction to Food Service

- Factors contributing to the growth of food service industry
- Kinds of food service establishments

4

Unit 2 Food Production

12

- Menu planning: Importance of menu, Factors affecting menu planning, Menu planning for different kinds of food service units
- Food Purchase and Storage
- Quantity Food production: Standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control
- Hygiene and Sanitation

Unit 3 Resources

3

- Money
- Manpower
- Time
- Facilities and equipment
- Utilities

Unit 4 Planning of A Food Service Unit

- Money
- Manpower
- Time
- Facilities and equipment
- Utilities

Unit 4 Planning of A Food Service Unit

- **Preliminary Planning**
Survey of types of units, identifying clientele, menu, operations and delivery
- **Planning the set up:**
 - a) Identifying resources
 - b) Developing Project plan
 - c) Determining investments
 - d) Project Proposal

RECOMMENDED READINGS:

- West B Bessie & Wood Levelle. Food Service in Institutions 6th Edition Revised By Hargar FV, Shuggart SG, & Palgne Palacio June, Macmillian Publishing Company New York. 1988.
- Sethi Mohini, Institution Food Management New Age International Publishers. 2005.
- Knight J B & Kotschevar LH. Quantity Food Production Planning & Management 3rd edition John Wiley & Sons. 2000.
- Philip E Thangam. Modern Cookery for teaching and Trade Part I & II Orient Longmam. 2008.
- Taneja S and Gupta SL. Entrepreneurship development, Galgotia Publishing. 2001.

**GE HH 03: ENTREPRENEURSHIP FOR SMALL CATERING UNITS
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To develop skills in menu planning and quantity food production for various food service organizations within specific budgets
- To equip students to start a small scale food service unit as entrepreneurs

COURSE LEARNING OUTCOMES

- Acquire fundamental knowledge of menu planning and resource management in a food service establishment.
- Develop understanding of recipe standardization and quantity food production.
- Understand the making of a business plan for small catering establishments.
- Apply the knowledge gained for starting a successful food service unit.

THEORY**CONTENT****DURATION: 60 HRS (Credits 4)****UNIT I: Organization and Management****6**

- Principles of management
- Functions of management/ manager

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, Chapter 3 , pg 37-65

UNIT II: Production Process in a Food Service Establishment**28**

- Types of food service systems
- Menu Planning : Importance of menu, Factors affecting menu planning, Types of menu
- Food purchase and receiving
- Storage
- Quantity food production: Standardization of recipes, Recipe adjustment and portion control, Techniques of quantity food production
- Food service
- Food hygiene and sanitation, National food regulations

Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices*. 12th ed. Pearson Education., Chapter 2 pg 63-70 Chapter 5-9, pg-124-258

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, Chapter 30-31 pg-739-792

UNIT III: Space and Equipment**5**

- Types of kitchen areas, Flow of work and work area relationship
- Equipment : Factors affecting selection of equipment , Equipment needs for different situations

Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices*. 12th ed. Pearson Education., Chapter 11, pg 308-334

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, chapter 6, pg 153-165

UNIT IV: Personnel and Financial Management

9

- Personnel Management : Functions of a personnel manager, Factors to consider while planning the kind and number of personnel- Menu, type of operations, Type of service, Job description and Job specification
- Financial Management: Importance of Financial Management, Budgets and Budgeting process, Cost concepts

288

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, chapter 21-22, pg 509-579; chapter 25-28, pg 641-708

West B and Wood L (1988) *Food Service in Institutions* 6th Edition, Chapter 12, pg 477-517 Chapter 15, Pg 568-618

UNIT V: Planning of a Small Food Service Unit

12

- Preliminary Planning: Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up: Identifying resources, Developing Project plan, Determining investments
- Development of a business plan

Desai V (2011) *The Dynamics of Entrepreneurial Development*

PRACTICAL**CONTENT****DURATION: 60 HRS (Credits 2)**

- Market survey for food items both raw and processed.
- Standardization of a recipe and scaling up to larger amounts.
- Planning packed meals for office employees.
- Planning nutritious tiffins for school children.
- Planning menus for school/college canteens.
- Demonstration of a specialized cuisine.
- Developing a checklist for good hygiene practices.
- Setting up a food stall/ canteen project.

COMPULSORY READING

- Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices*. 12th ed. Pearson Education.
- Sethi M (2005) *Institutional Food Management*, New Age International Publishers.
- Tripathi PC (2000) *Personnel Management 15th ed*, Sultan Chand, New Delhi.
- West B and Wood L (1988) *Food Service in Institutions 6th Edition* Revised By Hargar FV, Shuggart SG, and Palgne Palacio June, Macmillian Publishing Company New York.

ADDITIONAL RESOURCES

- Desai V (2011) *The Dynamics of Entrepreneurial Development and Management*, Himalya Publishing House Pvt. Ltd., Mumbai.
- Knight J B and Kotschevar LH (2000) *Quantity Food Production Planning & Management 3rd edition*, John Wiley & Sons.
- Kotas R and Jayawardardene C (1994) *Profitable Food and Beverage Management*, Hodder & Stoughton Publications.
- Roday S (2003) *Food Hygiene and Sanitation* , Tata McGraw Hill Publication Ltd.

4. World Health Organisation (2013). *The economics of the social determinants of health and health inequalities: A resource book*. World Health Organisation.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Education, health, economics, India

Environmental Economics (HE63)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions viewed as externalities and their management through various economic institutions, economic incentives and other instruments and policies. Methods for analysing economic implications of environmental policy are also addressed as well as the valuation of environmental quality, assessment of environmental damages, and tools needed for the evaluation of projects such as cost-benefit analysis, and environmental impact assessments. Selected topics on international environmental issues are also discussed.

Course Learning Outcomes

The module aims to introduce students to the main theoretical and empirical concepts in environmental economics, equip students with a thorough analytical grasp of environmental policy theory, ranging from externalities to international environmental agreements, and familiarise students with the main issues in environmental valuation and with the basic features of the environmental policy tools. At the end of the module the students should be able to demonstrate their understanding of the economic concepts of environmental policy. In some models, the student will be required to deal with simple algebra problems that will help them to better understand these concepts, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various environmental policy options, demonstrate their understanding of the usefulness and problems related to environmental valuation, and demonstrate their critical understanding of environmental policies.

Unit 1

Introduction: What is environmental economics? Review of microeconomics and welfare economics

Unit 2

The theory of externalities: Pareto optimality and market failure in the presence of externalities; property rights and the Coase theorem

Unit 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

Unit 4

International environmental problems: trans-boundary environmental problems; economics of climate change; trade and environment

Unit 5

Measuring the benefits of environmental improvements: non-market values and measurement methods; risk assessment and perception

Unit 6

Sustainable development: concepts; measurement

References

1. Aldy, J. et al. (2010). Designing climate mitigation policy. *Journal of Economic Literature*, 48, 903-934.
2. Cropper, M., Oates, W. (1992). Environmental economics: A survey, *Journal of Economic Literature*, 30, 675-740.
3. Heal, G. (2012). Reflections – defining and measuring sustainability. *Review of Environmental Economics and Policy*, 6, 147-163.
4. Kolstad, C. (2010). *Intermediate environmental economics*, 2nd ed. Oxford University Press.
5. Newell, R., Pizer, W., Raimi, D. (2013). Carbon markets 15 years after Kyoto: Lessons learned, new challenges. *Journal of Economic Perspectives*, 27, 123-46.
6. Perman, R., Ma, Y., McGilvray, J., Common, M. (2011). *Natural resource and environmental economics*, 3rd ed. Pearson Education/Addison Wesley.
7. Stavins, R. (ed.) (2012). *Economics of the environment: Selected readings*, 5th ed. W. W. Norton.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Pollution, externalities, natural resources

Open Economy Macroeconomics (HE64)

Discipline Specific Elective (DSE) Credit: 6

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