Indian Institute of Technology Kanpur

COURSES OF STUDY

2026





Indian Institute of Technology Kanpur
KANPUR-208016

HUMANITIES AND SOCIAL SCIENCE

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DEPARTMENT OF HSS			
CourseID	**Course Title**	**Credits L-T-P-D-[C]**	**Content**
ART101	INDIAN ART AND CIVILIZATION	3-1-0-0-11	Indian Art from Ancient Times: Rock Paintings of Bhimbetka and Indus Valley Civilization;Early Indian Art (1st and 10th Century A.D.): Buddhist Art from Gandhara and Kushan School,Buddhist Arts of Samath, Ajanta and Ellora, Chalukyan Art of Badami, Rashrakuta Art of Deccan; Medieval Indian Art (10th and 14th Century A.D.): Chola Art of Deccan Temples of Khajuraho, Temple of Konark, Paintings of Lepakshi; 15th to 19th Century Art: MoghulMiniatures, Jain Miniature, Mysore and Tanjore Schools of Art, Guier and KuluMiniaturesRajasthani and Pahari Schools, Company and Bazar Art; Contemporary and Modem Indian Art 20th and 21st Century: Individual Artists. **Course Reference**: 1. Indian Art A Concise History by Roy C. Craven; 2.Early India From the Origins to AD 1300 by Romila Thapar; 3.Moving Focus: Essays on Indian Art by K.G. Subramanyan; 4.TheMaking of aNew-Indian-Art by Tapati Guha Thakurta; 5.Indian Art (Oxford History of Art) by Partha Mitter; 6. Faces of Indian Art Edited by Ina Puri
ART102	INTRODUCTION TO ART APRECIATION & CRITICISM	3-1-0-0-11	Introduce fundamental visual skills and analytical skills, Critical thinking aboutvarious forms of art, and close observation of art and performing art.Principles of Analysis of Art, Art and perception, What is Style?, Style in Painting,Colour, Psychology of Colour Perception & Design, Space Illusion, Painting,Sculpture, Style in Sculpture Architecture, Style in Architecture, Space in Architecture, Printmaking, Photography & Film, POP Art Comics, Advertisements etc, Performing Art, Methodology of Criticism &Appreciation.Studio: 2D Exercise, Printmaking, 3D Exercises, Sculpture, Field Trip.
ART103	INTRODUCTION TO WESTERN ART	3-1-0-0-11	What is Art? Cave Paintings: 14,00010,000 BC: Altamira Cave Paintings; The Art of the Classical Civilizations: 3,000 BCAD 500: 8000600 BC: Mesopotamia; 3000270 BC: Egypt;1230100 BC: Greece; 700 BCAD 325: Rome; 3251453: Byzantium; The Art ofthe Middle Ages: 4751500: 4751000: The Dark Ages; 10001350: The High Middle Ages; 13501500: The Late Middle Ages; The Art of the Modern Period: 1500present: 14001550: Renaissance;15501700: Baroque; 17001800: Rococo and Classical; 17901850: Romantic; 18501910:Realism, Impressionism, Expressionism; 19101950: Cubism, Fauvism, Abstraction, Modernism,Dada; 1950present: Recent Janson's Basic History of Western Art by Penelope CaviesArt of Twentieth Century by Loredana Parmesani Indian Art A Concise History by Roy C. **Course Reference:** 1.Craven Early India From the

			Origins to AD 1300 by RomilaThaparThe Story of Art E.H.Gombrich; 2. Design Basics by David A, Lauer, Holt, Rinehart and Winston Book on Far Eastern Art (Chinese and Japanese Art) Skira, Sharman Lee PublishersMoving Focus: Essays on Indian Art by K.G. Subramanyan; 3.The Making of a New, Indian; Art by Tapati Guha Thakurta Indian Art (Oxford History of Art) by Partha MitterFacesofIndian Art Edited by Ina Puri
ART105	INTRODUCTION TO THE ART OF VIDEO MAKING	3-0-2-0-11	Theory Cinematography, Production Process, Writing for Screen, Basics Picture Making, CameraAngles, Direction Time and Space continuity, Cuts, Art of Editing The 5C's of Cinematography, Mascelli Directing the Documentary, MichailRabiger. **Course Reference**: 1. A History ofthe Cinema, Eric RhodeWriting for Screen and Television, TobiasSingle camera video production; 2. Robert b. MusburgerAnother Cinema for Another Society, Gaston RobergeBrand Bollywood, BoseProducing and Directing the Short Film & Video, Irving & Rea. 3.The Art of Cinema, B.D.GargaA compauion to Film Theory, Miller &Starn
ART106	ELEMENTS OF VISUAL REPRESENTATION	3-1-0-0-11	1. Space Two dimensional Spaces Illusion of Space One, two and multiple point perspective Three dimensional Spaces Space distribution Negative and Positive Space Object and ground relationship: Fore ground, middle ground, back ground Interactive Space; 2. Scale Natural space and natural scale Ideal space and ideal scale Scale Confusion in surreal space; 3. Illusion of motion Illusion of motion Anticipated and optical movement; 4. Line Line quality Line and Shape delineation; 5. Style of Visual Representation Form and Content Realistic, Semi abstract, Abstract, Typographic, Decorative StyleWhat is Art? 6. Visual Harmony Unity Emphasis Balance Rhythm; 7. Visual Perception Compositional Arrangement Gestalt Principle of universal whole; 8. Shape and Volume Naturalism and distortion Naturalism and Idealism Abstract Expression Form and Pattern Rectilinear and Curvilinear Pattern; 9. Tone and Texture Tactile and Visual texture Trompeloeil; 10. ColourColour and Value Colour theory Colour Combination Hue and Saturation Colour Characteristics Cognitive perception Optical Colour Mixing; 11. Visual Culture Cultural Identity through Visual Interface Refinement of Expression Culture Specific Expressions Traditional and Contemporary Expression Tribal and Folk art Comic Art Applied and Commercial Art; 12. Medium of Representation (Method and Material)Process of Visual Communication (Thinking, looking and doing); 13. Visual Analysis (Conclusion) Evaluation Assignments, Presentations, Examinations Varieties of Visual Experience Art as image and idea Vol.6 Edmund Burke Feldman Janson, H. W. History of

			ArtNew York: PrenticeHall and HarryN.Abrams, Inc 1977De LucioMeyer, J. Visual Aesthetics,New York: Harper & Row 1974Design Basics,Second EditionDavid A. Lauer, Holt, Rinehart and WinstonRudolf Arnheim, Art and Visual Perception, A Psychology of the Creative Eye, CaliforniaE. H.Gombrich, Art and IllusionA study in the psychology of pictorial representation. The A. W. Mellon lectures in the fine arts, 1956; Bollingen series XXXV: 5 Princeton University Press, Princeton and OxfordLorendanaPermesani, Art of the Twentieth Century, Movements, Theories, Schools and Tendencies 19002000, SKIRA
ART107	INTRODUCTION TO ART & VISUAL CULTURE	3-1-0-0-11	This fundamental theoretical and practical Visual Culture course introduces the basic Visual Culture and Visual Arts practices to the junior undergraduate students. It is a basic intro to theorizing in Art History and Visual Culture (including cinema), underscoring the distinct role of visual representation in our cultural existence and the diverse forms of envisioning images that visual representation has spawned. With weekly theoretical lecture hours with regular studio hours (tutorial classes), this course aims to orient students to the nuances of Art History and Visual Culture. It will explore Visual Arts as a creative art form and a medium of visual communication. A new realm of the Visual Arts and Visual Culture, including cinematic art, the major artistic styles, significant art movements, and their historical and cultural background in a unique way, will be opened to the students. It is expected that this course will help the students to be more prepared to take advanced (HSS-II) Art courses, like “ART401: Appreciating Far-Eastern Cinema,” “ART402: Modern Art,” and “ART405: 20th Century American Art” with a vision for a future career option in Visual Design and Creative Media & Visualization.
ART401	APPRECIATING FAR-EASTERN CINEMA	3-0-0-0-9	This (theoretical) cinema study course presents a survey of Far Eastern films both as an art form for creative expression and as a medium of mass communication. The course will broadly orient students to the theoretical fundamentals of cinema studies. The course will explore five major movie-making countries of the Far East: Japan, Korea, Mainland China, Hong Kong, and Taiwan. The lecture topics aim to enhance visual perception and basic appreciation of the cinema as a medium for expression beyond the boundaries of vivid languages and cultures. The students will delve into the world of – Far-Eastern Cinema, the key filmmakers, notable eras, genres, as well as their historical and cultural context in a unique way. Through this course, they will comprehend film analysis and criticism

			methodology. This course will propagate an understanding of the Far-Eastern popular culture and a newly developed skill of interpreting 'cinema' among the students. Reference: Berggreen, ShuLing Chen, and Rob Peaslee; Trans Chinese imagination: film and cross Strait perception as a historical case study for contextual journalism education; Asia Pacific Media Educator. Issue No.18. (Dec.2007): 155 170.Dai, Jinhua.; Hou Hsiao Hsiens films: pursuing and escaping history; InterAsia Cultural Studies. Volume 9.Number,2 (2008): 239 250.Fang, Karen; Arresting Cinema: Surveillance and the CityState in the Representation of Hong Kong; New Formations. 44.2 (2001): 12850. 18-SEP-14
ART402	MODERN ART	3-0-0-0-9	Art movements from 1840s to 1960s will be discussed in class from anaesthetic and socioeconomic perspective. The study of movements will also be assisted with an exploration of philosophy of art wherever necessary.Art movements Impressionism, Post impressionism, Fauvism, Cubism, Futurism, Dadaism,Surrealism, Abstract expressionism, Pop art, Minimalism, Introduction to Post modernism. Philosophy of art Formalism (Clive Bell and Roger Fry), Dream in psycho analysis (Freud),Existentialism (Sartre, Camus), Modernism (Clement Greenberg). **Course Reference**: 1. Story of Modern Art, Cheney, Sheldon; 2. Art in theory: Charles Harrison & Paul Wood; 3. Abstract art: Anna Moszynska; 4. Shape ofthe pocket: John Berger; 5. Marg (Journal); 6. Art India (Journal).
ART404	THE ART OF AMERICAN WAR MOVIES	3-0-0-0-9	This is a theoretical Visual Culture course that introduces the concept of visual communication through cinema with the students. Through this course, the students will be exposed to the sphere of cinematic art, the influential filmmakers, notable eras, significant genres of the United States of America in relation to War Films. In this course, the students will also explore the historical and cultural context of these films in a distinctive way. This course offers a study of the American War films both as a medium of visual communication as well as a creative art form. The course will broadly orient students to the essence of Visual Culture through American cinema. The selective films included in this course, principally the "art house" cinemas, span the course of the pre-world-war era till the late 20th century. They are distinct regarding their time period, stylization, the visual imaging of motion pictures, and an extensive range of American filmmakers. There is no prerequisite, but fluency in the English language and inclination towards visual arts are absolutely necessary.
ART405	20th Century American Art	3-0-0-0-9	This theoretical art history course introduces the Visual Arts practice in North America, especially in

			the USA, in the 20th century. This course will explore the realm of the American Visual Arts, including cinematic art, the key artists, noteworthy eras, significant art movements, and their historical and cultural context in a distinctive way. This course offers a study of the American Visual Arts both as a creative art form and a medium of visual communication. The course will roughly orient students to the nuances of Visual Culture. There is no prerequisite, but fluency in English and, general knowledge about world history and inclination towards Visual Arts are absolutely essential.
ART406	ART CRITICISM: THEORY AND PRACTICE	3-0-0-0-9	This course is aimed at providing a comprehensive understanding of the scopes of visual communication and refining visual literacy. This, in turn, contributes to the methods of studying, documenting and critiquing historical and contemporary artworks and cultural practices. As part of the exploration, students learn to examine the idea of "genre" in art, decision-making process behind noted artworks and projects and contextualise them against their socio-cultural and political background. The lectures and class discussions support the applied projects of the students, such as critical writings on artworks, artists/artisans, socio-cultural practices, and curation. These activities also provide a window into the field of professional art writing and reinforce the necessity of art criticism. The course includes discussions on the organisation of art historical resources, concerns around chronology, philosophy of art and aesthetics from the Indian, Western and Eastern Asian perspectives. Furthermore, The course introduces the students with methods of critical art appreciation theory by guiding them to use three layered analysis techniques to write professional art reviews. It is supported by an overview of the nature of methodological approach in art criticism referring John Dewey, Barkan, Feldman's four step formal analysis, Jack Hobbs, Solomon's Phenomenological Model of Criticism, and Ducasse's Language of feeling. In-depth analysis of visual perception, visual style, colour theory, illusion of space, anticipatory movement, situating art and artists within socio-cultural framework, and understanding visual culture through historical and global perspectives are facilitated with relevant examples and case studies in this course.
ART407	20^{th}-21^{st} Century Visual Culture in India	3-0-0-0-9	By emphasising the salient features of the 20^{th} and 21^{st} century Indian visual culture, this course foregrounds the necessity to perceive the history of Indian modern and contemporary art from the point of view of making. The course analyses how societal

			interests, history and individual approaches intersect in art-making. A focus on the production of artworks—explored through a diverse range of topics, including wash water colour, printmaking, post-independence architecture, craft production and installation art—thus promises to yield newer insights into our visual culture. The course aims to integrate art theories and art production while fostering creative thinking in students.
ART410	An Introduction to Japanese & Korean Cinematic Art	3-0-0-0-9	This theoretical Visual Culture course introduces the idea of visual communication through cinema with the students. They will explore the realm of Japanese and Korean Cinematic art, the key filmmakers, noteworthy eras, and significant genres, as well as their historical and cultural context in a distinctive way. This course offers a study of Japanese and Korean films both as a creative art form and as well as a medium of visual communication. The course will broadly orient students to the nitty-gritty of Visual Culture. The selective films included in this course, predominantly the “art house” cinemas, span the pre-world-war era till the 21st century. They are distinct with respect to their time period, filmmakers, stylization, the visual imaging of motion pictures, and a wide range of cinematic genres. There is no prerequisite, but fluency in English and inclination towards visual arts are absolutely necessary.
ART411	PRINCIPLES OF COMMUNICATION DESIGN	3-0-0-0-9	History of communication, Psychology of perception, Signs and symbols, Elements of visual display, Layout design, History of typography, Information structuring, Claymation, Visual branding, Case studies of campaigns.An overall understanding of above, mentioned areas will be assisted through related projects oncomposition, typography, illustration techniques, story boarding, claymation, logo design and advertisement campaigns. **Course Reference**: 1. Art and Visual perception Rudolph Arnehiem; 2. Manufacturing Consent: The Political Economy of the Mass Media: Noam Chomsky; 3. Design and Form Johannes Itten; 4. The Visual Display of Quantitative Information: Edward Tufte; 5. Envisioning Information: Edward Tufte; 6. Visual Explanations: Images and Quantities, Evidence and Narrative: Edward Tufte; 7. Principles of Three Dimensional design Stephen Luecking; 8. Principles of 2D design Wucius Wong; 9. Principles of Form and Design Wucius Wong; 10. Pedagogical sketch book Paul K.leeII. Form (Journal); 11. MAG INDIA (online database of advertising and marketing) www.magindia.com
ART701	METHODOLOGY: ART CRITICISM & APPRECIATION	3-0-0-0-9	To familiarize students with variety of methodological approach in art criticism and analysis. The course proposes to develop visual skills and analytical skillsin writing about various forms of art in using

			concepts and terminology. It alsowould enable research student to exercise skills in observation of various formsof visual media. The methodology of criticism is based on some of the following authors John Dewey (Criticism and Perception), Barkan, Fidmans, Jack Hobbs,and Solomns Phenomenological Model of Criticism, and Ducasses Language of Feeling. The critical analysis would be based on Art and Perception, Principlesof Style, Styles in 2dimension and 3dimension visual art.
ART703	STUDIO ART PRACTICES	3-0-0-0-9	The aim of the course is to expose the students to different mediums and methods of art practice. The course consists of four components based on four different fields: Painting, Cinematography, Graphics and Installation Art. Of the four components, any two shall be selected for teaching in a given semester.The course assessment will be based on a cumulative performance of the student in written examinations, which would primarily cover the theory, along with an exhibition/presentation at the end of each of the two components with an emphasis on the practice.The student will thus get at least half a semester to explore the potential of the medium with an emphasis on practice.
ART704	ART A MEDIUM OF COMMUNICATION	2-0-3-0-9	Theory: Prehistoric Art; Traditional Art as Medum of Communication Religious Art, Buddhist Art, Christian Art, and Hindu Art; Critical analysis of the following theories/ articles Plato's; Art as Imitation; aristotle's;Theory on Art; Leo Tolstory's Theory of Art and;Art as the Communication of Feeling; David Hume's Of the Standard of Taste; susanne Langer's Art as Symbolic Expression: From Feeling and Form; Arthur Danto's;The Art World; POP Art and Comic Art; Art as Language of Expression in 2D and 3D media.
ART705	MODERN FAR-EASTERN ART	3-0-0-0-9	This course is an introduction to many of the theories and methods that have been used by art historians to analyse the modern Far Eastern art. The visual foci will include the most popular works of art created by the East Asian modern artists as well as a variety of other visual media, including the museum setting and its strategies of display. This course also includes survey of the intellectual origins, artistic concerns and utopian programs of the Modern Art Movements in this region. Focusing on the years between 1950 and 2000, it will investigate a number of issues such as the relationship between the modernism in art (especially painting and sculpture) and the common responses of artists to the rapid transformation, industrialization and mechanization of the Far Eastern society. Thus, the course is based on trends in postmodern FarEastern Art, the internationally acclaimed artists and their style and on dissemination and transformation of FarEastern postmodernist art in the world. This PG level course is designed to

			introduce students to the questions and debates that propel Far Eastern Art history and the methodologies that have shaped its shifts in strategy.
ART706	VISUAL ETHNOGRAPHY	3-0-0-0-9	The primary objective of this course is to train doctoral students on theories and methods in visual culture studies and anthropology in order to assist them in incorporating audio-visual media for better comprehending socio-cultural practices. This course is intended to assist students with effective methods to study and document different facets of community practices, conduct interviews, analyse relevant art historical and anthropological literature and synthesise them in their project outcomes. Visual ethnography is a method that combines theories of visual culture studies and anthropology by incorporating audio-visual tools for research practice. As a subfield of social anthropology, visual ethnography is concerned with the study and production of audio visual material i.e. photography, film and video, audio content and new media. The course would provide a theoretical context that will help the students choose suited medium of their expression, research methods and narrative strategies for their specific aims. The necessary skills would be acquired through coursework and independent academic research projects. The course is a foundation for thinking about visual ethnography that introduces practical and theoretical issues relating to the visual and digital technologies used in the field. As part of the course, students are encouraged to develop their own research project and conduct audio-visually oriented field research. The material documented and gathered during the fieldwork will be edited and analysed thereafter. The goal is to be able to establish the principles and build theories about human visual representation in general. The students will have a direct and sustained engagement with visual forms of communication as tools for understanding and communicating anthropological concepts. While this course requires weekly readings and film viewings, the central component of the course will be the production of audio visual content. Through weekly creative assignments and extensive in-class critiques, students build and refine their visual projects. The course includes extensive discussion on ethnography (drawing on Sarah Pink, David Howes, Alfred Gell and others), visual culture studies (drawing on Nicholas Mirzoeff, Rebecca Brown and others), narratives (drawing on Erwin Panofsky, Michael Baxandall and others) and cultural representation and transformation (drawing on Finbarr Barry Flood, Tim Ingold and others).
ART707	INTRODUCTION TO CHINESE CINEMA	3-0-0-0-9	The primary objective of this course is to expose doctoral students to the art and visual culture of the

			Chinese Cinema. This PG level course will also assist them in comprehending and appreciating the wider horizon of the modern from its inception to the prevailing current trends and the scholarly works related to them.
ART708	RESEARCH METHODS IN VISUAL CULTURE	3-0-0-0-9	This course aims at investigating the academic aspects of visual culture. Assisting researchers in preparing plan, proposal, project for scholarly writing, dissertation, thesis, application seeking research grants. Understanding the relationship between research method and methodology. This comparison begins with preliminary consideration of philosophical assumptions for conceptual framework to support various approaches. Course content: Ontology, epistemology, structuralism. Visual identity design. The use of theory, writing strategies and ethical considerations, the purpose of statement, research question, hypothesis, quantitative methods, qualitative methods:(Narrative research, Phenomenology, Ethnographies, Grounded theory studies, Case study),mixed methods procedure, philosophical worldview, survey techniques, questionnaire design, notes on visual reading: denotation and connotation, The tools of critical writing, Types of art criticism, Kinds of critical judgment, Types of Art Criticism:(Journalistic, Pedagogical, Scholarly, Popular),Kinds of Critical Judgment: Formalism(description, analysis, interpretation, judgment), Expressivism, Instrumentalism.
ART709	TOPICS IN INDIAN FOLK ART	3-0-0-0-9	Indian folk artistry is uniquely recognized all over the world not only for richness of aesthetics but also as indicators of age-old habitual beliefs. Folk artists as creative individuals keep the tradition alive. In India, the mainstream academic style of art has synergized with the principle of vernacular art and culture to boost nationalistic ideas as well as modernism since the pre-colonial era. The course traces the journey of an array of indigenous art styles from traditional to contemporary and comments on the aspects of cultural sustainability through preservation, conservation and paradigm shift.
ART710	INDIVIDUAL PROJECT	3-0-0-0-9	This course allows the enrolled students to carry out projects aligned with their research interests. The study material, including scholarly writings, artworks and audio-visual resources, is posited to support the endeavours of the students. The course is designed to explore the interrelations between practice and theory-based research. The foremost aim of this course is to observe the simultaneous growth of practical work and scholarship in the respective field. The student/participant may delve into a practical/experimental work of their choice at the beginning and continue it throughout the semester.

			Alternatively, they may choose an area of study that will contribute to their doctoral projects and develop a semester-long project. The successive stages of their progress are to be presented periodically as part of the course. At the end of the semester, a display/presentation along with a report submission will be done to disseminate their findings to the audience. The topics for this course include text and image correlation (drawing on Abanindranath Tagore, Hannah Arendt, W. J. T. Mitchell and others), theorisation of practice (drawing on Michael Baxandall, David Pye, translation of Shilpa-Shastras), Politics of representing artists/artisan communities (drawing on K. G. Subramanyan, Stuart Hall, Rustom Bharucha and others), and role of art in society (Walter Benjamin, Theodore Adorno, Rabindranath Tagore, John Dewey and others). The discussion of the scholarship is aimed at supporting the contextualization of students' individual projects and their potential outcomes.
ART711	CREATIVE PAINTING-METHODOLOGY & PRACTICES	3-0-0-0-9	The aim of the course is to expose the postgraduate FineArts/Design students to various postmodern methods and mediums of creative painting. Finearts practices, specially painting is committed to greater artistic innovation and intellectual exhaustive. This course will emphasize critical thinking and strongly encourage artworks that reexamines its context, material form and deeper conceptual method. The course aims to broaden the productive, conceptual, and critical faculties of students in their pursuit of careers as professional visual artists.This course is designed to prepare students for a professional exhibiting career and for teaching FineArts at the college level. Studio space (FineArts lab) will be provided to the students for regular lectures as well as their creative pursuit. Here students are expected to develop and understand their own creative processes, advance their painting practice and to communicate ideas and transfer skills within educational settings.The course assessment will be based on the cumulative performance of the student in written examinations, which would primarily cover the basic painting theory, along with a final exhibition/presentation at the end of this course with an emphasis on the practice. Final display of the artworks created by the student will require students to maintain a rigorous pace of creative research and establish a professional painting practice.
ART715	Visual Culture Research Project	3-0-0-0-9	This is an advanced-level research-oriented Visual Culture course designed for postgraduate students, especially the doctoral scholars of Fine Arts and Design. It allows the students to take up short individual research projects in areas related to Visual

			Culture. The instructor will supervise these short research projects. The course will help the students draft and pursue their original projects and train them to formulate research questions and generate a hypothesis.
FA701	Fine Arts Seminar I	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
FA702	Fine Arts Seminar II	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
FA888	Introduction to Profession and Communication Skills	1-0-0-0-3	This modular course will focus on the modes of communication involved in the four essential aspects of research in Fine Arts: art making, art history, community based study and curation. Reading, writing and oral mode of disseminating knowledge will be addressed in the four modules of this course. The faculty members in Fine Arts and guest presenters will deliver four illustrated talks on these topics. Both inperson and recorded talks will be featured as part of the course. The students will be expected to make oral presentations and submit write ups on their research/practice periodically. This interactive mode of communication facilitated by the instructors and study material will equip students with better resources for their research and prospective profession.
ENG113	LEARNING ENGLISH AS A SECOND LANGUAGE	3-1-0-0-11	This is an introductory level course in English language and learning English aimed at UG students. The course will discuss the status of teaching and learning of English and the characteristics of English language learners in Indian contexts. It also aims to examine cognitive and communicative strategies for effective use of English in interpersonal communication contexts.
ENG122	INTRODUCTION TO LINGUISTICS	3-1-0-0-11	Introducing Language; Natural Language and Artificial Languages; NaturalLanguage and Animal Communication Systems; Evolution of Language; Acquisition ofLanguage; Ancient Indian Linguistics; Modern Linguistics; Applied Linguistics. **Course Reference**:1. Hirschberg, S. and T. Hirschberg, Reflections on language, OUP, 1999; 2. Radford, R., Linguistics: An Introduction, CUP, 1999; 3. Jackendoff, Ray, Foundations of Language, OUP,

			2000; 4. Bergmann, Anouschka; Katleen Currie Hall & Sharon Mariam Ross, Language Files.Ohio State University Press, 2007; 5. Selected papers on various topics.
ENG123	INTRODUCTION TO LITERATURE	3-1-0-0-11	The course will introduce students to literature through exposure to different literary genres within the three main categories of prose, poetry, and drama. The focus of thecourse will be on how to read a literary text in terms of its use of language and style as well its thematic content. In the process, students will learn about the different approaches to literary analysis as a way of understanding, interpreting, and evaluating specific literary texts.
ENG124	LANGUAGE AND SOCIETY	3-1-0-0-11	Problems of definition; Multilingual communities; Language variation; Language andidentity; Standardization; Language, culture and cognition; Language and social control; Methodological issues. Clyne, Michael, 2003. Dynamics of Language Contact, Cambridge University Press.Downes, William, 1998. Language and Society, Cambridge University Press.Romaine, S., 2000. Language in Society: An Introduction to Socio linguistics, OUP.
ENG125	Introduction to Film Studies	3-1-0-0-11	This course introduces students to the broad approaches in the study of cinema. Most such introductory courses focus on the analysis of formal film techniques, such as editing and cinematographic conventions. Here, we will start with such formal analysis, but go beyond that to make students familiar with the broader socio-cultural and historical concerns in the study of film; these include the varying understandings of what constitutes realism in cinema, the specificity of Indian film forms, gender-, sexuality- and class-specific concerns. One of the key methodologies to which students will be introduced across all topics is film historiography. They will learn that film history is as much about the broader contexts in which films are made and watched as it is about individual films. At the end of the course, students will be able to apply this range of skills to identify topics that are relevant to a specific film, and to write a concise critical essay on it.
ENG401	A LINGUISTIC HISTORY OF INDIA	3-0-0-0-9	This course is designed for undergraduate students to provide an overview of the history of Indian languages. The primary focus of the course is to highlight the significance of the distinct linguistic history of India using insights developed by Historical Linguistics. The course aims to differentiate linguistic history from other types of history, such as cultural, social, or political history, while also highlighting their interconnectedness. The course touches upon key concepts from Historical Linguistics, such as PROTO language, the problem of linguistic continuity, language family etc. to focus on the nature of language as a historically evolving phenomenon and

			to underscore the need for a distinct historiography of language(s). While language has its own distinct features, it is still connected to and interacts with other phenomena that historians have studied. Therefore, the course draws ideas from history, such as language and migration, empires and their languages to connect the history of languages in India since the Harappan and Vedic times. The course familiarises students with the diverse linguistic heritage of India by weaving a linguistic-cultural historical narrative of at least one language from the language families in India.
ENG408	SECOND LANGUAGE ACQUISITION	3-0-0-0-9	1. The foundations of SLA First language and Second language, acquiring L1 and L2, diversity in learning and learners, logical problem of language acquisition, different frameworks of SLA. 2. Inter language Nature of language, contrastive analysis, error analysis, monitor model, UG and SLA, learnability, critical period hypothesis, functional approaches, function form mapping. 3. Psycholinguistic aspects Language and brain, learning processes, competition models, connectionist approaches, differences in learners, learning strategies, effects of multilingualism. 4. Social contexts Communicative competence, microsocial and macro social factors, role ofinput and interaction, role of output. 5. Acquiring knowledge for L2 use Linguistic competence, linguistic performance, academic vs interpersonal competence, receptive activities, productive activities, discourse rules. 6. Teaching and second language learning Classroom language, processing instruction, teachability/ learnability, input manipulation, input enhancement.
ENG423	CURRENT ISSUES IN LINGUISTICS	3-0-0-0-9	1.Conceptualising language: Internalist and externalist approaches to language design; 2.Language Faculty: Modularity, Optimality of design, Constraints on possiblegrammars, Interface systems; 3.Conceptual and linguistic architecture: Amodularity, Spatial and temporal cognition, Linguistic mappings, Lexicalization patterns, Crosslinguistic variation, Diachronicshifts, Multimodal cognition, Bilingual cognitive and linguistic processing; 4.Language Acquisition: Perceptual grounding, embodiment, perceptual and linguistic processes; 5.Speech acts: Rhetorical relations, metaphor, intentionality and implicature; 6.Discourse: Linguistic and cultural boundaries, Language and identity, Language andeducation, Discourse, ideology and control. **Course Reference**: 1.Chomsky, N. New Horizons in the Study of Language and Mind. Cambridge UniversityPress. 2000; 2.Chomsky, N. Architecture of Language. Oxford University Press. 2001; 3.Huang, Y. Pragmatics. Oxford University Press. 2007; 4.Jacknedoff, R. Foundations of Language: Brain, Meaning, Grammar, Evolution. OxfordUniversity Press. 2002; 5.Langacker, R.W. Grammar and

			Conceptualisation. De Gruyter.1999; 6.Pinker. S. Language Cognition and Human Nature. Oxford University Press. 2013; 7.Talmy, L. Cognitive Semantics vol. 1 and 2, MIT Press. 2000.
ENG431	THE INDO-ANGLIAN NOVEL	3-0-0-0-9	The genre of the novel is seen as a colonial legacy as it developed in Indiasince the arrival of the British. The Indian English novel bears the colonial imprint more as it iswritten in the colonise's language. The course attempts to understand this geme that is considered foreign in India, in terms of both geme as well as language. However, the Indian English novel has acquired quite a reputation in world literature today and has writers who have remarkable felicity of style and catholicity of subject matter. The course will trace the development of the Indian English novel from its origin to the present day, focusing on critical junctures that mark this progress. Novels that have made a mark nationally and internationally will be used to exemplify this. Mehrotra, Arvind Krishna. History of Indian literature in English. New York: Columbia University Press, 2003.Mukherjee, Meenakshi. The Twice Born Fiction: Themes and Techniques of the Indian Novel in English. 1971. Delhi: Pencraft International, 2009.
ENG432	LITERATURE AND IDEOLOGY	3-0-0-0-9	This course will engage with the concept of Ideology, and its relationship with literature. Beginning with a definition of Ideology and its various subcategories, the course will go on to examine how ideology impacts both the creation andthe reception of literary texts, both explicitly and implicitly. In the process, we willanalyse the many different kinds of relationships that a literary text may have with ideology, ranging from propagation and elaboration, to refutation and critique. We willalso attempt to understand how ideology creates and impacts different schools of literary criticism, and its relationship with aesthetic modes ofliterary reception. Eagleton, Terry. Criticism and Ideology. New York: Verso, 1978.Hawkes, David. Ideology. London: Routledge, 2003.Williams, Raymond. Keywords: A Vocabulary of Culture and Society. New York:Oxford University Press, 1983.
ENG433	MODERN DRAMA	3-0-0-0-9	1. Introduction to Drama 2. An Overview of the Theatre: 3. European Drama & EuropeanSociety 4. Ibsen's The Wild Duck 5. Strindberg's The Father 6. Russian Society in the 191h Century 7. Chekov's The Cherry Orchard 8. Pirandello's Six Characters 9. Absurd Drama: An Overview 10. Beckett's Waiting/or Godot 11. An Overview of American Drama 12. Miller's Death of a Salesman 13. Williams's A Streetcar Named Desire 1. Weiss. Drama in the Modern World. 2. Gassner, J. Treasury of the Theatre.
ENG434	MODERN BRITISH AND AMERICAN NOVEL	3-0-0-0-9	1. Introduction to the Novel. Novel in theAnglo-American literary tradition. Major concerns in 19th&

			20th century British, American NoveL. Romance and the Novel in America. Hawthorne's The Scarlet Letter. Modernism and the English Novel. Art and the Artist in Modernist Novel. Joyce's A Portrait of the Artist. Feminism and Woolf. Woolrs To the Lighthouse. Forster's A Passage to India. American Modernism. Fitzgerald's Tender is the Night. Hemingway's A Farewell to Arms Summing Up 1. Margaret Drabble. The Oxford Companion to English Literature. The Cambridge Companion to American Literature.
ENG435	TOPICS IN LITERARY MOVEMENTS	3-0-0-0-9	The literature of any language is usually categorized in terms of movements, or discernible trends in style and theme at a particular point in the course of its development. These trends in literature constitute a literary movement. The major movements in Anglo American literature are Romanticism, Neoclassicism, Realism, Naturalism, Modernism and Postmodernism. These are but generalized categories that actually include a wide variety of topics which have been dealt with in diverse ways by different writers. The course includes a study of literary movements in general, and more detailed examination of the topics that are subsumed under particular movements. It will also take into account the changing perspectives on writing and writers that usually change according to the movements. Each topic will be illustrated using a seminal textand writer. Peck, John and Martin Coyle. A Brief History of English Literature. New York: Palgrave Macmillan, 2002.Sanders, Andrew. Short Oxford History of English Literature. Oxford: Oxford UniversityPress, 2004.
ENG436	THE WRITER'S VISION OF THE FUTURE	3-0-0-0-9	This course identifies and defines visionary literature through a broad range of disciplines and/or literary genres. Open to engaging with texts from different domains, from philosophy to economics to science fiction and fantasy, the course analyses the relationship between visionary writing and the concepts of utopia as well asprophecy. In the process, the course examines the ways in which the visions articulated by such texts intersect with their and our realities, their purpose and effectiveness, as well as their relevance for social change. No specific textbook or reference material. The specific texts chosen for the course in a particular semester will determine the appropriate reference materials.
ENG437	INDIAN LITERATURE	3-0-0-0-9	The course attempts to give a crosssection of Indian literature which isdiverse, multilingual, and spans a vast period of time. The broad areas that will be covered arethe origin and development of genres like drama and poetry in ancient India, Bhakti poetry, therise of the novel, and the themes and issues in contemporary literature written in the various Indian languages. These will be exemplified with the help of

			relevant literary texts from differentages and different parts of the country. It will also critically examine the attempt to homogenize the diverse strands that go into the making of the literature of India. The focus will be on Indian language texts, including fiction, poems and plays in English translation. No specific textbook. Selections can include Sangampoetry, Bhakti poetry, and works of writers like Premchand, Rabindranath Tagore, IsmatChugtai, Dilip Chitre, M. T. Vasudevan Nair, and Mahasweta Devi.
ENG438	POSTCOLONIAL LITERATURE	3-0-0-0-9	This course will unpack the many meanings of the terms; postcolonial through a study of literature that has emerged from the colonial encounter in various parts of the world. Focused mainly on literature written in English (and hence on the British empire within ahistorical context), the course will examine works from Africa, the Caribbean, and India, in addition to British literature itself, to understand how such literature deals with and/or resists the experience and legacy of colonialsim. In addition, the course will engage with contemporary literature, primarily from the US and India, to understand the relevance of postcolonialism within current global relations between the North and the South. **Course Reference**: 1. Loomba, Ania. Colonialism/Postcolonialism. New York: Routledge, 1998; 2. The Empire Writes Back: Theory and Practice in Post Colonial Literatures. Edited by Bill Ashcroft, Gareth Griffiths, Helen Tiffin. New York: Routledge, 2002.
ENG439	LITERATURE AND CENSORSHIP	3-0-0-0-9	Censorship is defined as the restrictions that are imposed on the writer and writings by centres of power like the state, religious institutions or other social organizations. These external restrictions can lead to self imposed censorship, in the form of inhibitions which prevent the writer from expressing his I her views and thoughts openly. The course attempts to understand why writing is perceived as a threat to established institutions like the state or organized religion, and the impact of such restrictions on writing. Besides, it also analyzes the process of censorship as it has been practiced, and still is practiced, in various parts of the world. The efficacy of this restrictive measure will be evaluated with the help oftexts that have created controversies for going against accepted notions of morality or religious beliefs. Green, Jonathon and Nicholas Karolides. **Course Reference**:1 The Encyclopedia on Censorship. New York:Info base Publishers, 2005; 2. Jansen, Sue Curry. Censorship: The Knot that binds Power and Knowledge. Oxford:Oxford University Press, 1991; 3. Nadaff, Ramona A. Exiling the Poets: The Production of Censorship in Plato's Republic.Chicago: University of Chicago Press, 2003.

ENG440	TOPICS IN LITERARY GENRES	3-0-0-0-9	This course will explore the concept of literary genre and its implications for both the production and reception of literary works. Delving beyond the broad divisions of poetry, prose, and drama, this course will investigate the formand content of specific interrelated genres such as crime fiction/rogue fiction/detective fiction/Nair or romance/gothic/science fiction/fantasy, etc. It will situate these genres within a historical context and explore their regional variations by studying Western texts alongside non-western ones from the same genre. In the process, the course will examinethe ways in which various social categories influence the contours of various literary genres and the extent to which genres are contained within cultural temporal boundaries. No specific textbook. Reference material will be decided on the basis of the specific group of genres under study during a particular semester, and may include the following: **Course Reference**: 1. Frow, John. Genre. New York: Routledge, 2005; 2. Todorov, Tzvetan. Genres in Discourse. New York: Cambridge UniversityPress, 1990.
ENG443	NATURAL LANGUAGE SEMANTICS	3-0-0-0-9	Philosophical and linguistic approaches to semantics; Semantic structure and its computational modeling; Lexical semantics; Logical form of naturallanguage; Anaphoric dependencies; Pragmatic structure; Cognitive grammar and cognitive semantics Semantics: Philosophical and Linguistic approaches to Semantics. Semantic Structure and its Computational Modelling: Semantics 6Pragmatics Distinction, Syntax Semantics Interface: Syntactic and Semantic Parsing, HPSG, Frame Net Semantics Lexical Semantics: Lexical Under determination, Interlexical Relations, Lexical Conceptual Structures, Generative Lexicons, Argument Structure, Event Structure and Qualia Structure, WordNet and Generative LexiconsLogical Form of Natural Language. Propositional Structure, Quantification, Quasi quantification Anaphoric Dependencies: Pronouns and Reflexives, Ellipsis and other Lexical Gaps Pragmatic Structure: Implicature and Nonliteralness, Modelling Pragmatic Knowledge, Discourse Representation Theory/Situation Semantics Cognitive Grammar and Cognitive Semantics.
ENG445	LITERATURE & THE INDIVIDUAL	3-0-0-0-9	The precarious role of an individual in a dynamic society totalitarian, democratic, technological, globalized, etchas been an intense and perennial subject of concern in literature.Many literary works deal with such problems of humanity as the constraints of individual freedom, loss of identity, search for self, struggle for individual survival, pangs of isolation and alienation, and attempts for salvaging sanity from a maddeningly disordered world. These

			works, through fables, fantasies, realistic as well as futuristic representations, interrogate, probe into the prevalent values, and affect changes in the lives of individuals, and by extension, theirsocieties. Apart from a utopian prophecy of deferred but ultimate triumph of humanity, these literary works often inspire, and instill in the readers enduring ideas, ideals, and values. Theworks for study in the course include the classics of world literature from George Orwell, ErnestHemingway, Herman Hesse, R. K. Narayan, Saul Bellow, Somerset Maugham and Upamanyu Chatterjee to semiphilosophical and popular texts of Ayn Rand, Khalil Gibran, Paulo Coelho,Richard Bach and Robert Pirsig.
ENG446	LITERATURE &ADAPTATION	3-0-0-0-9	This course will examine the processes and politics of adaptation as texts travel across genres, media, and cultures. Focusing primarily on literary texts, graphic narratives and films, it will investigate the different vocabularies of each media and see how meaning is transformed as it travels across different languages. In the process, it will delve into topics such as the semiotics of translation, the fidelity; debate, the relationship between adaptation and appropriation, ideology and intention in the creation of adaptations etc. **Course Reference**: 1. Hutcheon, Linda. A Theory of Adaptation. New York: Routledge, 2006; 2, Sanders, Julie. Adaptation and Appropriation. New York: Routledge, 2006.
ENG448	LANGAUGES OF SOUTH ASIA	3-0-0-0-9	South Asia as a linguistic region: Indo Aryan languages, Dravidian languages, Tibeto Burman languages, Munda languages, Languages of the Andamans, Convergence features Language contact. The role of English Orality, literacy and writing systems. Language and Discourse **Course Reference**:1. Languages in Diaspora. Language Conflicts; 2. Abbi, Anvita. 1997; 3. Languages of Tribal and Indigenous Peoples of India: TheEthnic Space. MLBD Abbi, Anvita. 2006. Endangered Languages of the Andaman Islands. Lin com Europa.
ENG450	ACADEMIC WRITING	3-0-0-0-9	Course Content: (Number of proposed lectures is given in brackets): 1.Getting started (03): Analysing issues, identifying the purpose ofwrite up and the target audience, identifying the relevant materials, gathering and organizing the ideas; 2.Using resources (06): Critically reading the relevant materials,notemaking, paraphrasing, summarising, evaluating, combing available resources; 3.Paragraphs and paragraphing (06): Why to make paragraphs, how to make paragraphs, identifying topic sentence and details, understanding coherence, analysing cohesive devices, links within and across paragraphs; 4.Language and style (07): Cohesive devices, passives, prepositions,referring verbs,

			tenses, punctuation, relevant style (hedging, complexity, formality, precision); 5.Organizing the writeup (07): Parts of a writeup (introduction, mainbody and conclusion), narration, description, explanation, argumentation, instruction, expressing opinions; 6.Writing models (06): Argumentative and descriptive essays, emails,formal letters, invitations, notices, posters; 7.Common mistakes (04): Mistakes in reasoning, mistakes in grammar andpunctuation; 8.Revision (03): Getting feedback, Rereading and rewriting,proofreading, finalising, avoiding plagiarism. **Course Reference**: 1. Bailey, S. (2004). Academic writing: A practical guide for students. Routledge Falmer: New York.Giltrow, J. Gooding, R., Burgoyne, B., &Sawatsky, M. (2009). Academic writing: An introduction (2nd edn.). Brodview Press: Ontario.Hilton, C. & Hyder, M., (1992a).; 2.Getting to grips with punctuation and grammar. BPP (Letts Educational) Ltd: London.Hilton, C. & Hyder, M., (1992b).; 3. Getting to Grips with Spelling. BPP (Letts Educational) Ltd: London. University of Essex (2008). How to improve your academic writing. Retrieved on August 13, 2014.
ENG451	GLOBAL COMMUNICATION	3-0-0-0-9	The focus of the course is on the use of English language in national/multinational corporations and communication mediated through mobile, telephone, email, internet and other advanced technologies. Significant topics for discussion include: 1. Communication, Culture, Power 2. Current World Trends in Media Communication 3. Ethnographic Perceptions 4. Global Imbalances in Informational and Cultural Exchange 5.Benefits of Intercultural Communication 6. Intercultural Competence 7. Interpersonal Communication 8.Environments and Information Load 9. CrossCultural Communication Styles 10. Etiquettes for the Net 11.Qualities of Effective Report Writing 12. Writing Effective Emails 13. Communication Information Through Visuals 14. Channels of Nonverbal Communication 15. Competence in Interviewing Contexts 16. Confidence in Use of Body Language.
ENG452	LINGUISTIC TYPOLOGY	3-0-0-0-9	Methodology and UnversalPhomological Typology. Morphological Typology. Constiuent Order Typology. Grammatical Relation and Alignment. Hierarchies and Semantic Maps. Typology of World Classes. Typology of Valence. Typology of Negation. Typology of Relative Clauses
ENG454	Introduction to Indian English Poetry	3-0-0-0-5	The course seeks to explore the tradition of Indian English poetry which emerged during the early decades of the nineteenth century and represents one of the significant ways in which Indians have engaged with the cultural politics of British colonialism as well as post-independence India. The objective of this course is to allow students to arrive at a comprehensive understanding of this rich literary

			genre and the ways in which it relates to the world of modern anglophone literature on the one hand and the major socio-political currents in modern Indian history on the other.
ENG456	CLIMATE FICTION AND FILMS	3-0-0-0-9	I.Introduction to Climate Change. II. Geological Causes of Climate Change. III. Anthropogenic Causes of Climate Change. IV. Climate Skepticism; Threat Perception and Underlying Politics. V. Effects of Climate Change. VI. Cocepts of Ecohorror. VII. Dystopian Doom: The Irreversible Damage. VIII. Fictional Representations of Climate Change: Ecofiction/Ecofabulism. IX. Film Representations of Climate Change: Enviropocalypse, Postapocalypse. X. Concepts, Themes and Issues in Climate Fiction. XI. What is Wrong with Cliflicks? XII. Impact of Climate Change on Species Survival: Scarcity of Resources and Hunger Games. XIII. Future Possibilities: Gaia and Geoengineering. XIV. Sustainability and Climate Responsibility. XV. Reality Check: Climate Politics that Avert Possible Solutions. Atwood, Margaret. Oryx and Crake. TOronto: McClelland & Stewart Limited, 2003. Maddaddam. Toronto: McClelland & Stewart Limited, 2013. Budyko, M.I. and Yu. A. Izrael, Eds. Anthropogenic Climatic Change. Tucson: The Univ. of Arizona Press, 1991; et al. Global Climatic Catastrophes. Trans. V.G. Yanuta. New York: SpringerVerlag, 1986.Bacigalupi, Paolo. The Windup Girl. San Francisco, CA: Night Shade Books, 2009. Clark, Timothy, The Cambridge Introduction to Literature and the Environment. Cambridge: Cambridge Univ. Press, 2011. Crichton, Michael. State of Fear. New York: Harper Collins, 2004. Fleming, James ROdger. Fixing the Sky. New York: Columbia Univ. Press 2010.Fraser, Evan D.G. foodcrisis: A Graphic Novel about Global Food Security. Guelph, Ontrario: Evan Fraser, 2014. Glass, Matthew. Ultimatum. New York: Atlantic Monthly Press, 2009. McNeil, Jean. The Ice Lovers. Toronto: MacArthur & Co., 2009.
ENG457	FILM AND THEORY	3-0-0-0-9	The Uncanny: omnipotence of thought; the doppel ganger, the evil eye, Freud's theory of the Oedipus complex, Mulvey's concept of scopophia. Analysis of Vertigo and Rear Window;Melodrama and Tears: Eyeline gaze, the unabandoned wish, uundermotivated events function of fate, determinism. The use of events happening too late; Analysis of Douglas Sirkss All That Heaven Allows; and;Written on the Wind; Discussion of; Masterplot; on repetition (and the repetition compulsion), precedence and consequence in the creation of;linkage; Movement toward closed and legible wholes under the mandate of desire; Analysis of Picnic; and; Splendor in the Grass; Krips and Zizek on Lacan: Discussion of unrealistic anxiety, the other and the Big Other, lack in the visual field, internalization, the ego ideal.

			Analysis of; Strangers on a Train; Brooks, Peter.; Freud's masterplot; Yale French Studies (1977): 280300. Cook, Pam.; Duplicity in Mildred Pierce; Women in film noir (1978): 6882. Creed, Barbara. The monstrous feminine; Film, feminism, psychoanalysis. Psychology Press, 1993. Creed, Barbara.; Film and psychoanalysis; The Oxford Guide to Film Studies (1998): 7790. De Lauretis, Teresa. Technologies of gender: Essays on theory, film, and fiction. Vol. 441. Indiana University Press, 1987. Heung, Marina.; What the Matter with Sara Jane: Daughters and Mothers in Douglas Sirk; Imitation of Life; Cinema journal (1987): 2143. Krips, Henry. The politics of the gaze: Foucault, Lacan and Zizek; Culture Unbound 2 (2010): 91102. Loren, Scott; Selffashioning, Freedom, and the Problem of History: the return of noir; European journal of American studies 3.1 (2008).
ENG460	AUTOBIOGRAPHICAL LITERATURE	3-0-0-0-9	From the *Confessions* of St Augustine, written more than two thousand years ago, to the recent explosion of online blogs recording the minutiae of individual lives, scripting the story of one's own self has remained a central preoccupation of the writing wo/man. However, it was only during the mid-twentieth century that the genre of autobiography became a site of intense theoretical scrutiny. Since then, it has acted as a sort of literary agon, framing debates on the nature of selfhood, truth, memory, authorship and representation. The course seeks to introduce this complex literary terrain through exploring such canonical texts like Benjamin Franklin's *Autobiography*, Jean-Jacques Rousseau's *Confessions* and William Wordsworth's *Prelude* that have come to represent the "great tradition" of autobiography. At the same time it seeks to engage with the life stories written by women, colonised subjects and criminals that destabilise the autobiographical norms and transgress any attempt to firmly delimit the boundaries of the genre. Hopefully, these individual instances of autobiographical writings will not only help students to better appreciate one of the most significant varieties of literature but would also connect them with the larger theoretical debates surrounding self-identity and its narration.
ENG466	World Cinema After World War II	3-0-0-0-9	This course introduces students to the broad outlines of world cinema history. It will, at the same time, engage them in understanding how this category, and related ones such as art cinema and global cinema, emerged in film history and what kinds of films get classified as world cinema. The discussion of various film movements will also situate them in the socio-political histories of the times. The timeline starts in the aftermath of World War II when categories of art

			cinema and various New Waves, along with film festivals, were built up as counters to mainstream cinemas, including Hollywood's global market dominance. The course will also explore the Third Cinema movement in the aftermath of decolonization, and its challenge to both mainstream and art cinemas. The last part of the course will chart the emergence of the transnational film after the end of the Cold War and how it defines world cinema at the moment. Even as students engage with films from different parts of the world, attention will be drawn to the basic framework through which art/world cinemas work, such as the (controversial) prominence given to the film's director as author and the alternate star systems that these cinemas build. The main secondary text for the course will be The Oxford History of World Cinema, edited by Geoffrey Nowell-Smith (OUP, 1997). The major part of the lectures and class discussion will be centered around the primary film texts themselves.
ENG611	Introduction to Indian English Autobiography	3-0-0-0-9	Exploring and writing about one's own self has been a crucial element of Indian English literature right from the nineteenth century. British colonialism profoundly changed how Indians, or at least individuals belonging to the Indian middle class who were exposed to Western cultural influences, conceptualised their self-identity. This was because many of the traditional socio-cultural moorings that gave Indians a sense of surety about who they were either completely dissolved under the impact of colonialism or were transformed beyond recognition. India's engagement with colonialism was therefore crucially informed by a quest for self-identity. The initial days of Indian English autobiographies were primarily a narrativization of this quest in which authors sought to (re)discover their own selves which were simultaneously buffeted and shaped by the colonial intervention. In the course of time, however, Indian English writings about the self have grown tremendously more varied. Today the archive of Indian English autobiography includes works that not only explore the engagement of the self with legacies of colonialism but also with such other themes like gender, caste, displacement, and sexuality. This course seeks to introduce the students to this rich seam of Indian English literature by focussing on the genre of autobiography in the broadest possible sense of the term which incorporates all forms of narrative writing about one's own self and its relationship with the world.
ENG7XX	English Seminar I	0-0-0-0-0	1. Each student is expected to make one

			presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester
ENG702	English Seminar II	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester
ENG701	FUNDAMENTALS OF MODERN LINGUISTICS	3-0-0-0-9	Structure of language; statistical structure and information theory; phonetics,phonemics and the distinctive feature theory; grammatical structure; ICanalysis; phrase structure and transformational grammars; grammatical categoriesand functions; semantics.
ENG703	STRUCTURE OF MODERN ENGLISH	3-0-0-0-9	Varieties of English; registers and dialects; phonetics of English; phonetictranscription; grammar of English; morphology and syntax; the transformationalgenerative approach to the phonology and syntax of English.
ENG707	LANGUAGE CURRICULUM DESIGN	3-0-0-0-9	The primary objective of this course is to familiarise students with basic processes of curriculum design and materials development in English as a Second Language (ESL) contexts. The course also aims to cover some salient principles of language assessment. Course Contents: For an ESL teaching programme, a well-designed curriculum and teaching materials form a backbone. The goals of teaching, teaching methodology followed, materials used, assessment practices and all the other teaching-learning practices are guided by the curriculum and syllabus. Usually, the curriculum design involves three sub-processes, viz., environment analysis, needs analysis and the application of principles. The course intends to focus on such processes and various factors that influence such processes in an ESL curriculum design.
ENG708	APPLIED LINGUISTICS	3-0-0-0-9	Modern developments in applied linguistics particularly in the fields of language learning and teaching; psychological, sociological, lingustic, and pedagogical aspects of language learning, second language learning; teaching and learning of English as a second language in India; coursedesign, teaching of language skills; contrastive analysis, erroranalysis, programmed instruction, audiovisual aids, language testing etc.
ENG709	LINGUISTIC ANALYSIS	3-0-0-0-9	This course attempts to apply the principles of

			lingustic analysis to real language data. It covers phonologica, lexical, syntactic and semantic analysis and involves some amount of fieldwork.
ENG711	INDIAN WRITING IN ENGLISH	3-0-0-0-9	Selected Indian writings in English or translated from Indian Languages will be used for an extensive examination of some significant themes, e.g., rejection of old taboos, industrialization and its attendant problems, growth of secularism, social changes, bureaucracy and its role, generation gap, etc.
ENG712	LITERATURE AND SOCIETY	3-0-0-0-9	This course will study in depth and detail the various modes of interactionbetween literature and society. The primary emphasis will be on some of themajor themes and social concerns (such as individual and society, alienation, technological progress and its human consequencesfree will and determinism)which have preoccupied creative writers.
ENG715	METHODOLOGY OF TEACHING AND RESEARCH IN LITERATURE	3-0-0-0-9	This course will study selected pedagogical material on the teaching of literature with a view to acquainting the student with the major theories and techniques of literary study as an academic discipline. It will also seek to familiarise the student with the basic tools and materials of literary research.
ENG716	INDIVIDUAL PROJECTS	3-0-0-0-9	This course is intended to provide the students an opportunity to take up on their own a short - term field work or library project, with constant guidance from the Instructor. Evaluation will depend on the final product and interim reports.
ENG717	SEMINAR IN LINGUISTICS	3-0-0-0-9	The course objective is to introduce postgraduate students to the process of research on narrowly defined themes. The course is planned as follows: Two research themes will be chosen for the whole semester. Each theme will have one or more faculty associated with it. Each theme will have a reading list of papers/reviews/texts/other material assigned to it.
ENG719	AMERICAN RENAISSANCE	3-0-0-0-9	The course will study the major themes and techniques in the literature of the American Renaissance, with special attention to the writings of Melville,Hawthorne, Emerson, Thoreau and Poe.
ENG733	INDIAN LITERATURE	3-0-0-0-9	The course deals with major trends and developments in Indian literaturefrom ancient to modern times. The course will focus primarily on the following topics: the problem of definition;the growth of nationalism; elements of unity in a multilingual situation; ancient religious and secular liteature; impact of Western literatures; modern regional literatures.
ENG735	COMMONWEALTH LITERATURE	3-0-0-0-9	The course covers literature in English in the Commonwealth countries of Africa,Australia, Canada, India, New Zealand, and the West Indies. An attempt

			willbe made to show that commonwealth writers, while contributing to the literature of their own country, find their particular artistic understanding inescapably informed by what William Walsh calls other silent but active aims.
ENG742	RESPONSBILE DISSENT	3-0-0-0-9	Concept and practice of responsible dissent in various sociopolitical contexts: Notions of dissent and responsible dissent, ethical roots of dissent, contexts and forms of dissent, profiles of dissenties (Chomsky, Russell, early Gandhi, Ram Mohan Roy, King, etc.), role and responsibility of the intellectual, role of media in supression of facts and dissemination of misinformation, strategies of manufacture of consent in totalitarian and democratic structures.
ENG743	FEMINIST THEORY AND LITERATURE	3-0-0-0-9	Definitins: The Sex / Gender debaate, Masculinity and femininity, patriarchy, the feminism/ gender studies debate.Gender and Identity: Processes of Identity formation, gender roles ain different social contexts, gendered lifescripts and their historical transformations. Gender and Representation: The politics of representation, external vs internal self representations, the media and representation. The Politics of Feminism: The reasons and implications of focusing on gender as a subject of inquirey, the relationship between theory and practice, the locational specificity of feminismthe role of feminism in India.
ENG744	Documentary Fim: History and Theory	3-0-0-0-9	The history of recording technologies suggests that the most significant changes have first been tested for their documentary value before they have been mobilized for their fictional possibilities. It has been no different with the ongoing shift in digital technologies where the proliferation and easy access to mobile cameras have once again foregrounded the stakes of documentary images. This course combines historical and theoretical questions to understand what kinds of claims on reality documentary films make. It will look at significant shifts in documentary film history such as state interest in its mobilization and significant movements that were propelled by the availability of portable technologies in the middle of the twentieth century. It will also examine the challenges to documentary claims on reality posed by the Holocaust and other traumatic events, as well as the knotty concerns that have accompanied ethnographic documentaries. Indian documentary cinema will be examined both in relation to regional/national concerns as well as to global ones.
ENG748	COGNITIVE LINGUISTICS	3-0-0-0-9	The course explores language cognition mappings in varied contexts such asunilingual, billingual and sign language use, Cross linguistic variations in basic conceptual domains such as time and apace and lexicalization patterns will be examined. Other topics

			include nature of linguistic representations open class semantics and semantics of grammar type hierarchies and continuums,compositional structures and cocompositionality, noncompositional structures, constrains on possible grammars, perceptual processes and grounding.
ENG749	POSTMODERN THEORY AND LITERATURE	3-0-0-0-9	A postgraduate course in Modern Literature acquainting the students with the major critical concepts, selfreflexive textsand amorphous themes of Postmodernism, the course aims to explore theusefulness of the term postmodernism as a means of approaching contemporary literature. The course will offer an advanced introduction to the central conceptsof postmodernism by providing an approach to contemporary American, LatinAmerican, European and Indian (Writing in English) literature. Major topics for discussion are: The relevance of Postmodernism, differences between Modernism and Postmodernism, Deconstruction, the Death of the Author, Rhizome, Knowledgeand Power, Entropy, the Literature of Exhaustion, the Hyperreal and the Simulacrum, Cyberspace and Cyberpunk, Postmodern Ethics, Postmodernism and Popular Culture, Postmodernism in an Indian context, Postmodern Films, Postmodernism and its Limitations.
ENG750	POSTWAR AMERICAN FICTION	3-0-0-0-9	Postwar American fiction is characterized by a complex sensibility that is often pervasive in the novels of the period from 1945 through the Cold War of the seventies and eighties to the present. With America coming into unexampled prosperity following WWII, this sensibility manifests itself as a sense of triumphalism only to give way to introspection and selfdebate concerning the problematic of defining American identity and nationhood against a distinct multicultural presence, and the unviability of American Dream; in a transnational and globalized world in the creation of which, curiously, America itself has enormous investments. Interestingly, fiction of this period frames war both as a trope and a realistic concern. The protracted cultural wars which began with the Civil Rights era of the 1960s infused new life into the literature of the United States in that the traditionally oppressed voices of minorities, be they African Americans, women or the immigrants, began to be heard. And the variegated literary movements (postmodernism, humanism, and feminism to name a few) and fictional strategies (such as protest, fantasy, black humor) employed in the genre bring in to one’s reading a nuanced and engaging perspective of how these writers have negotiated reality into their imaginative artistic vision. The fiction of this period is marked by thematic concerns such as politics, paranoia, race, money, technology, sex, suburbia, urban decay, immigration, and spirituality, among others. The course strives to

			closeread select texts, in the light of rigorous theoretical interventions.
ENG751	CONTEMPORARY CRITICAL THEORIES & LITERARY PRAXES	3-0-0-0-9	Contemporary critical theories particularly those of the post1960's, have problematised the writing, rading and receiving of leterature. This course examines complex aspects of recent critical theories associated with gender, race, subjectivity, sexuality, textuality, narratology, ecology, and notions of culture and history. It aims to expose students to contemporary theories that would enhance their research into chosen areas of literature. Delving on relevant issues and debates, the course acquaints students with various strategies of reading, interpretation and analysis of literary/nonliterary texts and the acquisition of current critical vocabulary. Important topics of discussion include semiotics, deconstruction, interextuality, reader response theory, autobiographical theory, postLacanian psychoanalytic criticism, postcolonialism, postmodernism, third wave feminism, cultural materialism, new histricism, posthumanism,
ENG752	COMPARATIVE AESTHETICS	3-0-0-0-9	The course explores the convergence and divergence of eastern and western aesthetic practices, in an attempt to two. Its scope includes classical Greekand Sanskrit texts like Bharata's Natyasastra and Aristotles Poetics which areextensive treatises on dramaturgy, Longinus s concept of the sublime,Anandavardhanas concept of dhvani and postulates of New Criticism.
ENG753	TRANSLATION STUDIES	3-0-0-0-9	The course covers the theoretical aspect of the practice of translation in the west and in India. It includes the history of translation and various forms of translation like retellings and intersemiotic adaptations. The course also explores the cultural turn in translation including aspects like the politics implicit in the practice of translation between unequal languages in a globalized world.
ENG754	HISTORICAL LINGUISTICS	3-0-0-0-9	This subject is an introduction to historical linguistics, the study of language change and linguistic relationships. We will explore the kinds of changes that languages undergo throughout their history, drawing on material from a wide range of languages. The comparative method oflinguistic reconstruction will be introduced and demonstrated, together with methods of language classification and subgrouping. We will alsoinvestigate language change in progress and relations between language andcultural history.Topics to be discussed: Introduction to what is historical linguistics? Lexical and semantic change, borrowing Phonological change, Morphological change, Syntactic change, Language classification, subgrouping and regrouping, Linguistic reconstruction: comparative and other methods

			Models of language change, Language change in progress, Language and cultural history Language and prehistory, longdistance comparisons. **Course Reference**:1. Campbell, Lyle 1998. Historical Linguistics: An Introduction. Edinburgh University PressMillar, Robert McColl (ed.) 2007; 2. Trasks Historical Linguistics. Hodder Arnold Bhat, D.N.S. 2001; 3. Sound Change. MLBD.Croft, William 2000. Explaining Language Change: An Evolutionary Approach.Longman.Crowley, Terry 2010; 4. An Introduction to Historical Linguistics. Oxford University Press.Crystal, David 2002; 5. The English Language. Penguin Durie, Mark and Malcolm Ross 1996; 6. The Comparative Method Reviewed:Regularity and Irregularity in Language Change. Oxford University Press[D&R below] Fortson, Benjamin W. 2004; 7. Indo European Language and Culture. Blackwell.Hock, Hans Henrich 1991; 8. Principles of Historical Linguistics. Mouton deGruyterJoseph, Brian D. and Richard D. Janda 2003. The Handbook of Historical Linguistics. Blackwell Lightfoot, D.W. 1979; 9. Principles of Diachronic Syntax. CUPMcMahon, April S. 1994; 10. Understanding Language Change. CUPSchendl, Herbert 2001. Historical Linguistics. Oxford University Press
ENG755	Research Methods in English as a Second Language Studies	3-0-0-0-9	Nature and characteristics of ESL Research; Methodologies for ESL research: Historical and documentary research, Action research, Case studies, Ethnography, Experiments; Sampling procedures, quantitative and qualitative data; Data collection tools: Tests, Questionnaires, Journals/diaries, Interviews, Observation; Data analysis and Data interpretation; Documenting and reporting ESL research: Introduction, Literature, Methodology, Results, Discussion and Abstract
ENG759	HISTORY OF LINGUISTIC THOUGHT	3-0-0-0-9	The course offers a thorough exploration of linguistic theories across epochs and cultures. Beginning with Indian traditions like the Sanskrit Vedangas and Pāṇini's Aṣṭādhyāyī, it extends to Chinese philology, Greco-Roman linguistics, and Arabic and Persian linguistic traditions. Delving into Enlightenment debates, comparative philology, and cognitive turns, including Chomsky's generative linguistics, the course also embraces emerging disciplines like sociolinguistics and psycholinguistics. Students engage with key concepts like linguistic relativity and structuralist dichotomies, making it an intellectual journey through the history of ideas in linguistics. The course not only explores broader linguistic discourses but also traces the evolution of specific grammatical terms and concepts across theories or traditions.

ENG762	Topics in linguistic universals and typology	3-0-0-0-9	The course is about linguistic universals and linguistic typology as understood in the fields of generative and typological linguistics. The course objective is to familiarize students with the theoretical and empirical issues underlying the universalist and typological approaches to theory construction in linguistics.
ENG763	Language Documentation and Description	3-0-0-0-9	This course intends to introduce the issues related to the area of language documentation and description. The course lays emphasis on understanding the difference between documentation and description. Various methods and the underlying objectives behind documentation are discussed and the outcomes of such works are also presented.
ENG765	Film Theory and Historiography	3-0-0-0-9	This course is aimed at introducing film theory to postgraduate students and, at the same time, familiarizing them with the imperatives of film scholarship today. The past three decades have seen a few paradigm shifts in Film Studies, arguably the most significant of which has been the 'historiographic turn', a move from studies predicated on the grand theoretical currents of 1960s and '70s towards fine-grained archive-based research programs. Through this shift, there have been attempts to reconcile the localized findings of the latter with the former's need for interventions broad enough to cut across contexts. At the same time, the course will also take into account the fact that theory itself has been the subject of deep historicization. Throughout, the course will also relate these different strands of disciplinary discourse to Indian film scholarship.
ENG777	PERSPECTIVES OF THE POSTHUMAN AND/IN THE ANTHROPOCENE	3-0-0-0-9	The course offers polydimensional perspectives of the posthuman in the backdrop of the Anthropocene age in which the technological man has altered the ecological constitution of the natural environment. It begins with the prevailing tensions involved in the conception of the transhumans vis-à-vis the posthumans.Transhumans are, conceptually and technically, humans enhanced with superhuman intelligence, infallible memory, and physiological resilience facilitated by nanotechnology, biotechnology, information technology, and cognitive science. However, the posthuman realm comprises a symbiotic coexistence of the human with the non-human. The non-human, other than the flora and the fauna, contains replicants, robots, cyborgs, mutants and other astounding forms of artificial intelligence. From a purely anthropocentric perspective, conditioned by the notion of human exceptionalism and autonomy of self, such an all-encompassingecosphere is forbidding and unwelcome. The roots of technophobia can thus be traced to insecurities of a human self hitherto constructed as integral and whole. Conversely,

			technophilic humans embrace hybridity, and comprehend that since the time the Homo sapiens made use of non-human tools for making fire, they have been functioning like cyborgs and that the transhuman is the preordainedcreation of technological singularity. Anthropocene refers to the present geological era, in which, man has become the most significant factor affecting global environmental change. The rise of the Anthropocene offers a gripping perspective on how the transhuman's phenomenal progress is limited by itsinadvertent yet unmindfulecological devastation. It helps qualify the posthuman continuum between human, technology, and nature and raises such questions as: While the transhumanists administer human longevitydo they oversee its concomitant overpopulation? Is transgressing the biotic human desired over a cybernetic transhuman? Will the transhuman tinkering with our nature cause irreversible damage and lead to a postanthropocene Earth without human inhabitants? The course negotiates with such issues principally by regarding the posthuman, juxtaposed with the transhuman, and the Anthropoceneas enmeshed in an ecological entanglement. Using materials from various fields and disciplines, it explores the possibility of a symbiogenesis between the posthuman and the Anthropocene, which can avert calamities, nurture sustainable environment, and pave way to technonatures of the future.
ENG799	PHD THESIS	----	Ph. D. Thesis
ENG888	Introduction to Profession and Communication Skills	1-0-0-0-3	This is a PG level course that introduces doctoral students in English (Literature, Linguistics and ELT) to a career in academics. In addition, the course discusses some aspects of professional communication (both oral and written) for doctoral students.
HSS401	SOFT SKILLS AND PERSONALITY DEVELOPMENT	3-0-0-0-9	Personal Skills: Self Assessment; Identifying Strength & Limitations; Habits, WillPower and Drives; Developing Self Esteem and Building Self Confidence, Significance of SelfDiscipline. Understanding Perceptions, Attitudes, and Personality Types. MindSet: Growth and Fixed; Values and Beliefs. Motivation and Achieving Excellence; Self Actualisation Need. Goal Setting, Life and Career Planning; Constructive Thinking. Professional Skills: Communicating Clearly: Understanding and Overcoming barriers; Cross gender/Cross Cultural communication, Strategic Communication. Active Listening. Persuasive Speaking and Presentation Skills. Conducting Meetings, Writing Minutes, Sending Memos and Notices. Netiquette: Effective Email Communication; Telephone Etiquette. Body Language in Group

			Discussion and Interview. Interpersonal Skills: Enhancing Empathy, Showing Sympathy and Dealing with Antipathy; Gaining Trust and Developing Emotional Bonding. Ethics and Etiquettes (Social and Official Settings); Respecting Privacy; Civic Sense and Care for the Environment. Negotiating, Decision Making, Conflict Resolution, Five Styles. Emotional Literacy; Assertiveness versus Aggressiveness; Learning to Say No.; Learning to Appreciate and Give Praise; Presenting Bad News. Humour, Jokes and Anecdotes in Effective Communication. Management Skills: Managing Time and Beating Procrastination. Managing People: Leading and Working with Team (Coordination and Cooperation); Developing Accountability, Commitment and Responsibility; Behaving Conscientiously. Managing Stress and Maintaining Positive Outlook. Managing Health, Boosting Memory, Enhancing Study Skills. Managing Money and Love; Balancing Personal and Professional Life. Dorch, Patricia. **Course Reference**:1.What Are Soft Skills? New York: Execu Dress Publisher, 2013.Kamin, Maxine. Soft Skills Revolution: A Guide for Connecting with Compassion for Trainers, Teams, and Leaders. Washington, DC: Pfeiffer & Company, 2013; 2. Klaus, Peggy, Jane Rohman& Molly Hamaker. The Hard Truth about Soft Skills. London: HarperCollins Ebooks, 2007; 3. Petes S. J., Francis.Soft Skills and Professional Communication. New Delhi: Tata McGrawHill Education, 2011; 4. Stein, Steven J. & Howard E. Book. The EQ Edge: Emotional Intelligence and Your Success. Canada: Wiley & Sons, 2006.
HSS403	SOCIAL & BEHAVIOURAL ASPECTS OF HEALTH	3-0-0-0-9	From biomedical model of health to sociopsychological model of health; Illness cognition; Social processes, illness and coping; Methodological issues in study of health; Stigma aod testing and treatment seeking behavior; Health policy in India; Preventive, curative and palliative health care; Role of NGOs aod CBOs.
HSS701	THEORIES OF RIGHTS	3-0-0-0-9	The aim of the course is to understand the origins of the notions in the classical period, its rejuvenation in the medieval and early modern periods,and contemporary debates surrounding different theories of rights with special emphasis on examining debates on human rights. Some specific domains of rights will be taken up for intensive study in the light of various theoretical positions. Themes include: Stoicism, Republicanism, Natural Law Discourse, Liberalism, Utilitiarianism, Legal Positivism, Marxism, and Communitarianism.
HSS702	HEALTH AND ILLNES: PSYCHO-SOCIAL PERSPECTIVES	3-0-0-0-9	1.Health and illness: biomedical and sociopsychological models; 2.Social cognitive models of health; 3.Culture and health; cross cultural and comparative research in mental health; 4.Illness,

			distress and self; 5.Self regulation of health and illness; illness cognition; 6.Positivist, feminist and materialist approaches to health; 7.Stress and coping; 8.Personal and social meanings of illness; Illness narratives and cultural construction of illness; 9.Postmodernity, health policy and its impact on peoples health; 10.Major national, regional and ethnographic studies on physical and mental health in India; 11.Positivist, qualitative, and ethnographic approaches; 12.National health policy in India and issues for research; Caregiving in the Indian context The main readings are various journal articles and survey reports and policy documents that are available online. **Course Reference**: 1. Margaret Konz Snooks, Health Psychology: Biological, Psychological, and Sociocultural Perspectives; 2.Bernice A. Pescosolido et al. (eds.), Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century; 3. K. Charmaz and D. A. Paterniti, Health. Illness and Healing Social Context and Self; 4. David Wainwright (ed.), A Sociology of Health; 5. PoulRohleder, Critical Issues in Clinical & Health Psychology; 6.John Germov (ed.), Second Opinion; 7. Sarah Nettleton, The Sociology of Health and Illness; 8. L. D. Cameron and H. Leventhal, The Selfregulation of Health and Illness Behaviour; 9. A. Kleinman, The illness narratives: Suffering, healing and the human condition.
PHI140	INTRODUCTION TO INDIAN PHILOSOPHY	3-1-0-0-11	1. Introduction: The Dialectical Style ofIndian Philosophy the KhandanaMandana style. Stating the real and imaginary objections.Refutationof Objections. Establishing the position; 2. Historical Sketch: The AstikaNastika division and its logic. TheCriteria of Categorization; 3. Valid Cognition (prama): Its definition in different schools (at leastin Nyaya, Bauddha, Mimamsa and Advaita). Genesis and categorization ofvalid cognition in different schools; 4. Content of Valid cognition (prameya): That which is thereIndianMetaphysics. Indian Realism (Nyaya). Indian Idealism (Buddhism andAdvaita); 5. Causality: Causal theories in different schools (Adhityasamutpada,Arambhavada, Parinamavada, Vivartavada and Pratityasamutpada); 6. Logic: Inference (anumana) and its features in Nyaya. Logical BlockersorHetvabhasas in Nyaya; 7. Ethics: Theory of karman as an extension ofIndian causal theory.Purushartha. **Course Reference**: 1.Six Ways of Knowing, D M Datta, Calcutta University, 1972; 2. An Introduction to Indian Philosophy, S Chatterjee and D Datta, Rupa & Co., 2007(paperback); 3. Outlines of Indian Philosophy, M Hiriyanna, Motilal Banarasidass, 1999 (paperback); 4. A Critical Survey of Indian Philosophy, C D Sharma, Motilal Banarasidass, 1987;

			5. The Philosophical Traditions ofIndia, P T Raju, Motilal Banarasidass, 1992; 6. A History of Indian Philosophy, S N Dasgupta, Cambridge University Press, 1922; 7. Encyclopedia of IndianPhilosophy,Voll 12, ed. Karl Potter, Motilal Banarasidass,
PHI141	INTRODUCTION TO PHILOSOPHY	3-1-0-0-11	General introduction to philosophy: Nature of philosophy; its relations with, and differences from, science, religion, art, and culture. Metaphysics: Causality; determinism and free will Materialism and Idealism. Personal Identity_Critique of Metaphysics. Logic: Truth, validity, and arguments. Epistemology: Scepticism; Defining knowledge; The Gettier problem. Theories of perception. Descartes and foundationalism.Coherentism. Naturalized epistemology.Ethics: Utilitarianism. Kant. Virtue ethics.Applied Ethics: Some problems of applied ethics. Chisholm, Roderick. **Course Reference**: 1. Theory of Knowledge. Prentice Hall, Englewood Cliffs NJ, 1989. Horner, Chris and Emrys Westacott; 2. Thinking through Philosophy. Cambridge University Press, Cambridge, 2000. Russell, Bertrand. Problems of Philosophy. Oxford University Press, 1912, Reprint 1972; 3.Singer, Peter. Practical Ethics. 2nd edn. Cambridge University Press, Cambridge, 1993.
PHI142	INTRODUCTION TO LOGIC	3-1-0-0-11	Introduction: Logic as the science of distinguishing valid arguments from invalid ones. Fallacies. Aristotelian Logic and its limitations Propositional Logic: Propositional Calculus. Logical Operators. Translation from NaturalLanguage Arguments. Relations between Logical Connectives. Rules of Deduction. TruthTables. Test of Invalidity. Semantic Tableaux Method Predicate Logic: Predicate Calculus. Quantifiers and Properties. Translations. Bondage andFreedom. Rules of Deduction (Generalization and Instantiation) and Constraints. TestingInvalidity in Nonrelational Predicate Calculus using the Truth Table Method. SemanticTableaux MethodAxiomatic System: Introduction to the System of Principia Mathematica. Godel's Incompleteness Theorem. **Course Reference**: 1.Copi, Irvin and Carl Cohen, Introduction to Logic, Prentice Hall, New Jeresy, 101h edn., 1998; 2. Hausman, Alan, Howard Kahane, and Paul Tidman, Logic and Philosophy: A ModernIntroduction, Wadsworth Publishing, Boston, 2010; 3. Hurley, Patrick, Concise Introduction to Logic, Wadsworth Publishing, Boston, 2007; 4. Kalish, Donais and Richard Montague, Logic: Techniques of Formal Reasoning, Harcourt, Brace & World, Inc., 1964; 5.Crossley, John, et al, What is Mathematical Logic, Oxford University Press, Oxford, 1972; 6.Gardner, Martin, Aha! Insight, Aha! Gotcha, The Mathematical Association of America, 2002; 7.

			Hedman, Shawn, First course in Mathematical Logic, Oxford University Press, Oxford, 2004, pp1115
PHI143	INTRODUCTION TO POLITICAL PHILOSOPHY	3-1-0-0-11	This course aims to introduce the fundamental notions of political philosophy. This course would discuss the rationale of the various policies and systems of political governance. The course would extensively focus on real world political issues to explicate the concepts of political philosophy
PHI145	An Introduction to Philosophy of Biology & Cognition	3-1-0-0-11	As an introductory course in The Philosophy of Biology and Cognition (PBC), it will focus on the philosophical rumination about the concepts and issues in biology and cognition. The modules depicted below have some broader themes and some specific aspects from the domains. The course raises questions from the general philosophy of science and specifically in the context of the biological world and the evolution of Cognition/ hierarchical thought processes (e.g., nature and status of scientific theories, confirmation, explanation, and a logic of inquiry and discovery, emergence of cognitive capacities, perceptual mechanisms, etc.). PBC addresses a variety of conceptual and methodological points that arise from within biology and are peculiar to that domain (e.g., the unit/s of selection, concept and the nature of species, Genes, reductionism, chance, randomness, directionality, telos, and other debates). It examines the linkage between evolutionary processes (adaptive and non-adaptive/ ontogenetic and phylogenetic) and cognitive processes. How a living system perceives the World and how vicarious explorations evolved in the evolution of Mind. Does Natural Selection (adaptation) always favor veridical perceptions? What is representationalism? And how is it connected with an evolutionary way of thinking and seeing the World? How can a bio-system exploit the vagaries and coincidences of Nature? Are plants, animals, and machines conscious and/or self-aware? What are the biological (genetic, neural, behavioral) correlates of consciousness/ cognition/ Self? Can morality, ethicality be biologically(naturalistic) grounded? The undergraduate-level course will sensitize students to grasp and make them aware of the philosophical approaches to biology and cognition.
PHI147	Introduction to Critical Thinking	3-1-0-0-11	While the significance of critical thinking in our professional lives has always been acknowledged, recent discussions concerning fake news and echo chambers have highlighted its need in our personal lives as well. Critical thinking can perhaps be broadly defined as a competency that includes higher-order thinking skills, awareness of biases and errors of judgment; development of intellectual virtues like curiosity, humility, clarity of

			thought, and responsiveness to evidence; and finally, an understanding of argumentation, reasoning and how to weigh the evidence presented in support/denial of a claim. While rooted in philosophy, this course adopts an interdisciplinary approach to understand and develop critical reasoning skills. The course attempts to address the question of what it is to think critically and develop a toolkit to reason and think better by drawing on advancements in cognitive science, social psychology, and behavioural economics. Course Reference: Course Textbook: Lavin, Andrew. Thinking Well: A Logic and Critical Thinking Textbook, Creative Commons Logic and Critical Thinking Textbook, 2020. 2. Vaughn, Lewis. Concise Guide to Critical Thinking. United States, Oxford University Press, 2017. 3. Sinnott-Armstrong, Walter, and Fogelin, Robert J. Understanding Arguments, United States, Cengage Learning, 2014. 4. Thomson, Anne. Critical Reasoning: A Practical Introduction. United Kingdom, Taylor & Francis, 2009. 5. Weston, Anthony. A Rulebook for Arguments. United States, Hackett Publishing Company, Incorporated, 2018. 6. Tripathi, Radhavallabh. Vāda in Theory and Practice: Studies in Debates, Dialogues and Discussions in Indian Intellectual Discourses. D. K. Printworld, 2021 7. Sen, Amartya. The Argumentative Indian : Writings On Indian History, Culture And Identity. Penguin Books Ltd, 2005 8. Holyoak, Keith and Morrison, Robert. The Cambridge Handbook of Thinking and Reasoning. United Kingdom, Cambridge University Press, 2005.. 9. Evans, Jonathan St B. T. Thinking and Reasoning: A Very Short Introduction. United Kingdom, OUP Oxford, 2017. 10. Warburton, Nigel, Thinking from A to Z. United Kingdom, Routledge, 2000.
PHI161	PHILOSOPHY OF BEAUTY	3-1-0-0-11	Beauty is a significant dimension of our life. The beauty of gadgets, buildings, people, environments, pets, theories, and works of art (such as movies, novels, songs) not only pleases us; it also stirs, moves, and inspires us. Our

			experience of beauty helps us comport ourselves to the world comfortably and meaningfully. This introductory course considers the nature of beauty and our experience of it from a philosophical point of view. It acquaints students with philosophical ways and means for discussing this subtle, personal subject-matter. The prominent issues the course tackles include: the nature of aesthetic experience; similarities and differences between the beauty of nature and the beauty of art; the subjective and objective grounds for making a judgment about beauty; the concepts of the beautiful and the sublime; the relationship between expression and beauty; the question whether beauty enhances our understanding; the epistemic and ethical dimensions of art and their relationship with beauty; the relationship between the brain and the experience of beauty.
PHI442	MARXISM, GANDHI AND EXISTENTIALISM	3-0-0-0-9	This course deals with the philosophical ideas of Karl Marx, Gandhi and someof the important existentialist thinkers, especially JeanPaul Sartre and MatrinHeideggar. Major emphasis is laid on the moral issues raised by these thinkers.
PHI446	PHILOSOPHY OF SCIENCE	3-0-0-0-9	On what Philosophy of Science is; Logic and Empiricism; Theory and Observation; Evidence,Confirmation and Falsificationism; Induction and Probability; Scientific Revolution versus Normal Science; Scientific Explanation-I: Theoretical Entities; Scientific Explanation-II: Naturalism, Realism and Antirealism; Laws of Nature, dispositions and causes and Conditionals, Causality and Indeterminism, Bayesian and Modern theories of Evidence; Science and Values. **Course Reference**: 1. Peter GodfreySmith(2003), Theory and Reality: An Introduction to Philosophy of Science,University of Chicago Press. [Standard Text for this course]; 2. James Ladyman(2002), Understanding Philosophy of Science, Routledge, London. Hacking, I. (1983); 3. Representing and Intervening, Cambridge University Press, Cambridge. Chalmers, A. F. (1982); 4. What Is This Thing Called Science? Open University Press, Milton Keynes, second edition. Thomas Kuhn(1996) The Structure of Scientific Revolutions, University of Chicago Press. Okasha Samir (2002); 5. Short introduction to philosophy of science, Oxford: Oxford University Press. Hempel, Carl (I 966), Philosophy of natural science, Prentice Hall foundations of philosophyseries. Englewood Cliffs, N.J: Prentice Hall. Gillies, D. A(1993); 6. Philosophy of Science in the Twentieth Century: Four Central Themes, Blackwell Publishers. Rom Harre (1972);7. The philosophies of Science: An introductory survey, Oxford University press, USA.

PHI447	MORAL THINKING	3-0-0-0-9	Introduction to Ethical Theories (Consequentialist and Nonconsequentialist theories, Hedonism, Utilitarianism, Deontological theories, Ethical Rules, Situation Ethics, Virtue Ethics). Metaethical Theories (Ethical Relativism: Is Anything Wrong at all? Ethical Naturalism, Nonnaturalism, Noncognitive Theories, Intuitionism, Approach to an Adequate Theory; the Moral point of view; Why be Moral?). Ethics in the Indian tradition. Applied Ethics: Issues and Dilemmas. **Course Reference**: 1. Frankena, W.K. Ethics. New Delhi: Prentice Hall ofindia,1999;2. Hospers, John. An Introduction to Philosophical Analysis. New Delhi: Allied Publishers,1967; 3. LaFollette, Hugh, ed. Ethics in Practice: An Anthology. Cambridge: Blackwell,1997; 4. Radhakrishnan, S. Indian Philosophy. 2 Vols. New Delhi: Oxford University Press, 1940; 5. Pojman, Louis (Ed.) Ethical Theory: Classical and Contemporary Readings, Belmont:Wadsworth, 1998; 6. Cahn, Steven M. & Peter Markie (Eds.) Ethics: History. Theory and Contemporary Issues, Issues, New York: OUP, 1998.
PHI448	INDIVIDUAL VS AUTHORITY	3-0-0-0-9	The distinction between Authority, Power and Sovereignty; Political forms ofAuthority; The individuals Rights and his Legitimate Autonomy; Encroachment on the Individuals Legtimate Sphere: its Sources and their Disguised Forms; Misuse of Power and Safeguards against it.
PHI450	PHILOSOPHICAL AESTHETICS	3-0-0-0-9	The Aesthetic attitude; Aesthetic Experience; Art and Aesthetic; Defining Artand its Problems; Art and Emotion; Literary Aesthetics; Art, Society and Morality;Philosophy of Literature.
PHI451	TOPICS IN INDIAN PHILOSOPHY	3-0-0-0-9	Introduction and Historical Sketch; Comparative Ontology: Object of knowledge (prameya); Irreducible ontological categories (padarthas) in different schools; Different theories of error(khyativada); Theories on Causation (karanata); Comparative Epistemology: Cognition; Definitions of valid cognition (prama); Means of valid cognitions: Definition and number (indifferent schools); Logic: Nyaya Logic and theory of Inference; Logical fallacies; Nyayadoctrine on formal representation of cognitions. Datta, D. M. Six Ways of Knowing. **Course Reference**:1. Calcutta: Calcutta University. 1972;Chatterjee, S. and D. Datta. An Introduction to Indian Philosophy. Calcutta: Rupa & Co. 2007; 2. Chatterjee, S. C. Nyaya theory of knowledge. Bharatiya Kala Prakashan. 2008; 3. Bhattacharya, G. Tarkasamgrahadipika on Tarkasamgraha. Progressive Publishers. 2008; 4. Dasgupta, S. N. A History of Indian Philosophy. Cambridge University Press. 1922; 5.Potter, K. (ed). Encyclopedia of Indian Philosophy. New

			Delhi: Motilal Banarasidass.
PHI455	PHILOSOPHICAL LOGIC	3-0-0-0-9	Brief overview of first order logic, Problem of Logical Consequence, Deviant Logics: Manyvalued Logic I: Three valued Logics, Many Valued Logic 2: Many valued logic and Degrees oftruth, Para consistent Logic, Basic concepts of Fuzzy Logic; Extensions of First order Logic:Basic concepts of Normal Modal Logic, Epistemic Logic, Problem of Counterfactuals; Logical Pluralism **Course Reference**: 1. James Graham Priest, An Introduction to NonClassical Logic, Cambridge: CambridgeUniversity Press 2001 (standard Text for the course); 2. Colin Mcginn, Logical Properties, Oxford University Press, 2000; 3. John P. Burgess, Philosophical Logic, Princeton University Press, 2009; 4. Quine, W. V. 0, Philosophy of Logic, Prentice Hall, 1970; 5. Haack, Susan, Deviant Logic, Cambridge University Press, 1974; 6. Jacquette, Dale. Philosophy of Logic. Amsterdam, The Netherlands: Elsevier/NorthHolland, 2007;7. Rescher, Nicholas. Topics in Philosophical Logic. Dordrecht: D. Reidel, 1968; 8. Blackburn, Patrick, Maarten de Rijke, and Y de Venema. Modal Logic. Cambridge [England]:Cambridge University Press, 2001; 9. Lewis, David K. Counterfactuals. Cambridge, Harvard University Press, 1973; 10. S. Read, Thinking about Logic, Oxford University Press, 1995; 11. J. C. Beall, Greg Restall, Logical Pluralism, Clarendon Press, 2006.
PHI481	Existentialism	3-0-0-0-9	Existentialism offers distinctive philosophical interpretations of human existence as it is lived by an individual in worldly contexts. It analyses how the concern with being, the question of meaning of life, and the ethical anxiety about “How to live?” are at the centre of every human life. It pays attention to the role played by practical engagements and sociality, the encounter with others, and moods and emotions in affecting the individual’s comportment with the world. The course discusses expositions of existentialist philosophy in the thought of pioneers such as Kierkegaard and Nietzsche, and such twentieth-century philosophers as Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, and Maurice Marleau-Ponty. The course also explicates the literary and aesthetic dimensions of this school of philosophy and considers the nature of its literary, especially novelistic, expressions. The course also discusses distinct existentialist viewpoints in the fields of aesthetics, feminism, and psychology.
PHI701	Philosophy Seminar I	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-

			presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
PHI702	Philosophy Seminar II	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
PHI711	Contemporary Themes in Moral Epistemology	3-0-0-0-9	The course aims to help students with research interests in ethics and/or epistemology to see thematic intersections of these two core branches, studied in isolation till very recently. The course attempts to look at issues like normativity, naturalism, intuitionism, disagreement, testimony and the likes that interest both epistemologists and ethicists and bring them into conversation with each other. Refernces: 1.Brink, David. Moral Realism and the Foundations of Ethics. Cambridge Studies in Philosophy. Cambridge: Cambridge University Press, 1989. 2. Buchanan, Allen, and Russell Powell. The Evolution Of Moral Progress: A Biocultural Theory. Oxford University Press, 2018. 3. Cowie, Christopher, and Richard Rowland. Companions in Guilt Arguments in Metaethics, 2020. 4. Gowans, Christopher, ed. Moral Disagreements: Classic and Contemporary Readings, 2000. 5. Lougheed, Kirk. The Epistemic Benefits of Disagreement. Vol. 51. Studies in Applied Philosophy, Epistemology and Rational Ethics. Cham: Springer International Publishing, 2020. 6. Pölzler, Thomas. Moral Reality and the Empirical Sciences. 1st ed. 1[edition]. | New York : Taylor & Francis, 2018. 7. Rowland, Richard. Moral Disagreement. New Problems of Philosophy. New York City: Routledge, 2021. 8. Sayre-McCord, G., ed. Essays on Moral Realism. Ithaca: Cornell University Press, 1988. 9. Shafer-Landau, Russ. Moral Realism: A Defence. Oxford, New York: Oxford University Press, 2005.
PHI751	TWENTIETH CENTURY PHILOSOPHY-I	3-0-0-0-9	An analytical study of RussellsThe Philosophy of Logical Atomism and WittgensteinsTractatusLogicoPhilosophicus: Facts and Propositions; Namesand Objects; Definite Description; Picture Theory of Meaning; Limits ofLanguage, Thought and The World; Silence and the Transcendental.

PHI752	PROBLEMS IN PHILOSOPHICAL AESTHETICS	3-0-0-0-9	Theories of Art as Mimesis, Expression and Form; Aesthetic Experience; Artas a Cultural System; Art and Morality; the Philosophy of Literature: Truth,Meaning, Interpretation and Evaluation; Literature and Cultural Studies.
PHI753	MODERN LOGIC	3-0-0-0-9	Propositional Logic; Decision Procedures; Quantification Theory; Axiomatic Method; Philosophical Problems.
PHI755	ADVANCED TOPICS IN PHILOSOPHY OF SCIENCE	3-0-0-0-9	Philosophy of science studies the methodology, foundations and implications of science In the recent years, Philosophers of Science are primarily occupied with two important tasks, broadly classified into two sub fields of Philosophy of science. First, the task is to study the nature and methodology of science in general. The task of the second is to study the conceptual and philosophical foundations of particular fields within science. This course is primarily concerned with an introduction to some central issues in contemporary philosophy of science. The course aims to give an in-depth study of some key issues in contemporary philosophy of science, such as, explanation, Confirmation, causality, laws, Natural kinds, Evaluation of theories, debate on realism and anti-realism.
PHI757	MORAL JUDGEMENT	3-0-0-0-9	The details of the studies in this course will be designed for advanced students depending on their fields of research.
PHI758	CONTEMPORARY EPISTEMOLOGY I	3-0-0-0-9	Epistemology is concerned with study of knowledge and justification of belief. Some of the central questions that epistemologists attempt to answer include `which beliefs are justified and which beliefs are not?, What is the difference between knowing and having true belief?', what is the relationship between seeing and knowing?' Is the concept of epistemic justification normative? The course will be roughly divided into two parts; in the first part, we will address various philosophical questions about knowledge, and in the second part, we focus on various philosophical questions about epistemic justification. We also emphasize on some of the contemporary debates in Epistemology such as "internalism vs. externalism", "foundationalism vs. coherentism", and "contextualism vs. invariantism".
PHI765	TWENTIETH CENTURY PHILOSOPHY II	3-0-0-0-9	An Analytical Study of the Logic of Ordinary Language; Problems of Meaning, Reference and Truth; the Analytic Synthetic Distinction; the Scheme Content Distinction; Antifoundationalism and Neopragmatism. Special reference to the views of Wittgenstein, Austin, Strawson, Quine, Davidson, Kripke, Putnam and Thomas Nagel.

PHI768	MODAL LOGIC	3-0-0-0-9	The History of Modal notions; The Lewis systems; Strict Implication and Entaliment; The System E and Relevance Logic; Philosophical Problems.
PHI769	INDIAN PHILOSOPHY I	3-0-0-0-9	A discussion of Epistemological, Metaphysical and Value problems raised in theClassical Systems of Indian Philosophy. Depending on thestudent's interest, aptitude and progress, either some texts will be studied in details or one setof problems will be studied through relevant texts.
PHI774	SOCIAL AND POLITICAL PHILOSPHY	3-0-0-0-9	Nature and Method of Social Philosophy; Nature of Society; Theories of Origins of Society; Place and Role of Social Institutions; Social Values and Ends of Political Authority; Sources of Justification and Legitimacy of Political Authority; Individual and Society; Individual and State.
PHI782	EXISTENTIALISM	3-0-0-0-9	The course seeks to go into the sources of modern existentialist movement in the thoughts of Hegel, Husserl and Kierkegaard. A detailed study of Sartre's phiilosophy will be undertaken in the lisght of his early and later writings.
PHI784	TWENTIETH CENTURY CONTINENTAL PHILOSOPHY	3-0-0-0-9	The course would engage with some influential philosophical movements and philosophers in the twentieth-century continental philosophy. The emphasis of continental philosophy on the embeddedness of philosophizing in social, cultural and historical contexts would be explored. The themes that would be dealt with include human existence, language and meaning, interpretation, the postmodern, critique, and meta-philosophy. 1. Phenomenology and Existentialism: Husserl, Heidegger, Sartre 2. Hermeneutics: Ricouer, Gadamer 3. Feminism: Simone de Beavoir 4. Critical Theory: Marxism, Frankfurt School, Habermas 5. Structuralism: Saussure, Barthes 6. Post-structuralism: Derrida 7. Postmodernism: Lyotard, Baudrillard
PHI785	PLATO	3-0-0-0-9	The course would focus on the interpretation and analysis of some of the dialogues written by Plato. The themes that would be analyzed include: a. Virtue and wisdom b. Beauty, love and eros. c. Language, meaning and interpretation. d. The nature of philosophy. f. State, justice and human nature. g. Art and poetry. h. Philosophy and/as literature; the art of Socratic dialogue. The following Platonic dialogues would be studied closely: Meno, Euthydemus, Symposium, Cratylus, Republic (select books).
PHI786	Evolutionary Theories of Knowledge and Cognition	3-0-0-0-9	Traditional epistemology (foundational, infallible) stems from Plato's Philosophy and the Skeptics. One of the Platonic strands focuses on the problem of distinguishing between and explaining episteme

			and doxa. The other offshoot attempts to provide a reconstruction of human knowledge, in the sense of Descartes, explicating how the pieces of human knowledge fit together. Such approaches assume that epistemological questions have to be answered in normative ways, which do not presuppose any descriptive knowledge. The Evolutionary perspectives, revolutionarily, offered alternative philosophical approaches to the concepts of Knowledge, Reasoning, Science, Ethics, etc. John Dewey, Konrad Lorenz, Karl Popper, and D.T. Campbell pioneered the Evolutionary Epistemological viewpoints. Such a trajectory, as a part of the philosophy of science, is a naturalistic approach to theories of knowledge. It incorporates a descriptive, fallibilistic account of Knowledge and Knowing. It addresses questions in the theory of knowledge from an evolutionary point of view involving concepts, models, and metaphors drawn from evolutionary biological theories. The varieties of cognitive mechanisms, capacities, cultural, and social aspects that life, mind, and science can portray are evolutionary products. It examines the linkages and implications between evolutionary processes (adaptive and non-adaptive/ ontogenetic and phylogenetic), cognitive processes, and socio-cultural evolutionary products.
PHI795	Philosophy of Literature	3-0-0-0-9	This course considers some fundamental questions concerning literature: What is literature? What makes it distinctive? What kind of insight or understanding can a work of literature offer? What are the grounds of differing interpretations of a novel or short story? How do concepts of literature, fiction, poetry, and fine arts relate with each other? How does literature differ from or resemble other arts such as painting or music? Can poetic expression of emotion impact our self-understanding? Can our interest in popular literature be existentially damaging? Does the notion of freedom of expression spring from the very nature of literature? What does it mean for a writer to be committed? The course draws on Indian and Western philosophical traditions. It engages with both classical and contemporary debates. In examining some philosophically significant answers to such questions, the course touches on some important issues in the philosophy of mind, ethics, metaphysics, phenomenology, and hermeneutics.
PHI799	PHD THESIS	----	Ph. D. Thesis
PHI888	Introduction to Profession and Communication Skills	1-0-0-0-3	The course aims to introduce students to academic philosophy and research areas and methodologies

			in philosophy.
IDC607	Demystifying Conspiracy Theories	3-0-0-0-9	COVID-19 was developed as a bioweapon. Subhash Chandra Bose survived the plane crash in 1945. NASA faked the moon landing. All of these are examples of what are usually considered as conspiracy theories. This course will explore what makes them conspiracy theories. We will discuss why people hold such beliefs that are seemingly unsupported by facts. The course will explore the epistemological, political, and psychological factors that make people vulnerable to conspiracy theories and why contrary evidence often fails to reduce the prevalence of these phenomena. We will also analyze how these tendencies are exploited in the political arena and consider possible approaches that citizens of a democratic polity could employ to combat misperceptions. Students will develop substantive expertise in recognizing, diagnosing, and responding to false beliefs and misinformation. References: 1. Cassam, Q. (2019). Conspiracy theories. John Wiley & Sons. 2. Levy, N. (2021). Bad beliefs: Why they happen to good people. 3. Rosenblum, N. L., & Muirhead, R. (2019). A lot of people are saying: The new conspiracism and the assault on democracy. Princeton University Press. 4. Oreskes, N., & Conway, E. M. (2011). Merchants of doubt: How a handful of scientists obscured the truth on issues from tobacco smoke to global warming. Bloomsbury Publishing USA. 5. Dentith, Matthew R. X - The philosophy of conspiracy theories-Palgrave Macmillan (2014) 6. Cass R. Sunstein and Adrian Vermeule (2009). Conspiracy Theories: Causes and Cures." Journal of Political Philosophy 17(2): 202{227. 7. Kahan, D. M. (2015). Climate-science communication and the measurement problem. Political Psychology, 36, 1-43. 8. Jacobson, G. C. (2010). Perception, memory, and partisan polarization on the Iraq War. Political science quarterly, 125(1), 31-56.
PSY151	INTRODUCTION TO PSYCHOLOGY	3-1-0-0-11	Psychological Perspectives and Approaches; Perception; Learning;Memory; Higher Cognitive Processes; Motivation and Emotion; Intelligence; Personality;Individual Differences.
PSY152	APPLICATION OF PSYCHOLOGY TO LIFE	3-1-0-0-11	Nature and Scope of Applied Psychology, Historical Perspective, Areas ofApplied Psychology, Roles and Skills of Applied Psychologists, Ethical Issues, Clinical and Counseling Psychology, Community Psychology and Mental Health, Educational Psychology, Ecological Psychology, Industrial and

			Organizational Psychology, Legal Psychology
PSY451	PSYCHOLOGY OF ADJUSTMENT	3-0-0-0-9	The course content, along with lecture wise breakup, is given below.Examinations: Choice of format of the examinations is left to the instructor.Laboratory content: As of now, the time table does not provide an option of introducingthe students to laboratory practices. Hence, some demos might be used to enrich the understanding of the course content. **Course Reference**: 1. Wayne Weiten, Dana S Dunn, and Elizabeth Yost Hammer (2011). Psychology Applied to Modem Life: Adjustment in the 21st Century. Wadsworth publishing(10th edition); 2. Robert C. Carson, James Neal Butcher, Susan Mineka (2000). Abnormal psychology and modem life. Allyn & Bacon (11th edition); 3. W.S. Paine (Ed.) (1984). Job stress and burnout. Sage.
PSY454	SOCIAL PSYCHOLOGY	3-0-0-0-9	Social psychology as a branch of psychology its historical background, Majorparadigms of contemporary social psychology, Methods adopted in social psychology,Aggression and violence, Person perception, Social motivation, Attitude and its change, Socialfacilitation, Social loafing, Social power, Conformity and Compliance, Obedience to authority,Distributive and procedural justice, Group dynamics and intergroup relations, Issues of gender,poverty and marginalization Baron. **Course Reference**: 1. R. A., Branscombe, N. R., & Byrne, D. (2009). Social Psychology (12th ed.). Boston,MA: Pearson/Allyn and Bacon.Gergen, Kenneth J. (1999); 2. An invitation to social construction. Thousand Oaks, CA: Sage.McGarty, C. & Haslam, S. A. (Eds.) (1997); 3. The message of social psychology: Perspectives onmind in society. Oxford, UK and Cambridge, MT: Blackwell.Misra, G. & Dalal, A. K. (Eds.) (2006); 4. New directions in Indian psychology (Vol. 1): SocialPsychology. New Delhi: Sage.Strickland, L. H., Aboud, F. E., &Gergen, K. J. (Eds) (1976); Social psychology in transition.Plenum: New York.
PSY457	INTERPERSONAL DYNAMICS	3-0-0-0-9	General introduction to the scope of interpersonal dynamics, and themethods used. Major theoretical approaches (Social exchange theory, FIR08, Interpersonal Circumplex). Interpersonal judgment and impression formation (the major models).Interpersonal communication (sending and receiving messages, listening skills, communicatorstyle, Transactional Analysis). Interpersonal influence and power. Interpersonal conflict and its management. The social self (self monitoring and self disclosure). Shyness and loneliness as problems in interpersonal relationships. Promoting positive interpersonal dynamics (the role of empathy and emotional

			intelligence). **Course Reference**:1.Hinde: Towards Understanding Relationships; 2. Berne: Games People Play. Duck & Gilmour: Personal Relationships.No single textbook is available that covers all the topics included in the course. Therefore,students will be assigned compulsory readings journal articles and book chapters), and will beencouraged to read from books that deal with topics relevant to the course.
PSY458	ORGANIZATIONAL AND ADMINISTRATIVE PSYCHOLOGY	3-0-0-0-9	Organizations and the systems concept, Chronological sequence of development of thought in Organizational Behavior area, A road map for understanding organizatiomil behavior: The elementary aspects of function and structure, their contributions to organizational existence, Organizational models, Attitudes, Job Satisfaction, Motivation and performance, Communication, Conflict and Negotiation, Leadership, Power, Control, Organizational Citizenship, and Antiorganization behaviors, Organizational Change and Organizational Development: Individual and group approaches, Culture and Organizational Behavior, Work Groups, and Significance of individual and group effectiveness through awareness of self and others. This last portion requires experiential learning. **Course Reference**: 1. Katz, D., & Kahn, R.L. (1978). The social psychology of organizations. (2nd ed.). NewYork: John Wiley & Sons; 2. Robbins, S.P. Organizational behavior. New Delhi: PrenticeHall of India PrivateLimited. (13th edition/ Most Recent Edition/); 3. Sinha, J B P (2008). Culture and organizational behavior. New Delhi: SAGE Publications India Pvt Ltd.
PSY468	SOCIAL COGNITION	3-0-0-0-9	The major emphasis of the course will be to provide an overview of the individual level social cognitive processes. In addition to this, students will also be exposed toconcepts pertaining to collective and shared sense making and social representations. An analysis based on discursive processes will also be provided in order to understand the cultural underpinning of human social cognition. Overall, the course will foster an understanding of cognitive and social processes of human sense making in the social world. Both, individual level information processing, and collective and symbolic processes of human social life will becovered in the course. Augoustinos, M. and Walker, **Course Reference**: 1. Social Cognition: An Integrated Introduction. London: Sage Publications. 1995; 2. Brewer, M. B. and Hewstone, M (eds.). Social Cognition. Blackwell Publishing: Cornwall, U.K.2004; 3.Fiske, S.T. and Taylor, S.E. Social

			Cognition. Singapore: McGrawHill. 1991; 4. Kunda, Z. Social Cognition: Making sense of people. MIT Press: Cambridge. !999; 5.Postmes, T. and Jetten, J (eds.). Individuality and the Group: Advances in Social Identity. SagePublications: London. 2006; 6. In addition to above texts, reading assignments (journal articles and book chapters) will beincluded from other sources.
PSY470	PSYCHOLOGY OF WELLBEING	3-0-0-0-9	1.Conceptualizing Wellbeing: (a) Nature, definitione and lived experience of wellbeing, (b) Methods in the studey of wellbeing: Quantitative and qualitative approaches; 2. Types of Wellbeing: (a) Objective wellbeing, (b) Psychological wellbeing, (c) Subjective wellbeing and happiness, (d) Quality of Life; 3. Indigenous Approaches to Wellbeing: Experiences and Constructions within the Socio Cultural Contexts; 4. Wellbeing among Specific Groups: Youth, Elderly, Women, Disadvantaged Groups and Disaster Survivors; 5. Indian Psychology of Wellbeing: Perspectives from Samkhya, AdvaitaVedanta and Yoga Systems **Course Reference**: 1. Denzin, N. (1985). Emotions as lived experiences. Symbolic Interaction; 2. Diener, E., & Suh, E.M. (2000); 2. Culture and subjective wellbeing (pp. 185/218). Cambridge, MA: MIT Press; 3. Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective wellbeing: Emotional and cognitive evaluations of life. Annual Review of Psychology, 2003, 54, 403,425; 4. Kahneman, D., Diener, E., & Schwarz, N. (Eds.). (1999). Wellbeing: The foundations of hedonic psychology. New York: Russell Sage Foundation; 5. Keyes, Corey L. M. & Haidt, Jonathan (Ed). (2003); 5. Flourishing: Positive psychology and the life welllived. Washington, DC, US: American Psychological Association; 6. Kitayama, S., Markus, H.R. &Kurokawa, M. (2000). Culture, emotion, and wellbeing: Good feelings in Japan and the United States, Cognition and Emotion, 14, 93124; 7.Paranjpe, A.C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum Press. 11-MAR-2016.
PSY701	Psychology Seminar I	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
PSY702	Psychology Seminar II	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-

			presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
PSY771	GROUNDED THEORY METHODOLOGY	3-0-0-0-9	This course attempts to develop a meaningful understanding of the premises, procedures and rigour of grounded theory (GT) methodology in social science research. Within the history of qualitative research tradition in social sciences, the book, *The Discovery of* Grounded Theory by Barney Glaser and Anselm Strauss in 1967 is considered to be a methodological revolution for through its emphasis on inductive method (from data to theory), it attempted to provide a robust alternative to the prevailing hypothetico-deductive approaches. Although the popular images of GT have been that of an inductive method, various paradigms of social science (such as post-positivism, social constructionism, critical theory and post-modernism) have adopted GT as their mode of analyzing qualitative data while adhering to their respective ontological and epistemological positions. This course focuses on the basic procedures of the GT approach (generating qualitative data, coding, memo writing and constant comparison) and illustrates how it could be used within various paradigms of social science research. A specific focus will be on the study of lived experiences that is the contemporary focus among the GT methodologists such as Kathy Charmaz, Adele Clarke and Juliet Corbin. Finally, the scientific rigour of the methodology will be discussed.
PSY774	QUALITATIVE RESEARCH : THEORY AND PRACTICE	3-0-0-0-9	In the last few years, research in psychology has witnessed a remarkable shift to a post positivist paradigm. A large number of qualitative methods have emerged in consonance with this shift. For a researcher in psychology. The knowledge of reseach methods and methodological issues is now incomplete without an in depth understanding of the qualitative methods. This course isaimed at providing an extensive overview of qualitative research methods, methodological roots, major theoretical principles and issues in qualitative research. Various methods would be discussed along with examples of representations cultural psychology developmental psychology discursive psychology, counseling and psychotherapy.
PSY775	FUNDAMENTAL OF	3-0-0-0-9	Development and evolution of brain: Brain

	NEUROPSYCHOLOGY		organization and function; Cerebral asymmetry; Neuropsychology of higher order functions memory language, emotional processes, spatial behaviour; Applied human neuropsychology. **Course Reference**: 1. Barrett, L., Dunbar, R., & Lycett, J. (2002). Human evolutionary psychology,Palgrave Publishers Ltd; 2. Kolb, B. & Whishaw, I.Q. (1990)Fundamentals of human neuropsychology,W.H. Freeman & Company; 3. Mandal, M.K., Bulman Fleming, M.B., & Tiwari, G.(2000); 4. Side Bias: A Neuropsychological Perspective, Kluwer Academic Publishers.
PSY776	SEMINAR COURSE IN PSYCHOLOGY	3-0-0-0-9	Seminar Course in Psychology
PSY780	PSYCHOLOGY OF PERSONALITY	3-0-0-0-9	Introduction to the field of personality. Trait and situational approaches to personality are covered, along with a critical assessment of the major theories of personality.
PSY783	ADVANCED EXPERIMENTAL SOCIAL PSYCHOLOGY	3-0-0-0-9	The course includes experimental paradigms in contemporary social psychology covering areas such as attitude and attitude change, group processes, social power, reward allocation, prosocial behavior, social cognition, social influence processes, aggression and violence; and the important theories in social psychology.
PSY784	APPLIED SOCIAL PSYCHOLOGY	3-0-0-0-9 3-0-0-0-9	This course will explain how social psycological theories can be applied to reallife. The prime objective is to disseminate findings from behavioural science research which have relevance for problems of society.
PSY786	UNDERSTANDING ORGANIZATIONAL BEHAVIOUR	3-0-0-0-9	A coherent introduction to organizational psychology, historically taking off from industrial psychology and human relations movement. The course takes a look at manin organizations in a social environment and concentrates on the theoretically significant empirical research.
PSY787	MANAGEMENT OF ORGANIZATIONAL BEHAVIOUR	3-0-0-0-9	The course focuses on a practical training to understand the human behaviour at workin order to predict the effectiveness and wellbeing in various types of organizations, and to enhance the understanding of change processes in these organizations.
PSY790	HUMAN COGNITIVE PROCESSES	3-0-0-0-9	The course deals with scientific study of human mind and explores cognitive processes involved in perception, memory, pattern recognition, psycholinguistics, and bilingualism. Recent research techniques, issues and stands in these areas are critically examined.
PSY794	DISASTER MENTAL HEALTH	3-0-0-0-9	This course attempts to provide the basic understanding of the psycho-social aspects and outcomes of mental health associated with disasters. It begins by addressing the meanings of ‘disaster’ in comparison with other related

			concepts. It also introduces the concepts of post-disaster socio-economic and political contexts and their salience in understanding mental health outcomes. Sections Two and Three provide a critical overview of the psychiatric and interdisciplinary social sciences perspectives respectively on post-disaster trauma reactions and suffering. Section Four deals with the healing processes for the survivors of disasters. Section Five brings to the fore the ethical issues, and methodological and experiential challenges faced by the researchers of post-disaster suffering and healing. This section also discusses the innovative methods to study the experiences of child- and woman- survivors of disasters.
PSY798	ADVANCED COURSE IN SOCIAL COGNITION	3-0-0-0-9	The course aims at providing an understanding of the concepts and issues insocial cognition research. The course contents include historical roots of social congnition; social congnitive principles a cost benefit analysis; representation of social knowledge; social schemas; heuristics and biases; contribution of social representations; rituals and rhetoric; knowledge and social process; social cognition and the study of stereotyping, prejudice and discrimination, social cognition and discourse; social sensibility and neural function.
PSY799	PHD THESIS	----	Ph. D. Thesis
PSY888	Introduction to Profession and Communication Skills	1-0-0-0-3	The course aims to introduce doctoral students in Psychology to an academic career. The course will provide inputs regarding research in Psychology, including professional communication (both oral and written) and ethics in research.
SOC171	INTRODUCTORY SOCIOLOGY	3-1-0-0-11	What is Sociology? Explain how the new science of society came about in the nineteenth century in Western Europe and how it was different from earlier social thought. Discuss the intellectual and social conditions which gave rise tosociology. The Intellectual roots Philosophy ofhistory, political philosophy and the Enlightenment. The socioeconomic roots: the Twin Revolutions The Industrial Revolution The French RevolutionTheoretical thinking in sociology (A) Classical sociological theorists: Karl Marx Max Weber Emile Durkheim (B) Modern sociological theories 1. Functionalism and Structural Functionalism Conflict theory Symbolic Interactionism Society, Community and Self, 2.lecturesNorms, values, roles, custom, status Deviance Theories of subculture; 3.The concept of anomie Sociology of Organizations Different sociological theories oforganization Formal and informal organizations Social Stratification and Inequality; 4.lectures Class Race and Ethnicity Gender Caste Disability Poverty Definition and

			measurement Extent of poverty Theories of Poverty, Power and Politics Debating basic concepts in politicalsociology Authoritarianism and democracy Sociology of Work and Economy Work, nonwork and leisure Taylorsim, Fordism and Post Fordism Sociology of Religion Sociological theories of religion Religious organizations Secularization debates
SOC173	INTRODUCTION TO INDIAN SOCIETY	3-1-0-0-11	Indian Sociology: An Introduction, Social Roots of Indian Society:Vedic heritage, Brahminic, Islamic, British, Indian Social Structure:Rural Context, Urban Context, Indian Social Institutions and Organisations Family, Marriage, Jajmani Relation,Caste and Tribe, Religion and education, Social Movements in India: Reformist, Nationalist, Agrarian, Backward Caste, Processes of Social Change in India, Westernization, Sanskritisation, Contemporary Social Problems. Secularism,Common civil code, Reservation policy, Demographic transition, etc.
SOC470	SOCIOLOGY OF DEVELOPMENT	3-0-0-0-9	Objectives of the course is to portray the process of development and underdevelopment from a sociological perspective. Being essentially a theory based course, it would analyse the process of development from various theoretical perspectives that have been dominant at different periods of time in intellectual traditions of sociology.1 Defining the concept of Development: Sociocultural factors, 2 The modernization perspective of development (the Structural Functional view): Its intellectual heritage classical modernization studies (Sociological aspects, political aspects, economic aspects, Psychological aspects), its assumptions, its methodology and itslimitations, 3 The Modernisation perspective: New modernization studies. 4 The Dependence perspective of development (the Nee Marxist view): Its intellectual heritage, the classical dependence studies (theories of underdevelopment), Dependence perspective: Its assumptions, its methodology and its limitations.5 The Dependence Perspective of development: New dependence studies.6 The World System Perspective: Its intellectual heritage, Contributions of Immanuel Wallerstein, the theory of world capitalist system, its assumptions, its methodology and its limitations.7 World system studies at Global level, Powers of world system perspective.8 Global System Interdependence, New Structural analysis, agent centered analyses, a new substantive focus Dynamics of complexchange. 9 Globalization (neo Liberalism), Development reconsidered voices of Dissent and alternatives. **Course Reference**: 1. Alvin Y So, 2005, Social Change and Development, Sage publications,

			Thousand Oaks; 2. P W Preston, 2001, Development Theory and Introduction, Blackwell Publishers; 3. David Lehmann, 1989, Development Theory, Frank Cass; 4. Eisenstadt 5 N, 1979, Modernization Protest and Change, Prentice Hall, EEE.
SOC473	INDIAN SOCIETY AND CULTURE	3-0-0-0-9	Approaches to study Indian Society. Social stratification: caste, jati and varna among Hindus, nonHindus. Marriage and Family among Hindus, Muslims and Christians; polyandry and polygyny; regulations of marriage, separation and divorce. Kinship organization in India. Concepts and approaches to social change in India: Sanskritization and Westernization; parochialization and universalization; structural, dialectical, cognitive historical,and indological approaches. Ortilogenelic processes of cultural change in culture traditions and modernization. Heterogenetic processes of cultural change in culture traditions and modernization. Recent processes of change: peasant religious and sectarian movements; dalit and backward caste movements; tribal, labour movements. New Social Movement: Ecological Movement Dumont, Louis. Homo Hierarchius: **Course Reference**: 1.The Caste System and its Weidenfeld and Nicholson, 1970. Ghurye, G. S. Caste and Race in India. Mumbai: Popular Prakashan, 1969, 5thedition.Gupta, Dipankar, editor. Social Stratification. New Delhi: Oxford University Press,1991; 2.Kapadia, K. M. Marriage and Family in India. Calcutta: Oxford University Press,1966; 3.Rao, M. S. A. Social Movements and Social Transformation: A Study of Two Backward Classes Movements in India. New Delhi: Macmillan, 1979; 4.Shah, Ghanshyam. Social Movements in India: A Review of the Literature. NewDelhi: Sage, 1990; 5. Singh, Yogendra. Modernization of Indian Tradition. Jaipur: Rawat Publications,1986 (reprint).Srinivas M. N. Social Change in Modern India. New Delhi: Orient Longman,1995 (reprint 2002).
SOC474	INDUSTRIAL SOCIOLOGY	3-0-0-0-9	1.Industrial Sociology nature and scope, Evolution of Industry as a productive system, 2. Formal organization: Bureaucracy and its functions, 3. Roles of Executives in bureaucratic organizations, Functions of Executives, 4. Informal Organizations: importance of human relations at work, Patterns of communications in Informal organizations, Importanceof informal organizations, Group dynamics,OS Industrial Relations: Trifold role: management (Employers Associations/ Federations), labour (national/ International organizations) and government (Labour legislations/ labourcourtsand adjudications) global

			experiences; 6. Role of labour and work in industry, Labour problems, Social structure of Trade unions, Trade Unionism (in India) and labour policies in India (through five year plans), 7. Industrial conflicts, and conflict resolution mechanisms: Collective bargaining and Grievance procedures, and Changing nature of occupations, Embourgeoisement, unionism vrs. Professionalism; 8. Participatory Management Issues (Indian as well as Global experiences), **Course Reference**:1. Monappa Arun,2006, Industrial Relations, Tata McGrawhill publishing Co.(Reprint); 2. Stephen Edgell, 2006, The Sociology of work, Sage publications; 3. Schnieder E V, 1972, Industrial Sociology, The social relations of Industry and the community,TataMcGrawhill Publishing co; 4. Shils Edward, 1963, Automation and Industrial relations, Holt Rinehart and Winston; 5. Ivar E Berg, 1981, Sociological Perspectives on La pour markets, Academic Press; 6. Forsyth, D.R. 2010. Group Dynamics, 5th Edition. Belmont, CA: Thomson Wadsworth; 7. Watson Tony J, 2004, Sociology, Work and Industry, New York: Routledge reprint.; 8. Miller DC and W H Form,1968, Industrial Sociology, London: Harper & Row; 9. Parker Stanley Robert, 1981. The Sociology of Industry, Allen and Unwin.
SOC475	Environmental Sociology	3-0-0-0-9	The course will introduce Environmental Sociology as a field of inquiry in order to understand the relationship between human societies and natural environment. The course will further explore core theoretical approaches of Environmental Sociology advanced in developed economies and contextualize in developing countries. The course will also address theoretical dimensions linking environmental problem, social class, ethnicity, religion and gender, followed by the discussion on the rise of environmental movements and resource based conflicts in India. This will bring us the reflection of both theories and empirical enquiries to understand the close interaction between social and natural world.
SOC476	Contemporary Applications of Social Demography	3-0-0-0-9	This course gives students a broad review of the field of demography largely from a sociological perspective. Demography refers to the scientific study of human populations (such as size, composition, spatial distribution) and the processes driving these phenomena (such as fertility, mortality, and migration). The course will enable students to gain an in-depth understanding of contemporary population problems the world is currently dealing with, and encourage thinking about potential solutions by actively engaging in class

			discussions and undertaking hands on projects.
SOC477	URBAN HABITAT AND SOCIAL INTERACTION	3-0-0-0-9	From rural to urban: debates around the concepts of gemeinschaft and gesellschaft; Origin of city in history; Theories of urban sociology (Classical and Contemporary); Technology and urban life; Poetics and politics of urban spaces;Urban planning and design; Rural, urban, rururban and suburban: the future of urban sociology. **Course Reference**: 1. Rao, M. S. A., ed. (1974) Urban Sociology in India: Reader and Source Book. NewDelhi: Orient Longman.Gottdiener, Mark and Ray Hutchison (2006); 2. The New Urban Sociology. Boulder: WestViewPress.Gottdiener, Mark and Leslie Budd (2005); 3. Key Concepts in Urban Studies. London: SagePublications.Karp David eta! (1977); 4. Being Urban: A Sociology of City Life. Lexington, Mass: D. C.Heatb and Company.Lin Jan and Mele Christopher, ed. (2005); 5. The Urban Sociology Reader. London:Routledge. Palen, J. John. (2008); 6. The Urban World. Boulder: Paradigm Publishers. David Pinder. (2005); 7. Visions of the City; Utopianism, Power and Politics in Twentieth Century Urbanism. New York: Routledge.
SOC479	POPULATION, ECONOMY AND SOCIETY	3-0-0-0-9	Relationship between demographic trends and the socioeconomic context; Demography and population studies; World population growth; Population of India; Population theories; Data and methods in population studies; Population policies; Population policy in India; HIV I AIDS and reproductive health. **Course Reference**: 1.Davis, Kingsley (1968) The Population of India and Pakistan. New York: Russell and Russell.Sharma; 2. A. K. (2011) Population and Society. New Delhi: Concept Publishing Company Pvt.Ltd.Shryock, Hemy S., Siegel, JacobS., and associates (1971); 3. The Methods and Materials of Demography. New York: U.S. Bureau of Census.Smith David, and Keyfitz, Nathan (1977); 4. Mathematical Demography. Berlin: SpringerVerlag.Smith, David P. (1992) Formal Demography. New York: Plenum Press.Sorokin, Pitirim (1978) Contemporary Sociological Theories. Ludhiana: Kalyani Publishers.United Nations (1973); 5. The Determinants and Consequences of Population Trends. Vol. 1 NewYork: United Nations.United Nations (1974); 6. Methods of Projections of Urban and Rural Population. New York:United Nations.United Nations (1983) Indirect Techniques for Demographic Estimation. New York: UnitedNations.
SOC481	SOCIETY AND SOCIAL PROBLEMS OF INDIA	3-0-0-0-9	Sociological perspectives on social problems; Social change; Interaction between structural and

			cultural components in the process of social change; Major social problems of India such as social and economic inequality, unemployment, illiteracy, high dropoutrate in schools, gender gap, population problem, bad governance, communalism and terrorism; The concept of inclusive growth. **Course Reference**: 1.Beteille, Andre (2000) Antinomies of Society: Essays on Ideologies & Institutions; 2. New Delhi:Oxford University Press.Dumont, Louis (1970) Homo Hierachicus; 3. London: Paladin, Granada Publishing Ltd.English, Richard (2009); 4. Terrorism: How to Respond Oxford: Oxford University Press.PlanningCommssion (2008) Eleventh Five Year Plan, 200712. New Delhi: Oxford University Press; 5.Srinivas, M.N. (1966) Social Change in Modern India. Berkeley: California University Press.
SOC482	SOCIOLOGY OF GLOBALIZATION	3-0-0-0-9	Defining Globalization: a. Flows and Structures, b. Key Debates, c. Related Processes. Socio Economic Aspects of Globalization: a. Neoliberalism, b. Global Economic Structuresc. c. Global Economic Flows. Globalization and political structures and processes: Culture and Globalization. Hightech flows and structures. Flows of people. Environmental Flows. Globalization and Social Stratification: a. Urban Rural, b. Gender and Sexuality, c. Class, d. Race, Ethnicity and Caste. Ritzer, George. 2010. Globalization: A Basic Text. Chichester: Wiley Blackwell.Ritzer, George and Zeynep Atalay, eds. 2010. Readings in Globalization: Key Concepts and Major Debates. Chichester: Wiley Blackwell. Additional Readings:Journal articles and book excerpts may be assigned periodically to the students.These, readings will be assigned to students well in advance. 11-MAR-2016
SOC484	Sociology of the New Media	3-0-0-0-9	This course will enable students to develop a holistic approach to the new media as a socially embedded phenomenon. It will enable them to understand the range of social structures, practices and interactions within which such media are embedded. This course will historically contextualize the new media through a sociological analysis of continuities and discontinuities with preceding media and communication technologies. Further, students will be introduced to various sociological perspectives through which the new media are analyzed. The course will enable students to consider whether and how the new media influences the social organization of value, work, identities and relationships.
SOC486	HUMAN RIGHTS THEORY AND	3-0-0-0-9	1. Introduction: Magna Carta, English Bill of Rights, American/French Declaration, Universal

	PRACTICE		Declaration of Human Rights: Background, Content and Relevance; 2. Theories/Justification/ Perspectives on Human Rights: Natural, Moral and Legal; Natural rights, Positivist, Liberal, Marxist, Feminist, Asian perspectives; 3. Debates: Universality of Rights; Rights Vs Duties; Individual Vs Group Rights; Civil and Political Rights Vssocial, Economic and cultural rights; 4. The notion of rights in various religious traditions (Hindu, Muslim, Buddhist traditions); 5. Western Influence (especially the impact of the British rule); National Freedom Movement, and the roles ofGandhi, Ambedkar and Nehru);6. Inter governmental Organization: The United Nations (study of specific UN agencies related to human rights);Regional Instruments;7. International NGO Amnesty International its working and impact on India; 8. Constitutional Developments in India: Constitutional Provisions (especially Fundamental Rights Vs DirectivePrinciples of State_Policy) and Emergency; 9. Case Studies of Selected National NGOs;10. Case Studies of Selected Regional NGOs; 11. National Human Rights Commission of India:Background, Structure and Functioning;12. The Judiciary, including Public Interest Litigation;13. International Humanitarian Law; International Refugee Law;14. Some Issues in Human Rights: Violence and Terrorism; Women's Rights, Child Rights, Dalit Rights,Minority Rights, Tribal Rights, Capital Punishment,Euthanasia, Rights of the Elderl) **Course Reference**: 1. Gay Rights Basu, D. D. Introduction to the Constitution of India. New Delhi: Prentice Hall,2008, 18th edition; 2.Desai, A. R., editor. Violation of Democratic Rights in India, 3 volumes, Mumbai: Popular Prakashan, 19861991.Donnelly Jack. Universal Human Rights in Theory and Practice; 3. Ithaca:Cornell University Press, 2003.FakudaParr, Sakiko and A. K. Shiva Kumar, editors. Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm. New Delhi: Oxford University Press, 2003; 4.Mohanty, Manoranjan, Partha Nath Mukherji, with OlleTornquist, editors.People'sRights: Social Movements and the State in the Third World. New Delhi: Sage Publications, 1998; 5.Nanda, Ved P., James R. Scarritt and George W Shepherd, Jr., editors.Global Human Rights: Public Policies, Comparative Measures and NGO Strategies. Boulder: Westview Press Inc., 1981.
SOC489	EXPLORING HUMAN VALUES: VISIONS OF HAPPINESS AND PERFECT SOCIETY	3-0-0-0-9	1. The problem Twin goals: happiness and just order; role of value education; 2. Paradoxes of happiness Concepts of good life quality of life and subjective well being; happiness, life satisfaction,

			and positive affect; studying quality of life through surveys; and findings of quality of life surveys; 3. The problem of social Moral and institutional approaches; and the inherent conflict transformation between the two; 4. Conceptualizing the Man and society; theories of man and society such as relationship between methodological individualism, structuralism, Gidden's theory man and society of structuration, and structural symbolic interactionism; 5. Religious and spiritual Vedic, Jain and Buddhist philosophies; Christianity; Islam; approaches to human and Sikhism happiness; 6. Economic and utilitarian Utilitarianism; utility and economic theory; capitalism: claims theories of capitalism; internal contradictions; socialism andcommunism; disorganized capitalism; risk; 7. Political approaches Marxist and neoMarxist thoughts; critical theory; democracy in public and private spheres; manifestos of leading politicaloarties; 8. An argument for Nehruvian model of industrial socialism; inclusive growth modernization and development; 9. Post modernization and Modernization and postmodernization; emancipation; emancipation emancipatory practices; dilemmas and paradoxes;10. Possibilities of Hope and hopelessness; transforming society; professional transformation ethics; 11. Indian social thoughts Attempts to combine spiritual, economic and political theories of values: Rammohan Roy, Aurobindo, Tagore, Gandhi, Ambedkar, kumarswamy; 12. Human values and Jeevan Vidya; human values and need for humanism: dilemmas harmony in the self; harmony with the body; harmony inand directions family, society, nature and existence; evaluation of Jeevan Vidya; 13. **Course Reference**: 1.Conclusion Summary and conclusion of the course Agrawal, S.P., and J.C. Aggarwal, Educational and Social Uplift of Backward Classes: At What Cost and How? Manda! Commission and After, New Delhi: Concept Publishing Company,1991; 2. Ahmed, Hila! Debating Muslim Political Representation. http://www.indiaseminar.com/2008/586/586aluned. htm [accessed on 5 October 2009].Ambedkar, B. R., Buddha and his Dhamma, http://www.scribd.com/doc/16634512/Buddhaand His Dhanuna by B R Ambedkar Full [accessed on 21 October, 2010]; 3. Beck, Ulrich, Risk Society: Towards a New Modernity, tr. by Ritter, Mark, London: Sage Publications, 1992; 4. Beteille, Andre; Beyond Minority Reports, The Times of India, 12 October, 2009, p. 10.Beteille, Andre, Antinomies of Society: Essays on Ideologies & Institutions. New Delhi: Oxford University Press,

			2000.
SOC490	SOCIOLOGY OF WORK	3-0-0-0-9	To be procured
SOC701	Sociology Seminar I	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
SOC702	Sociology Seminar II	0-0-0-0-0	1. Each student is expected to make one presentation in the semester and to attend all others student presentations in the course. 2. Students are expected to participate in the post-presentation discussions with questions and comments. 3. Students are required to attend all discipline seminars and job talks over the semester.
SOC720	RESEARCH METHODS	3-0-0-0-9	Nature and types of scientific explanation, Values and objectivity in social science research, Various research designs: (i) Descriptive, (ii) Exploratory, (ii) Experimental (two and multigroup designs). Tools and techniques of data collection, both direct and indirect methods of data collection (projective techniques), Various scaling techniques (Differential scales, Summated scales and Cumulative scales, etc), problems of measurement, Various types of reliability and validity of measures, Qualitative research.
SOC721	SOCIOLOGICAL THEORY	3-0-0-0-9	Relation between theory and research. The nature and use of theory, basic concepts, fundamental perspective of society, conceptualization of social system, social structure and culture, Various perspectives; Structural Functional, conflict Theory Frankfurt school critical theory, Exchange theory, Symbolic Interactionism, Phenomenology, Ethnomethodology and Structuration theory.
SOC723	INTRODUCTION TO STATISTICAL INFERENCE	3-0-0-0-9	Basic statistics; correlation and regression analysis; probability and probability distributions; sampling designs; tests of significance; analysis of variance; nonparametric methods; recent developments in applied statistics in social sciences.
SOC724	URBAN SOCIOLOGY	3-0-0-0-9	Relentless urbanization is the fate of the modern world. At the beginning of the 21st century 3 billion people live in urban areas around the world. The modern city--the product of a complex historical process--has been the object of sociological attention since its very inception. The course will enable the student to appreciate nuances of urban life from a sociological perspective. We will begin the course by explaining what is

			meant by developing 'a sociological consciousness' and discuss how the concept of community/society has been dealt with by the key sociological thinkers. Discussing the theories of Urban Sociology, we shall look at cities in history--from ancient to modern. We shall look at different dimensions of urban life ranging from neighbourhood to city planning. Since technology and cities are integrally related, we will discuss their relation in detail.
SOC732	SOCIOLOGY OF DEVELOPMENT	3-0-0-0-9	To be procured
SOC734	SOCIAL INEQUALITY AND STRATIFICATION	3-0-0-0-9	Critical evaluation of concepts and theories of social inequality and stratification; aspects of inequality in contemporary societies; methodology of stratification; stratification in India.
SOC742	SOCIOLOGY OF ENVIRONMENT	3-0-0-0-9	The new environmental paradigm in sociology. The relationship between environment andsocial complex; Environmentalism and Development (issue of socioeconomic equities). The concept of sustainable development in environmental studies. Social response to environmental imperatives (Role of value structure, normative and attitudinal patterns in communities). Social Institutions in the context of environmentalis, e.g.Roligion, caste, tribe, local communities and voluntary associations. Environmental movements and their impacts.
SOC745	SOCIAL THEORY IN LATE TWENTIETH CENTURY	3-0-0-0-9	Canons in sociological theory, breaking with modernity, post positivist and poststructural social thought, post modernism in social theory: present images and future possibilities, Writings of J Baudrillard, Michel Foucault, J F Lyotard, JDerrida, and F Jameson.
SOC746	SOCIAL MOVEMENTS: OLD AND NEW	3-0-0-0-9	The aim of the course is to define the various types of social movements, and understand their role in striving for social change or transformation. It will examine theories of social movements in the context of recent debates surrounding issues of nationalism, ethnicity, and identity. Specific movements, including the role of various actors, will be studied with special reference to India.
SOC748	EDUCATION AND SOCIAL CHANGE	3-0-0-0-9	General introduction to the place of learning in society. Learning, education and training. Changing meanings of education across time and society. A brief historical perspective on education in India. Social political arithmetic as aspurious way of understanding education and social change. Structural functionalist perspectives and structural conflict perspectives on education. Class, conflict,

			legitimation processes, reproduction of society. Anarchist perspectives. New Sociology of Education. Symbolic interactionist perspectives on education. Resistances to schooling. Critical theory and education. NeoWeberianperspectiveson education. Status politics and education. Caste, class, gender andeducation in India. Indian thinkers on education. Current debates on the placeof education in India.
SOC749	CONTEMPORARY SOCIAL THEORY	3-0-0-0-9	Theories of risk society, structuration, disorganized capitalism, social and cultural capital, standpoint theory, postmodernism, and complexity theory. Major contributions of Ulrich Beck, Anthony Giddens, Scott Lash, John Urry, Dorothy Smith, Pierre Bourdieu, Zygmunt Bauman, Michel Foucault and Jean Baudrillard. 18-SEP-14
SOC750	SOCIOLOGY OF RELIGION	3-0-0-0-9	Committed to the binary opposition between Reason and religion the evolutionary theorists believed that religion signified the childhood of human race. The Enlightenment theories had professed the decline and subsequent disappearance of religion. But the events since the second half of the twentieth century have provedthis prediction to be wrong. The resurgence of the religious in contemporary times calls for a fresh appraisal of the theories of sociology of religion. The coursewill introduce the seminal theories in sociology of religion. It will explore therelation between religion and other areas of social life such as economy and polity. The diachronic processes within religion, i.e., movements, sect formation, institutional forms as well as organizational dynamics will be addressed in this course. Finally, the course will also explore the issues of secularization and civil religion.
SOC751	METHODS OF SOCIOLOGICAL RESEARCH	3-0-0-0-9	Relation between theory and method and the concept of paradigm Quantitative Research Methods: Experimental design and surveys; different types of experimental designs; longitudinal studies; sampling techniques. Qualitative Research Methods: Ethnography, casestudies, historical and documentary research. Major data sources and their use in the historical and documentary study of Indian society and culture: Census, Archival material, National Sample Survey, Gazetteers and District Handbooks and other large data sets. Brewer, Jonhn and Albert Hunter. **Course Reference**: 1. Multimethod Research, Sage, 1989. Clifford, James and G. Marcus, Writing Cultures: Poetics and Politics of Ethnography, University of California Press, 1986. Cochran, William. G. Sampling Techniques, Wiley, 1999; 2. Durkheim, Emile. Suicide: Study in Sociology. Free Press, 1968; 3. (Book Two. pp. 145294)Epstein, A. L. (ed) The Craft of Social

			Anthropology, Tavistock, 1967; 4.Flick, Uwe. An Introduction to Qualitative Research, Sage, 2002.Geertz, C. The Interpretation of Cultures. Basic Books, 1963. (Chapter 15).Hammersley Martyn. The Dilemma of Qualitative Method, Routledge, 1989; 5. Kanji, Gopal K. Statistical Tests, Sage,1993. LeviStrauss, C. Structural Anthropology; 6. Basic Books 1963. (Part 1 pp. 3791)Luckacs, George. History and Class Consciousness. Merlin Press, 1971. (Chapter 1)Margolis, Eric (ed), The Sage Handbook of Visual Research, Sage, 2011.
SOC752	APPLIED STATISTICS FOR SOCIOLOGISTS AND OTHER SOCIAL SCIENTISTS	3-0-0-0-9	1. Styles of causal thought and models of controlled experiment: meaning of statistical inference concepts of relative error and confidence interval; simple bivariate approaches and unmatched differences; one way and factoria analysis of variance. 2. Causal analysis in nonexperimental data; conceptual framework as flowcharts. 3. Models and explanatory fit; modelling social phenomena; measures of life expectancy, disease burden and health inequality. 4. Analysis of frequencies chisquare, odds ratios and relative risk, Cramer's V and Kendall; tau. 5. Multivariate analysis unstandardized and standardized regression coefficients; uses of dummy vaiables; role of proxies; structural equation models; analysing longitudinal and cohort data; tempo effects. 6. Standardized rates and ratios as dependent vairable; ratios of ratios and rates such as ratio of male and female mortality rates; working with indices such as HDI and PCI. Articles from journals: Americal Sociological Review, American Journal of Sociology, British Journal of Sociology, and Population and Development Review. **Course Reference**: 1. Emile Durkheim, Suicide: Studey in Sociology, The Free Press, New York, 1968 Book II, pp. 145294; 2.David C. Howell, Fundamental Statistics ofr Behavioral Sciences, Wadsworth, 2011; 3. Thomas J. Linneman, Social Statistics Routledge, 2011; 4. Jay Alan Weinstein, Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology, Rowman & Littlefield Publishers, Inc., 2010; 5. Lorena Madrigal, Statistics for Anthropology, Cambridge Press, 2012.
SOC753	SOCIOLOGY OF MOBILITY	3-0-0-0-9	This course proposes to study different forms of mobility. Mobility is a metaphor for the dynamics of interconnections in our contemporary world. Travel, migration, displacement, and restructurings of space and place through cross-border flows of goods, people, and ideas give rise to new cultural geographies and new cultural meanings. Movement and the study of movement are not new, but the current forms of movement and how

			scholars have focused on them are different from older mobility studies. The shift can be explained as one that moves from an understanding of place as fixed and of people as bound to a particular culture and territory, to an attention on connections, and a focus on those who travel as well as the routes of travel. This course begins by theorising and contextualising mobility. It moves on to explore transnational links forged through historical and contemporary processes, how global forces impact local lives and what are the means by which local sensibilities are brought into the global arena. But mobility does not rest on physical movement alone, and even those who do not move may experience place through an outward-looking lens. This course will also cast a critical look at mobility by drawing attention to those who are excluded, limited, and marginalized in triumphalist narratives of travel. Drawing on sociological theories, ethnographic studies, and narratives of travel, this course will equip the student with the conceptual tools with which to understand and critically reflect on the interconnected lives of the present.
SOC754	SOCIAL CHANGE IN CONTEMPORARY INDIA: A SOCIOLOGICAL PERSPECTIVE	3-0-0-0-9	The aim of the course is to help students think through the intricacies of social change in contemporary India. Raising a set of sociological questions, the course intends to provide an overview of the traditional social institutions--caste, village and kinship--and simultaneously discuss the broader processes of change brought about by democratic transformations. These changes encompass what Max Weber had described as the 'continued rationalization' of society. We trace the rise of 'legal rational' authority and seek to understand how it alters both 'traditional' and 'charismatic' ones. The course will help the students to gain access to a sociological analysis of the complex socio-economic, political and cultural changes that are taking place in contemporary India. Readings: Beteillé, André. 1965. _Caste, Class, and Power: Changing Patterns of Stratification in a Tanjore Village. _Berkeley: University of California Press_._ Dumont, L. 1980. _Homo Hierarchicus_. Chicago: University of Chicago Press. Fuller C.J. 1996. _Caste Today_. Delhi: Oxford University Press. Fuller, C.J. and Véronique Bénéï (ed.). 2001. _The Everyday State and Society in Modern India._ London: Hurst and Company. Galanter, Marc. 1989_. Law and Society in Modern India_. Delhi: Oxford University Press.

			Piliavski, Anastasia (ed.). 2014. _Patronage as Politics in South Asia. _New Delhi: Cambridge University Press. Larson, Gerald James (ed.). 2001. _Religion and Personal Law in Secular India_. 226-250. Bloomington: Indiana University Press. Madan, T. N. (ed.). 1991. _Religion in India_. New Delhi: Oxford University Press. (Selected Chapters).
SOC755	Sociology of Money	3-0-0-0-9	This course provides a survey of the varied sociological approaches to the study of money. In doing so, we take into account the pasts, presents and futures of money. The course is divided into four parts. Part 1 revisits fundamental debates that have emerged in answering the question “what is money?” Part 2 develops the conversation on the connections and disconnections between money and institutions such as the state, markets, and families. Part 3 examines constructivist and interactionist approaches to money within sociology. Finally, the polyvalent futures of money are discussed in part 4, where we examine how much, if at all, money is likely to change. In addition to studying the technologies and infrastructures that are expected to create the future of money, we will also develop a theme touched upon in Parts 1 and 2: i.e. that money itself can be thought of as technology.
SOC757	Law and Social Change	3-0-0-0-9	The aim of the course is to study the antecedents of law making in India, the social issues surrounding legal changes, and its impact on the society. The framework of the study is the sociological method with extended case studies, seeking to situate law making and legal changes within the social context. It would attempt to understand social change with special reference to India. Course Content/ Themes: 1. Historical Background: Ancient and colonial law 2. Democratic Polity: The constitutional framework, state and civil society 3. Personal Freedoms: Freedom of speech and expression, privacy laws 4. Group/ Community Rights: Rights of women, children and the elderly 5. Social and Economic Rights: Underprivileged groups, food, labour and education 6. Minority Rights: Religious freedoms, LGBTQ rights 7. Topical/ Current Debates: Capital punishment, euthanasia Suggested Readings: Agnes, Flavia. Women and Law in India. [An Omnibus.] New Delhi: Oxford University Press, 2004.

			Austin, Granville. Working a Democratic Constitution: A History of the Indian Experience. New Delhi: Oxford University Press, 1989. Bajpai, Asha. Child Rights in India: Law, Policy and Practice. New Delhi: Oxford University Press, 2003. Deva, Indra, ed. Sociology of Law. New Delhi: Oxford University Press, 2005. Galanter, Marc, ed. Law and Society in Modern India. New Delhi: Oxford University Press, 1989. Ganguly, Ashok K. Landmark Judgments that Changed India. New Delhi: Rupa, 2015. Maine, Henry Sumner. Ancient Law. 1861. New York, NY: Cosimo, 2005. Mendelsohn, Oliver. Law and social Transformation in India. New Delhi: Oxford University Press, 2014. Mody, Zia. 10 Judgements that Changed India. Gurgaon: Penguin Books, 2013. Raj Kumar, C. and K. Chockalingam, eds. Human Rights, Justice and Constitutional Empowerment. New Delhi: Oxford University Press, 2007. Rajkota, Malavika. Intimacy Undone: Marriage, Divorce and Family Law in India. New Delhi: Speaking Tiger, 2017. Sathe, S. P. Judicial Activism in India: Transgressing Borders and Enforcing Limits. New Delhi: Oxford University Press, 2002. Seth, Leila. Talking of Justice: People's Rights in Modern India. New Delhi: Aleph Book Company, 2014.
SOC799	PHD THESIS	----	Ph. D. Thesis
SOC888	Introduction to Profession and Communication Skills	1-0-0-0-3	This is a PG level course that introduces doctoral students in Sociology to a career in academics. In addition, the course discusses some aspects of the communication (both oral and written) for doctoral students.
ART403	Ebb and Flow: Art and Globalism of Oceanic Networks	3-0-0-0 [9]	Course Description: Though the study of art, society and artisanal forms is essentially focused on sites, regions and nation-state—in other words, land—the profound impact of the ocean and oceanic networks on the art history and cultural exchanges is undeniable. The transportation of tangible goods, movement of people and flow of rich cultural and artisanal knowledge, facilitated by the oceanic networks, resulted in a series of unique artworks and practices. Understanding these historical artworks through the lens of art historical, social, contextual, semiotic and experiential perspectives enables us to situate ourselves in the networks of connections we find ourselves in. In eight modules, this course will introduce eight unique case studies from India and Europe, predominantly from the early modem and colonial

era, to pose questions on globalism, theory-practice interrelations and socio-cultural changes. The case studies stay at the crossroads of disciplinary discussions on art theory, maritime history, material culture studies, craft and heritage.

Objectives:
Understanding art history from the perspectives of material, technique, theme and human interaction promises to integrate art theories and processual understanding of art.

It elucidates how materials and techniques stimulate creative thinking and decision-making through a series of case studies, allowing students to explore them in their practice.
The course will help students contextualise global connections, their historicity, and their impact on our lives and intellectual endeavours.

Contents:

S. No	Broad Title	Topics	No. of Lectures
1	World at the Mahanavami Dibba	Vijayanagara Kingdom of Southern India and interregional relations Specificities of intercultural architecture and art at Vijayanagara Reflections of cultural exchanges in rituals, artefacts and costumes	6
2	Coromandel and the Dcean of Textiles	Dyed, painted and printed textiles of the Coromandel coast and Deccan Intercultural relations in the lives of the textile Makers Relationship between textiles, architecture and other portable	4

					objects	
			3	Persianate world and Europe at the Deccan	Deccan Sultanates and their connections with the Persianate world and Europe Nauraspur, Kitab-e-Nauras and other narratives of multiculturalism from Bijapur” Pineapple and dates in the Deccan and the interregional connections in art	6
			4	Ocean at the Table	Still-life paintings of Early modern Europe Spices, riches, condiments and textiles from the trade networks in Europe Still-life beyond a genre	4
			5	Globe in the Mughal Court	Western European prints and texts in the Mughal court Allegorical paintings and representation of the globe Portraits and perspectival view in the Mughal miniatures and architecture	4
			6	European Print and Indian Bazaar	European printmaking and transformation of Indian popular culture Broadsheet prints, printed images, books and	4

					knowledge circulation Emergence of indigenous aesthetics in print and printing studios	
			7	Wave of Japonisme	Impact of Japanese prints and wrapping papers in the Impressionist art of Europe Aesthetic appreciation and appropriation and “Orientalism" Japanese influence in European art and early European photographers in Japan	4
			8	Reclaiming the Ocean	Museum practice, curation and recent exhibitions on historical oceanic networks Understanding interconnections, mass production and social life of objects through maritime history Oceanic networks and their relevance in society and culture	4
			Pre-requisites, if any (examples: a- PSO201A,or b-PSO201A or equivalent): No. PSO201A may be suggested to the enrolled students. Short summary for including in the Courses of Study Booklet Though the study of art, society and artisanal forms is essentially focused on sites, regions and nation-state—in other words, land—the profound impact of the ocean and oceanic networks on the art history and cultural exchanges is undeniable. The			

			transportation of tangible goods, movement of people and flow of rich cultural and artisanal knowledge, facilitated by the oceanic networks, resulted in a series of unique artworks and practices. Understanding these historical artworks through the lens of art historical, social, contextual, semiotic and experiential perspectives enables us to situate ourselves in the networks of connections we find ourselves in. In eight modules, this course will introduce eight unique case studies from India and Europe, predominantly from the early modem and colonial era, to pose questions on globalism, theory-practice interrelations and socio-cultural changes. The case studies stay at the crossroads of disciplinary discussions on art theory, maritime history, material culture studies, craft and heritage. Recommended books:Textbooks: Amelia Peck ed. Interwoven Globe: The Worldwide Textile Trade, 1500-1800, New York: The Metropolitan Museum of Art, 2013. Arjun Appadurai. “Introduction: Commodities and the politics of value.” In The Social Life of Things, edited by Arjun Appadurai, 3-63. Cambridge and New York: Cambridge University Press, 1986. Ali, Daud and Emma Flatt eds. Garden and landscape practices in pre-colonial India: histories from the Deccan. New Delhi: Routledge, 2020. Mark Zebrowski. Deccani Painting. Berkeley: University of California Press, 1982. Ruth Barnes, Steven Cohen, and Rosemary Crill. Trade, Temple, and Court: Indian Textiles from the Tapi Collection. Mumbai: India Book House Pvt. Ltd, 2002. Sanjay Subramanyam. Europe's India: Words, People, Empires, 1500-1800. Cambridge and London: Harvard University Press, 2017. Reference Books: Ashin Dasgupta and Uma Dasgupta. The world of the Indian Ocean merchant, 1500-1800: collected essays of Ashin Das Gupta. New Delhi and New York: Oxford University Press, 2001. Beverly Lemire, "Domesticating the Exotic: Floral Culture and the East India Calico Trade with England, c. 1600-1800." Textile: Cloth and Culture 1, no. 1 (2003): 64-85. Kavita Singh, Rea/ Birds in Imagined Gardens: Mughal Painting between Persia and Europe. Los Angeles: The Getty Research Institute, 2017. Janet A. Walker, “Van Gogh, collector of “Japan”,” The Comparatist 32 (2008): 82-114. Paula Sengupta. The Printed Picture: Four Centuries of Indian Printmaking. New Delhi: Delhi

<table>
<tr><td></td><td></td><td></td><td>Art Gallery. 2012.
Preeti Bahadur Ramaswami and Kavita Singh, eds. Nauras: the /\dany Arts of the Deccan. New Delhi: National Museum, 2015.

Richard M. Eaton, A Social History of the Deccan 1300-1761: Eight Indian Lives. Cambridge and New York: Cambridge University Press, 2005.
Rosemary Crill, ed. Textiles from India: The Global Trade. Calcutta: Seagull Books, 2006. Rosemary Crill, Chintz: Indian Textiles for the West. London: Victoria and Albert Museum, 2008.
T. J. Clark. The painting of modem life: Paris in the art of Manet and his followers. Princeton, NJ: Princeton University Press, 1999.</td></tr>
<tr><td>ENG402</td><td>Language Contact</td><td>3-0-0-0 [9]</td><td>To introduce students to the broad area of contact linguistics and provide an understanding of the various approaches to the study of language contact and its outcomes. A familiarity with the methodologies used to study languages in contact will enable the students to:

a) identify a contact situation and describe the outcome of contact.
b) identify contact features in a linguistic variety.
c) Explore the motivation for language change.

Contents (preferably in the form of 5 to 10 broad titles):
<table>
<tr><td>SI No.</td><td>Topic</td></tr>
<tr><td>1 .</td><td>Defining language contact</td></tr>
<tr><td>2</td><td>Approaches to language contact</td></tr>
<tr><td>3</td><td>Classification of language contact</td></tr>
<tr><td>4</td><td>Language Maintenance situations</td></tr>
<tr><td>5</td><td>Convergence areas</td></tr>
<tr><td>6</td><td>Bilingualism</td></tr>
<tr><td>7</td><td>Attrition and endangerment</td></tr>
<tr><td>8</td><td>Pidgins and creoles</td></tr>
<tr><td>9</td><td>Contact based explanations of language change</td></tr>
<tr><td>10</td><td>Contact and grammaticalisation</td></tr>
</table>

Pre-requisites: NONE

Short summary for including in the Courses of Study Booklet
The study of the impact of interaction between speakers of different linguistic groups is language Contact. The contact maybe geographically contiguous, social or long distance such as through books and electronic media. The course aims to provide an insight into the

methodologies used to study languages in contact. This will enable the students toidentify a contact</td></tr>
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<td>situation and describe the outcome of contact. The exploration of the motivation of language change will aid in identifying the contact features in a linguistic variety.

Recommended books:
Reference Books:
Annamalai, E. 2001. Managing Multilingualism in India. New Delhi: Sage
Bhaita, Tej and William T Rirchie (eds). 2013. The Handbook of bilingualism and multilingualism. Wiley-Blackwell.
Hickey, Raymond. 2010. Handbook of Language Contact. Oxford:Blackwell Publishing Limited. Matras, Yaran. 2012. Language Contact. Cambridge: Cambridge University Press.
Myers-Scotton, Carol. 2002. Contact Linguistics: Bilingual Encounters and Grammatical Outcomes. Oxford: Oxford University Press.
Romaine, Susan. 1988. Pidgin and Creole Languages. Orient Longmann. Romaine, Susan. 1989. Bilingualism. Oxford: Blackwell Publishing Limited.
Thomason, Sarah. 2001. Language Contact: An Introduction. Washington DC: Georgetown University Press.
Winford, D. 2003. An Introduction to Contact Linguistics. Oxford:Blackwell Publishing Limited.</td>
</tr>
<tr>
<td>PHI453</td>
<td>Philosophy of Religion</td>
<td>3-0-0-0 [9]</td>
<td>Objectives:
This course aims to understand religion as a phenomenon and the human condition that coincides with it. The student is expected to explore and gain familiarity with several concepts in religion. Concepts and terms that have been heard of in one's lived experience would be given philosophical attention in light of the debates and discussions on it in extant philosophical literature. Thereafter the student is expected to choose a concept in religion for a detailed study. As with any philosophy course, the student has to be prepared for debating difficult and even contentious ideas without being disagreeable.

B) Contents (preferably in the form of 5 to 10 broad titles):

<table>
<tr><th>S. No</th><th>Broad Title</th><th>Topi</th></tr>
<tr><td></td><td>Introduction</td><td>Introducing philosophy, re religion. How is it conn</td></tr>
<tr><td></td><td>Concepts</td><td>God, divinity, creation, rea Religion and morality.</td></tr>
</table>
</td>
</tr>
</table>

	God	Classical arguments for and ag of God - Ontological, cosmologic moral arguments; God of gaps; t
	Major religions of the world	A brief introduction to the maj world.
	Indian	Indian theological monism and d
	philosophy of religion	'The concepts of self and free 'Omniscience in Indian philosop the idea of authorless revelation
	Religion and science	Is modern science a challe Perspectives on the relation be religion.
	Religious diversity	Religious pluralism and the pr truth.
		Presentations and class discussi

Pre-requisites, if any (examples: a- PS0201A,or b-P50201A or equivalent): NIL D) Short summary for including in the Courses of Study Booklet

Religion has been a part of human life for thousands of years. Any phenomenon that possesses such antiquity and continuity with the

			human lived experience merits a close examination both as an exploration and even self revelation. This course aims to look at religion from a philosophical lens. The philosophical lens is characterized by the approach to understand staying clear of preconceived notions and positions. The course will start with the general issues in philosophy of religion and go on to explore Indian philosophy of religion. Recommended books: Textbooks: * Peterson, Michael L (Eds.), et al. Philosophy of Religion: Selected Readings. Oxford University Press, USA, 2014. * Perrett, R. W. (Ed.) Indian Philosophy of Religion. Springer Science & Business Media, 2012. Reference Books: * Gandhi, Ramachandra. The Seven Sages: Selected Essays. Penguin UK, 2015. * Hick, John. Philosophy of Religion. Prentice Hall, 1990. * Jhingran, Saral. Aspects of Hindu Morality. Motilal Banarsidass Publ., 1989. * Matilal, Bimal Krishna. Logical and Ethical Issues: An Essay on Indian Philosophy of Religion. Orient Blackswan, 2004. * Pojman, Louis P., and Michael Rea. Philosophy of Religion: An Anthology. Cengage Learning, 2012. * Rabindranath Tagore. The Religion of Man. Ravenio Books, 2015. * Ramamurty, Aryasamayajula. Indian Philosophy of Religion. 2002. * Sharma, Arvind. A Hindu Perspective on the Philosophy of Religion. Springer, 1990. * Tiwari, Kedar Nath. Comparative Religion. Motilal Banarsidass, 2014.
SOC450	3-0-0-0 [9]	Sociology of Ageing	Objectives of the Course: This course focuses on understanding social factors that shape the process of ageing.It will begin by discussing the key theoretical perspectives and research approaches in the field. Students will learn about how differences in cultural norms and expectations around ageing lead to differences in ageing experiences across contexts. Thereafter, empirical examples across contexts that use the life-course perspective will be used to highlight the role of early and mid -life experiences on certain outcomes in later life such as health and well-being.Finally, the course will end by giving a brief introduction to the ways in which technology can impact the process of ageing.Overall, the course will help students understand context specific differences in the experience of ageing and

help them think about potential localized solutions by actively engaging in classdiscussions and doing hands-on projects.

Contents (preferably in the form of five to ten broad titles)

S. No	Broad Title	Topi
1	Introduction to the Sociology of Ageing	• Historical Trends Sociology of Agei • Theoretical Pers • Population Agei Trends
2.	Research Approaches to Ageing	• Cultural Model o Design Thinking • The Life Course • Using Surveys a as Tools in Social
3.	Care Arrangements and Ageing	• Ageing in Place • Caregiving and t • Course • Role of Family C • Perception of As amongst Older Ad Indian Context Transnational Car

			4.	Ageing and Health	• Health and Ageing: Im Early Life Experiences in Later Life • Gender and Health In in Later Life • Intergenerational Ties Health in Later Life • Social Ties and Lonel Later Life
			5.	Socio-Gerontotechnology	• Key themes and Futu • Critical Frameworks o and Technology • Empirical approaches and Technology
			Total Number of Lectures		
			Pre-requisite: None Short summary for including in the course of study booklet: This course provides an in-depth understanding of the social dimensions of ageing. There are five central topics that will be covered: a) introduction to the sociology of ageing, b) research approaches to ageing, c) care arrangements and ageing, d) ageing and health, and e) socio-gerontotechnology. The first two themes will introduce the field by highlighting how it has emerged and evolved over the decades and discuss the theories and methods used in the broad field. The last three themes will focus more on empirical work on some contemporary applications in this field. Recommended books and journal articles: Settersten, R. A., & Angel, J. L. (Eds.). (2011). Handbook of sociology of aging. Harris, D. K., The Sociology of Aging (Third		

			Edition). Luszczyfiska, M. (2020). Researching ageing: methodological challenges and their empirical background (p. 352). Taylor & Francis. Lane, A. P. (Ed.). (2019). Urban environments for healthy ageing: a global perspective. Routledge. Bengtson, V. L., &Settersten Jr, R. (Eds.). (2016). Handbook of theories of aging. Springer Publishing Company. Peine, A., Marshall, B. L., Martin, W., & Neven, L. (2021). Socio-gerontechnology: Key themes, future agendas. In Socio-gerontechnology (pp. 1-23). Routledge. Samanta, T. (Ed.). (2017). Cross-cultural and cross-disciplinary perspectives in social gerontology. Springer Singapore. Scharlach, A. E., &Lehning, A. J. (2013). Ageing-friendly communities and social inclusion in the United States of America. Ageing & Society, 33(1), 110-136. Menassa, M., Stronks, K., Khatami, F., Diaz, Z. M. R., Espinola, 0. P., Gamba, M., ... & Franco, 0. H. (2023). Concepts and definitions of healthy ageing: a systematic review and synthesis of theoretical models. EClinicalMedicine, 56. R. Brandhorst, L. Baldassar& R. Wilding (2019): The need for a 'migration turn' in aged care policy: a comparative study of Australian and German migration policies and their impact on migrant aged care, Journal of Ethnic and Migration Studies. Wilding, R., &Baldassar, L. (2018). Ageing, migration and new media: The significance of transnational care. Journal of Sociology, 54(2), 226-235. Ceci, C., Brown, H. S., &Purkis, M. E. (2019). Seeing the collective: family arrangements for care at home for older people with dementia. Ageing & Society, 39(6), 1200-1218. McDermott, 0., Orrell, M., & Ridder, H. M. (2014). The importance of music for people with dementia: the perspectives of people with dementia, family carers, staff and music therapists. Aging & mental health, 18(6), 706-716. Isaacson, M., D'Ambrosio, L., Samanta, T., &

			Coughlin, J. (2015). Life-stage and mobility: an exploratory GPS study of mobility in multigenerational families, Ahmedabad, India. Journal of aging & social policy, 27(4), 348-363. Ugargol, A. P., & Bailey, A. (2018). Family caregiving for older adults: gendered roles and caregiver burden in emigrant households of Kerala, India. Asian Population Studies, 14(2), 194-210. Born, J., Baia, P., Schut, F., & Van Doorslaer, E. (2019). The impact of informal caregiving for older adults on the health of various types of caregivers: a systematic review. The Gerontologist, 59(5), e629-e642. Pavalko, E. K. (2011). Caregiving and the life course: Connecting the personal and the public. Handbook of sociology of aging, 603-616. Wolff, J. L., Mulcahy, J., Huang, J., Roth, D. L., Covinsky, K., & Kasper, J. D. (2018). Family caregivers of older adults, 1999-2015: Trends in characteristics, circumstances, and role-related appraisal. The Gerontologist, 58(6), 1021-1032
ENG405	Reading English as an Additional Language	3-0-0-0[9]	Objectives:The aim of this course is to equip students with an introductory understanding of the theoretical frameworks and practical strategies involved in reading English as an Additional Language. The course will explore various reading theories, methodologies, and pedagogical practices to enhance learners' understanding of how reading comprehension skills are developed
ENG453	Linguistic Universals	3-0-0-0[9]	The objectives of the course are: • To examine how languages are similar (linguistic universals) in their structural properties despite numerous variations across languages, and • To understand the theoretical and empiricalmethods used in the study of linguistic universals
PHI441	Ethics of Artificial Intelligence		Objectives: • Demonstrate an understanding of ethics and its application to AI. • Analyze ethical dilemmas in AI using tools from normative ethics, metaethics, and moral epistemology. • Develop a capacity to critically evaluate fairness, transparency, and accountability in AI systems. • Explore the societal, cultural, and policy implications of AI across domains. Learn how ethical principles can be integrated into the design of AI systems through practical frameworks and methodologies
PHI445	Ancient Greek Philosophy	3-0-0-0	Objectives: This course explores the rich and

			formative period of Western philosophy, tracing its origin and evolution. It begins by considering how philosophy emerged from and contended with myths and poetry, while also intertwining with natural sciences in its early stages. The course investigates the profound questions posed by the Greeks that remain relevant today: Why is there something rather than nothing? What is the origin of existence? Can we identify the building blocks of reality? Can nature guide us in living a meaningful life? What constitutes a good life? What is the ideal form of government? Is poetry inherently irrational? Students will engage in a contemporary and critical dialogue with the Pre-Socratics, Sophists, Socrates, Plato, and Aristotle. The course discusses the interplay between inquiries into the natural world and the social-cultural realm, demonstrating how these domains influence one another. The course shows how a philosophical conversation with ancient thinkers can be intellectually enriching and transformative
PHI717	Kant's Critique of Aesthetic Judgment	3-0-0-0-(9)	The course investigates a foundational work in philosophical aesthetics, Immanuel Kant's Critique of Aesthetic Judgment (Part One of the Critique of Judgment). The course closely and critically considers Kant's influential treatment of such important questions as the following: What is beauty? Is beauty a property of the object or does it lie in the beholder's eye? Is taste innate or acquired? If I find something beautiful, can I expect all of you to agree with me? It is said there is ordinary perception and there is imaginative perception—what's the difference? Are the pleasures given by a soothingly pretty flower and a scarily howling storm of the same kind? What is the ground of debates about beautiful nature or meaningful artworks? What makes nature's beauty different from art's beauty? What does it mean to say that a poem or a painting is profound? Why do some artworks invite multiple readings or become classics? Is aesthetic experience a form of consumption? Is there really an aesthetic way of encountering the world that is distinct from practical, intellectual, or moral engagement with it—don't these approaches or spheres intersect? Can an aesthetic experience be a result of conscious effort or is it received like a gift? The course analyses and interrogates Kant's concepts of aesthetic judgment, disinterested delight, subjective universality of aesthetic assessment, fine art, genius, aesthetic ideas, the beautiful and the sublime, purposiveness without purpose, form, reflection and 2 contemplation in aesthetic experience, and the spontaneous and playful

			aesthetic mode of cognitive faculties. While philosophically re-enacting his views, the course engages in a contemporary conversation with Kant's work
PHI712	Contemporary Indian Philosophy-1	3-0-0-0-(9)	This is the first of a series of courses on contemporary Indian philosophers. This course reads some of the prominent philosophies that matured and shaped 20th century thinking in India. These philosophies have been grouped together as Contemporary Indian Philosophy (CIP). CIP is both a continuation and reaction to the classical schools of Indian philosophy. The classical schools of Indian philosophy developed in much more isolation to other worldviews than CIP. Many of the contemporary Indian Philosophers have not only put forth their philosophies as concrete theories but have also not compromised practicality and relevance of their philosophies. This can be evidenced from institutions (viz., Krishnamurti foundation, Ramakrishna mission, Sri Aurobindo trust etc.) that have germinated to preserve the philosophies of the founders whilst giving meaning and direction to the people at large. This course makes a scholarly study of these philosophies and the role they play in the story of India. This course is also aligned with the University Grants Commission syllabus on contemporary Indian philosophy.
PHI726	Philosophy of Language	3-0-0-0-(9)	Philosophers have long been concerned with the systematic way in which language carries information about the world. Philosophy of language investigates the nature of human language, its origins and use, the relationship between meaning and truth, and how language relates to human thought and understanding, as well as to reality itself. In the wake of the logical revolution at the end of the 19th century, a number of philosophers well-versed in formal logic turned their attention to the project of understanding human languages, not just logical ones. Others argued for a different approach, claiming that the tools of logic are either insufficient or just the wrong sort of thing to help us understand the nuances of human language use. Questions in philosophy of language include: what does it mean for a word to make reference? What does it mean for language to mean something, and how does that meaning correspond to reality? Another central question is whether or not a form of language is necessary for thought-do people think in language, or do they think and then translate those thoughts into language? What's the foundational relationship between language, its speakers, and the world? This course is an introduction to the philosophy of language, mostly in the analytic tradition.

			Objectives : (a) To focus on language from a philosophical point of view and to articulate the various philosophical issues in the discourse on language. (b) To emphasize the various dimensions of meaning, bearing in mind that meaning is a major concern in the philosophy of language. (c) To enumerate the various theories of meaning in the philosophy of language and discuss the reference theory of meaning as a theory that enjoys popular attention in the philosophy of language. (d) To explain different contemporary issues and views in the philosophy of language.
ENG407	Non-mainstream narrative cinemas in India	3-0-0-0 [91	A) Scope This course will introduce students to a range of Indian films that have variously been described as arthouse, alternative, independent or indies, and non-mainstream. It will begin by providing a brief genealogy of these terms and their resonance with, but also the difficulty of adapting them to, the Indian context. B) The history of these cinemas will be examined alongside the emergence of institutions such as film societies, film festivals and the Film Finance Corporation (FFC) / National Film Development Corporation (NFDC), while foregrounding shared formal and thematic concerns in different phases and categories that emerge from this history. C) The emergence of the Film Society Movement in the 1950s will form the backdrop to the discussion of films by Satyajit Ray, Ritwik Ghatak and Mrinal Sen from West Bengal in the first phase. A second phase will link up the consolidation of the movement with the emergence of state-sponsored filmmaking through the NFDC. Films by directors such as Adoor Gopalakrishnan, G. Aravindan, Girish Karnad, Shyam Benegal, Jabbar Patel, Sai Paranjpye, Girish Kasaravalli, Ketan Mehta, Govind Nihalani and Saeed Mirza will be used to discuss broadly shared concerns around realism in style and a socio-political imperative in the choice of subjects. These will be placed against relevant aspects of Indian history from the late 1960s to the early ‘90s. D) The discussion of this second phase will also have a separate section to briefly

			discuss some attempts at non-state sponsored funding for such cinema. A couple of prominent instances of the co-operative model of production (Abraham's Amma Ariyan (1977) and Benegal's Manthan (1981)) will figure in this discussion alongside rare instances of private/corporate financing as in the case of some of Benegal's films or those produced by Shashi Kapoor. E) A parallel body of work from the same period will look at the work of filmmakers such as Mani Kaul and Kumar Shahani who sought to develop a more experimental and non-realist narrative mode. F) The penultimate section will look briefly at English-language cinema in India using examples from films of Merchant-Ivory, Aparna Sen, Pamela Rooks, Pradip Kishen and Dev Benegal. G) The final part of the course will look at the decline of state funding and the film society movement after economic liberalisation in India from the early 1990s. The focus will be on the re-emergence of non-mainstream cinemas in the current, digital era.
ENG406	Film Movements in the Global South	3-0-0-0 [9]	This course will cover film movements in parts of the world covered by the terms 'the Global South' and 'the Third World'. The purpose of the course is to introduce students to cinemas from regions of the world other than North America and Europe. The focus will be on film movements, often referred to as 'new cinemas' or 'new waves', from these parts of the world. The course will alternate between a continental and national focus depending on the requirements of the topic. Thus, the first half of the course will have a continental focus, first on the film movements in Latin America in the 1960s and '70s, and then the cinema from Africa, both north and sub-Saharan, from the 1970s to the 2000s. In the case of Latin America, the continental framing is to contextualize the shared debates on neocolonialism, revolutionary politics, as well as the experiences of military dictatorships that informed much of this film history. African cinema will be contextualized within shared concerns of

			postcolonial identity and the legacy of colonial frameworks. The third part of the course will look at the new cinemas in East and Southeast Asia, primarily in Taiwan, the People's Republic of China and the Philippines from the 1980s to the present. These cinemas will be contextualized against experiences of economic liberalization in the region alongside regional geopolitical dynamics. The fourth part will look at post-revolutionary Iranian cinema and its complex imprint on the national and global cultural landscape. The final part of the course will look at some select contemporary films from different parts of the Global South and ask students to identify shared patterns or concerns across them, if any, and to reflect on the category itself.
ENG403	Film movements in Europe and the US after World War II	3-0-0-0 [9]	This course will cover the new cinemas that emerged first in Europe after World War II in Italy, France, Germany, the former Czechoslovakia, the former Yugoslavia, Germany and Poland. Since this history is closely linked to the reciprocal influence of Hollywood and European cinemas, a segment of the course will also look at the 'New Hollywood' of the 1960s and '70s. The aim is to introduce students to the emergence of arthouse cinemas as a distinct sector of film production, its socio-political context, and the key films and filmmakers that emerged from the various "new waves" from these parts of the world in the second half of the twentieth century. The film movements will be contextualized within important changes in film industries and culture in both Europe and the US. These include the dominance and then collapse of the classical Hollywood studio system, the emergence of state support for personal filmmaking in Europe, the discourse of film authorship, the increasing importance of film festivals and film clubs, and debates about the status of film and cultural production within larger debates about free-market policies. Beyond film culture, these movements will be contextualized within concerns such as postwar recovery in Europe, the Cold War, and the effects of decolonization.
ENG409	Indian Grammatical Traditions	9 [3-0-0-0]	**Course Description:** This course is designed for undergraduate students to provide an overview of

			the significant ideas in Indian grammatical traditions. The primary focus of the course is to highlight the distinct grammatical thought of India basing on the texts from the Vedic, Classical Sanskrit, Prakrits, medieval Indian grammars to the grammars of modern Indian languages. The course introduces the Vedic corpus relevant to the grammatical thought: the Prātiśākhyas, Śikṣās, Nirukta, Vyākaraṇa, and other pre-Pāṇinian grammarians. The course lays special emphasis on the selected ideas from Pāṇinian Grammar: Aṣṭādhyāyī by introducing the basics of the grammar through actual interpretation and translation of few sūtras. The course offers an outline of the Pāṇinian tradition: the Trimuni, and the philosophical issues, linguistic debates in Bhartṛhari, other śāstra traditions. The course goes on to trace the influence of Pāṇinian grammar on other Sanskrit grammars, Prakrit grammars, and later (medieval and modern) grammars of Indic and Dravidian langauges too. It is in this sense a course in intellectual history of Indian grammatical thought. The course briefly discusses the influence the Indian grammatical tradition exerted on early Modern Linguistics through some selected common concerns like: prescriptivism vs. descriptivism, form vs. function, variationism, basic units of linguistic analysis: phoneme (varṇa, akṣara), morpheme (prakṛti-pratyaya), zero (the it-zero in Pāṇini) etc. The course familiarises students with the diverse linguistic-grammatical heritage of India, making cases for both its unity and plurality. **Objectives:** • To introduce students to the major texts and thinkers in the Indian grammatical tradition, from the Vedic period to modern grammars, and to provide an overview of their distinctive contributions. • To develop a basic working familiarity with selected ideas and techniques of Pāṇini's Aṣṭādhyāyī, including practical interpretation of sūtras and understanding their relevance in broader linguistic debates. • To trace the intellectual history and influence of Indian grammatical thought—its role 2 in shaping later Sanskrit, Prakrit, and modern Indic/Dravidian grammars, as well as its resonance with themes in modern linguistics. • To cultivate critical appreciation of the plurality and continuity in India's linguisticgrammatical heritage.

ART717M	Introduction to Chinese Painting	3-0-0-0 (5)	This course is designed for Fine Arts PhD students as well as MDes students who are inclined towards pursuing creative practice. This course will introduce the basic traditional Chinese painting techniques essential for comprehending the age-old art. Students enrolled in the course will develop a distinctive painting method inspired by Chinese modern artmaking. The students will acquire the relevant brushing skills to produce creative paintings. It will also be applicable for the proposed MFA (Master of Fine Arts) students in the near future.
ART419M	AN INTRODUCTION TO THE CINEMATIC ART OF CHINA	5 (3-0-0-0)	This is a theoretical visual culture course that introduces the concept of visual communication through cinema to undergraduate students. They will explore the domain of Chinese Cinematic art, including major filmmakers, noteworthy genres, and their historical and cultural context in a distinctive way. This course offers a study of Chinese cinema, examining it both as a creative art form and as a medium of visual communication. The course will broadly orient students to the nitty-gritties of visual culture. There is no prerequisite, but fluency in the English language and an inclination towards the visual arts are absolutely necessary. All readings, course materials, lectures, and evaluations in the course will be in English; no Chinese language skills are required, although memorizing Chinese names is essential. The course evaluation will include regular written quizzes, as well as end-of-module examination. **The Objective of this course:** i. The primary objective of this course is to introduce students to the art and visual culture of Chinese Cinema. ii. The lecture topics aim to enhance visual perception and foster a deeper appreciation of cinema as an artistic medium for expression, transcending the boundaries of diverse languages and cultures. iii. This course, along with the other similar undergraduate elective courses (ART410 and ART404) and the postgraduate course (ART707), will present a comprehensive picture of the art and culture of the East Asian region for IIT students. iv. Along with the selective readings from the textbooks, the substantial section of the lectures and class discussion will be aligned with the primary film screening and additional reference texts themselves.
ART416	19th & 20th Century Western Painting	9 (3-0-0-0)	**Course Description** This is a theoretical art history course that

			introduces the history of modern painting in the Western world to undergraduate students. Students will study the modern painting practices in Europe and the USA throughout the 19th and 20th centuries. Through a string of innovative art movements led by some pioneering artists, students will (theoretically) explore a diverse array of art mediums, and new art techniques that aim to provide a wide-ranging art historical and visual cultural overview of modern art within the larger domain of Visual Art—from Romanticism to Post-Impressionism, Cubism to Abstract Expressionism, Fauvism to Pop Art, Surrealism to Minimalism. Furthermore, it will align them in the societal, political, economic, and historical settings from which they were generated. There is no prerequisite, but fluency in the English language and an inclination towards the visual arts are absolutely necessary. The course evaluation will include regular written quizzes, as well as mid-semester and end-semester examinations. **The Objective of this course:** I. The key objective of this course is to introduce students to the history of painting practice in the Western world. II. To teach the principal artists, art movements, and famous paintings, and how they have reacted to and engaged with both local and international art contexts. III. To be able to recognize legendary artists, art movements, and paintings. IV. To develop a broader appreciation for how the previous generations shaped the present art practices. To comprehend the function of the studio system and art institutions. V. To teach how a single painting can be seen and understood in multiple ways. VI. To teach how visual art can reflect important world/historical events.
ART415	Japanese Cinema: A Historical & Cultural Perspective	9 (3-0-0-0)	This HSS Level 2 course will provide an introduction to modern Japanese cinema for students at this institute. Along with the key focus on the noted “auteurs” of the Japanese film industry, we will align the cinema within the wider historical, cultural, and socio-political contexts that had influenced them. Not only will we be screening and discussing films in a diverse range of genres, including period and historical drama, comedy, horror, martial arts, and animation, but we will also be exploring topics that span from traditional Japanese art to the modern history of Japan. In addition, the issues of class, gender, and cultural identity will also be recurring themes in the film

			discourse. Throughout the course, students will be exposed to both canonical cinematic classics and lesser-known treasures to gain a comprehensive understanding of the diversity and complexity of Japanese cinema. All readings, course materials, lectures, and evaluations in the course will be in English; no Japanese language skills are required, although memorizing Japanese names is essential. The course evaluation will include regular written quizzes, as well as mid-semester and end-semester examinations.
ENG721M	DIALECTOLOGY	3-0-0-0-(5)	To introduce the methodology, procedures and frameworks related to the study of regional and social variation found in languages.
ENG722M	Dravidian Languages	3-0-0-0-(5)	1. To introduce the students to the distribution of Dravidian languages in time and space. 2. To describe the distinguishing linguistic features of old and new Dravidian languages and various subgroups.
SOC487	Digital Finance and Society	9 (3-0-0-0)	A) Objectives: This course will help students to: *Develop an understanding of how digital finance operates at the micro and meso levels in society, with a specific focus on consumers and target populations *Analyze how outcomes of interventions through digital finance emerge through an interaction between rapidly evolving financial technology, regulatory-legal arrangements, social structures, and human agency *Understand how digital finance fits into people's everyday lives *Develop a historical-comparative approach to digital finance through examination of real-world cases across the globe * Understand the conditions under which digital finance can overcome challenges of social structure or make these social arrangements even more entrenched. *Understand how the use of digital finance is situated in everyday practices of giftgiving, savings and investment and debt.
ENG411	AI in English Language Learning and Use	9 (3-0-0-0)	Course Description: This is an introductory course on using various tools to learn and use English as a second language. This course provides not only theoretical insights on key concepts and ethical issues but also practical training in using AI tools. A) Objectives: Students will be able to achieve the following at the end of this course: • Understand the impact of AI on language

			learning and use • Illustrate how AI tools can facilitate learning and using English as a second language • Examine ethical aspects related to AI use • Compare traditional methods of language learning with AI-powered methods
ENG133	Introduction to Environmental Humanities	11 (3-1-0-0)	This course introduces Environmental Humanities (EH) as an interdisciplinary field that brings the humanities into sustained conversation with environmental sciences and other modes of ecological inquiry. It examines how literature, film, visual culture, digital media, philosophy, history, anthropology, ethics and cultural practices shape understandings of nature, environment, climate and the more-thanhuman world. The course asks how environmental crises are narrated, experienced, remembered and contested, and how humanities perspectives can contribute to environmental thought, justice and possible futures. The course begins by interrogating the nature–culture divide and the emergence of environmental humanities, before moving through ecocriticism, environmental imagination, place and landscape, the Anthropocene and its critical alternatives, environmental justice, postcolonial and decolonial ecologies, ecofeminism, posthumanism, new materialism and multispecies studies. It further examines environmental governance, ecological citizenship, Indigenous and traditional ecological knowledge systems, environmental communication, and public humanities approaches to ecological challenges. It also introduces focused approaches such as slow violence, toxicity and waste studies, Blue Humanities, environmental memory, ecocinema, ecomedia, ecopoetics and speculative/climate fiction. Attention is also given to contemporary concerns including extinction studies, energy humanities, disaster humanities, urban ecologies, and digital environmental cultures. Attention will be given to Indian and South Asian environmental contexts, including environmental movements, extractivism, pollution, water and agrarian crises, displacement, ecological inequality and the cultural politics of environmental change. Students will engage with literary texts, films, visual archives, Page 2 of 7 media representations, and public environmental debates to understand how ecological issues intersect with questions of caste, class, gender, indigeneity, development, and sustainability. The course will ultimately consider questions of environmental ethics, stewardship,

			sustainability, resilience, ecological hope and more-than-human futures. Throughout, literary, cinematic, visual, and other cultural texts will serve as primary sites for developing critical environmental thinking.
PHI444	Indian Logic	9 (3-0-0-0)	Indian Logic (in Sanskrit anviksiki, nyaya, or tarka) is the tradition of systematic reasoning of the Indian subcontinent, evolved over nearly two millennia from roughly the sixth century BCE onward. It is distinctive in that it examines not only the forms of acceptable arguments, but also the sources of valid cognition (pramanas), namely perception, inference, comparison and verbal testimony. Hence logic, epistemology and language are viewed as one continuous study. Validity is analyzed in connection with justified belief and reliable sources (including testimony, a category that Western analytic philosophy has only recently considered respectable). The tradition matured in public deliberative assemblies with formalized rules of debate, and it produced a rich technical apparatus: the five-membered syllogism of the Nyaya school, the three-condition doctrine of the Buddhist logicians, the sevenfold predication of Jainism (saptabhangi), sophisticated theories of truth and error, a precise taxonomy of fallacies (hetvabhasa), and even explicitly non-classical, many-valued modes of reasoning such as the Buddhist four-cornered analysis (catuskoti). This course aims to provide students with the skills to understand, systemize, evaluate, and compare the primary Indian logical frameworks, while recognizing their continued importance in contemporary intellectual debate **Objectives:** 1. Introduce Indian logic: explain its nature and scope, and show how it is a distinct discipline that can be compared with Western logic. 2. Define and use the Pramana framework. Reconstruct and test the Nyaya five-membered syllogism and the Buddhist trairupya conditions. 3. Identify fallacies with the hetvabhasa classification. Show how the catuskoti and the saptabhangi work as principled non-classical valuation schemes. 4. Compare Indian theories of truth, validity, and causation with classical and non-classical Western theories. 5. Relate these ideas to current research in non-

			classical logic, artificial intelligence, knowledge representation, linguistics, and the epistemology of testimony.