**Manipal Centre for Humanities**

**Manipal Academy of Higher Education, Manipal**

*Outcomes Based Education (OBE) Framework*

**3 Year full time Undergraduate Program**

**(BA Humanities)**

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1. **NATURE AND EXTENT OF THE PROGRAM**

BA (Humanities) program at MCH has been designed as a curated program in the liberal arts tradition that fosters a well-rounded undergraduate education, with a strong foundation in interdisciplinary engagement with the Humanities. Compulsory coursework in first and second years give students a thorough grounding in fundamental concepts and recent scholarship. In the third and final year of the program, the students have the option of choosing electives towards a Major in one of these subjects – English, History and Sociology. All courses facilitate development of critical thinking and writing skills through regular assignments and faculty feedback.

1. **PROGRAM EDUCATION OBJECTICE (PEO)**

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for **BA Humanities program are as follows.**

|  |  |
| --- | --- |
| **PEO No** | **Education Objective** |
| **PEO 1** | Students will be able to use their critical analysis skills in professional organizations as well as in pursing higher education |
| **PEO 2** | Students will be able to bridge the gap between theory and application in all their future research goals |
| **PEO 3** | Students will be able to provide an interdisciplinary outlook in any form of research career they choose to pursue |
| **PEO 4** | Students will adopt an ethical and environment friendly approach in all their future career opportunities |

1. **GRADUATE ATTRIBUTES:**

|  |  |  |
| --- | --- | --- |
| **S No.** | **Attribute** | **Description** |
| **1** | **Multidisciplinary Knowledge** | Students will be offered a wide range of courses from disciplines such as English, Sociology and History to develop their interdisciplinary outlook. |
| **2** | **Academic Writing** | As MCH in each of their assignments and term-papers focusses on writing, students will learn how to align their writing as per the global academic community. |
| **3** | **Thesis Writing** | With our focus on research, students submit a dissertation at the end of the sixth semester. Apart from individual supervision, students also receive additional support from a team of faculty members, to guide them with thesis writing |
| **4** | **Critical Analysis** | Close reading of texts and argument formulation enables students to enhance their critical thinking abilities |

1. **QUALIFICATIONS DESCRIPTORS**

Demonstrate a logical and coherent knowledge and understanding of a discipline

Apply methodological skills to achieve professional excellence

Communicate problem statements and research gaps in a systematic manner

Identify and address one’s own learning requirements to emerging fields of study

**PROGRAM OUTCOMES: After successful completion of BA Humanities program, Students will be able to:**

|  |  |  |
| --- | --- | --- |
| **PO No** | **Attribute** | **Competency** |
| **PO 1** | **Critical Analysis and Academic Writing** | Students will be able to work in some of the leading publishing and editorial houses |
| **PO 2** | **Communication, Teamwork and Leadership Skills** | As employers prefer broad and diverse backgrounds, students are trained with multiple employability skills |
| **PO 3** | **Thesis Writing and Research Proposals** | Students will be able to pursue their higher education with top international and national universities |
| **PO 4** | **Multidisciplinary and Sustainability** | Students will be able to contribute in developing various aspects of the UN Sustainable goals and in interdisciplinary settings |

SEMESTER 1

Any FOUR of the following Foundation Courses may be offered in any given semester of study

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Contact Hours per Week | | | Credits  C | Marks Distribution | | |
| L | T | P/F/SS | Internal | Exam | Total |
| HUM111 | Introduction to Literary Genres | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM114 | Introduction to Literary Studies | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM115 | Problems of Philosophy | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM116 | Introduction to Sociology | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM117 | Introduction to Kinship | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM118 | Political and Cultural History of Modern India | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM 119 | Understanding the Past | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM 120 | Emerging Fields in Humanities | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
|  | Total | 12 | 0 | 8 | 20 | 400 | 0 | 400 |

SEMESTER 2

Any FOUR of the following Foundation Courses may be offered in any given semester of study

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Contact Hours per Week | | | Credits  C | Marks Distribution | | |
| L | T | P/F/SS | Internal | Exam | Total |
| HUM121 | Introduction to Globalisation Studies | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM122 | Historical Figures and Ideas | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM124 | Caste, Religion and Society | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM125 | Literary Movements | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM126 | Classics in World Literature | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM127 | Political Sociology | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM128 | Indian Writing in English | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM129 | Sociology of/for India | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM130 | Culture and Modernity | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM131 | Periodization in Indian History | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM132 | Introduction to Philosophy | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM 133 | Modern Day Humanities | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
|  | Total | 12 | 0 | 8 | 20 | 400 | 0 | 400 |

SEMESTER 3

Any FOUR of the following Foundation Courses may be offered in any given semester of study

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course title | | Contact Hours per Week | | | Credits  C | Marks Distribution | | |
| L | T | P/F/SS | Internal | Exam | Total |
| HUM211 | Thinking History in Premodern India | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM212 | Twentieth Century Literature | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM213 | Introduction to Social History of Medicine | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM215 | Urban Studies | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM216 | Social Anthropology | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM217 | Women’s Writing | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM218 | Indian History and Historiography | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM220 | Literatures in Translation | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM227 | Modern Western Philosophy | 3 | | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM235 | Perspectives in South Asian Studies | | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
|  | Total | | 12 | 0 | 8 | 20 | 400 | 0 | 400 |

SEMESTER 4

Any FOUR of the following Foundation Courses may be offered in any given semester of study

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Contact Hours per Week | | | Credits  C | Marks Distribution | | |
| L | T | P/F/SS | Internal | Exam | Total |
| HUM221 | Gender and Society | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM222 | Modern Indian Literature | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM223 | Existentialism | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM224 | Self and Other | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM225 | Introduction to Research Methods | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM226 | The Enlightenment and the Modern West | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM228 | Social Stratification | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM229 | Ideas towards World History | 4 | - | - | - | 100 | 0 | 300 |
| HUM230 | History of Medieval India | 4 | - | - | - | 100 | 0 | 300 |
| HUM231 | Development and Society | 4 | - | - | - | 100 | 0 | 300 |
| HUM232 | Studies in Environment and Ecology | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM233 | Autobiography and Memoir | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM234 | Perspectives in India Studies | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HUM236 | Print Culture | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
|  | Total | 12 | 0 | 8 | 20 | 400 | 0 | 400 |

SEMESTER 5

Electives: Any SIX of the following courses will be offered in any given semester of study. These will consist of two courses each from the FOUR Majors offered – English/Sociology/History – and students can choose any THREE of the courses offered. A Student has to take 4 courses in the same discipline in the final year of study to get a Major in English/Sociology/History.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Contact Hours per Week | | | Credits  C | Marks Distribution | | |
| L | T | P/F/SS | Internal | Exam | Total |
| ENG311 | Literary Genres and Methods | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG312 | Literature and  Sexuality | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG313 | Reading Film | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG314 | Literary Modernity | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG315 | Translation Studies | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG316 | Studies in the Novel | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC311 | Development and Sustainability | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC312 | Economy and Society | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC313 | Media, Society and Representation | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC314 | Health, Inequality and Society | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS311 | Empire and Nation in India | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS312 | The Global Career of Nationalism | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS313 | Methods in Historical Studies | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS314 | Global Histories of Race, Gender and Nation | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
|  | Total | 9 | 0 | 6 | 15 | 300 | 0 | 300 |

SEMESTER 6

Electives: Any SIX of the following courses will be offered in any given semester of study. These will consist of two courses each from the four Majors offered – English/Sociology/History – and students can choose any TWO of the courses offered.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Contact Hours per Week | | | Credits  C | Marks Distribution | | |
| L | T | P/F/SS | Internal | Exam | Total |
| ENG321 | Contemporary Literature | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG322 | Drama | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG323 | World Literatures | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG324 | Workshop in Creative Writing | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG325 | Literature and the Visual | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC321 | Sexuality Studies | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC322 | Identity and Society | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| SOC323 | Sociological Theories and Methods | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS321 | Narratives of the Indian Nation | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS322 | History and the Idea of the Collective | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| HIS323 | Gender and Medicine | 3 | 0 | 2 | 5 | 100 | 0 | 100 |
| ENG400/SOC400/HIS400 | Thesis | - | - | - | 10 | -- | -- | -- |
| ENG450/SOC450/HIS450 | Academic Portfolio | - | - | - | 5 | -- | -- | -- |
|  | Total | 6 | 0 | 4 | 25 | 200 | 0 | 200 |

Total mandatory credits for BA (Humanities) – 120

SEMESTER 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program:** | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | INTRODUCTION TO LITERARY GENRES | | | | | | | | | | | | | | | |
| **Course Code: HUM111** | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** SEMESTER 1 | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | This is an introductory course to the discipline of literary studies, the art of close reading, the tools of literary appreciation and the employment of a critical framework while reading texts. At the heart of the course is the process of reading and students are expected to understand this through the exploration of different literary genres and through the practice of writing about literature. The course will encourage us to consider why we read, how we read, the makings of literature and its many manifestations. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | To demonstrate close reading skills and grasp basic concepts of literary analysis through exposure to multiple literary genres | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | To analyze how literature is represented, its genres and canon (literary history), material culture (how a text is produced and disseminated), and context (the critical lens through which we study a text, like ecological or feminist) | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | To develop thesis statements and construct an argument (for textual analysis) | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | To apply critical perspectives from literary studies to academic reading and writing | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Types of Literary Genres | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the nuances of literary forms and how to respond to them | | | | | | | | | * Literary analysis and close reading * Main literary components in a narrative | | | | | | | | | | | | 3 | | |
| **Unit 2:** Theatre and Dramaturgy | | | | | | | | | | | | | | | | | | | | | | | |
| Dramatic Traditions and Stagecraft | | | | | | | | | * Introduction to Greek Drama * Modern theatre and playwriting | | | | | | | | | | | | 9 | | |
| **Unit 3:** Prose Narratives | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of the Novel and short fiction | | | | | | | | | * Literary forms in modern prose and the   Victorian novel   * Literary modernism * Women’s writing | | | | | | | | | | | | 15 | | |
| **Unit 4:**  Graphic Narratives and Creativ e Non-fiction | | | | | | | | | | | | | | | | | | | | | | | |
| Reading composite genres | | | | | | | | | * Memoir and autobiography in graphic narratives * Writing drawn from research and/or memory | | | | | | | | | | | | 9 | | |
| **Unit 5:** Poetry | | | | | | | | | | | | | | | | | | | | | | | |
| Select poetic genealogies | | | | | | | | | * Modes of engaging with poetic form * Contemporary poetry | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **53** | | | | | | | | **103** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | | X | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | |  | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Sophocles’ *Oedipus Rex*  (around 429 BCE) 2. Mahesh Dattani’s *Dance Like a Man* (1989) 3. Robert Louis Stevenson’s *The Strange Case of Dr Jekyll and Mr Hyde* (1886) 4. Kate Chopin’s ‘Desiree’s Baby’ (1893) 5. Katherine Manesfield’s ‘How Pearl Button was Kidnapped’ (1912) and ‘The Escape’ (1920) 6. Rokheya Sakhawat Hossain’s ‘Sultana’s Dream’ (1905) and ‘Lihaaf’ by Ismat Chugtai (1942) 7. Art Spiegelman’s *Maus 1* 8. Abraham Verghese’s *My Own Country* (1994) 9. Amitav Ghosh’s ‘The Ghat of the Only World: Agha Shahid Ali in Brooklyn’ (2002) 10. Agha Shahid Ali’s *The Veiled Suite* (2009) | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | INTRODUCTION TO LITERARY STUDIES | | | | | | | | | | | | | | | | |
| **Course Code: HUM114** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** BA I Semester I | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This is a foundational course in the discipline of literary studies and will introduce students to main concepts of literary analysis, appreciation and criticism. The course will provide an orientation to literary movements and influential fields of studies that have shaped the study of literature in academia. The main objective of this course is to orient students to the direction that literary studies is taking at present and to prepare them for courses in the discipline in the semesters ahead. The course will also focus on training students in the genre of acdemic writing. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To evaluate the relationship of primary texts and scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To exemplify how literature is represented through material, textual and semantic cultures | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To apply critical perspectives from literary studies to academic reading and writing | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Distinguishing the literary text | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the forms of the literary text | | | | | | | | | | * Modes of criticism and close reading * Isolating narrative elements | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Key literary writers | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary writers in their historical periods | | | | | | | | | | * Introduction to genres * Modern and premodern narrative | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Key literary contexts | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **53** | | | | | | | | **103** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Ayers, David. *Literary Theory: A Reintroduction*. Wiley, 2008 2. Johnson, Margaret and Tison Pugh. *Literary Studies: A Practical Guide* (Routledge, 2013) 3. Conrad, Joseph. *Heart of Darkness* (Penguin, 2007) 4. Butalia, Urvashi. *The Other Side of Silence* (Penguin, 2017) 5. Bhasa. *Urubhanga* (Clay Sanskrit Series, 2016) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | B.A. Humanities | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Problems of Philosophy | | | | | | | | | | | | | | | |
| **Course Code: HUM 115** | | | | | | | | **Course Instructor: Shining Star Lyngdoh** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-20 | | | | | | | | **Semester:** First Semester | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course provides an introduction to some of the central philosophical problem in modern western philosophy (but not limited) such as the problem of metaphysical reality, the nature of knowledge and certainty, problems of language. Through readings, the course will navigate through several philosophical questions in the history of western philosophy pertaining to epistemology and metaphysics. In this manner, the course is also design to be an introduction to western philosophy.   **Course Objectives**  1. The objective of this course is to engage students with several philosophical problem in western philosophy.  2. It will teach students how to think critically about various philosophical problems from within a theoretical philosophical tradition.  3. It will help students to develop philosophical thinking, writing and engaging in philosophical argument. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | The course intends to achieve the following outcomes: | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to analyse critical thinking in western Philosophy | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to understand basic philosophical problems | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be introduce to philosophy as a formal academic discipline | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | Students will enable to critically develop their own philosophical argument | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 |  | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Western Philosophy | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the conceptual thinking of Philosophy.  Epochs of Western philosophy. | | | | | | | | | * Theoretical introduction to the problems of philosophy (CO1, CO2 CO3) * Various Methods Engaging with these problems and the study of history of philosophy (CO1, CO2) | | | | | | | | | | | | 9 | | |
| **Unit 2:** Metaphysics | | | | | | | | | | | | | | | | | | | | | | | |
| Plato’s Forms, Aristotle’s Substance, Theory of Causation in Aristotle | | | | | | | | | * Engagement with Debates (CO2, CO3) * Understanding Metaphysics (CO2, CO4) | | | | | | | | | | | | 12 | | |
| **Unit 3:** Epistemology | | | | | | | | | | | | | | | | | | | | | | | |
| Plato’s conception of Knowledge.  Knowledge as Justified True Belief. Gettier’s Problem | | | | | | | | | * Counter perspectives (C2) * Contrary thinking (C2) | | | | | | | | | | | | 12 | | |
| **Unit 4:** Contemporary problems in Philosophy | | | | | | | | | | | | | | | | | | | | | | | |
| Critique of traditional conception of Epistemology and Metaphysics | | | | | | | | |  Developing critical thinking (C4) | | | | | | | | | | | | 12 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 8 | | | | | | | | 5 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **103** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | |
| Assignments/presentations 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Verity Harte, “Plato’s Metaphysics,” in The Oxford Handbook of Plato, eds. Gail Fine (New York: Oxford University Press, 20018)  Aristotle, *Metaphysics*. In *The Complete Works of Aristotle*, Volume 2*.* Edited by Jonathan Barnes. (New Jeresey: Princeton University Press, 1984).  Frederick Copleston, *A History of Philosophy: Greece and Rome,* Vol 1 (New York: Image Books, 1993)  Edmund Gettier, “Is Justified True Belief Knowledge?” *Analysis* Vol.23, No. 6 (June, 1963), 121-123. [http://links.jstor.org/sici?sici=0003-](http://links.jstor.org/sici?sici=0003-2638%28196306%2923%3A6%3C121%3AIJTBK%3E2.0.CO%3B2-1)  [2638%28196306%2923%3A6%3C121%3AIJTBK%3E2.0.CO%3B2-1](http://links.jstor.org/sici?sici=0003-2638%28196306%2923%3A6%3C121%3AIJTBK%3E2.0.CO%3B2-1)  Kwame Athony Appiah, *Thinking it Through: An Introduction to Contemporary Philosophy* (New York: Oxford University Press, 2003).  John W. Carroll and Markosian, *An Introduction to Metaphysics* (New York:  Cambridge University Press, 2010) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Sociology | | | | | | | | | | | | | | | |
| **Course Code: HUM 116** | | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** none | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course introduces students to Sociology as disciplinary perspective. The course explores classical sociological thought and various methodological points of view to examine society. Through readings, the course also explores key issues in analyzing Indian society. The course will focus on the following objectives:   * Engage with sociology as a disciplinary perspective * Explore the classical sociological thought and points of view to examine the society. * Analyze contemporary societies through relevant sociological theories. * Investigate societies by applying foundational sociological concepts. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes**  **(COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | |  Students will be able to explain Sociology as a disciplinary perspective. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | |  Students will be able to outline classical sociological thought and contemporary sociological perspectives. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | |  Students will be able to critically reflect on various issues relevant to examining contemporary societies. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | |  Students will be able to reflect and explain social issues from multiple vantage points viz. political economic, psycho-social, and philosophical perspectives. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO*  *3* | | *PO*  *4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | | x |  | | x | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | x | | x |  | | x | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | | |
| Sociology as a disciplinary perspective    . | | | | | | | | | |  The unit seeks to explain how sociology is different from common sense understanding. It also explores how society and individual are interrelated (C1) | | | | | | | | | | | | 12 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | | |
| Classical Sociological Thought | | | | | | | | | |  The Unit introduces students to three classical theorists—Karl  Marx, Max Weber and Emile  Durkheim. It explores issues such as religion, class contradictions and methodology of sociology  (C1) and (C2) | | | | | | | | | | | | 12 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | | |
| Contemporary Sociological  Perspectives | | | | | | | | | |  The unit seeks to introduce students to various contemporary theoretical perspectives. It also touches upon conceptual tools employed by contemporary sociologists to understand contemporary society (C3) | | | | | | | | | | | | 12 | | |
| **Unit 4:** | | | | | | | | | | | | | | | | | | | | | | | | |
| (Ab)Normal, Deviant and Society | | | | | | | | | |  The unit introduces students to the understanding that society may be understood from combined perspective of sociological and political-economic, psycho-social, philosophical etc. (C1), (C3) and  (C4) | | | | | | | | | | | | 12 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 48 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 3 | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **98** | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 mid term | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | x | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | x | | | | |  | | x | | | | x | | |  | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | x | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Bruce, Steve (2000), *Sociology: A very Short Introduction*, Delhi, India: OUP. 2. Berger, L. Peter (1963), *Invitation to Sociology: A humanistic Perspective*, New York: Anchor Books. 3. Thomson, Ken (2002), *Emile Durkheim*, New York: Routledge. 4. Kieran, Allen (2004), *Max Weber: A critical Introduction*, London: Pluto Press. 5. Giddens, Anthony (1971), *Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber*, Cambridge: Cambridge University Press. 6. Wallace, A. R. and Wolf, A. (1995), *Contemporary Sociological Theory: Continuing the Classical Tradition*, New Jersey: Prentice Hall. 7. Burns, Tom (1992), *Erving Goffman*, New York: Routledge. 8. Gutting, Gary (2005), *Foucault: A Very Short Introduction*, New York: OUP | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Introduction to Kinship |
| **Course Code: HUM 117** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester I |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | The concept of kinship has received widespread attention in the discipline of Sociology. Although scholars of the West have for the longest time associated the idea of kinship with South Asia, recent scholarship suggests that kinship as a notion is multi-structured and layered. This course will adopt a critical lens and engage with the major debates and theoretical standpoints associated with the idea of kinship. Drawing from the works of major scholars this course will highlight how “kinship” as a |
| **Course Outcomes:** | Course Outcomes   * Students will be able to articulate the idea of kinship * Students will be able to explain the major theoretical frameworks associated with kinship * Students will be able to comment on kinship patterns in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
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|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
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| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Understanding the concept of kinship** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major concepts of kinship | | | | | | | |  Explain the main terms related to kinship (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Theoretical perspectives within Kinship** | | | | | | | | | | | | | | | | | | | | | | | | |
| Main theories of kinship | | | | | | | |  Explain the theoretical perspectives of kinship (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Kinship in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Give examples of kinship patterns in India | | | | | | | | Explain the different kinship structures in India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | 1. Parkin, D. & Parkin, R. (1997). Kinship: An Introduction to the Basic Concepts. USA: Wiley Blackwell. 2. Fortes, M. (1970). Kinship and the Social Order. UK: Routledge. 3. Fox, R. (1967). Kinship and Marriage: An Anthropological Perspective. UK: Cambridge University Press. 4. Strauss, C.L. (1955). The Elementary Structures of Kinship. Boston: Beacon Press. 5. Grover, S. (2011). Marriage, Love, Caste and Kinship Support: Lived Experiences of the Urban Poor in India. UK: Routledge. |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | **Political and Cultural History** | | | | | | | | | | | | | | | | |
| **Course Code: HUM118** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course broadly covers a long stretch of history, from the last phase of the Mughal period to the promulgation of Indian Constitution in 1950. It outlines the key features of the modern period that crucially shaped the present. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of colonial rule, the impact of colonial state on society, the development and legacy of anticolonial movement. It particularly highlights the social, political and cultural dimensions of the past.  **Course Objective:**   1. The objective of this course is to make the students familiar with the history of modern India. 2. It would critically examine the changes that occurred during different phases of modern Indian history. 3. It would highlight different strands and viewpoints that emerged in the national politics, which led to peculiar shaping of modern India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Outline major political developments in the History of India during the period between the seventeenth and the twentieth century. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Identify key historiographical debates around colonialism, nationalism and modern politics in India. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Explain the development of peculiar cultural politics in India with reference to ideas of religion, community and communalism. This would eventually help students to understand the complex nature of relationship between history and everyday politics in modern India. | | | | | | | | | | | | | | | | | | | | |
| CO4 | | | | | This course will help students to gain critical insights on a very important period in the Indian history. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO4 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** English East India Company and the Establishment of British colonial Empire in India. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical analysis of the British rule in colonial India | | | | | | | | | | * British Colonialism in India. CO1, CO2 | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Nationalism and Politics of Modern India | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining politics of colonialism and the Indian National Movement | | | | | | | | | | * Politics of Modern India CO3, Co2 | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Social and Political Currents in Modern India | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socio-Political reform in India | | | | | | | | | | * Social and Political currents in modern political India CO3, CO4 | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| **TOTAL** | | | | | | | | | | | **68** | | | | | | | | **118** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Ishita Banerjee Dube. (2015). *A History of Modern India* Delhi: Cambridge University Press.  Lakshmi Subramanian (2010), History of India, 1707-1857, Hyderabad: Orient Blackswan,  Sekhar Bandyopadhyay, (2004), *From Plassey to Partition.* Delhi: Orient Longman.  Sugato Bose and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: Oxford University Press.  K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan.  Mrinalini Sinha, ‘Giving Masculinity a History: Some Contributions from the Historiography of Colonial India’ *Gender & History*, Vol.11 No.3 November 1999  Sangari, Kumkum and Sudesh Vaid (ed.), *Women and Culture*, Bombay, 1994  Pandey, Gyanendra. (1990). “Introduction”. *The Construction of Communalism in Colonial North India*, Delhi: Oxford University Press  Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation.* New Delhi: Oxford University Press  Ramchandra Guha, *India after Gandhi*: *The History of World’s Largest Democracy*  Sunil Khilnani, *The Idea of India*, Penguin Books, 2004.  Sarkar, Sumit, *Modern India*, Pearson Education Trust, 2014.  Menon, Dilip, *Cultural History of India*, Orient Blackswan, 2017 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Understanding the Past | | | | | | | | | | | | | | | |
| **Course Code: HUM119** | | | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** First Year, Semester I | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Understanding the Past’ is an introductory course for history. It is a critical study of the history of the discipline of history. When did ‘history’ get consolidated as a discipline in the modern sense of the term? The objective is to show that history cannot be synonymous with the past. What then is history? What were the rigours that were emphasized at the moment of the consolidation of history as an academic discipline to separate ‘history’ from fanciful story-telling? We will read about the politics that informed this process – how certain societies and cultures came to be branded as ‘unhistorical’. What were their other ways of relating to the past? Is objectivity possible in history? In history, do we get at any ultimate ‘truth’? | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Identify the process of consolidation of the modern discipline of history. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Appraise and evaluate historical claims to objectivity. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Dissect the politics of historical scholarship. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | Relate the politics of history to the politics of the nation. | | | | | | | | | | | | | | | | | | | |
| CO 5: | | | | Compare between history and myth, history and literary narratives and discover their overlaps. | | | | | | | | | | | | | | | | | | | |
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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 5 | X | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
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| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The modern historical sensibility** | | | | | | | | | | | | | | | | | | | | | | | |
| The emergence of disciplinary rigours. Is history a science? The question of historical objectivity | | | | | | | | |  Discover the process of evolution of the discipline of history, as we know it today [CO1, CO2] | | | | | | | | | | | | 12 | | |
| **Unit 2: The Politics of history: Part 1** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonial domination-History as a game of power-History as a rationale for dominance | | | | | | | | | * Estimate the politics of scholarship in general [CO2] * Inspect the political dimension to the nineteenth century obsession with history [CO1, CO2, CO3] | | | | | | | | | | | | 12 | | |
| **Unit 3**: **The Politics of History: Part 2** | | | | | | | | | | | | | | | | | | | | | | | |
| History and Nationalism-The Construction of a Classical Past - Narrativity in History | | | | | | | | |  Assess the connections between history and nationalism [CO3, CO4] | | | | | | | | | | | | 12 | | |
| **Unit 4: Other modes of engaging the past** | | | | | | | | | | | | | | | | | | | | | | | |
| The diversity of historical traditions-  The *Itihasa Purana* tradition | | | | | | | | |  Compare mythic narratives with historical narratives. [CO5, CO1, CO2] | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | | X | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | | X | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | E H Carr *What is History?*, London: Penguin Books, 1961  Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997.  R G Collingwood, *The Idea of History*, Oxford: Oxford University Press.  Romila Thapar, ‘Perceptions of the Past’, *The Penguin History of Early India*, New Delhi: Penguin Books, 2002  Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996 15. Sekhar Bandyopadhyay, ‘The New Middle Class and the Emergence of Nationalism’ from *From Plassey to Partition*, Orient Blackswan, 2004  Partha Chatterjee, ‘Histories and Nations’, *The Nation and its Fragments*, Princeton University Press, 1993  Romila Thapar, ‘Reflections on Nationalism and History’ in *On Nationalism* (ed. Romila Thapar, A. G. Noorani and Sadanand Menon), New Delhi: Aleph, 2016  Eric Hobsbawm, ‘The Social Function of the Past: Some Questions’, *Past and Present*, Volume 55, Issue 1, May 1972, pp. 3-17.  Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013  Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986.  Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.  Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Emerging Fields in Humanities |
| **Course Code: HUM 120** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** Semester I, First Year |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | This is an introductory course. Highlighting the importance of interdisciplinary approach that gave rise to new fields in the Humanities, the course aims to equip the students to understand their uses and significance. First section of the course encompasses introduction to the field of modern humanities and its historical emergence. The final section will focus on the emerging fields in Humanities such as Medical Humanities, Translation Studies, Digital Humanities, Print History, Dalit Studies and Gender Studies. The course also focuses on developing an academic writing style for the humanities disciplines. |
| **Course Outcomes:** | Course Outcomes   * Students will acquire familiarity with the way humanity disciplines emerged historically * Students will be able to apply their knowledge and understand why new fields emerged in the Humanities * Students will be able to develop new critical skills and writing skills to understand the complex social formations. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to the humanities** | | | | | | | | | | | | | | | | | | | | | | | | |
| Humanities and its history | | | | | | | |  Explain the relevance and significance of humanities and their formation (C 1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Various fields in the humanities** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major disciplinary fields of the humanities | | | | | | | |  Explain various branches of humanities (C2)   Explain their differences (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Emerging fields in the humanities** | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to new fields in the humanities | | | | | | | | * Explain why new fields emerged in the humanities (C2) * Explain the various aspects of these fields (C2) and (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | 1. Munday, Jeremay. (2016). Introducing Translation Studies: Theories and Applications. London: Routledge  2. Menon, Nivedita. (2012). Seeing Like a Feminist. Delhi: Penguin  3. Wymer, Cathryn C. (2021). Inroduction to Digital Humanities. London: Taylor and Francis Ltd.  4. Cole, homas R, Nathan S. Carlin, Ronald A. Carson. (2014). Medical Humanities: An Introduction. Cambridge: Cambridge University Press. |

SEMESTER II

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Globalization Studies | | | | | | | | | | | | | | | | |
| **Course Code: HUM 121** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** BA I, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The main aim of the course is to critically analyze different dimensions of culture. Adopting a socio cultural lens, the course will focus on various cultural ideas and aspects to understand culture as a way of life. Against the backdrop of modernity, the course will engage in discussions related to the relationship between culture and major institutions such as family, marriage and the market.  The course will focus on the following:   * Understand the various components of culture * Focus on the intersections between media and new forms of culture * Analyse the cultural changes in different institutions such as family, market and the state. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes:** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to critically analyse the macro and micro components associated with globalization | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to apply their knowledge and conduct fieldwork related to global issues in different parts of India. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to compare various case studies of culture, health, economy and policy across the globe | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Globalization: Main Concepts** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on the main concepts associated with globalization | | | | | | | | | | * Offer a multidisciplinary perspective to globalization | | | | | | | | | | | | | 15 | | |
| **Unit 2: Globalization: The market and the State** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain how the market and the state function as per the needs of globalization | | | | | | | | | | * Examine the intersections between the market, the economy and state policies across the globe | | | | | | | | | | | | | 15 | | |
| **Unit 3: Globalization: An Indian Perspective** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand globalization with reference to India | | | | | | | | | | * Highlight macro and micro issues that have emerged in India owing to globalization | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| **TOTAL** | | | | | | | | | | | **80** | | | | | | | | **115** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Macdonaldization (Intro Chapter) by George Ritzer (1993): Tower Books: New York  Anthony Giddens (2007): Europe in the Global Age, Wiley Publishers: New York  Arlie Hochschild (2012): The Outsourced Self: Picador: London  Kaur, R. (2016). The innovative Indian: Common man and the politics of jugaad culture, Contemporary South Asia.  Parul, B. (2017). Pre-marital Relationships and the Family in Modern India. *SAMAJ* | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA HUMANITIES** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | HISTORICAL FIGURES AND IDEAS | | | | | | | | | | | | | | | | |
| **Course Code: HUM122** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** BA I, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Historical Figures and Ideas’ is a course that will profile key personalities – Indians and Britons. The main aim is to bring out the diverse voices that constitute Indian history and historiography. The course will begin with a look at basic concepts and history writing from the late eighteenth century onwards. Beginning with the main historical figures like Sir William Jones, we will ask critical questions to understand how India was imagined in their writings. We will also historically analyse the very make-up of colonial modernity and power/knowledge as entry points into why and how ideas of ‘progress’ and ‘civilisation’ became crucial in the various narratives of colonialism, nationalism and communalism. We will engage with various kinds of source materials, both textual and visual. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | 1. Identify key historical figures and ideas in Indian history and historiography. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | 2. Understand, explain and evaluate the major contributions of the key historical figures. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | 3. Classify various historical narratives about Indian nation-building. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | 4. Create their own arguments by comparing and contrasting significant historical figures and ideas. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 Race and Orientalism** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and theories | | | | | | | | | | Understanding ‘race’ and Orientalism | | | | | | | | | | | | | 15 | | |
| **Unit 2: Gender and Social Reform** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining gender and key historical events. Learning about significant social reformers. | | | | | | | | | | * Critical analysis of gender and social reform | | | | | | | | | | | | | 15 | | |
| **Unit 3: ‘Respectability’, Conjugal Rights and Child Marriage:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding how colonialism and anti-colonial community and nation-building figured in significant debates on reform, ‘respectability’ and conjugality. | | | | | | | | | | * Critical analysis of interdisciplinary narratives about this subject. | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Andrea Major, *Sovereignty and Social Reform in India British Colonialism and the Campaign Against Sati, 1830–60*, New York: Routledge, 2011  Antoinette Burton, ‘From Child Bride to “Hindoo Lady”: Rukhmabai and the Debate on Sexual Respectability in Imperial Britain’, *The American Historical Review*, vol. 103, no. 4, 1998, pp. 1119-1146  Asok Sen*, Iswar Chandra Vidyasagar and his elusive milestones* Calcutta: Riddhi-India, 1977, pp. 53-66; 75-90, 143  Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, Cambridge: Cambridge University Press, 2006 second edition  Bharati Ray, ‘A Voice of Protest: The Writings of Rokeya Sakhawat Hossain (1880–1932)’ in Bharati Ray ed., Women of India: Colonial and Post-Colonial Periods New Delhi: Published by Professor Bhuvan Chandel, Centre for Studies in Civilisations, 2005  Dipesh Chakrabarty, ‘The Difference-Deferral of (A) Colonial Modernity: Public Debates on Domesticity in British Bengal’, *History Workshop*, Colonial and Post-Colonial History, vol. 36, 1993, pp. 7-13.  Edward Said, *Orientalism*, New York: Vintage Books, 1979, reprint of Pantheon Books edition 1978  Himani Bannerji, ‘Attired in Virtue: The Discourse on Shame (Lajja) and Clothing of the Bhadramahila in Colonial Bengal’ in Bharati Ray ed., *From the Seams of History Essays on Indian Women* New Delhi: Oxford University Press, 1995, pp. 67-106.  Indrani Sen, ‘Colonial Domesticities, Contentious Interactions: Ayahs, Wet-Nurses and Memsahibs in Colonial India’, *Indian Journal of Gender Studies*, vol. 16 no. 3, 2009, pp. 299–328.  Indrani Sen, ‘Resisting Patriarchy: Complexities and Conflicts in the Memoir of Haimabati Sen’, *Economic and Political Weekly*, vol. 47, no. 12, 2012, pp. 55-62  Ishita Pande, *Medicine, Race and Liberalism in British Bengal Symptoms of Empire,* New York: Routledge, 2010.  J. Majeed, ‘James Mill’s “The History of British India” and Utilitarianism as a Rhetoric of Reform’ *Modern Asian Studies*, vol. 24, no. 2, May, 1990, pp. 209-224  Lata Mani, Contentious Traditions: The Debate on Sati in Colonial India, *Cultural Critique,* no. 7, The Nature and Context of Minority Discourse II, Autumn 1987, pp. 119-156  Mahendralal Sarkar, “Babu Keshub Chunder Sen’s Circular Letter Addressed to Certain Medical Gentlemen of Calcutta and Their Replies Thereto*,” The Calcutta Journal of Medicine*: *A Monthly Record of the Medical and Auxiliary Sciences* vol. 4, July 1871, pp. 251-274.  Meena Radhakrishna, ‘Of Apes and Ancestors: Evolutionary Science and Colonial Ethnography’, *The Indian Historical Review*, vol. XXXIII, no. 1, 2006, pp. 1-23  Mrinalini Sinha ed. *Mother India* by Katherine Mayo. Edited with an Introductionby Mrinalini Sinha Ann Arbor: University of Michigan Press, 2000, 1998  Partha Chatterjee The NationalistResolution of the Women‘s Question‘, in Kumkum Sangari and Sudesh Vaid (eds) *Recasting Women. Essays in Colonial History* New Delhi: Kali for Women, 1989, pp. 233-253  Ramachandra Guha*, Makers of Modern India*, New Delhi: Penguin Viking, 2010  Ranjana Saha, ‘Milk, “Race” and Nation: Medical Advice on Breastfeeding in Colonial Bengal’, *South Asia Research*, vol. 37, no. 2, 2017, pp. 147-165  Sekhar Bandopadhyay, ‘Caste, Widow-remarriage and the Reform of Popular Culture in Colonial Bengal’ in Bharati Ray ed., *From the Seams of History Essays on Indian Women* New Delhi: Oxford University Press, 1995  Sonia Nishat Amin, ‘The Early Muslim *Bhadramahila*: The Growth of Learning and Creativity, 1876-1939’ in Bharati Ray, *From the Seams of History Essays on Indian Women* New Delhi: Oxford University Press, 1995  Sumit Sarkar, The “Women’s Question” in Nineteenth Century Bengal’ in Kumkum Sangari and Sudesh Vaid ed. *Women and Culture,* Bombay: SNDT Women’s University, 1994, pp. 103-112  Sudhir Chandra, ‘Rukhmabai: Debate over Woman's Right to Her Person’ *Economic and Political Weekly*, vol. 31, no. 44, 1996, pp. 2937-2947  Tanika Sarkar, ‘Rhetoric Against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife’, *Economic & Political Weekly*, vol. 28, no. 36, 1993, pp. 1869-1878.  Thomas R. Trautmann, *Aryans and British India*, Berkeley: University of California Press, 1997 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Caste, Religion and Society |
| **Course Code: HUM124** | **Course Instructor: Neha Chatterji** |
| **Academic Year:** 2020-2021 | **Semester:** 1st Year, Semester 2 |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | It was in the nineteenth century that there developed a common sense (academic and administrative) that caste and religion were the keys to understanding the Indian people. Caste and religion were inter-related within this modern sociological mapping of India. What was the pre-history of these concepts in the Indian subcontinent? What was the relation between the concept of *varnasrama-dharma* laid down in some early Indian texts and the specific social and cultural worlds that human-beings inhabited in India? How did British administrative initiatives in the direction of producing knowledge about the Indian people open up a process of construction, contestation and reproduction of identities of caste and religion? How do particular identities of caste and religion articulate themselves within a modern political quest for rights, freedoms and popular sovereignty? If the twentieth century brought with it an unprecedented promise of emancipation for the Indian Dalit, how did she envision her freedom? Was there a gap between the promise and experience of modernity?  The course has four broad objectives:   1. Illustrate and evaluate debates around caste in Indian society. 2. Illustrate and evaluate debates around religion in Indian society. 3. Define relations between gender, community and religion. 4. Outline the major protests against caste and religious orthodoxy in modern India. |
| **Course Outcomes:** | Students will be able to   1. *Identify* the tradition and modernity of caste. 2. *Relate* to pre-modern and modern notions of religion and religious community in India. 3. *Dissect* the dimensions of gender vis-à-vis community-belonging and community-location. 4. *Discuss and appraise* the major protests against social orthodoxy in twentieth century India. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | | *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Caste and Indian Society** | | | | | | | | | | | | | | | | | | | | | | |
| Exploring how caste and religion came to be seen as keys to a sociological understanding of India | | | | | | | * Interpret ‘caste’ in terms of the pre-modern and the modern [CO1] | | | | | | | | | | | | | 12 | | |
| **Unit 2: Religion and Indian Society** | | | | | | | | | | | | | | | | | | | | | | |
| Understanding traditional ‘dharma’ vis-à-vis colonial-modern ‘religion’ | | | | | | | * Compare fuzzy and enumerated identities around religion [CO2] | | | | | | | | | | | | | 12 | | |
| **Unit 3: Gender and Community** | | | | | | | | | | | | | | | | | | | | | | |
| Understanding gender in relation to caste and religion | | | | | | | * Estimate the connections between gender and community identity and appraise some gendered forms of community identity [CO3] | | | | | | | | | | | | | 12 | | |
| **Unit 4: Identity, Society and Nation** | | | | | | | | | | | | | | | | | | | | | | |
| Understanding caste protest in modern India | | | | | | | * Formulate directions for researching the many voices of the nation—voices of dissent to caste and religious orthodoxy—in early twentieth century India [CO4] | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | CO 1 | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | X | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | NA | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | Nil | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | X | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | X | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | NA | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | 1. Bandyopadhyay, Sekhar, “Many Voices of a Nation” in *From Plassey to Partition: A History of Modern India* (New Delhi: Orient Longman, 2004), pp. 334-404. 2. Cohn, Bernard S., “The Census, Social Structure and Objectification in South Asia” in *An Anthropologist Among the Historians and Other Essays* (Delhi: Oxford University Press, 1987), pp. 225-254. 3. Pandian, M. S. S., “On a Dalit Woman’s Testimonio” in *Gender and Caste* (London and New York: Zed Books, 2003), pp. 129-135. 4. Sarkar, Sumit, “Christianity, Hindutva and the Question of Conversions” in *Beyond Nationalist Frames* (New Delhi: Permanent Black, 2002), pp. 215-243. 5. Sarkar, Tanika, “A Pre-History of Rights? The Age of Consent Debates in Colonial Bengal” in *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, New Delhi: Permanent Black, 2001, pp. 226-249. 6. Thapar, Romila, “Sacrifice, Surplus and the Soul” in *Cultural Pasts: Essays in Early Indian History* (New Delhi: Oxford University Press, 2000), pp. 809-831. 7. Varshney, Ashutosh, “Is India Becoming More Democratic?” in Ishita Banerjee-Dube ed., *Caste in History*, Oxford University Press, 2008. 8. Ambedkar, B. R., *Annihilation of Caste* (1936). 9. Ambedkar, B. R., *What Path to Salvation?* (1936). |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Literary Movements |
| **Course Code: HUM125** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** 1st Year, Semester II |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | Adopting an interdisciplinary approach to literary studies, this course will looks at various literary movements like Romanticism, Modernism, and Post Modernism that occurred in both the western and the non western societies. The course will begin by introducing the main contours of specific literary movements. Extensive and intensive reading of select literary texts will be an integral component of this course. Students will be encouraged to work on one specific literary movement for the term paper. |
| **Course Outcomes:** | Course Outcomes   * Students will gain a good familiarity with specific features of various literary movements. * Students will be learn the various ways a new literary movement is emerged. * Students will be able to identify the distinction between various literary movements * Students will be able to develop their critical faculty to understand the relation between literature and society. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to literary movements** | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Movements- Their features | | | | | | | |  Explain the main features of various literary movements (C1) | | | | | | | | | | | | | | 5 | | |
| **Unit 2:**  **Emergence of literary movements** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major literary movements and the context of their emergence | | | | | | | |  Explain how a particular literary movement is emerged (C1 and C2)   Explain the relation between the social and the literary(C2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Comparison between various literary movements** | | | | | | | | | | | | | | | | | | | | | | | | |
| Comparison between literary movements | | | | | | | | * Explain the benefits of developing a comparative approach (C3) * Various comparative approaches (C3) | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Literature and Society** | | | | | | | | | | | | | | | | | | | | | | | | |
| Relation between literature and society | | | | | | | |  Explain how literature can be critically thought as a social phenomenon (C4) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Galens, David. Ed. (2012). Literary Movements for Students: Presenting Analysis, Criticism for Commonly Studied Literary Movements. Vol. I. Chicago: Gale Group  Galens, David. Ed. (2012). Literary Movements for Students: Presenting Analysis, Criticism for Commonly Studied Literary Movements. Vol. II. Chicago: Gale Group  Abrams, M.H. (2015). A Glossary of Literary Terms. Noida: Cengage Learning India Pvt. Ltd.  Cudden, J.A., M.A.R. Habib. (2015). Dictionary of Literary Terms and Literary Theory. New Delhi: Penguin Books |

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| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | CLASSICS IN WORLD LITERATURE | | | | | | | | | | | | | | | | |
| **Course Code: HUM126** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** BA I Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This is an introductory course that seeks to expose the student to literature from diverse countries and periods. The course helps in appreciating that different cultures and different time-periods need a varied array of techniques of interpretation. There need also be an appreciation that civilizational power dynamics affect literary content. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To appraise how close reading skills are stretched by an exposure to classics from different parts and period of the world. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze the interaction of literature, history and society in different civilizational contexts. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To develop ways of responding to cultural difference in reading, writing and research. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to samples of world classics | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the nuances of literary forms and how to respond to them | | | | | | | | | | * Literary analysis and close reading * Main literary components in a narrative | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Techniques of interpretation | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exposure to variety of classics | | | | | | | | | | Demonstration of variation across history and civilization | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Prose Narratives | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of prose and narrative forms | | | | | | | | | | * Literary forms in modern fictional prose * Identity, Race and Gender | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Sophocles. *Oedipus Rex* (Bloomsbury, 2016) 2. Seigneurie, Ken ed. *A Companion to World Literature*, Vol 1-5 (Blackwell, 2020) 3. Tagore, Rabindranath. *The Home and the World* (Penguin, 2005) 4. Ibsen, Henrik. *A Doll’s House and Other Plays* (Penguin, 2016) 5. Camus, Albert. *The Outsider* (Penguin Modern Classics, 2013O | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Political Sociology | | | | | | | | | | | | | | | |
| **Course Code: HUM127** | | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | | **Semester:** First Year, Second Semester | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course introduces students to sociological perspectives on politics and society. The course explores theories and methodologies to study the relationships between political institutions and social lives. Through readings, the course also explores key debates in studies in politics. The objectives of the course is as follows: • Engage with the concept of politics from the sociological perspective.   * Explore the theories and methodologies studying politics in relation to social institutions. * Investigate key debates in studying politics sociologically. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to explain how classical theorists in sociology understand the relationship between society and polity. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to outline the key concepts through which political sociology explores polity and politics. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to critically analyse political developments and its impact on contemporary societies. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to critically reflect on key issues in understanding Indian society through political institutions and processes. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | | X |  | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | | X |  | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Classical Sociology and the domain of Political** | | | | | | | | | | | | | | | | | | | | | | | | |
| Classical Sociology and the  domain of Political | | | | | | | | | |  The unit introduces students to classical sociological thought and demonstrates how classical thinkers—Marx, Weber and Durkheim—theorised society and its relationship with polity and political institutions. (C1) | | | | | | | | | | | | 5 | | |
| **Unit 2: Key Concepts in Political Sociology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories and main concepts in Social Anthropology | | | | | | | | | |  The unit introduces students to the key concepts that constitutes the subject matter of political sociology. It also explores how these political concepts are understood more sociologically and thus differ conceptually from other disciplinary perspectives viz. political science. (C2) and (C4) | | | | | | | | | | | | 15 | | |
| **Unit 3: Politics of Globalization** | | | | | | | | | | | | | | | | | | | | | | | | |
| Politics of Globalization | | | | | | | | | |  The unit explores changing dynamics of politics in globalizing world. The main objective is to understand the changing concept of nation-state and supra-  National political institutions. (C3,C2) | | | | | | | | | | | | 15 | | |
| **Unit 4: Politics in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Politics in India | | | | | | | | | |  The unit introduces students to development of Indian nation state. It also explores the key issues in developing such an understanding (C4) | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 Midterm exam | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | |  | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Callinicos, Alex (1995), The Revolutionary Ideas of Karl Marx, London: Bookmarks [Chapter 5, pp. 81-105] [1 week, 2 classes]  Kieran, Allen (2004), Max Weber: A critical Introduction, London: Pluto Press [Chap: 7, pp. 97-117) [1classes]  Giddens, Anthony (1995), Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought, Stanford, California: Stanford University Press [Chap: 3, pp. 78-115] [1 class]  Lukes, Steven (2005), Power: A Radical View (2nd Ed.), New York: Palgrave Macmilan [Chapter: 1].  Foucault, Michel (1984), “Right of Death and Power over Life”, in Paul Rabinow (ed.), The Foucault Reader, New York: Penguin Books, pp. 258272  Jessop, Bob (2010), “Redesigning the State, Reorienting State Power, and Rethinking the State”, in Kevin T. Leicht and J. Craig Jenkins (ed.), Handbook of Politics: State and Society in Global Perspective, London: Springer  Marshall, T.H. (2009), “Citizenship and Social Class”, in Manza, Jeff & Sauder,  Michael (ed.), Inequality and Society, New York: W. W. Norton and Co., pp. 148-154  Pateman, Carole (1987), “The Patriarchal Welfare State: Women and Democracy”, paper presented to a joint seminar sponsored by the State and Capitalism Since 1800 and Equality and the Welfare State study groups at the Center for European Studies  Ritzer, George (Ed.) (2007), The Blackwell Companion to Globalization, Oxford: Blackwell Publishing, [Chapter 21]  Chandoke, Neera (2009), “Putting Civil Society in Its Place”, Economic and Political Weekly, XLlV(7): 12-16  Pandey, Gyanendra (1999), “Communalism as Construction”, in Sudipta Kaviraj (ed.), Politics in India, New Delhi: OUP, pp. 305-317  Hansen, B. Thomas (1999), The Saffron Wave: Democracy and Hindu Nationalism in Modern India, Princeton: Princeton University Press [Chap. 5]  Madan, T.N. ((2009), “Secularism in its Place”, in Modern Myths, Locked Minds, New Delhi: OUP, pp. 280-298  Sangari, Kumkum and Vaid, Sudesh (2001), “Institutions, Beliefs, Ideologies: Widow Immolation in Contemporary Rajasthan”, in Nivedita Menon (ed.), Gender and Politics in India, New Delhi: OUP  Kunnath, J. George (2009), “Smouldering Dalit Fires in Bihar”, Dialectical Anthropology, 33(3/4): 309-325 | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | **BA Humanities** |
| **Course Title:** | | | Indian Writing in English |
| **Course Code: HUM128** | | | **Course Instructor:** |
| **Academic Year:** 2021-2022 | | | **Semester:** First Year, Semester 2 |
| **No of Credits: 5** | | | **Prerequisites:** None |
| **Synopsis:** | The course will introduce the students to some of the biggest names in Indian Writing in English in poetry, prose and drama, of the twentieth and the twenty first century. Beginning with the colonial era, the list progresses to the postcolonial and the contemporary times.  The course has the following the following broad objectives:   * Introduce the student to important authors and works of Indian Writing in English in the poetic mode. * Introduce the student to important authors and works of Indian Writing in English in the narrative mode. * Introduce the student to important authors and works of Indian Writing in English in the dramatic mode. * Identify major trends in Indian Writing in English. | | |
| **Course Outcomes (COs):** | | On successful completion of this course, students will be able to | |
| CO 1: | | identify some of the major works and authors belonging to the various modes in Indian Writing in English. | |
| CO 2: | | classify and compare major literary trends in Indian Writing in English. | |
| CO 3: | | explain general intellectual trends in colonial to contemporary India. | |
| CO 4: | | develop site specific approach to literature | |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | x |  | x | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | x | X | x | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x |  |  |  | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | x | X | x | |  | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Prose** | | | | | | | | | | | | | | | | | | | | | | |
| Select major texts of prose in Indian Writing in English | | | | | | | * Identify some of the major works and authors in prose in Indian Writing in English. * Classify and compare major literary trends and movements in prose. * Explain general intellectual trends as realised in literary prose. (CO1, CO2, CO3) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Drama** | | | | | | | | | | | | | | | | | | | | | | |
| Select major texts of drama in Indian Writing in English | | | | | | | * Identify some of the major works and authors in drama in Indian Writing in English. * Classify and compare major literary trends and movements in drama. * Explain general intellectual trends as realised in drama. (CO1, CO2, CO3) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Poetry** | | | | | | | | | | | | | | | | | | | | | | |
| Select major texts of poetry in Indian Writing in English | | | | | | | * Identify some of the major works and authors in poetry in Indian Writing in English. * Classify and compare major literary trends and movements in poetry. * Explain general intellectual trends as realised in poetry. (CO1, CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | 5 | | | | | | | | 9 | | | | | | |
| **TOTAL** | | | | | | | | **76** | | | | | | | | **140** | | | | | | |
|  | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | CO 1 | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | X | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | |  | | | | x | | x | | | |  | | |  | | |  | |
| Quiz | | | | |  | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | X | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | |  | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | |  | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | The course will have selected readings from renowned Indian poets writing in English, such as Toru Dutt, Sarojini Naidu, Kamala Das, A K Ramanujan, Jayanta Mahapatra, Nissim Ezekiel, Keki N. Daruwalla, Arun Kolatkar, Mamang Dai, et al.  Mulk Raj Anand, *Untouchable* (1935)  RK Narayan, *The Guide* (1958)  Raja Rao, *The Serpent and the Rope* (1960)  Anita Desai, *Cry, the Peacock* (1963)  Salman Rushdie: *Midnight’s Children* (1981)  Rohinton Mistry, *Such a Long Journey* (1991)  Vikram Seth, *A Suitable Boy* (1993)  Arundhati Roy. *God of Small Things* (1997)  David Davidar, *The House of Blue Mangoes* (2002)  Amitav Ghosh, *The Imam and the Indian (2002)*  Janhnavi Barua, *Next Door* (2008)  Mahesh Dattani, Dance Like a Man (1989)  Manjula Padmanabhan, *Harvest* (1997) | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Sociology of/for India |
| **Course Code: HUM 129** | **Course Instructor:** |
| **Academic Year:** 2019-2020 | **Semester:** Second Year, Semester II |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | Sociology of/for India as a title alludes to an interesting debate that took place around 1960-70s mostly (but not entirely) in the pages of a journal called, *Contribution to Indian Sociology*. The theme of the debate was whether, or not, Sociology is a universal discipline and its methods, concepts are generalizable, in this occasion with reference to India. In other words, can we take concepts and theories originated in the West[[1]](#footnote-1) and claim to be applicable in India; or sociology needs to adapt to Indian social milieu and thus giving birth to Indian sociology. The former is then Sociology of India; later is then Sociology for India. Keeping this disciplinary tension in focus, the course will be two components. One and the first part shall introduce the discipline called sociology --- what does doing sociology mean; how it differs from common sense. It will also introduce key concepts that will ground an in-depth reading of the Indian society in the latter half. In the second part, key conceptual concerns of sociology in India will be explored too. |
| **Course Outcomes:** | Course Outcomes:  Students will be able to critically reflect on the discipline called Sociology as a disciplinary practice in the West and India (CO1)  Students will be able to explain key themes in Sociology in general and sociology of India in specific from a comparative perspective (CO2)  By focusing on both theory and ethnographic accounts, students will be able to adopt a theoretical and an empirical approach towards analysing social issues and policies specific to each society with special focus on India (CO3) |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Sociology as Perspectives on social condition of human living** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major concepts in Sociology | | | | | | | | Explain the key concepts: social forms, social change, everyday interaction and society, social stratification (CO1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Sociology of and for India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Key issues in sociological understanding of India society | | | | | | | | Explain the key sociological issues in India society: caste, class, tribe, religion, family (CO2); (CO3). | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Social Change in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Empirical and theoretical understanding of social change in India | | | | | | | | Understand three key processes of social change: communalism, modernization and nation building. (CO3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | * Bruce, Steve (2000), Sociology: A very Short Introduction, Delhi, India: OUP [chapter 2] * Berger, L. Peter (1963), Invitation to Sociology: A humanistic Perspective, New York: Anchor Books [chapter 4 & 5] * Giddens, A and Sutton, W. Phillip (2014), *Essential Concepts in Sociology*, Cambridge, UK: Polity Press * Giddens, A and Sutton, W. Phillip (2011), *Sociology: Introductory Reading,* Cambridge, UK: Polity Press * Goodwin, Robin, “The Nature of Social Change”, excerpts from *Changing Relations: Achieving Intimacy in a Time of Social Transition*, (assets.cambridge.org/97805218/42044/excerpt/9780521842044\_excerpt.pdf) * Srinivas, M N (2014 [1966]), “Westernization”, in *Social Change in India*, New Delhi, India: Orient Blackswan, pp. 49-96 * Deshpande, Satish (2009), “Modernization”, in *Oxford Handbook of Indian Sociology*, edited by Veena Das, New Delhi, India: OUP, pp. 172-202 * Srinivas, M. N. (2014), “Varna and Caste”, in *Social Stratification*, edited by Dipankar Gupta, New Delhi, India: OUP, pp 28-35 * Beteille, Andre (1996), “Varna and Jati”, *Sociological Bulletin*, 45(1): 16-27 * Beteille, Andre (2014), “Caste, Class and Power”, in *Social Stratification*, edited by Dipankar Gupta, New Delhi, India: OUP, pp. 339-353 * Holmstorm, M (2014), “Who are the ‘Working Class’?”, in *Social Stratification*, edited by Dipankar Gupta, New Delhi, India: OUP, pp 248-260 * Dhanagare, D N (2014), “The Model of Agrarian Class in India”, in *Social Stratification*, edited by Dipankar Gupta, New Delhi, India: OUP, pp 271-276 * Xaxa, Virginius (2008), *State, Society, and Tribes: Issues in Post-Colonial India*, India: Pearson [chapter 2] * Madan T.N. (2009), “Religions in India”,in *Oxford Handbook of Indian Sociology*, edited by Veena Das, New Delhi, India: OUP, pp. 203-222 * Chandra, Bipan (1999), “Communalism as False Consciousness”, in *Politics in India*, edited by Sudipta Kaviraj, New Delhi: OUP, pp. 299-304 * Pandey, Gyanendra (1999), “Communalism as Construction”, ”, in *Politics in India*, edited by Sudipta Kaviraj, New Delhi: OUP, pp. 349-364 * Uberoi, Patricia (2009),in *Oxford Handbook of Indian Sociology*, edited by Veena Das, New Delhi, India: OUP, pp. 275-307 * Sen, Amartya (2011 [1993]), “Economy and the Family”, in *Family, Kinship and Marriage in India*, edited by Patricia Uberoi, New Delhi, India: OUP, pp. 452-466 * Dirks, Nicholas (1999), “The Study of State and Society in India”, in *Politics in India*, edited by Sudipta Kaviraj, New Delhi: OUP, pp. 159-170 * Kaviraj, Sudipta (2009), “The Nature of Indian Democracy”, in *Oxford Handbook of Indian Sociology*, edited by Veena Das, New Delhi, India: OUP, pp. 451-470 |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Culture and Modernity |
| **Course Code: HUM 130** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2019-2020 | **Semester:** First Year, Semester 2 |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | The main aim of the course is to critically analyze different dimensions of culture. Adopting a socio cultural lens, the course will focus on various cultural ideas and aspects to understand culture as a way of life. Against the backdrop of modernity, the course will engage in discussions related to the relationship between culture and major institutions such as family, marriage and the market. |
| **Outcomes::** | The course intends to achieve the following outcomes:   * Students will be able to critically analyse various theoretical perspectives in the discipline of Cultural Studies. * Students will be able to apply their knowledge and conduct fieldwork related to cultural issues in different parts of India. * Students will be able to compare various case studies of culture across the globe. * By focusing on both theory and ethnographic accounts, students will be able to adopt a theoretical and a data driven lens to interpret policies related to culture. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | |  | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | | |  | |  | | |  | |  | |  | | |  | | |  | |
|  |  | X | X | |  | | |  | |  | | |  | |  | |  | | |  | | |  | |
|  |  | X | X | |  | | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | |  | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Understand culture as an interdisciplinary component** | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Nature, aims and scope of cultural studies | | | | | | | | | * Explain how different forms of culture are interconnected (C1) * Culture and Globalization (C1) and (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Culture, Marriage and Relationships** | | | | | | | | | | | | | | | | | | | | | | |  | | |
| Major debates explaining culture in marriage and relationships | | | | | | | | |  Intersections between culture and intimacy (C3) | | | | | | | | | | | | | 5 | | | |
| Explain how capitalism nurtures culture | | | | | | | | |  The role of market in creating culture (C3) and (C4) | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Culture and Family** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaborate on the role of the family in culture formulation | | | | | | | | | * Explain how the family creates a particular culture (C3) and (C4) * Socialization (C3) and (C4) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | |  | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | |  | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  | | End-Semester Feedback | | | | | | | |  | | | |  | | | | | | | |

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| **Reference Material** | 1. Nayar, P. (2008). Cultural Studies: Scope, Aim and Methods. (pp: 3-46) 2. Nayar, P. (2008). Theories. (pp: 47-89) 3. Appadurai, A. (1996). Disjuncture and Difference in the Global Cultural Economy. (pp 27-48) 4. Appadurai, A. (1996). Global Ethnoscapes. (pp 49-66) 5. Ong, A. (1996). Cultural Citizenship as Subject-Making 6. Parul, B. (2017). Pre-marital Relationships and the Family in Modern India 7. Levin, I. (2004). Living Apart Together: A new family form. Current Sociology 8. Hochschild, A. (2012). You have three seconds. In the outsourced self 9. Charsley, K. (2008). Vulnerable brides and transnational ghar damads. In Marriage, migration and gender 10. Hochschild, A. (1979). Emotion Work, Feeling Rules, and Social Structure. American Journal of Sociology 11. Kaur, R. (2016). The innovative Indian: Common man and the politics of jugaad culture 12. Hartley, D. (1995). Macdonaldization of Higher Education. Oxford review of Education 13. Item girls in Bollywood. (2 articles) 14. Sun, K. (2014). Reconfigured reciprocity 15. Lamb, S. (2018). Being Single in India: Gendered Identities, Class Mobilities, and Personhoods in Flux 16. Koren, C. (2011).Continuity and Discontinuity: The Case of Second Couplehood in Old Age 17. Hochschild, A. (2012). Anything you pay for is better. In the Outsourced Self. |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Periodization in Indian History |
| **Course Code: HUM 131** | **Course Instructor: Neha Chatterji** |
| **Academic Year:** 2019-20 | **Semester:** First Year, Second Semester |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | This course will explore cultures of pre-colonial India while questioning the tripartite division of Indian history, deeply embedded in the consciousness of so many who have studied India. Beginning with James Mill’s periodization of Indian history into Hindu, Muslim and British periods, it will shed light on how the schema of ‘ancient, medieval and modern’, used by succeeding generations of historians, was taken from European history and applied to the existing tripartite division. This study of the Indian past will seek to question the deep-rooted yet false notion of Indian history as the site of confrontation between two religious communities, Hindu and Muslim, both seen erroneously as homogeneous, monolithic wholes. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to analyze colonial construction of the tripartite division of Indian history. * Students will be able to compare between different perspectives on what constitutes epochal/ historical change. * Students will be able to dissect the notion of Indian history as the site of confrontation of Hindus and Muslims—they will be able to dissect notions of homogeneity ascribed to these communities as monolithic wholes. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Colonial readings: Orientalist constructions** | | | | | | | | | | | | | | | | | | | | | | | | |
| The colonial project of giving India a history. | | | | | | | | Compare colonial writings on the history of India that came up in the 19th century with previous writings of the genre of *purana-itihasa* (CO1) | | | | | | | | | | | | | | 10 | | |
| **Unit 2:**  **The tripartite division of Indian history** | | | | | | | | | | | | | | | | | | | | | | | | |
| James Mill’s division of Indian history into Hindu, Muslim and British periods. | | | | | | | | Dissect the essentialist assumptions within colonial constructions (CO1)  Appraise the nature of the utilitarian critique of early nineteenth century colonizers (CO1) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: The seeding of communal history** | | | | | | | | | | | | | | | | | | | | | | | | |
| Indian history remained embedded within colonial theories for the longest time. Paradigm shifts from the 1950s onwards. | | | | | | | | * Analyze the paradigm shifts brought about by Marxist interpretations in the understanding of historical change in India (CO2) | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Reconsidering periodization** | | | | | | | | | | | | | | | | | | | | | | | | |
| The idea of the ‘early medieval’ | | | | | | | | Appraise historical change in terms of social mutations—dissect notions of homogeneity ascribed to the terms “Hindu” and “Muslim” (CO3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | 1. Thapar, Romila, *The Penguin History of Early India: From the Origins to AD 1300*, New Delhi: Penguin, 2002. 2. Thapar, Romila, *Somanath: The Many Voices of a History*, New Delhi: Penguin, 2008. 3. Thapar, Romila, *Cultural Pasts*, New Delhi: Oxford University Press, 2000. 4. Thapar, Romila, *Time as a Metaphor of History*, New Delhi: Oxford University Press, 1996. 5. Talbot C., 1995, ‘Inscribing the Other: Inscribing the Self; Hindu Muslim Identities in Pre-colonial India’, Comparative Studies in Society and History, 37, 4, pp. 692-722. 6. Chattopadhyay, Brajadulal, *The Making of Early Medieval India*, New Delhi: Oxford University Press, 1994. 7. Chattopadhyay, Brajadulal, *Representing the Other? Sanskrit Sources and the Muslims, Eighth to Fourteenth Century*, New Delhi: Manohar, 1998. 8. Sarkar, Sumit, *Writing Social History*, New Delhi: Oxford University Press, 1997. 9. Mill, James, *The History of British India* (3 volumes), London, 1817 (this will be a primary source reading). 10. Majeed, Javed, *Ungoverned Imaginings: James Mill’s The History of British India and Orientalism*, Oxford, Clarendon Press, 1992. |

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| **Name of the Program:** | | | | | | | | B.A. Humanities | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Introduction to Philosophy | | | | | | | | | | | | | | | |
| **Course Code: HUM 132** | | | | | | | | **Course Instructor: Shining Star Lyngdoh** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 – 21 | | | | | | | | **Semester:** Second Semester | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course offers an introduction to the virtue ethics of Aristotle’s philosophy by engaging with his *Nicomachean Ethics*. Through careful reading of the text, we will discuss several ethical problems raised by Aristotle on the relation between happiness and virtue, reason and emotion, on what sorts of things are the virtues and how to develop them, on what is the best life for human being, on voluntary actions and responsibility, justice and its relation to political life, the importance of friendship and on what are the goals of ethical thinking. These problems are of importance for an individual and collective society.  In this course, we will attempt to develop a deeper understanding of these problems raised by Aristotle in order to not only have an understanding of ethical questions, but to answer them for ourselves. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes** | | | The course seeks to achieve the following outcomes: | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | Students will be able to understand the central issues in Aristotle’s ethical thinking. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | Students will be able to develop a sound argument in constructing critical arguments. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | Students will be able to examine and apply the debates and questions raised in the text and class to their own ethical existence. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | Students will be able to connect this course with their own area of interest in an interdisciplinary approach. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | | *PO 3* | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  | |  | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | | X | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | | X | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 |  | X | | X | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the conceptual thinking of Philosophy.  Epochs of Western philosophy.  Introduction to Aristotle.  An Overview of *Nicomachean Ethics* | | | | | | | | | * Theoretical introduction to western philosophy (CO1, CO2 CO3) * Various Methods Engaging with the study of philosophy and history of philosophy (CO1, CO2) | | | | | | | | | | | | 9 | | |
| **Unit 2:** Happiness and Virtue | | | | | | | | | | | | | | | | | | | | | | | |
| *Eudemonia.*  Doctrine of the Mean.  Virtue and action. | | | | | | | | | * Explication on the theme of virtue ethics. (CO2, CO3) * Understanding virtue ethics (CO2, CO4) | | | | | | | | | | | | 12 | | |
| **Unit 3:** Intellectual virtue | | | | | | | | | | | | | | | | | | | | | | | |
| *Sophia* and *phronesis*  *Akrasia*  Moral virtue and intellectual virtue. | | | | | | | | | * Counter perspectives (C2) * Contrary thinking (C2) | | | | | | | | | | | | 12 | | |
| **Unit 4:** Ethics and politics | | | | | | | | | | | | | | | | | | | | | | | |
| Theory and Practice. | | | | | | | | |  Developing critical thinking (C4) | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 42 | | | | | | | | 84 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 8 | | | | | | | |  | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **92** | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | |
| Assignments/presentations 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | | End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Aristotle, “Nicomachean Ethics.” In *The Complete Works of Aristotle: The Revised Oxford Translation*, Volume 2, 1729-1867, trans. W. D. Ross, ed. Jonathan Barnes. Chichester: Princeton University Press, 1984.  Frederick Copleston, *A History of Philosophy: Greece and Rome,* Vol 1 (New York: Image Books, 1993)  Jonathan Westphal, *Philosophical Propositions: An Introduction to Philosophy* (London: Routledge, 1998).  Aristotle, *Metaphysics*. In *The Complete Works of Aristotle*, Volume 2*.* Edited by Jonathan Barnes. (New Jeresey: Princeton University Press, 1984). | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Modern Day Humanities |
| **Course Code: HUM 133** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** First Year, Semester II |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | This course introduces the core concerns that informs modern day humanities. It asks the following fundamental questions: Why study Humanities at all? When did the modern day humanities emerge? What was the need for their emergence? Taking a historical approach, this course, which is both reading intensive and writing intensive, would provide a thorough introduction to modern day Humanities and help students to understand why study of the humanities is crucial. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically understand the way modern day humanities emerged historically * Students will be able to understand the important debates in modern day humanities * Students will be able to learn the importance of humanities and their use in everyday life. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Humanities: An introduction** | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of modern day humanities | | | | | | | |  Explain the relevance and significance humanities (C1) | | | | | | | | | | | | | | 5 | | |
| **Unit 2:**  **History of modern day humanities** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major historical reasons for the emergence of humanities | | | | | | | |  Explain the historical context (C1)   important questions humanities addressed (C2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Important debates in humanities** | | | | | | | | | | | | | | | | | | | | | | | | |
| Debates within humanities | | | | | | | | * Introduce the important debates in humanities (C2) * Explain their importance (C2) | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Humanities and its significance** | | | | | | | | | | | | | | | | | | | | | | | | |
| Importance of humanities | | | | | | | |  Explain how humanities help us in arriving at an intelligent understanding of the society | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | 1. Bod, Rens. (2003).A New History of the Humanities: The Search for Principles and Patterns from Antiquity to the Present. Oxford: Oxford University Press  2. Robertson, Geoffrey. (2006). Crime Against Humanity. London: Penguin  3. Nagel, Thomas. (1987). What Does it All Mean: A Very Short Introduction to Humanities. Oxford: Oxford University Press  4. Levi, Albert W. (1970). The Humanities Today. Bloomington: Indiana University Press  5. Epstein, Mikhail. (2012). The Transformative Humanities: A Manifesto. New York and London: Bloomsbury Academic |

SEMESTER III

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | **THINKING HISTORY IN PREMODERN INDIA** | | | | | | | | | | | | | | | |
| **Course Code:** HUM211 | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** Second Year, Semester 3 | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course explores the history of precolonial India. It is a period dominated by the remarkable political churnings and mighty empires. The history of precolonial India has instrumentally shaped the politics, culture, ethos of the contemporary society. The course begins with the discussion on the early India and then proceeds to outline important events in the course of history. It travel through the historically rich stretch that also captures the career of some prominent empires. Although the focus of the course is to highlight the political history of the period, it would also make an attempt to look into the religious, economic and wider societal changes taking place in this period. The purpose of the course is to understand social and political significance of the precolonial period to the Indian history. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to critically analyze various contours of precolonial Indian history and its impact on modern India. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to outline the significance of the socio-political churning in medieval India. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to engage with different intersecting aspects of politics, culture, and society that shaped precolonial Indian history. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
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| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the political history | | | | | | | | | * It will explain the outline of the political history of precolonial period. (C1) * It will critically reflect on landmark historical events that shaped the history of precolonial period. (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | |
| Society and Politics in precolonial India | | | | | | | | | * It will reflect on broader connections between social identity and political institutions. * It will explain the significance of social identities in precolonial period. (C2) AND (C3) | | | | | | | | | | | | 15 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | |
| Economy and Culture in precolonial India | | | | | | | | | * It will demonstrate with examples the different facets of economy and culture in precolonial period. * It will reflect on the interconnection between culture, economy and politics.   (C1) and (C3) | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | Nil | | | | | | | | Nil | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| **TOTAL** | | | | | | | | | |  | | | | | | | |  | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Mid Term Exams | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | |
| Assignments/presentations: Assignment 1 and presentations 3 | | | | | | | | | | | | | | | End semester examination Term paper submission | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | AHistory of India, Vol. 1: From Origins to 1300 (A History of India).    Mubarak Ali, History, Ideology and Curriculum, Economic and Political Weekly, Vol. 37, No. 44/45 (Nov. 2-15, 2002), pp. 4530-4531 Published by: Economic and Political Weekly.  B.D. Chattopadhyaya, Introduction to Early Medieval India, *The Making of Early Medieval India*, Oxford University Press (Available in the Library).    Upinder Singh, *A History of Ancient and Early Medieval India*, (Chapter 10 Emerging Regional Configurations in 600-1200), Pearson Press.    Hermann Kulke (ed.), *The State in India 1000-1700*, Oxford University Press 1995.    D.N. Jha, Ancient India: in Historical Outline, Manohar, Delhi.    Satish Chandra, A History of Medieval India, Vol. I and II.    Muzaffar Alam and Sanjay Subrahmanyam (ed.), (pp. 323-346), *The Mughal State 1526-1750*, Oxford University Press, 1998. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Twentieth Century Literature | | | | | | | | | | | | | | | |
| **Course Code: HUM212** | | | | | | | | **Course Instructor: Dr. Ashokan Nambiar** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** Second Year, Semester III | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | By focusing on two major literary movements or developments viz. Modernism and Existentialism this course aims to equip the students to develop a complex and critical understanding of the twentieth century literary formation, an age which historian Eric Hobsbawn described as the Age of Extremes. The century also witnessed emergence of a range of literary articulations from what could be called as “non literary” subjects such as the colonized, women, blacks, dalits, and sexual minorities. However, these writings also made literary writings to be seen more as a reflection or representation of the larger social and political world. By focusing on Modernism and Existentialism the course will explore possibilities of studying literature in its own terms and not merely as a representation. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will gain good familiarity with major twentieth century literary movements. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will understand the literary movement called modernism in depth. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will learn to study literature in its own terms and not merely as a representation of the social and political world. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | Students will develop research skills to study a literary text. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to various Literary Movements. Important difference between them.** | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Movements and their  Specificity | | | | | | | | | * Introduce and explain in detail various literary movements across the world. (C1) * Explain how the historical contexts are important in   understanding them. (C1) | | | | | | | | | | | | 5 | | |
| **Unit 2: Introduction to various styles of writing pertaining to specific literary movements. Their differences** | | | | | | | | | | | | | | | | | | | | | | | |
| Way of understanding various literary styles | | | | | | | | | * Describe ways of various of identifying literary styles (C1) * Explain ways of studying them. (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3: Introduction of various literary critical traditions. Introduction to Modernism** | | | | | | | | | | | | | | | | | | | | | | | |
| Modernism and ways to understand it | | | | | | | | | * Explain various critical tools to understand representative texts from specific movements. (C2) * Describe the specificities of literary modernism. (C3) | | | | | | | | | | | | 15 | | |
| **Unit 4: Literary movements and their period. Relationship between literary movements and their contexts** | | | | | | | | | | | | | | | | | | | | | | | |
| Contextual study as an approach towards studying literature | | | | | | | | | * Explain the relationship between history and literature. (C4) * Describe various ways of understanding the relationship between history and literature (C4) | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 6 | | | | | | | | 6 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **59** | | | | | | | | **109** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Joyce, James. 1916. *Portrait of an Artist as a Young ManI.* New York: B.W. Huebsch:   1. Wolf, Virgina. 2007. *The Room of One’s Own*. New York: Fall River Press 2. Camus, Albert. 1991. *The Myth of Sisyphus*. New York: Vintage 3. Sarte, Jean Paul. 1989.*No Exit*. New York: Vintage 4. Hobsbawm, Eric. 2003. *The age of Extremes*. London: Abaccus. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA HUMANITIES** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Social History of Medicine | | | | | | | | | | | | | | | | |
| **Course Code: HUM213** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** BA II, Semester III | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course focuses on introducing students to the field of social history of health and medicine in colonial India and beyond. Following Michel Foucault and Edward Said, it seeks to explore the role of medicine in colonial knowledge production. Western medicine cannot be decoupled from its colonial context. However, indigenous people often co-opted and localised western medicine in their anti-colonial community and nation-building. By locating medicine at the centre of our reappraisal of the relationships between the coloniser and colonised – we will explore the complexities of imperial, colonial and nationalist medicalised discourses on health, disease and medicine. We will engage with various kinds of source materials, both textual and visual.  \* This course will familiarise students with key concepts in the social history of health and medicine in colonial India and beyond.  \* Identify and evaluate significant voices from primary and secondary sources about the making of imperialism, colonialism and nationalism  \* Critical analysis of historical and interdisciplinary narratives about medicine and health in academic research and writing. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key aspects of social history of medicine in colonial India and beyond. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Understand and explain the key concepts and theories in the field through their research and academic writing. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Classify and evaluate various primary and secondary sources about the role of medicine in community, nation and-empire-building. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own arguments in the course of developing their research and writing skills primarily by comparing and contrasting significant historical and interdisciplinary narratives on the subject. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 Western Medicine: A Tool of Empire?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and theories | | | | | | | | | | Understanding Social History of Medicine | | | | | | | | | | | | | 15 | | |
| **Unit 2 Towards A Social History of Medicine:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining the development of the field of the social history of medicine | | | | | | | | | | * Critical analysis of the social history of health and medicine | | | | | | | | | | | | | 15 | | |
| **Unit 3: Medicine and Indian Society: Race/Gender/Class/Caste/Community** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding how western medicine figured in the subject formation of the colonised as they used it for anti-colonial nation-building. | | | | | | | | | | * Critical analysis of both historical and interdisciplinary narratives about this subject. | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Biswamoy Pati and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India* London: Taylor and Francis, 2011 2. Biswamoy Pati and Mark Harrison eds. *Health, Medicine and Empire Perspectives on Colonial India* Hyderabad: Orient Longman, 2001. 3. Charu Gupta, *The Gender of Caste. Representing Dalits in Print*, Ranikhet: Permanent Black, 2016 4. Daniel R. Headrick, *The Tools of Empire Technology and European Imperialism in**the Nineteenth Century*, New York: Oxford University Press, 1981 5. David Arnold, *The Tropics and the Traveling Gaze India, Landscape, and Science 1800-1856* Delhi: Permanent Black, 2005. 6. David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, Berkeley: University of California Press: 1993. 7. Deepak Kumar ed., *Disease and Medicine in India A Historical Overview* New Delhi: Tulika Books, 2001, pp. xi-xxiii. 8. Edward Said, *Orientalism*, Vintage Books, 1979, reprint of Pantheon Books edition 1978 9. Ishita Pande, *Medicine, Race and Liberalism in British Bengal Symptoms of Empire* London: Routledge, 2010 10. Mary P. Sutphen and Bridie Andrews eds., *Medicine and Colonial Identity*, London: Routledge, 2003. 11. Mark Harrison, *Climates and Constitutions Health, Race, Environment and British Imperialism in India, 1600-1850,* Oxford: Oxford University Press, 1999. 12. Mrinalini Sinha ed. *Mother India* by Katherine Mayo. Edited with an Introduction by Mrinalini Sinha Ann Arbor: University of Michigan Press, 2000, 199. 13. Pratik Chakrabarti, *Medicine and Empire 1600-1960* New York: Palgrave Macmillan, 2014. 14. Projit Bihari Mukharji, *Nationalising the Body: The Medical Market, Print and Daktari Medicine*, London: Anthem 2009. 15. Rachel Berger, *Ayurveda Made Modern Political Histories of Indigenous Medicine in North India 1900-1955* New York: Palgrave MacMillan, 2013. 16. Sarah Hodges ed., *Reproductive Health in India. History, Politics, Controversies*, Hyderabad, 2006, pp. 139-166. 17. Shula Marks ‘What is Colonial about Colonial Medicine? And What has Happened to Imperialism and Health?’, *Social History of Medicine*, 1997, 10, pp. 205-219. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Urban Studies | | | | | | | | | | | | | | | | |
| **Course Code: HUM 215** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** BA II, Semester III | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will aim to present to students some of the key concepts and debates within the field of urban studies, with a focus on India. It will address three themes. The first theme will introduce the theory and practice of urban studies; the second theme will engage with different kinds of urban cultures in India; and the third theme will examine the emerging field of gender and urban space in India. The second and third theme will involve a fieldwork component. The course will focus on the following objectives:  • Introduce the theory and practice of urban studies  • Engage with urban cultures in India  • Explore gender and urban space in India | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to outline some of the key debates in urban studies. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to explore different kinds of urban cultures in India through theory and practice. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to critically analyse gender and space in India. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Fundamentals of Urban Studies** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The main principles of urban studies | | | | | | | | | | * Evolution of the discipline Urban Studies | | | | | | | | | | | | | 15 | | |
| **Unit 2: Urban Cultures in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discuss main concepts and structures of urban cultures in India | | | | | | | | | | * Structures and functions of urban cultures in India | | | | | | | | | | | | | 15 | | |
| **Unit 3: Gender and Space in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relevance of gender and space in urban India | | | | | | | | | | * Focus on the concept of gender and space | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **60** | | | | | | | | **115** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Patel, Sujata. 2006. “Urban Studies: An Exploration in Theories and Practices” In Patel, Sujata and Kushal Deb Ed. Urban Studies. New Delhi: Oxford University Press, 1-39.  Denis, Eric and Marie-Helene Zerah. Ed. 2017. Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns. Springer.  Srivastava, Sanjay. 2015. Entangled Urbanismsm: Slum, Gated Community and the Shopping Mall in Delhi and Gurgaon. New Delhi, Oxford University Press.  Brosius, Christiane. 2010. India’s Middle Class: New Forms of Urban Leisure, Consumption and Prosperity. New Delhi, Routledge.  Phadke Shilpa, Sameera Khan, Shilpa Ranade. 2011. Why Loiter: Women and Risk on Mumbai Streets. New Delhi: Penguin. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Social Anthropology | | | | | | | | | | | | | | | |
| **Course Code: HUM216** | | | | | | | | **Course Instructor: JAGRITI GANGOPADHYAY** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** Second Year, Semester III | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | The main objective of this course is to understand the core concepts, fundamentals, theoretical approaches and methods in the discipline of Social Anthropology. Adopting a cross cultural lens, this course will examine the essential aspects of human social life, which is one of the most prominent features of Anthropology. The course also aims to understand the evolution of the discipline with reference to India. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Explain clearly the main theoretical paradigms of Social Anthropology | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Compare different cultural and social settings | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Expand anthropological research in India | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | Conduct in-depth fieldwork across the globe | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Evolution of the discipline: Social Anthropology** | | | | | | | | | | | | | | | | | | | | | | | |
| Scope and Diversity of Social  Anthropology as a discipline | | | | | | | | | * Evolution of the discipline (C1) * Various examples to explain the significance of the discipline (C2) | | | | | | | | | | | | 5 | | |
| **Unit 2: Theoretical Approaches and Concepts in Social Anthropology** | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories and main concepts in Social Anthropology | | | | | | | | | * Explain the theoretical approaches of   Social Anthropology (C1)   * Nature-Culture debate (C2) * The importance of culture to understand society (C3) | | | | | | | | | | | | 15 | | |
| **Unit 3: Major Methods in Social Anthropology** | | | | | | | | | | | | | | | | | | | | | | | |
| Gatekeepers  Extensive Fieldwork  Time Diaries  Thick Description  Comparative Method | | | | | | | | |  Explain the various methods of Social Anthropology across the globe (C2) and (C3) | | | | | | | | | | | | 15 | | |
| **Unit 4: Social Anthropology in India** | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies from India | | | | | | | | |  Explain through examples how social anthropology began and developed in India (C3) and (C4) | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | The Scope of Social Anthropology (pp 1-20) by Evans Pritchard (1951) in Social Anthropology, London: The Glasgow University Press.  The Diversity of Anthropology (pp 13-55) by E.R.Leach (1982) in Social Anthropology, London: Fontana Paperbacks.  Theoretical Beginnings (pp 21-42) by Evans Pritchard (1951) in Social Anthropology, London: The Glasgow University Press.  The Functional Theory (pp 145-177) by B.R. Malinowski (1944) in Scientific Theory of Culture and other Essays, USA: The University of North Carolina Press.  On Social Structure (pp 1-12) by Radcliffe Brown (1940). *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 70:1.  *Ancient Law* (pp 30-46) by H.S.Maine (1860). UK: John Murray.  *Systems of Consanguinity and Affinity of the Human Family* (pp 3-70) by L.H. Morgan (1870). Washington: Smithsonian Institution.  *The Golden Bough* (pp 11-90) by J. Frazer (1950). London: Macmillan.  *The Gift* (pp 8-18)) by Marcel Mauss (1950), London: Rutledge.  Debt, Relationship and Power (pp 149-175) by E.R.Leach (1982) in *Social Anthropology*, London: Fontana Paperbacks.  Fieldwork and the Empirical Tradition (pp 64-85) by Evans Pritchard (1951) in *Social Anthropology*, London: The Glasgow University Press.  The Comparative Method (pp 15-22) by Radcliffe Brown (1951) in *The Journal of the Royal Anthropological Institute of Great Britain* and  Ireland and Beteille, A. (1998). The Comparative Method and The Standpoint Of The Investigator. *Sociological Bulletin*, 47(2), 137-154.  Thick Description: Toward an Interpretative theory of culture (pp 3-30) by C Geertz (1973) in *The Interpretation of Cultures*, New York: Basic Books. (16/10/2018)  Social Anthropology and the Study of Historical Societies by A.M. Shah (1959*),*  *Economic and Political Weekly*, Special Number (pp 953-962) and Social Anthropology and the Study of Rural and Urban Societies (1959) by M.N. Srinivas in *Economic and Political Weekly*, 11 (4): (pp 1-8) 81. From “book view” to “field view”: Social anthropological constructions of the Indian village by Surinder Jodhka in *Oxford Development Studies*, 26:3, 311-331 | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Women’s Writing | | | | | | | | | | | | | | | | |
| **Course Code: HUM217** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** III | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course introduces students to the idea of women’s writing as a distinct field from male writing. The course concentrates on the historical evolution of such an idea in both the West and India. It analyzes key themes such as that of domesticity, freedom, sexuality, ideas of the political and so on. The course will train students to read formative texts and writers as they appear across cultures. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To evaluate key debates between gender and literature | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To synthesise women’s writing through the use of material, textual and visual cultures | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To appraise women’s writing in their similarities and differences across historical periods and cultures | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | x |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | |  | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introducing the idea of gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding debates around feminism | | | | | | | | | | * Feminist criticism and women’s rights * Interplay of specific literary elements as they represent gendered concerns | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Influential literary writers and texts | | | | | | | | | | | | | | | | | | | | | | | | | |
| Women writers in diverse historical periods | | | | | | | | | | * Introduction to genres * Modern and premodern narrative | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Concepts within women’s writing | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of diverse sub-genres and aesthetics | | | | | | | | | | * Literary forms, modernism and post-structuralism * Scholarship on gender rights and literary form | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Gilbert and Guber, *No Man’s Land*. Yale University Press, 1996.  Tharu and Lalita, *Women Writing in India, Vol 1 600 BC to Early Twentieth Century*. Oxford University Press, 1991  Tharu and Lalita, *Women Writing in India, Vol 2 Twentieth Century*. Oxford University Press, 1993  De Souza and Pereira, *Women’s Voices.* Oxford University Press, 2002  Kosambi, Meera *Crossing Thresholds*. Permanent Black, 2007. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | INDIAN HISTORY AND HISTORIOGRAPHY | | | | | | | | | | | | | | | | |
| **Course Code: HUM218** | | | | | | | | | **Course Instructor: RANJANA SAHA** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | | **Semester:** Second Year Semester 3 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Indian History and Historiography’ is a course that deals with the different ways in which history has been written and conceptualised in India and about India, particularly from the late eighteenth century onwards. We will look into various approaches to history writing and their critiques. It, therefore, involves an in-depth understanding of the key analytical categories which were connected with the production of knowledge as power in a colonial setting. We also study closely these processes of knowledge-production which often occurred in the colony, rather than being merely derived from the metropolis, in connection to politics of various hues. The course aims to show how deeply the writing of modern history in India was complicit with the emergence and consolidation of colonial power.  Objectives:  1. This course will familiarise students with primary and secondary sources of Indian history and historiography.  2. Identify and evaluate different genres of Indian historiography.  3. Explain key analytical categories in Indian history writing. They will explore why and how these concepts particularly concretised in the colonial encounter. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will understand and critically analyse primary and secondary sources to clearly articulate in their writings the political significance that the idea of history suddenly took in colonial India. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Evaluate, discuss and debate key concepts and particular historical narratives constituted by knowledge, power, discourses and debates, particularly those which led to the identity formation of the nationalists and nation-building. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Classify, compare and contrast distinct and resilient thematic patterns in different historiographic genres to build and develop their own creative ideas in the course of their writings. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own narrative configurations by juxtaposing/comparing different historiographic genres and interdisciplinary perspectives. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Various Approaches in Indian Historiography: Ancient and Mughal India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ancient India: ‘Aryan Race’ and Gender Narratives  Mughal India: Marxist and Revisionist Historiography | | | | | | | | | | * Discuss key scholarly contributions and formations of various schools of thought in Indian Historiography (C1, C3) | | | | | | | | | | | | | 10 | | |
| **Unit 2 Key concepts ‘Aryan Race’, Orientalism and Utilitarianism:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introducing Key Concepts of Orientalism and Utilitarianism. Discussion of Readings. | | | | | | | | | | * Identify key concepts and theories (C1, C2) | | | | | | | | | | | | | 10 | | |
| **Unit 3: British Expansion, Colonialism and Anticolonialist** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cambridge School of Indian Historiography  Anthropology in Indian Historiography:  Nationalist to Nationalist Marxist Historiography  Subaltern Studies and its Critique | | | | | | | | | | * Explaining and applying key concepts as well as historiographical schools of thought from interdisciplinary perspectives to the politics of Indian nation-building (C1, C2, C3, C4) | | | | | | | | | | | | | 15 | | |
| **Unit 4: Locating Women in Indian History and Historiography:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| ‘The Women’s Question’ | | | | | | | | | | Evaluate particular historical narratives constituted by mainly racialised and gendered, class, community and caste-ridden knowledge, power, discourses and debates, particularly those which led to identity formation and nation-building. (C2) | | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Anil Seal, *The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century* Cambridge: Cambridge University Press, 1971 2. Anil Seal, ‘Imperialism and Nationalism in India’, *Modern Asian Studies*, Vol. 7, Issue 3, May 1973, pp. 321-347. 3. Ali, M. Athar (1993) ‘The Mughal Polity – a Critique of Revisionist Approaches’, *Modern Asian Studies*, 27,4, pp. 699–710. 4. Bernard Cohn, ‘Representing Authority in Victorian India’ In Eric Hobsbawm and Terence O. Ranger, *The Invention of Tradition* Cambridge: Cambridge University Press, 1983, pp.165-210. 5. Bernard Cohn, *Colonialsim and its forms of knowledge: The British in India* Princeton, Princeton University Press, 1996, Introduction and The command of language and the language of command’ pp.3-56. 6. ‘The Census, Social Structure and Objectification in South Asia’, Bernard Cohn, *An Anthropologist among the Historians and Other Essays* Oxford, Oxford University Press, 2001, 224-54. 7. Frederick Cooper and Ann Laura Stoler, *Tensions of Empire: Colonial Cultures in a Bourgeois World*. California, University of California Press, 1997. Between Metropole and Colony: Rethinking a Research Agenda, pp.1-56. 8. Jasodhara Bagchi, ‘Representing Nationalism: Ideology of Motherhood in Colonial Bengal’,*Economic and Political Weekly*, vol. 25, no. 42/43, 1990, pp. WS65-WS71. 9. Ranajit Guha, ‘On Some Aspects of the Historiography of Colonial India’, *Subaltern Studies: Writings on South Asian History and Society*, Vol. 1, Delhi, Oxford: Oxford University Press, 1982. 10. Romila Thapar, ‘The Theory of Aryan Race and India: History and Politics’, *Social Scientist*, Vol. 24, No. 1/3, Jan. - Mar., 1996, pp. 3-29. 11. Sukumari Bhattacharji, ‘Motherhood in Ancient India’ *Economic and Political Weekly*, Vol. 25, No. 42/43 Oct. 20-27, 1990s pp. WS50-WS57 12. Sumit Sarkar, *Writing Social History* Delhi: Oxford University Press, 1997 [Chapter 3, also chapter 6 on Time and Colonialism] 13. Sumit Sarkar, The “Women’s Question” in Nineteenth Century Bengal’ in Kumkum Sangari and Sudesh Vaid ed. *Women and Culture,* Bombay: SNDT Women’s University, 1994, pp. 103-112 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | **BA Humanities** |
| **Course Title:** | | | Literatures in Translation |
| **Course Code: HUM220** | | | **Course Instructor:** |
| **Academic Year:** 2022-2023 | | | **Semester:** Second Year, Semester 3 |
| **No of Credits: 5** | | | **Prerequisites:** None |
| **Synopsis:** | India is a land of many languages with robust literary systems of their own. Though a miniscule percentage, works from diverse Indian languages are available in English translations. This course familiarises the students with literatures from diverse regions and languages of India. In the process, the students will be introduced to literary trends and movements from different regions, languages and periods in India. The course also endeavours initiate thoughts on the literary polysystem of India as it is imaginable in a translated state.  The course has the following the following broad objectives:   * Introduce the student to important authors and works from different languages and regions of India, available in English translation. * Identify major trends and movements in different literary systems of India. * Appraise the role of translation in a literary polysystem | | |
| **Course Outcomes (COs):** | | On successful completion of this course, students will be able to | |
| CO 1: | | identify some of the canonical works and authors writing in Indian languages. | |
| CO 2: | | classify and compare major literary trends and movements in diverse Indian literary systems. | |
| CO 3: | | explain general intellectual trends in contemporary India. | |
| CO 4: | | develop site specific approach to literature | |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x |  | x |  | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | x |  | x | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | x | x |  | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  |  | x | x | |  | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Prose** | | | | | | | | | | | | | | | | | | | | | | |
| Select major texts of prose in translation | | | | | | | * Identify some of the major works and authors in prose in translation. * Classify and compare major literary trends and movements in prose. * Explain general intellectual trends as realised in literary prose. (CO1, CO2, CO3) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Drama** | | | | | | | | | | | | | | | | | | | | | | |
| Select major texts of drama in translation | | | | | | | * Identify some of the major works and authors in drama in translation. * Classify and compare major literary trends and movements in drama. * Explain general intellectual trends as realised in drama. (CO1, CO2, CO3) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Poetry** | | | | | | | | | | | | | | | | | | | | | | |
| Select major texts of poetry in translation | | | | | | | * Identify some of the major works and authors in poetry in translation. * Classify and compare major literary trends and movements in poetry. * Explain general intellectual trends as realised in poetry. (CO1, CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | 5 | | | | | | | | 9 | | | | | | |
| **TOTAL** | | | | | | | | **76** | | | | | | | | **140** | | | | | | |
|  | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | CO 1 | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | X | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | |  | | | | x | | x | | | |  | | |  | | |  | |
| Quiz | | | | |  | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | X | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | |  | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | |  | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Premchand, *Godaan*  Takazhi Sivasankara Pillai, *Chemmeen*  Vaikom Muhammad Basheer, *Me Grandad ‘ad an Elephant*  Vijay Tendulkar, “Silence! The Court is in Session”  Girish Karnad, “Hayavadana”  U R Ananthamurthy, *Samskara*  Mahaswetha Devi, *Mother of 1084*  Selections from Arjun Dangle (ed.) *The Poisoned Bread*  Bama, *Karukku*  Selections from *No Alphabet in Sight* (eds. K. Satyanarayana and Susie Tharu)  Selections from *Steel Nibs are Sprouting* (eds. K. Satyanarayana and Susie Tharu)  Selections from *Contemporary Indian Short Stories* (Vol.I –IV) by Sahitya Akademi  Selections from *Women’s Writing in India* (eds.) Susie Tharu and k. Lalita  Selected works of poetry by Rabindranath Tagore, Harivansh Rai Bachchan, Arun Kolatkar, Nabaneeta Dev Sen, K. Satchidanandan, Ayyapa Paniker, et al. | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | **Modern Western Philosophy** | | | | | | | | | | | | | | | | |
| **Course Code: HUM227** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Third Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The seventeenth and eighteenth centuries were among the important epoch in the history of western philosophy as it marks the development of modern philosophy. Two important schools emerge during this period—Rationalism and Empiricism. This course will study Rationalism and Empiricism as opposing school of thought on the idea of knowledge and scepticism, substance and causality, doubt and certainty by engaging with readings from canonical figures. Our focus will be on the works of Rene Descartes, Baruch Spinoza, John Locke and David Hume. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | understand the broad context in which these thinkers developed their ideas. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | analyse the distinction between rationalism and empiricism. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | improve critical reasoning and to enable to evaluate sound argument. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | connect philosophical methodology to their own subject of interest. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) History and Context  (b) Understanding Modern Philosophy  © Rationalism and Empiricism | | | | | | | | | | * Offer a broad historical development of modern western philosophy (CO1, CO2) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Rationalism** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Descartes: Method of Doubt, *Cogito Ergo Sum*, Innate Ideas, Substance  (b) Spinoza: Substance, Attributes and Modes | | | | | | | | | | * Theoretical engagement with various ideas (CO1, CO3) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Empiricism** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Locke: Refutation of Innate Ideas, Knowledge and Perception.  (b) Hume: Scepticism, Causality. | | | | | | | | | | * Counter perspectives (CO3, CO4) | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| **TOTAL** | | | | | | | | | | | **68** | | | | | | | | **118** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | René Descartes, *Discourse on Method* and *Meditation on First Philosophy* (Fourth edition). Translated by Donald A. Cress. Indianapolis and Cambridge: Hackett Publishing, 1998.  Steven Nadler, “The Doctrine of Ideas” In *The Blackwell Guide to Descartes’ Meditations*. Edited by Stephen Gaukroger (MA, Oxford: Blackwell Publishing, 2006), 86-97.  Jorge Secada, “The Doctrine of Substance.” In *The Blackwell Guide to Descartes’ Meditations*. Edited by Stephen Gaukroger (MA, Oxford: Blackwell Publishing, 2006), 67-72.  Baruch Spinoza, “Ethics.” In *Spinoza: Complete Works*. Edited by Michael L. Morgan. Translated by Samuel Shirley (Indianapolis: Hackett Publishing, 2002), 217-238.  John Locke, *An Essay Concerning Human Understanding*. Edited by Roger Woolhouse (London: Penguin Book, 1997), 59-90.  David Hume: *An Enquiry Concerning Human Understanding*. Edited by Peter Millican (Oxford University Press, 2007).  Georges Dicker, *Hume’s Epistemology and metaphysics* (London and New York:Routledge, 1998), 99. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | BA Humanities | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Perspectives in South Asian Studies | | | | | | | | | | | | | | | | |
| **Course Code: HUM 235** | | | | | | | | | **Course Instructor:** Srijan Deshpande | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-21 | | | | | | | | | **Semester:** Second Year, Semester III | | | | | | | | | | | | | | | | |
| **No of Credits:** 5 | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will take students through recent scholarship from within the discipline of South Asian ethnomusicology. The literature for this course has been selected to represent the diversity of South Asian music in terms of genre and geography, as well as the diversity of ethnomusicological approaches to this music, including the historical, the ethnographical and the musicological. Through this literature and through a substantial amount of supplementary audio-visual material, live demonstrations and discussions, the course will seek to provide students with a conceptual and critical vocabulary with which to address the phenomena of creating, receiving and thinking about music in the South Asian context | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Demonstrate an understanding of a number of theoretical perspectives within the discipline of ethnomusicology. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Examine pieces of music in a more informed manner using fundamental concepts from music theory. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Analyse practices of music-making from across various South Asian genres from an ethnomusicological perspective. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Compare various genres, pieces of music, cultures of music making, as well as critical approaches to these with each other in a fruitful manner. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Cross-cultural Approaches to Ethnomusicology** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * Introduction to the discipline of ethnomusicology * Approaches to addressing cultural diversity | | | | | | | | | | * Theoretical perspectives (C1) * Fundamentals of musical analysis (C2) | | | | | | | | | | | | | 10 | | |
| **Unit 2: Examining Genres through Historical and Gendered Perspectives** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * South Asian genre identities through history * South Asian genres and gender | | | | | | | | | | * Understanding musical genres and the contingent nature of theoretical categorization (C1) and (C3) * Historicizing traditional and modern conceptions of music (C1) and (C2) * Problematizing musical genres from a gendered perspective (C3) and (C4) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Theorising Practise and Meaning in the Classical Traditions** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * Introduction to the classical traditions of music * Theorizing practise, understanding practise as a mode of research * Theorizing musical meaning | | | | | | | | | | * Understanding the relationship between theory and practise (C2) and (C4) * Critical approaches to musical meaning (C3) and (C4) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | 1 | | | | | | | | 1 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | | Nil | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Morcom, Anna. “An Understanding between Bollywood and Hollywood? The Meaning of Hollywood-Style Music in Hindi Films.” British Journal of Ethnomusicology, vol. 10, no. 1, 2001, pp. 63–84. 2. Clayton, Martin. "Rock to Raga: the many lives of the Indian guitar." Guitar cultures (2001): 179-208. 3. Ayyagari, Shalini. “Spaces Betwixt and Between: Musical Borderlands and the Manganiyar Musicians of Rajasthan.” Asian Music, vol. 43, no. 1, 2012, pp. 3–33. 4. Manuel, Peter. “A Historical Survey of the Urdu G̱azal-Song in India.” *Asian Music*, vol. 20, no. 1, 1988, pp. 93–113. 5. Qureshi, Regula Burckhardt. “In Search of Begum Akhtar: Patriarchy, Poetry, and Twentieth-Century Indian Music.” *The World of Music*, vol. 43, no. 1, 2001, pp. 97–137. 6. Farrell, Gerry. “The Early Days of the Gramophone Industry in India: Historical, Social and Musical Perspectives.” British Journal of Ethnomusicology, vol. 2, 1993, pp. 31–53. 7. Manuel, Peter. “The Intermediate Sphere in North Indian Music Culture: Between and Beyond ‘Folk’ and ‘Classical.’” Ethnomusicology, vol. 59, no. 1, 2015, pp. 82–115. 8. Slawek, Stephen M. “The Study of Performance Practice as a Research Method: A South Asian Example.” *International Journal of Musicology*, vol. 3, 1994, pp. 9–22. 9. Neuman, Dard. “Pedagogy, Practice, and Embodied Creativity in Hindustani Music.” Ethnomusicology, vol. 56, no. 3, 2012, pp. 426–49. 10. Clayton, Martin. “Introduction: Towards a Theory of Musical Meaning (in India and Elsewhere).” British Journal of Ethnomusicology, vol. 10, no. 1, 2008, pp. 1–17. | | | | | | | | | | | | | | | | | | | | | |

SEMESTER IV

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Gender and Society | | | | | | | | | | | | | | | | |
| **Course Code: HUM221** | | | | | | | | | **Course Instructor: Ketaki Chowkhani** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will aim to present to students some of the key concepts and debates within gender and feminist studies, with a focus on India. It will address four themes, starting with tracing the history of feminism, the second theme will engage with the debates on family, body, desire, sexual violence in India. The third theme will examine debates on sexuality in India and the fourth theme will discuss the emerging field of masculinity studies in India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | outline some of the key debates on gender and feminism in the West | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | explain the debates on family, body, desire, sexual violence in India | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | critically analyse masculinities and sexualities in India | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: History of Feminism** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key debates on gender, and the history of feminism. | | | | | | | | | | * History of feminism in the West. (C1) * Fundamentals of gender studies (C1) | | | | | | | | | | | | | 20 | | |
| **Unit 2: Family, Body, Desire, Sexual Violence in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on family, body, desire, and sexual violence in India. | | | | | | | | | | * Examine history of the development of family in India (C2) * Debates on sexual violence in India (C2) * Understanding body and desire in India (C2, C3) | | | | | | | | | | | | | 10 | | |
| **Unit 3: Sexualities in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on alternative sexualities in India | | | | | | | | | | * Introduction to queer politics in India (C3) | | | | | | | | | | | | | 10 | | |
| **Unit 4: Deliberations on Masculinity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to masculinity studies | | | | | | | | | | * Discussions on hegemonic masculinity (C3) * Discussions on masculinity post 2012 (C3) | | | | | | | | | | | | | 5 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Jenainati, Cathia and Judy Groves. *Introducing Feminism: A Graphic Guide.* Allen and Unwin, 2010. 2. Menon, Nivedita. 2012. “*Seeing Like a Feminist.* New Delhi: Zubaan and Penguin Books. 3. Menon, Nivedita. Ed. 2007. “Introduction” in *Sexualities*. New Delhi, Kali for Women. 4. Connell, R. W. 1987. *Gender and Power: Society, the Person and Sexual Politics*. Polity Press, 183-188. 5. Chowdhury, Romit. 2013. “Male Sexual Violence: Thoughts on Engagement”. *Economic & Political Weekly.* xlviii (49): 14-16. 6. Baas, Michiel. 2020. *Muscular India: Masculinity, Mobility and the New Middle Class.* Chennai, Westland Publications Pvt. Ltd, 126-164. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | **Modern Indian Literature** | | | | | | | | | | | | | | | |
| **Course Code: HUM222** | | | | | | | | **Course Instructor: Dr Emma Dawson Varughese** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course offers a detailed overview of Indian genre fiction in English published since 2000. At the heart of the course is the examination of genre fiction texts in terms of audience/markets, thematic concerns, style and representations of ‘Indianness’. The course begins by thinking about the term ‘popular’ fiction and examines related terms such as ‘genre fiction’ and ‘commercial fiction’ and their significance for the post-millennial Indian publishing scene. Importantly, the course fosters close reading skills, paying attention to form, style and voice and encourages students to think about how the label of ‘genre fiction’ manifests itself in thematic interests, structure and style(s) within the fiction analysed. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | To introduce students to a broad selection of post-millennial  Indian genre fiction in English | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | To provide students with the opportunity to develop their abilities in close reading analysis | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | To develop writing skills in the field of literary studies with a focus on genre fiction | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** The Post-millennial Indian Publishing Scene | | | | | | | | | | | | | | | | | | | | | | | |
| Indian publishing scene and the changes it has gone through in the post-millennial year | | | | | | | | | Unpack terminology like  ‘commercial fiction’, ‘genre’ ‘pulp’ and ‘popular’ fiction. (C1)  Revise ‘close reading’ as a technique (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2:** Graphic Narratives | | | | | | | | | | | | | | | | | | | | | | | |
| Indian graphic narratives published since 2000 | | | | | | | | | Consider the legacy of the ACK series, changes in social mores and leisure spending to understand how the post-2000 scene of Indian graphic narratives has come about, its stakeholders and the factors that have shaped it. (C2)  Explain selection of Indian graphic narratives and ask how we are invited to ‘see’ ideas of Indianness (C3) | | | | | | | | | | | | 15 | | |
| **Unit 3:** Mythology-inspired Fiction | | | | | | | | | | | | | | | | | | | | | | | |
| Mythology, tradition and history | | | | | | | | | Advent of, and subsequent rise of mythology-inspired fiction during the post-millennial period (C1)  Explore ideas of itihasa and epic tradition as well as ideas of ‘Indianness’ (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 2 | | | | | | | | 2 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 6 | | | | | | | | 12 | | | | | |
| **TOTAL** | | | | | | | | | | **56** | | | | | | | | **107** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 4 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper  Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Brouillette, S. (2007, 2011) Postcolonial Writers in the Global Literary Marketplace Basingstoke: Palgrave Macmillan [especially chapter 2: ‘Postcolonial Writers and the Global Literary Marketplace’ (pages 44-75)]  Dawson Varughese, E. (2014) Reading New India: post-millennial Indian Fiction in English New Delhi: Bloomsbury.  Dieter, R. (2005) ‘Global Fantasy – Glocal Imagination: The New Literatures in English and their fantastic imagiNations’ Journal of Postcolonial Writing Vol. 41, No. 1, (May) pp. 14–25  Narayanan, P. (2012) What Are You Reading?: the world market and Indian Literary Production New Delhi: Routledge. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | **Existentialism** | | | | | | | | | | | | | | | | |
| **Course Code: HUM223** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Fourth Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Existentialism is one of the important movements in the 20th century European Philosophy that has captured the attention of thinkers on various themes related to freedom, responsibility, angst, fear, temporality, death, and other questions related to human existence. The course focus on the existential thinking of Jean-Paul Sartre and Martin Heidegger on the theme of authentic and inauthentic existence, freedom and responsibility, temporality and finitude, and on the debate of existence vs. essence.  Through reading and discussion, the course attempts to understand the various questions and problems related to human existence and to answer them for ourselves. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Understand the historical context of the emergence of existential thinking in the twentieth century. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Critically question the dilemmas of human existence and apply them in their own existential thinking | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Increase their ability to analyse and formulate sound argument | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Connect this course with their subject of interest. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) History and Context  (b) Features of Existentialism  (c) Existentialism as a Movement | | | | | | | | | | * Offers a broad historical development of existential philosophy (CO1, CO2) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Jean-Paul Sartre** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Existence Precedes Essence  (b) Authentic Existence and Bad Faith  © Temporality | | | | | | | | | | * Theoretical engagement with various existential problem (CO1, CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Martin Heidegger** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Being-in-the-World  (b) *Da-sein* and Care  © Death and Finitude | | | | | | | | | | * Explain the existential quest (CO2, CO3, CO4) | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| **TOTAL** | | | | | | | | | | | **68** | | | | | | | | **118** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Jean-Paul Sartre, *Existentialism is a Humanism*. Translated by Carol Macomber (New Haven and London: Yale University Press, 2007), 17-54.  Jean-Paul Sartre, *Being and Nothingness*. Translated by Hazel E. Barnes (New York and London: Washington Square Press, 1992)  Martin Heidegger, *Being and Time*. Translated by Joan Stambaugh (Albany: State University of New York, 1996). | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Self and Other | | | | | | | | | | | | | | | |
| **Course Code: HUM224** | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** Second Year, Semester four | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course introduces students to sociological perspectives on Self and Other. The course explores theories and methodologies to study the relationships between social processes, others and self-formation. Through readings, the course also explores key debates in subjectivity and identity studies. The course will focus on the following objectives:   * Engage with the concept of Self in relation to the concept of Other. * Explore the theories and methodologies studying self in relation to social processes. * Investigate key debates in subjectivity and identity studies. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to explain the concept of Self and Other. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to outline the relationship between self and power. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to critically analyse formation of identities and self-understanding in the contemporary society. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | Students will be able to critically reflect on various debates relevant to examining the concept of subjectivity and identity. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X |  | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Self as Reflexive Process:** | | | | | | | | | | | | | | | | | | | | | | | |
| Foundational understanding of self in sociological investigation | | | | | | | | |  The unit aims at introducing students to the understanding of self and other. | | | | | | | | | | | | 5 | | |
|  | | | | | | | | | Students will also be familiarised with the key thinkers and theories within sociological tradition exploring the said relationship. (C1) | | | | | | | | | | | |  | | |
| **Unit 2: Power and Self:** | | | | | | | | | | | | | | | | | | | | | | | |
| Self as the outcome of power relations | | | | | | | | |  The unit introduces the perspective that self is a product of external relationships and power relations. Key contemporary theorists—Foucault, Hall and Rose—of the perspectives will be introduced. (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3: Self in a Globalising world:** | | | | | | | | | | | | | | | | | | | | | | | |
| Development of self in a contemporary globalising world | | | | | | | | |  The unit seeks to investigate how selfformation is changing in a global world. It also analyses such formation at the micro (individual and new everyday realities) and macro (institutions and changing socio-political relationships) levels. (C3) and (C4) | | | | | | | | | | | | 15 | | |
| **Unit 4: Narrative and subjectivity:** | | | | | | | | | | | | | | | | | | | | | | | |
| Self-realization and project of self to the other | | | | | | | | |  The unit introduces students how an individual develops her identity through telling who she is. It also investigates our self-understanding and social objects with which we interact every day (C4) | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | |  | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Barber B R. (1996), *Jihad vs. McWorld: How Globalism and*   *Tribalism are Reshaping the World*, New York: Ballantine Books   1. Bruner J. (1997), “The Narrative model of self-construction”, in *The*   *Self Across Psychology: Self-Recognition, Self-Awareness, and the Self Concept*, eds. JG Snodgrass, RL Thompson, New York: Ann. NY Acad. Sci**.,** pp. 145-61.   1. Callero, P. L. (2008), “The Globalisation of Self: Role and Identity Transformation from Above and Below”, *Sociology Compass*, 2 (6): 1972- 1988 2. Dunn, G. R. (1997), “Self, Identity, and Difference: Mead and the Poststructuralists”, *The Sociological Quarterly*, 38 (4): 687-705 3. Foucault, Michel (2002), “The Subject and Power” in *Power:*   *Essential Works of Foucault 1954-1984,* edited by James D.  Faubion, India: The Penguin Books, 326- 348   1. Hall S. (1996), “Who needs 'identity'? In Questions of Cultural Identity”, in *Questions of Cultural* Identity, ed. S Hall, P Du Gay, London: Sage, pp. 1-17. 2. Loseke DR and Cavendish JC. (2001), “Producing institutional selves: rhetorically constructing the dignity of sexually marginalized   Catholics”, *Social Psychology Quarterly*, 64 (4): 347-62   1. Mason-Schrock D. (1996), “Transsexuals' narrative construction of the   'true self”, *Social Psychology Quarterly*, 59 (3):176-92   1. Priest PJ. (1996), “'Guilt by association': talk show participants' | | | | | | | | | | | | | | | | | | | | |
|  | | | televisually enhanced status and self-esteem”, in *Constructing the Self in a Mediated World*, ed. D Grodin and TR Lindlof, Thousand Oaks, CA: Sage, pp. 68-83   1. Rose N. (1996), “Identity, genealogy, history”, in *Questions of Cultural* Identity, ed. S Hall, P Du Gay, London: Sage, pp. 128-50. 2. Silver I. (1996) “Role transitions, objects, and identity”, *Symbolic Interaction*, 19 (1):1-20 3. Stahler-Sholk, R. (2007), “Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement”, *Latin American Perspectives*, 34(48): 48-63 4. Swatos WH. (2001), “Globalization and religious fundamentalism”, in *Illuminating Social Life: Classical and Contemporary Theory Revisited*, in ed. P Kivisto, Thousand Oaks, CA: Pine Forge, pp. 36184. 5. Turkle S. (1996), “Parallel lives: working on identity in virtual space”, in *Constructing the Self in a Mediated World*, ed. D Grodin and TR Lindlof, Thousand Oaks, CA: Sage, pp. 156-75. 6. Silver I. (1996) “Role transitions, objects, and identity”, *Symbolic Interaction*, 19 (1):1-20 7. Wallace, A. R. and Wolf, A. (1995), *Contemporary Sociological Theory: Continuing the Classical* Tradition, New Jersey: Prentice Hall [Chapter 4] 8. Waskul DD. (2002), “The naked self: being a body in televideo cybersex”, *Symbolic Interaction*, 25 (2):199-227 | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Research Methods | | | | | | | | | | | | | | | | |
| **Course Code: HUM225** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** Second Year, Semester 4 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course introduces the participants to the different subfields within the field of humanities, and strategies of research therein. The course is divided into four units, each of which deals exclusively with one subfield. Within each unit the orientation is to the theory as well as praxis of the respective subfield. The instructor will also provide a brief survey of the subfields in the class. The course familiarizes the students with the key texts, theorists, and the major questions of each strand of literary criticism and the methodologies based on this theoretical apparatus. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to studying humanities. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | evaluate the strengths and shortcomings of the different methodologies. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | apply the methodologies to a given set of data. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO3* | | *PO4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | x | x | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Marxist Concerns** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Select key texts in Marxist analysis | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts (CO1) * Analyse the method for its strengths and weaknesses (CO2) * Elaborate the method practically (CO3) | | | | | | | | | | | | | 9 | | |
| **Unit 2: Structuralist and Poststructuralist analyses** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Select key texts in structuralist and poststructuralist analyses | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts (CO1) * Analyse the method for its strengths and weaknesses (CO2) * Elaborate the method practically (CO3) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Psychoanalysis** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Select key texts in psychoanalytic approaches | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts (CO1) * Analyse the method for its strengths and weaknesses (CO2) * Elaborate the method practically (CO3) | | | | | | | | | | | | | 9 | | |
| **Unit 4: Ecocritical Methods** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Select key texts in ecocritical approaches | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts (CO1) * Analyse the method for its strengths and weaknesses (CO2) * Elaborate the method practically (CO3) | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | 6 | | | | | | | | 10 | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 18 | | | | | | | | 36 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | | | | | | | | | | | | | | | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Karl Marx and Friedrich Engels, “Social Being and Social Consciousness” (pp.31-33), Marx, “Uneven Character of Historical Development and Questions of Art” (pp.34-35), Engels, “Against Vulgar Marxism” (p.39), Engels, “On Realism” (pp.39-41) in Terry Eagleton and Drew Milne, *Marxist Literary Theory: A Reader*. Oxford and Cambridge, Mass.: Blackwell Publishers, 1996.  Georg Lukacs, “The Epic and the Novel” in *The Theory of the Novel*. Cambridge, Mass.: The MIT Press, 1971. pp.56-69  Terry Eagleton, “Introduction: What is Literature?” in *Literary Theory: An Introduction*. Victoria, Australia: Blackwell Publishing, 1983. pp. 1-14.  Walter Benjamin, “The Author as Producer” in Michael W. Jennings, Howard Eiland and Gary Smith (eds.), Rodney Livingstone and Others (trans.) *Walter Benjamin: Selected Writings, Voulme2, Part 2, 1931-34*. Cambridge, Mass. And London: The Belknap Press of Harvard University Press, 2005. pp.768-782.  Ferdinand de Saussure, “Nature of the Linguistic Sign” (pp. 75-81), “Linguistic Value” (pp.131-143), and “Syntagmatic Relations and associative relations” (pp.144-148) in Roy Harris (trans.) *Course in General Linguistics*. Bloomsbury, 2013.  Roman Jakobson, “Two Aspects of Language and Two Types of Aphasic Disturbances” *in Language in Literature*. Cambridge, Mass.: Harvard University Press, 1987. pp. 115-133.  Claude Levi-Strauss, “The Structural Study of Myth” in *Structural Anthropology*. New York: Basic Books, 1963. pp.206 – 231  Roland Barthes, “The Death of the Author” (pp. 142-148) and “From Work to Text” (pp. 155–164) in *Image Music Text*. London: Fontana Press, 1977.  Sigmund Freud, “The ‘Uncanny” in *Writings on Art and Literature*. Stanford, California: Stanford University Press, 1997. pp. 193-233.  Sigmund Freud, (on Oedipus Complex) from James Strachey (trans.) *The Interpretation of Dreams*. New York: Basic Books, 1955. pp. 278-283.  Jacques Lacan, “Seminar on ‘The Purloined Letter’” in Bruce Fink (trans.) *Ecrits: The First Complete Edition in English*. New York and London: W.W. Norton and Company, 2006. pp. 6-30  Jonathan Bate, “A Language that is Ever Green” in *Romantic Ecology: Wordsworth and the Environmental Tradition*. London and New York: Routledge, 1991. pp.12-35  Jonathan Bate, “Going, Going” in *The Song of the Earth*. Bassingstoke and Oxford: Picador, 2000. pp. 1-23.  Gabriel Egan, “Supernature and the Weather: *King Lear* and *The Tempest*” in *Green Shakespeare: From Ecopolitics to Ecocriticism*. London and New York: Routledge, 2006. pp. 132-171.  Amitav Ghosh, “Part I: Stories” in *The Great Derangement: Climate Change and the Unthinkable*. Gurgaon: Allen Lane, 2016. pp.1-114 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | | **Enlightenment and the Modern West** | | | | | | | | | | | | | | | | |
| **Course Code: HUM226** | | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | | **Semester:** IV | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | | The course introduces students to the ideas and debates that prompted the radical transformation of Europe from the late seventeenth-century to the end of the eighteenth-century, a period widely known as the Age of Enlightenment. The period was largely characterised by a steadfast commitment to rational thinking and scientific progress, the effects of which were felt in most facets of European life. In the programme, we will look at the historical conditions that set the stage for this cultural shift, the philosophical discussions that facilitated these changes, and the social and political ideals that emerged as a consequence. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | | compare and evaluate the various philosophical, political and theological positions of Enlightenment thought. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | | critically analyse key texts in relation to their social and historical contexts. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | | understand how eighteenth-century questions remain relevant in the contemporary world. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | | articulate non-European responses to the Enlightenment. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to the philosophy of the Enlightenment** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| An introduction to the philosophical foundations of Enlightenment thought. | | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts (CO1) * Elaborate the understanding of enlightenment project (CO3) | | | | | | | | | | | | | 12 | | |
| **Unit 2: The politics of the Enlightenment** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A historical overview of Enlightenment political theory. | | | | | | | | | | | Analyse the method for understanding the historical context of modern enlightenment (CO2)   * Elaborate the politics of the West (CO4) | | | | | | | | | | | | | 12 | | |
| **Unit 3: Enlightenment and Modernity** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The legacy of the Enlightenment. | | | | | | | | | | | * Demonstrate the relationship of modernity and enlightenment (CO4). | | | | | | | | | | | | | 12 | | |
| **Unit 4: Rational thought outside the West** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The defence of public reason in non-European discourses. | | | | | | | | | | | * Analyse the method for its strengths and weaknesses in non-European context (CO2) * Elaborate the method practically (CO3) | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | | 15 | | | | | | | | 15 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | | | **63** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | | x | | | | |  | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | | x | | | | | x | | x | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | | X | | | | | x | | x | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | | | NA | | | | | | | | | | | | | | | | | | |
| **Feedback Process** | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | Condorcet, N. (1793-1794). “Tenth epoch: The future progress of the human spirit”. In King, M. (ed.). *Enlightenment Thought: An Anthology of Sources*. Indianapolis/Cambridge: Hackett.  Kant, I. (1784). “Answering the Question: What is Enlightenment?”*.* In King, M. (ed.). *Enlightenment Thought: An Anthology of Sources*. Indianapolis/Cambridge: Hackett.  King, M. (ed.). (2019). *Enlightenment Thought: An Anthology of Sources*. Indianapolis/Cambridge: Hackett (Chapter 1: Essays by Bacon, Descartes, Spinoza and Newton; Chapter 5: Essays by Hume, Helvetius and Lessing).  Israel, J. (2011). *Democratic Enlightenment: Philosophy, Revolution and the Human Rights 1750–90*. New York: OUP, pp. 1-17.  Schouls, P. (2004). “The quest for philosophical certainty”. In Fitzpatrick, M. (ed.). *The Enlightenment World.* London: Routledge.  Dupre, L. (2004). *The Enlightenment and the Intellectual Foundations of Modern Culture.* London: YUP (Chapter 4).  Kramnick, I. (1995). *The Portable Enlightenment Reader*. New York: Penguin (Essays: “The Social Contract”by Rousseau, “Vindication of the Rights of Woman” by Mary Wollstonecraft, and “Common Sense” by Thomas Paine).  Foucault, M. (1984). “What is Enlightenment?”. In. Rabinow, P. (ed.). *The Foucault Reader*. New York: Pantheon Books.  Horkheimer, M. (1996). “Reason against itself: Some Remarks on the Enlightenment”. In. Schmidt, J. (ed.). *What is Enlightenment? Eighteenth-Century Answers and Twentieth-Century Questions.* Berkeley: UCP.  Lloyd, G. (2018). “The Enlightenment: A signifier of Western values?”. In. Boucher, G. and Lloyd, H.M. (eds.). *Rethinking the Enlightenment: Between History, Philosophy and Politics*. USA: Lexington Books.  Zafirowski, M. (2011). *The Enlightenment and its Effects on Modern Society*. New York: Springer (Chapters 1 and 2).  Ganeri, J. (2011). *The Lost Age of Reason: Philosophy in Early Modern India*. Oxford: OUP (Introduction).  Garcia, H. (2012). *Islam and the Enlightenment*. Baltimore: The John Hopkins University Press (Chapter 1: Rethinking Islam in the Eighteenth Century). | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | BA Humanities |
| **Course Title:** | Social Stratification |
| **Course Code: HUM228** | **Course Instructor: Anubhav Sengupta** |
| **Academic Year:** | **Semester:** Second year, semester four |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | This course draws on the classical and modern theoretical traditions of sociology to critically reflect on the evolution of corpus of scholarships, studying forms of hierarchical and non-hierarchical social distinctions as the major sub-discipline of sociology. The historical excursion will also introduce students to the critical set of concepts essential to explore five major forms of stratification existing across the society. The course will explore five instances of stratification—class and status, caste, race, gender and tribe—through theoretical and empirical resources. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically analyse various theoretical perspectives in the studies in social stratification. (CO1) * Students will be able to apply critical concepts to explore implication of hierarchical division of society in inclusive growth of a society. (CO2) * Students will be able to compare societies across the globe from the vantage point of stratificatory systems they represent. (CO3) * By focusing on both theory and empirical studies, students will be able to interpret social issues emerging from hierarchical nature of Indian society. (CO4) |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Classical Sociological Foundation** | | | | | | | | | | | | | | | | | | | | | | | | |
| The significance of studying social stratification in order to understand any form of society. | | | | | | | | Explore the history and evolution of social stratification as a domain of sociological study. (CO1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2**: **Contemporary** **Theoretical perspectives in the study of social stratification** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories in Sociology of social stratification | | | | | | | | Explain the theoretical perspectives(CO1)  Conceptual apparatuses guiding empirical research in social stratification (CO2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Forms of Social stratification** | | | | | | | | | | | | | | | | | | | | | | | | |
| Five major instances of social stratification and empirical research providing perspectives on class and status, caste, gender, race and tribe. | | | | | | | | Critically explore each instance of major forms of social stratification (CO3)  Explain implications of social stratification and evolution and growth of the society (CO2) and (CO3)  Critically reflect on social issues emerging from the hierarchical nature of Indian society and policy initiatives necessary to address the same (CO4) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Durkheim, E. (1997). *The Division of Labor in Society*. New York: The Free Press.  Marx, Karl. 2014a. “Alienation and Social Classes.” Pp. 127–31 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Marx, Karl. 2014b. “Classes in Capitalism and Pre-Capitalism.” Pp. 131–41 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Marx, Karl. 2014c. “Ideology and Class.” Pp. 141–49 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Weber, Max. 2014. “Class, Status, Party.” Pp. 165–74 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Mills, C. Wright. 1999. *The Power Elite*. New York: Oxford University Press.  Davis, Kingsley and Wilbert E. Moore. 1945. “Some Principles of Stratification.” *American Sociological Review* 10(2):242–49.  Bourdieu, P (1984). *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, MA: Harvard University Press.  Tilly, Charles. 1988. *Durable Inequality.* University of California Press.  Tumin, Melvin M. 1953. “Some Principles of Stratification: A Critical Analysis.” *American Sociological Review* 18(4):387–94.  Cornell, Stephen, and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. 2nd Ed. Thousand Oaks: Pine Forge.  Davis, Angela. 1981. *Women, Race & Class*. New York: Vintage Books.  Puri, Jyoti. 2005. “Conceptualizing Gender-Sexuality-State-Nation: An Introduction.” *Gender & Society* 19: 137-159.  Yuval-Davis, Nira 1997. *Gender and Nation*. London: Sage.  Chakravarti, Uma. (1993). “Conceptualising Brahminical Patriarchy in Early India.” *Economic and Political Weekly* 28 (14): 579 – 585.  Mukherjee, Ramkrishna. (1999). “Caste in Itself, Caste and Class, or Caste in Class.” *Economic and Political Weekly* 34(27): 1759-1761.  Gupta, Dipankar. (2000). *Interrogating Caste.* New Delhi, India: Penguin.  Rege, Sharmila. (1998). “Dalit Women Talk Differently: A Critique of ‘Difference’ and Towards a Dalit Feminist Standpoint Position.” *Economic and Political Weekly* 33(44): 39-46.  Xaxa, Virginius. (2008). *State, Society, and Tribes: Issues in Post-Colonial India.* India: Pearson [chapter 2] |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Ideas Towards World History | | | | | | | | | | | | | | | |
| **Course Code: HUM229** | | | | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | |
| **No of Credits:** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | The idea of a possibly unified world history was the child of the nineteenth century. It was conceived in the heyday of the Empire as the outward expansion of the West—as the work of ‘mighty whirlwind forces’, signalling the triumph of ‘science, industrialism and democracy’, that ‘encompassed the whole world and prevailed over the reluctant East’ (the words of C. D. M. Ketelbey, a liberal-imperial British historian of the twentieth century). This course begins by historicising the idea of ‘world history’, referring briefly to pre-modern cosmologies and geographies, such as those in ancient India. It proceeds through a history of early modern Europe to the momentous events of the nineteenth century—the ‘age of capital’—that made various parts of the globe interdependent on an unprecedented scale. It moves on to the twentieth century world, its revolutions and totalitarian tyrannies, to the emergence and consolidation of *the third world*, as it explores the trajectories of global capital. It foregrounds the various kinds of fragmented resistances against power that characterised the twentieth century. At one level—by sifting through late twentieth century critical thinking—we study the irreducible distinctiveness of the local in its battle against the global; on the other, we look at how the localised oppositions to capital and domination embody the potential to become a global presence at any moment. We also take note of the current planetary crisis that forces us to think together, once again—albeit, a little differently—as one world. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify the varied forces and contradictions that went into the advent of the modern world and the idea of ‘world history’. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Survey the ‘early modern’ and analyse the key features of a capitalist society, economy and polity vis-à-vis a feudal order. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Discover and estimate the forces of change in the nineteenth century world | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Interpret the ideas and movements (often contradictory) of the twentieth century and beyond. | | | | | | | | | | | | | | | | | | | |
| CO 5: | | | | | Formulate research projects and determine research directions on global history. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 5 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The advent of the idea of ‘world’ history.** | | | | | | | | | | | | | | | | | | | | | | | | |
| Exploring the ‘age of revolution’Comparing diverse conceptions of the world (reference to pre-modern conceptions)-The industrial world-The rising tide of nationalism | | | | | | | | | |  Identify the forces of modernity at its moment of arrival in Western Europe  (late eighteenth century) [CO1] | | | | | | | | | | | | 12 | | |
| **Unit 2: The early modern** | | | | | | | | | | | | | | | | | | | | | | | | |
| The Scientific Revolution-The coming of print-The transition from feudalism to capitalism | | | | | | | | | | * Analyse key features of capitalist society [CO2] * Compare pre-modern/pre-   capitalist with modern/capitalist [CO1, CO2]   * Compare market with capitalism [CO2] * Survey other features of the transition to modernity[CO2, CO3] | | | | | | | | | | | | 9 | | |
| **Unit 3: The Nineteenth Century World and Beyond** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the ‘age of capital’-The forces of democracy-The rise of the working-class-Colonialism. | | | | | | | | | | * Estimate the connections between democracy, modernity and colonialism. * (foundational to developing critical thinking for research in modern history/ global history) [CO3, CO5) | | | | | | | | | | | | 15 | | |
| **Unit 4: The Twentieth Century and the World at the Beginning of the Twenty-firs t Century** | | | | | | | | | | | | | | | | | | | | | | | | |
| Imperialism, World Wars, Communism, Decolonization, Globalization, War against terror, Islamophobia, Climate change | | | | | | | | | |  Formulate directions for researching the contemporary world. [CO4, CO5] | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **98** | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | | X | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | | X | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. E. J. Hobsbawm, The Age of Revolution, Great Britain: Weidenfeld and Nicolson Ltd, 1962 | | | | | | | | | | | | | | | | | | | | |
|  | | | | 1. E. J. Hobsbawm, The Age of Capital, Great Britain: Weidenfeld and Nicolson Ltd, 1975 2. George Rude, Revolutionary Europe 1783-1815, Collins: Fontana History of India, 1964 3. E. J. Hobsbawm, Industry and Empire, New York: The New Press, 1999 (first published 1968) 4. Leo Huberman, Man’s Worldly Goods: The Story of the Wealth of Nations, New York: Monthly Review Press, 2009 (first published 1936) 5. Lucien Febvre and Henri-Jean Martin, The Coming of the Book: The Impact of Printing, 1450-1800, London and New York: Verso edition, 1997 6. Thomas Kuhn, The Copernican Revolution, Cambridge, Massachusetts and London, England: Harvard University Press, 1957 7. Robert J Holton, The Transition from Feudalism to Capitalism, New York: Macmillan Education, 1985 8. Marx, Engels, On Colonialism (Excerpts from Communist Manifesto and Capital), Progress Publishers: Moscow, 1959 9. C A Bayly, The Birth of the Modern World, Wiley, 2003 10. David Thomson’s Europe Since Napolean, Penguin Books, 1990 (originally published 1957) 11. Eric Hobsbawm’s The Age of Extremes, Abacus, 1995 (first published 1994) 12. Frantz Fanon, The Wretched of the Earth, New York: Grove Press, 2007 (originally published 1961) 13. Mahmood Mamdani, Good Muslim Bad Muslim: America, the Cold War, and the Roots of Terror, New Delhi: Permanent Black, 2004 14. E. J. Hobsbawm, Globalization, Democracy, Terrorism, Abacus, 2008 15. David Harvey, Cosmopolitanism and the Geographies of Freedom, New York: Columbia University Press, 2009 16. Dipesh Chakrabarty, The Climate of History: Four Theses’, Critical Inquiry, Vol. 35, No. 2, Winter 2009, pp. 197-222 17. Hans Kohn, The Idea of Nationalism, New York: Macmillan, 1944 | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | HISTORY OF MEDIEVAL INDIA | | | | | | | | | | | | | | | | |
| **Course Code: HUM230** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Fourth Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course explores the history of India from 800 to 1800 CE, a period dominated by a remarkable social, political and cultural churning. The powerful states and empires that emerged in this period decisively shaped medieval society. Along with it,  Medieval India has instrumentally shaped the political, cultural and social life of modern India. The course begins with the discussion on feudalism and covers important events such as establishment of Delhi Sultanate, Mughal and Maratha Empire. It travel through the historically rich stretch that also captures the career of some prominent social and religious movements such as the Bhakti and the Sufi movements. The course would look into the religious, economic and social changes taking place in this period.  **COURSE OBJECTIVES**:   1. To provide a coherent understanding of one of the most important phases of Indian history 2. To critically evaluate the society and politics of medieval period in a broader historical framework. 3. To engage with different historiographical debates around political institutions that emerged in this period. It will deal with questions around the nature of the state in pre-colonial India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to critically analyze various contours of medieval Indian history and its impact on modern India. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | It will help to contextualize the larger significance of the socio-political churning in medieval India. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | This course will help students to gain critical insights on a very important period in the Indian history. | | | | | | | | | | | | | | | | | | | | |
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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Feudalism and structural changes in the early medieval India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Feudalism and Society | | | | | | | | | | * This unit seeks to introduce students to feudalism debate in Indian history | | | | | | | | | | | | | 15 | | |
| **Unit 2: State, politics and power in medieval India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Establishment of Political power in Northern India and Southern India  (b) Understanding Mughal Empire  © State and political power in Medieval India | | | | | | | | | | * The unit seeks to introduce the history of some of the prominent empires of medieval India that shaped the course of history of India | | | | | | | | | | | | | 15 | | |
| **Unit 3: Religion, economy and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Social and Religious Movements: Sufism, Bhakti and emergence of new ideas.  (b) Economic history of medieval India | | | | | | | | | | * The unit would focus on the history of social and religious movements that emerged in medieval India. * The unit introduces students to different issues concerning economic history of medieval India. | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| **TOTAL** | | | | | | | | | | | **68** | | | | | | | | **118** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Thapar*,* Romila. *Early India: From the Origins to AD 1300,* New Delhi: Penguin, 2003.  Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century* Delhi: Pearson Longman, 2008.  Singh, Upinder. *Political Violence in Ancient India*, Harvard University Press, 2017.  Kosambi, D.D. *An Introduction to the Study of Indian History*, Poona, 1956. Popular Prakashan.  Sharma, R. S. *Early Medieval Indian Society*, Orient Blackswan, 2014.  Sharma, R.S. *Indian Feudalism*. Madras: Macmillan, 1980  Chattopadhyaya, B.D. *The Making of Early Medieval India*, OUP, 1998.  Jha, D.N. (ed.). *The Feudal Order: State, Society and Ideology in Early Medieval India*, New Delhi: Manohar, 2000.  Veluthat, Kesavan. *Political Structure of Early Medieval South India*, Orient Longman,1993  Kumar, Sunil. *Emergence of Delhi Sultanate*, Permanent Black, 2010.  Stein, Burton. *Peasant State and Society in Medieval South India*, Oxford University Press, 1980.  Habib, Irfan and Tapan Raychaudhury (ed.), *The Cambridge Economic History of India*, *vol. 1*, Cambridge University Press  Alam, Muzaffar. *The Languages of Political Islam in India c. 1200-1800,* Delhi: Permanent Black, 2004.  Alam, Muzaffar and S. Subrahmanyam. *The Mughal State1526-1750s*, Oxford University Press, 1998.  Wink, Andre. *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*, Cambridge University Press, 2007.  Gordon, Stewart. *The New Cambridge History of India: The Marathas 1600-1818*, Cambridge University Press, 1998.  Alam, Muzaffar. *The Languages of Political Islam in India c. 1200-1800,* Delhi: Permanent Black, 2004.  Aquil, Raziuddin (ed.). *Sufism and Society in Medieval India, Debates in Indian History and Society Series*. Oxford University Press, 2010.  Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, Delhi: Oxford University Press, 1996.  Talbot, Cynthia. *Precolonial India in Practice*, Oxford University Press, New Delhi, 2001.  Habib, Irfan. *Class, Caste and Colony: India from Mughal Period to British Raj*, Delhi, 2009.  Habib, Irfan. *The Agrarian System of Mughal India 1556-1707*. 2nd revised edition, New Delhi: Oxford University Press, 1999.  Lal, Ruby. *Domesticity and Power in the Early Mughal World*, Cambridge University Press, 2005. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | BA Humanities |
| **Course Title:** | Development and Society |
| **Course Code:** HUM 231 | **Course Instructor:** Jagriti Gangopadhyay |
| **Academic Year:** 2020-2021 | **Semester:** Second Year, Semester IV |
| **No of Credits:** 5 | **Prerequisites:** None |
| **Synopsis:** | Over a period of time “Development Studies” as a discipline has gained immense popularity in all quarters of the world. Tracing the evolution of this discipline, this course will focus on the various theoretical models and the debates that shaped this discipline. Drawing from different case studies, this course will also engage in current discussions pertaining to the idea of “development”, with a special focus on India. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to discuss the different theoretical debates associated with development studies as a discipline * Students will be able to compare different development policies across the globe. * Students will be able to articulate how India’s development narrative has shaped over a period of time |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Evolution of Development Studies as a discipline** | | | | | | | | | | | | | | | | | | | | | | | | |
| Theoretical debates associated with the discipline | | | | | | | |  Focus on different theoretical perspectives that have contributed to the discipline of Development Studies (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Case Studies of Development: A global perspective** | | | | | | | | | | | | | | | | | | | | | | | | |
| Examples of different development policies from different parts of the world | | | | | | | |  Explain the different development policies (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Examples from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Discuss the development issues with a special focus on India | | | | | | | | * Examine the prominent developmental measures from India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Sachs, J. (2020). The ages of globalization. USA: Columbia University Press.  Mavrotas, G. (2010). Foreign Aid for Development: Issues, Challenges, and the New Agenda. UK: OUP.  Greenwald, B. & Stiglitz, J. (2014). Creating a Learning Society: A New Approach to Growth, Development, and Social Progress. USA: Columbia University Press.  Sen, A. (2009). The Idea of Justice. USA: Allen Lane & Harvard University Press.  Dreze J. & Sen, A. (2005). India, Development and Participation. UK: OUP. |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Studies in Environment and Ecology | | | | | | | | | | | | | | | | |
| **Course Code: HUM 232** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The main goal of this course is to examine some of the main environmental issues plaguing humankind. Drawing from various theoretical debates as well as case studies, this course intends to engage students with both theory and practice related to the environment and ecology. The main objectives of the course are:  • Understand the major theoretical perspectives associated with studies in environment and ecology  • Focus on the relationship between humans and nature  • Examine the intersections between environment, ecology, health and gender  • Analyse some of the core environmental and ecological concerns affecting India | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be to explain the main theories of environment and ecological studies | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to discuss the main issues associated with environment and ecology | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to develop policies for environmental problems such as climate change, pollution, among others | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to compare environmental and ecological issues across the globe | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | | X | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Fundamental concepts of studies in environment and ecology** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the main concepts associated with environment and ecology | | | | | | | | | | * Origin of the discipline: studies in environment and ecology * Evolution of the discipline | | | | | | | | | | | | | 12 | | |
| **Unit 2: Theoretical Perspectives** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on the main theoretical concepts | | | | | | | | | | * Core theories associated with environment and ecology | | | | | | | | | | | | | 20 | | |
| **Unit 3: Environment and Ecology in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| How the discipline has shaped and evolved in India | | | | | | | | | | * Major environmental and ecological concerns of India * Focus on climate change, pollution, ethics and health | | | | | | | | | | | | | 13 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | | Nil | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | | Nil | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | | NA | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | | NA | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | | NA | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | | NA | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | | NA | | | | | | |
| Assessment | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| **TOTAL** | | | | | | | | | | | **70** | | | | | | | | **115** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: NIL | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz: NIL | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Dunlap, Riley E., Frederick H. Buttel, Peter Dickens, and August Gijswijt (eds.) 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights.  Allan Schnaiberg, (1980), Treadmill of Production Injustice and Unsustainability in the Global Economy.  Gleeson, B. and Low, N. (eds.) 1999, Global Ethics and Environment, London, Routledge.  Vandana Shiva, Staying Alive: Women, Ecology and Survival in India, Zed Press, New Delhi.  Amites Mukhopadhyay, Living with Disasters, Cambridge University Press. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | AUTOBIOGRAPHY AND MEMOIR | | | | | | | | | | | | | | | | |
| **Course Code: HUM233** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** BA II Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The use of the first person gives a distinct valence to literary and non-literary texts. This course seeks to explore what is gained and lost by the arrival of an explicit subjective formulation. Examples of literary texts would cut across genre and historical period. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To evaluate the relationship of narrative voice and the subjective orientation. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To exemplify how the first person voice relates to realist and modernist discourse. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To relate the formulation of the first person voice to the typical third person voice of academic reading and writing | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Overview to the types of literary voice | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the forms of the literary voice | | | | | | | | | | * Identifying literary voice and tone. * Isolating forms of experiential writing, | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Modes of life-writing | | | | | | | | | | | | | | | | | | | | | | | | | |
| Selection of life-narratives from varied periods. | | | | | | | | | | * Reflections on the truth-values of subjective and third-person voices. * Family as a subject of scrutiny | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Understanding self and memory | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of the idea of the voice and memory | | | | | | | | | | * Literary forms, including the relationship of the self to modernity * Scholarship on the challenge of verisimilitude in life-narrative | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Rousseau, Jean Jacques*. The Confessions* (Rupa, 2000). 2. Augustine. *Confessions* (Penguin Classics, 2008 ) 3. Gandhi, Mohandas. *The* *Story of My Experiments with Truth.* (Navjivan Trust, 1927). 4. Sarkar, Tanika. *Words to Win: The Making of a Modern Autobiography* (Zubaan, 1999). 5. Gilmore, Leigh. *Autobiographics* (Cornell University Press, 1994) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | PERSPECTIVE IN INDIA STUDIES | | | | | | | | | | | | | | | | |
| **Course Code: HUM234** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** IV | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This is a course that seeks to give the student an overview and grounding of the newer sub-fileds that have developed within India studies. Taking inspiration from a multi-disciplinary context, the student will be exposed to the historical evaluation, and the conceptual mapping of these newer fields which take a specific region—India—as the unifying principle, while also using comparative or historical perspectives as may be necessary. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To evaluate the relationship of primary texts and India-relevant scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To exemplify how scholarship from different humanites disciplines on India is represented through varied material and textual cultures | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To construct critical perspectives from area studies vis a vis traditional humanities disciplines | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | x |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Distinguishing the text within civilizational areas | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the forms of the text | | | | | | | | | | * Modes of civilizational self-reflection * Isolating elements in the interaction of text and contexts | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  Influential figures and ideas | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thinkers in their historical periods | | | | | | | | | | * Introduction to comparative questions * Modern and premodern strategies of self-reflection | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Key contexts of Indic civilization | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of diverse genres, aesthetics and polities | | | | | | | | | | * Questions on modernisation * Area –specific scholarship on gender and environment | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Dalmia, Vasudha, *Fiction as History*, Orient Blackswan 2017 2. Soneji, Davesh, *Unfinished Gestures—Devdasis, Memory and Modernity in South Asia*, University of Chicago Press, 2012 3. Bhattacharya, Rimli, *Public Women in British India*, Routledge, 2018 4. Venkatachalapathy, A R *Province of Book: Scholars, Scribes and Scribblers and in Colonial Tamil Nadu*, Orient Blackswan 2012 5. Ramnarayan, Rawat and Satyanarayana, *Dalit Studies*, Duke University Press, 2016 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Print Culture | | | | | | | | | | | | | | | | |
| **Course Code: HUM 236** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at introducing the recently emerged interdisciplinary fields of print culture and book history to the students. How do technological change –here that of the print- create and shape literary and social aspects of a society? How to think of books having their own history? How to write the material history of the act of writing itself? These are some of the broad questions that this course will address by primarily reading a set of critical essays in the field. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be equipped to understand the significance of print culture in learning social and literary formations. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would learn to understand the link between technological changes and societal changes | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to understand print culture historically | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | * Students will enable to connect this course with their own area of interest. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | x |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | x | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | x | | x | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Print Culture and Book History | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to the academic fields of Print Culture and Book History | | | | | | | | | | * Explain in detail what forms the enquiry field of print culture. (CO1) * Discuss various critical approaches to studying print culture in specific contexts. (CO1) | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Introduction to the Print Culture in the West | | | | | | | | | | | | | | | | | | | | | | | | | |
| Print Culture and the west | | | | | | | | | | 1. Introduce various ideas developed in the west in relation to the emergence of a print culture there. (CO2) 2. Explain the relationship between enlightenment and print (C3) | | | | | | | | | | | | | 15 | | |
| Unit 3: The Print Culture in South Asia | | | | | | | | | | | | | | | | | | | | | | | | | |
| Print and non-western societies | | | | | | | | | | 1. Explain various ways of studying print culture in south Asia.(C3) 2. Print and the emergence of post colonial societies (C4) | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| **TOTAL** | | | | | | | | | | | **63** | | | | | | | | **113** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Finkelstein, David, Alistrair McCleery. 2012. An Introduction to Book History. London: Routledge  Finkelstein, David, Alistrair McCleery. 2002. Book History Reader. London: Routledge  Venkitachalapathy, A.R. 2012. The Province of the Book. Raniket: Permanent Black  Orsini, Francesca. 2010. The Hindi Public Sphere. Delhi: OUP  Blackburn, Stuart, Vasudha Dalmia. 2008. India’s Literary History: Essays on the Nineteenth-century. | | | | | | | | | | | | | | | | | | | | | |

SEMESTER V

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| **Name of the Program:** | | | | | | | | BA Humanities | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Literary Genres and Methods | | | | | | | | | | | | | | | |
| **Course Code: ENG311** | | | | | | | | **Course Instructor:** Raghu Menon and Dr. Nikhil Govind | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** Third Year, Semester 5 | | | | | | | | | | | | | | | |
| **No of Credits:** 5 | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course introduces students to some of the most prominent debates and discussions in philosophy of literature. The module actively encourages students to look at genres and literary texts philosophically, but at the same time, it attempts to do away with the sharp boundaries that have conventionally existed between the two disciplines. As such, the broader objective of this programme is to urge students to approach literature as philosophy, and vice versa. As Deleuze and Cavell suggest, when philosophy is confronted with what is conventionally ‘non-  philosophical’, the task of the former is not to appropriate the latter, but to create ‘concepts’ that are adequate to it. Such a stance aligns the course closer to the ‘post-theoretical’ approach that has been favoured by philosophers of literature in recent years. A ‘post-theoretical’ stance also enables both the instructor and the students to move beyond the analytic-continental divide - where one approach is championed to the detriment or exclusion of the other - that has characterised this field of study in the last five or six decades. By the end of the course, the students will have a good understanding of the various philosophical approaches practised by scholars of literature today.    Being a module taught to literature students, the discussions and primary readings will remain foregrounded in the selected literary texts. The philosophical problems that concern us will be introduced through these texts and a few secondary readings (see below). The objective of this course is not to teach self-contained systems or theories of philosophy that are then arbitrarily applied to literature, but to discover, understand and articulate the philosophical ideas that are germane to a given literary text. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | To judge the relevance of philosophical methods to the study of literature and genre theory. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | To critically analyse and articulate the philosophical attitudes, problems and presuppositions germane to a text. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | To compare and evaluate the different philosophical approaches to literature practised in contemporary academic scholarship. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | To apply these methods to the critical study and interpretation of various texts. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to genre theory and philosophy of literature** | | | | | | | | | | | | | | | | | | | | | | | |
| A historical overview of genre theory, literary criticism and philosophy of literature. | | | | | | | | | * To problematise the concept of genre (C1) * The evolution of literary theory and criticism (C3) * Philosophical approaches to   literature (C1) and (C3) | | | | | | | | | | | | 15 | | |
|  | | | | | | | | |  | | | | | | | | | | | |  | | |
| **Unit 2: A Theoretical Introduction to Comedy and Tragedy** | | | | | | | | | | | | | | | | | | | | | | | |
| A philosophical introduction to the study of two classical genres. | | | | | | | | | * To evaluate and analyse classical texts by utilising different critical strategies (C2) and (C4) * The philosophical study of generic themes, conventions and motifs (C2) and (C4) | | | | | | | | | | | | 10 | | |
| **Unit 3: Existential literature** | | | | | | | | | | | | | | | | | | | | | | | |
| A theoretical study of classic texts from the Existentialist movement. | | | | | | | | | * To scrutinise the ideas of existence, humanity and morality in literary texts (C2) and (C4) * To understand the problem of action and agency in literature (C4) | | | | | | | | | | | | 10 | | |
| **Unit 4: Literature and Postmodernis m** | | | | | | | | | | | | | | | | | | | | | | | |
| A critical introduction to the study of literature from postmodern perspectives. | | | | | | | | | * The novelty and usefulness of postmodern approaches to literature (C2) and (C3) * The representation of identity, time and memory in literature (C2) and (C4) | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 15 | | | | | | | | 15 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| **TOTAL** | | | | | | | | | | **68** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 Assignment | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | | X | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Aristophanes (1930). *The Acharnians, The Clouds, The Knights and The Wasps*. London: William Heinemann Ltd.      1. Benjamin, W. (2007). The Image of Proust. In *Illuminations.* New York: Schocken Books.      1. Deleuze, G. (2000). *Proust and Signs*. Minneapolis: University of Minnesota Press.      1. Derrida, J. (1980). The Law of Genre. *Critical Inquiry*, 7 (1).      1. Desani, G.V. (1986). *All About H. Hatter*. New York: New York Review Books.      1. Descombes, V. (1992). Proust: Philosophy of the Novel. Stanford: SUP.      1. Eagleton, T. (2012). *The Event of Literature*. London: Yale University Press.      1. Freydberg, B. (2008). *Philosophy and Comedy: Aristophanes, Logos and Eros*. Bloomington and Indianapolis: Indiana University Press.      1. Nussbaum, M. (2001). *The Fragility of Goodness*. Cambridge: Cambridge University Press.      1. Proust, M. (1996). *Swann’s Way*. London: Vintage UK.      1. Rudrum, D. (2006). *Literature and Philosophy*, New York: Palgrave Macmillan.      1. Rudrum, S. (2013). *Stanley Cavell and the Claim of Literature*. Baltimore: John Hopkins University Press.      1. Sartre, J. (1988). “*What is Literature?” and Other Essays*. Massachusets: HUP. (Pages 21-45).      1. Sartre, J. (1989). *No Exit and Three Other Plays*. London: Vintage.      1. Sartre, J. (2018). *The Wall*. London: Calder Publications.      1. Sophocles (1984). *Three Theban Plays.* New York: Penguin. | | | | | | | | | | | | | | | | | | | | |
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| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | LITERATURE AND SEXUALITY | | | | | | | | | | | | | | | | |
| **Course Code: ENG312** | | | | | | | | | **Course Instructor:** Gayathri Prabhu | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** 5 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course serves to introduce students to more contemporary debates around sexuality and literary form. Different waves of feminism have deeply impacted notions of citizenship in the world and India. Through using both primary and secondary texts, students will be trained to locate their arguments within the history of both literary genre, especially as it intersects with emerging areas of concern around gender justice. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To interpret primary texts as complex sources. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To identify and locate how positions around gender justice have evolved over time. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To articulate the relationship of identity politcs and discourses around sexuality. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | x |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introducing the idea of sexuality as integral to literary studies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the diversity of approaches of literary texts to sexuality | | | | | | | | | | * Modes of criticism of key theoretical texts * Relationship of feminist criticism and sexuality study | | | | | | | | | | | | | 12 | | |
| **Unit 2:** Key literary writers | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writers of sexuality in their historical backgrounds | | | | | | | | | | * Introduction to varied genres and identity-orientations * Modern and premodern narratives of gender and sexuality | | | | | | | | | | | | | 12 | | |
| **Unit 3:** Application to contemporary social discourses | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ongoing debates around legal and media norms around gender justice | | | | | | | | | | * Relationship of literature to legal and media forms * Scholarship on gender and popular culture | | | | | | | | | | | | | 12 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Lorde, Audrey, *Sister Outsider*, Crossing Press, 1984 2. Srivastava, Sanjay. *Sexuality Studies*, Oxford University Press, 2013 3. Fausto-Sterling, *Sexing the Body*, Basic Books, 2020 4. Sedgwick,Eve, *Epistemology of the Closet*, University of California Press, 2008 5. Keshavamurthy, Kiran, *Beyond Desire*, Oxford University Press, 2016 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Reading Film | | | | | | | | | | | | | | | | |
| **Course Code: ENG313** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** Third Year, Semester 5 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course introduces the participants to the analysis of films. The course looks at the ways in which films generate meaning and affect, and operate and contribute to the web of discourses that constitute the world around us. The course also introduces the students to important film movements, their ideologies and its influence on the praxis. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Illustrate the operation of filmic grammar | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Identify important film movements, their personnel, and ideology. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Apply the methodologies to a given set of data. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | X | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The grammar of film** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The cinematic techniques | | | | | | | | | | * Classify the various components of a filmic frame. (CO1) * Demonstrate the meaning and affect generating means of the techniques (CO1) * Analyse a given text for the techniques and their meaning. (CO3) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Film movements, agenda, and personalities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Select key texts from film movements across the world | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts of film movements from across the world (CO2) * Analyse the filmic text for how to correspond to ideology (CO1, CO2, CO3) | | | | | | | | | | | | | 24 | | |
| **Unit 3: Reviewing Film** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extracts of films | | | | | | | | | | * Analyse the given text for their techniques and ideology (CO1, CO2, CO3) | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | 6 | | | | | | | | 10 | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 18 | | | | | | | | 36 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | | | | | | | | | | | | | | | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. James Monaco, The language of film: signs and syntax, in *How to Read a Film: The World of Movies, Media and Mulltimedia*, pp.152-227. 2. Dziga Vertov – WE: Variant of a Manifesto (USSR, 1922) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 3. Sergei Eisenstein – The Method of Making Workers’ Films (USSR, 1925) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 4. Satyajit Ray – What is Wrong with Indian Films (India, 1948) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 5. Roberto Rossellini, Bernando Bertolucci, Tinto Brass et al. – Manifesto (Italy, 1965) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 6. Francois Truffaut – A Certain Tendency in French Cinema (France, 1954) 7. Maya Deren – A Statement of Principles (USA, 1961) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 8. Glauber Rocha – The Aesthetics of Hunger (Brazil 1965) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 9. Arun Kaul and Mrinal Sen - Manifesto of the New Cinema Movement (India, 1968) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 10. Fernando Solanos and Octavio Getino – Towards a Third Cinema: Notes and Experiences for the Development of a Cinema of Liberation in the Third World (Argentina, 1969) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 11. Jean-Luc Godard – What is to be Done? (France, 1970) 12. Claire Johnston – Women’s Cinema as Counter Cinema (UK, 1974) in Scott MacKenzie (ed.) *Film Manifestos and Global Cinema Cultures: A Critical Anthology.* Berkeley, Los Angeles and London: University of California Press, 2014. 13. Mukul Kesavan, Cine Qua Non: An Undergraduate History of Hindi Cinema, in *The Ugliness of Indian Male and Other Propositions,* Ranikhet: Permanent Black, 2008, pp.9-18. 14. Ravi Vasudevan, The Contemporary Film Industry II in *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*, Ranikhet: Permanent Black, 2010, pp.362-397. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | LITERARY MODERNITY | | | | | | | | | | | | | | | | |
| **Course Code: ENG314** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** BA III SEMESTER V | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course discusses the role of literature in the emergence of modernity. There are numerous, shifting definitions of both these terms, and the historical periods involved. This flux of terms also impacts literary form. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To evaluate the relationship of primary texts to a given historical moment. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To debate how literature is represented through material, textual and visual cultures | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To apply perspectives from literary studies on modernity to diverse aesthetic media. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to modernity | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the emergence of the modern world | | | | | | | | | | * Historical and conceptual background of the modern * Isolating narrative forms | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Introduction to literary modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary writers in their historical periods | | | | | | | | | | * Introduction to evolving modernist genres * Literature in the twentieth century | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Key literary concepts | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of diverse forms such as the modernism and post-modernism | | | | | | | | | | * Canonical modernist texts * Scholarship on genre, form and voice | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Baudeleire, Charles. The Painter of Modern Life and Other Essays (Phaidon Press, 1859)  2. Woolf, Virginia. *Mrs. Dalloway*. (Penguin, 1992)  3. Pirandello, Luigi. *Six Characters in Search of an Author* (Bloomsbury, 2015)  4. Chughtai, Ismat. *The Quilt and other Stories* (Penguin, 2011)  5. Childs, Peter. *Modernism* (Routledge, 2013) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Translation Studies | | | | | | | | | | | | | | | | |
| **Course Code: ENG315** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** Third Year, Semester 5 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Study of translation is a crucial component of appraising literature, and its significance has only increased with globalization and the attendant movement of literary goods and capital. The course endeavours to enable the participants to critically engage with translations across time and space. This course has three parts. While the first part historically situates the core questions in translation through a reading of early figures in the figure of Translation Studies, the second part is an invitation to consider the ideological issues involved in translation. The third unit consists of hands on translation of texts and discussion of the central issues involved.  The course has the following objectives:   * Look at the practice of translation historically. * Illustrate the ideological aspects of translation * Provide hands-on training to students to think about the act of translation. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to translation | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | apply the approaches to a given set of data | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | design translation projects of one’s own | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | X | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Literature before World Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Traditional questions in translation | | | | | | | | | | * Define core concepts of translation studies(CO1) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Translation and Ideology** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recent interventions in translation studies | | | | | | | | | | * Identify the important concepts in the intersections of translation studies and cultural theory | | | | | | | | | | | | | 18 | | |
| **Unit 3: Case Studies** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Translation assignment | | | | | | | | | | * Apply the approaches of Unit 1 and 2 to a given data (CO2) * Design translation projects (CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | x | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Selections from Lawrence Venuti (ed.) *The Translation Studies Reader* (London and New York: Routledge, 2000).  Selections from Joseph F Graham (ed.) *Difference in Translation* (Ithaca and London: Cornell University Press, 1985)  Selections from Susan Basnett and Harish Trivedi (eds.) *Post-Colonial Translation* (London and New York: Routledge, 1998)*.*  Selections from Mona Baker (ed.) *Critical Readings in Translation Studies* (London and New York: Routledge 2010) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Studies in the Novel | | | | | | | | | | | | | | | | |
| **Course Code: ENG316** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** BA III, Semester V | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at developing a critical understanding of the narrative universe of the literary form- the novel. Deviating from both the conventional literary approaches which sees the novel only as an aesthetic narrative artefact and the more recent ‘socio-historical’ approaches which often see the novel as a social or historical document, this course through the reading of a few novels and scholarly articles would seek possibilities to see the novel narrative itself as social and historical act. The suggested novels will be read alongside the scholarly essays in order to understand various methodological approaches towards the literary form of the novel. As a classroom exercise, emphasis will also be given in exploring the validity of these ideas in dealing with some of the issues contemporary world face. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will develop specific reading skills to engage critically with the narrative world of the novel. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would acquire the ability to think and critically reflect about the historicity of the novel. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to think of the distinction between literary writings and non-literary writings in newer ways. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | x |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to literature: what is literature? How to study it? | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to the emergence of the Novel | | | | | | | | | | * Explain in detail what forms the discursive unit called the novel. (c1) * Discuss various critical approaches to the study novel as a socially produced entity. (C1) | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Introduction to various novel forms: what are the different forms of the novel? How are they formed? | | | | | | | | | | | | | | | | | | | | | | | | | |
| Various forms of the novel | | | | | | | | | | 1. Introduce various forms of novels such as early European Novel and nineteenth century novel. (C1) 2. Explain their differences in terms of the style of writing (C2) | | | | | | | | | | | | | 15 | | |
| **Unit 3:** History of the novel: Studying the novel historically. Various ways of doing that. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Novel and its History | | | | | | | | | | Explain various ways of studying novel historically.(C3)   1. Explain the socio-political aspects of novel in its own terms. (C4) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Kumar, Udaya. *Writing the First Person: Literature, History and Autobiography in Modern Kerala*. Raniket: Permanent Black, 2016.   I2. Bhattacharjee, Baidik, Sambudha Sen. Eds. *Novel Formations: The Indian Beginnings of a European Genre*, 135-65. Raniket: Permanent Black, 2019.  3. Ramakrishnan, E.V. Ed. *Narrating India: The Novel in Search of the Nation.* New Delhi: Sahitya Akademi, 2005.  4. McKeon, Michael. *The Origins of English Novel 1600-1740*, 1-24. Maryland: John Hopkins University Press, 1988 (1987).  5. Bakhtin, M.M. In The Dialogic Imagination: Four Essays by M.M. Bakhtin edited by Michael Holquist. New Delhi: Pinnacle Learning, 1981. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Development and Sustainability | | | | | | | | | | | | | | | | |
| **Course Code: SOC 311** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** Third Year, Semester V | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will adopt a multidisciplinary perspective and explore “development and sustainability” across the globe. In particular the course will focus on the intersections between poverty, migration, gender, health and foreign aid to offer a holistic understanding of development and sustainability. The course will focus on the following:  - Understand development and sustainability from a global framework  - Focus on the “third world” theoretical paradigm  - Examine development and sustainability with a special focus on India | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to explain development and sustainability from a global perspective | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to discuss the impact of foreign aid on third world countries | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to identify policies related to development and sustainability | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Development and Sustainability** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on development and sustainability as societies have transitioned from traditional to modern | | | | | | | | | | * Understand the meanings associated with development and sustainability | | | | | | | | | | | | | 12 | | |
| **Unit 2: Theories of Development and Sustainability** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discuss the major theoretical debates | | | | | | | | | | * Highlight the main theories that have shaped the development and sustainable discourse | | | | | | | | | | | | | 12 | | |
| **Unit 3: UN SDGs and India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on issues of India and understand and the significance of UN SDGs | | | | | | | | | | * Explain UN SDGs * Identify main development and sustainable issues related to India | | | | | | | | | | | | | 21 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 7 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **53** | | | | | | | | **107** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Emile Durkheim (1893): The Division of Labour in Society.  W.W.Rostow (1960): The stages of economic growth.  Amartya Sen and Jean Dreze (1999): Development as Freedom.  Andre Gunder Frank (1981): Crisis: In the Third World.  Jeffrey Sachs (2005): The end of poverty: Economic Possibilities of our time | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Economy and Society | | | | | | | | | | | | | | | | |
| **Course Code: SOC 312** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** Third Year, Semester V | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The main aim of this course is to examine the link between economic and social relations. Against the backdrop of neoliberalism, this course will adopt a sociological lens and analyse how the market and the state act as key players in shaping both the economy and society: The main objectives of the course are:   * Understand the core concepts of economic sociology * Identify the nexus between global economies and how that results in development of a neo-liberal society * Analyse the Indian economy and its issues from a sociological lens | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Discuss the link between economy and society | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Argue and frame global policies for economies across the world | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Analyse the main theories of economic sociology | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Theoretical Perspectives** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on the main theoretical frameworks analysing the link between the economy and the society | | | | | | | | | | * Basic concepts and debates associated with economic sociology | | | | | | | | | | | | | 15 | | |
| **Unit 2: Global Narratives** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adopt a global perspective and highlight how the economy and society are interlinked | | | | | | | | | | * Global case studies | | | | | | | | | | | | | 15 | | |
| **Unit 3: Economy and Society: An Indian perspective** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand how economic policies shape the Indian society | | | | | | | | | | * Policies and economic issues * Intersections between economic decisions and transformation of Indian society | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **55** | | | | | | | | **115** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Max Weber (1980): Economy and Society, University of California Press  Max Weber (1905): The Protestant Ethic and The Spirit of Capitalism  Pierre Bourdieu (2005): The principles of Economic Anthropology  Smelser Neil J and Richard Swedberg (eds) (2005). The Handbook of Economic Sociology. Princeton: Princeton University Press. (Chap 6, 11, 13, 16, 20, 23, 28, 29).  Breman Jan (2013) At Work in the Informal Economy of India. A perspective from bottom up. New Delhi: Oxford University Press. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Media, Society and Representation | | | | | | | | | | | | | | | |
| **Course Code: SOC313** | | | | | | | | **Course Instructor: Ketaki Chowkhani** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** Third Year, Semester V | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | Drawing on a multi-disciplinary study of media and society, the course introduces students to scholarly engagement with various media texts, including television, advertising, cinema, documentary, print media, wedding videos, radio, billboards and matrimonial websites. With the inclusion of readings on billboards, wedding videos and matrimonial websites, the course seeks to situate the study of media within the larger sphere of visual culture. Exploring theoretical perspectives on representation, the course examines representation of gender, the subaltern, the local and the national in diverse media texts. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to outline the theoretical perspectives on media and representation | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to explain the relationship between media and society in India | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to critically analyse different forms of representation in media texts | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Theoretical Perspectives on Me dia, Representation and Visual Culture** | | | | | | | | | | | | | | | | | | | | | | | |
| Theories of representation and visual culture. | | | | | | | | |  Development of theory of representation (C1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Development of different Forms of Media in India** | | | | | | | | | | | | | | | | | | | | | | | |
| Development of different forms of media in India like TV, radio. | | | | | | | | |  Examples of how radio, TV, broadcasting, documentaries  developed in India. (C2) | | | | | | | | | | | | 20 | | |
| **Unit 3: Representation in Different Forms of Media in India** | | | | | | | | | | | | | | | | | | | | | | | |
| Representation in different forms of media in India | | | | | | | | |  Examples of representation of gender, caste, marriage. (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | | CO 3 | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | | X | | |  | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Hall, Stuart. Ed. 1997. “The Work of Representation” in *Representation: Cultural Representations and Signifying Practices.* London, Sage Publications pp: 15-62.  Ghosh, Shohini. 2008. “The Troubled Existence of Sex and Sexuality:  Feminists Engage with Censorship.” In Women’s Studies in India. Mary John Ed. New Delhi: Penguin, pp: 566-573.  Rajagopal, Arvind. 2015. “Postcolonial Visual Culture: Arguments from India”. In Chin-Chuan Lee Ed. *Internationalizing ‘International Communication’.* University of Michigan Press.  Jeffrey, Robin. 2006. “The Mahatma didn’t like the movies and why it matters: Indian Broadcasting Policy, 1920s-1990s.” *Global Media and Communication*. Volume 2(2): 204–224.  Roy, Srirupa. 2003. “Moving Pictures: The Postcolonial State and Visual  Representations of India”. In Sumathi Ramaswamy Ed. *Beyond Appearances: Visual Practices and Ideologies in Modern India.* New Delhi: Sage Publication.  Mazzarella, William. 2003. *Shoveling Smoke: Advertising and Globalization in Contemporary India.* Durham: Duke University Press, pp: 59-78.  Kumar, Shanti. 2004. “Inside the Home Theatre. The Hyper-real World of Television in India”. *South Asian Popular Culture*. 2(2): 127-144.  Vohra, Paromita. 2011. 'Dotting the I: The Politics of Self-less-ness in Indian Documentary Practice', *South Asian Popular Culture*, 9(1): 43- 53.  Screening of Paromita Vohra’s documentary *Unlimited Girls.*  Moorti, Sujata. 2004. “Fashioning a Cosmopolitan Tamil Identity: Game Shows, Commodities and Cultural Identity.” *Media, Culture & Society.* 26(4): 549- 567.  Chemmencheri, Sudheesh Ramapurath. 2015. “Subaltern Struggles and the Global Media in Koodankulam and Kashmir” *South Asia: Journal of South Asian Studies*, 38(2): 187-199. | | | | | | | | | | | | | | | | | | | | |
|  | | | Abraham, Janaki. 2011. “Weddings and Videos: Representing Conjugality in Contemporary Kerala”. *Intimate Others: Marriage and Sexualities in India.*  Kolkata: Stree, pp: 265-285.  Bathla, Sonia.2008. “Gender Construction in the News Media”. In *Women’s Studies in India.* New Delhi: Penguin, pp: 620-627.  Choudhary, Maitreyee. 2000. “‘Feminism’ in Print Media” *Indian Journal of Gender Studies.* (7): 263- 289.  Titzmann, Fritzi-Marie. 2011. “Matchmaking 2.0: The Representation of Women and Female Agency in the Indian Online Matrimonial Market”.  *Internationales Asienforum,* 42 ( 3-4): 239–256.  Gerritsen, Roos. 2015. “Chennai Beautiful: Shifting Urban Landscapes and the  Politics of Spectacle”. In Christiane Brodius, Sumathi Ramaswamy and  Yousuf Saeed Ed. *Visual Homes, Image Worlds.* New Delhi: Yoda Press.  Hood, John W. 2011. “Indian Muslims and Indian Films: Some Observations of Contemporary Indian Art Cinema”. In Ather Farouqui Ed. *Muslims and Media Images.* New Delhi, Oxford University Press.  Ghosh, Shohini. 2000. “Hum Aapke Hain Koun...!: Pluralizing Pleasures of Viewership”. *Social Scientist*. 28(3/4): 83-90. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Health, Inequality and Society |
| **Course Code: SOC314** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2019-2020 | **Semester:** Third Year, Semester V |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | Adopting an interdisciplinary perspective, this course will draw from Sociology of Health and Illness scholarship to examine the intersections between health, inequality and society. The course will begin by discussions on the major theoretical perspectives and then move on to more contemporary debates on HIV, bioethics, organ trafficking, market based care and globalization of healthcare. Ethnographic narratives of various scholars will be an integral component of this course and for the final term paper, students will be encouraged to conduct their own field work as well. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically analyse various theoretical perspectives in the discipline of Sociology of Health and Illness * Students will be able to apply their knowledge and conduct fieldwork related to health issues in different parts of India * Students will be able to compare various health case studies across the globe * By focusing on both theory and ethnographic accounts, students will be able to adopt a theoretical and a data driven lens to interpret health policies |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Understanding of Sociology of Health and Illness as a branch of Sociology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major debates of the discipline | | | | | | | |  Explain the relevance and significance of social determinants of health (C1) | | | | | | | | | | | | | | 10 | | |
| **Unit 2:**  **Theoretical perspectives within Sociology of Health and Illness** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories in Sociology of Health and Illness | | | | | | | |  Explain the theoretical perspective(C1)  Institutional Healthcare (C2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Field based narratives and ethnographic accounts** | | | | | | | | | | | | | | | | | | | | | | | | |
| Give examples of various case studies | | | | | | | | * Explain the intersections between inequality and health (C3) * Explain policy formulation in healthcare (C2) and (C3) * Technology and healthcare (C3) | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Current health debates with a special focus on India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Bridge the gap between theory and empirical data | | | | | | | |  Explain how to draw from different theoretical models to understand empirical data (C3) and (C4) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Sujatha, V. (2014). Health, Medicine and the Social Sciences. pp: 1-42  Sujatha, V. (2014). Health, Medicine and the Social Sciences. pp: 1-42  Porter, D. (1999). Introduction and population, health and morality in the pre-modern states. pp: 1-46  Pati, B and Harrison, M. (2011). Social history of health and medicine: Colonial India. pp: 1-15  Turner, B. (2004). Health, Risk and Globalization. In The New Medical Sociology. (pp. 230-269).New York: W.W. Norton and Company  V. Sujatha. (2014). Explaining Health, Illness and Society: Theoretical Approaches. pp:42-110  White, K. (2009). Foucault and the Sociology of Medical Knowledge. Pp: 119-131  Goffman, E. (1961). Asylum and Total institutions. Pp: 1-12  Weiss, M. (2002). The immigrating body. Pp 93-110  Holland, J., et al, (1990). AIDS: From panic stations to power relations sociological perspectives and problems. *Sociology, 24*(3): 499-518  Klinenberg, E. (2002). Bodies that don’t matter: Death and Dereliction in Chicago. Pp: 121-136  Annandale. C. (1988). How Midwives Accomplish Natural Birth: Managing Risk and Balancing Expectations. *Social Problems, 35*(2): 95-110  Ganguly, R. (2010) Secondary Gains from Cross-Cultural Health Encounters: Stories from a Somali Clinic in the USA. In Health, Illness and Medicine edited by A.Mishra. (pp. 101-125). New Delhi: Orient Blackswan. |
|  | Mishra, A. (2010). Deconstructing “Self-Care” in Biomedical and Public Health Discourses. In Health, Illness and Medicine edited by A.Mishra. (pp. 75-100). New Delhi: Orient Blackswan  Batra, S. (2010). The role of Family in Organ Transplantation. In Health, Illness and Medicine edited by A.Mishra. (pp. 278-297) |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Empire and Nation in India | | | | | | | | | | | | | | | |
| **Course Code:** HIS 311 | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** Third Year, Semester 5 | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course provides a thematically based overview of writings on history and society of India from the beginning of the eighteenth-century to the making of the republic in 1950. It seeks to highlight the impact of colonial empire on modern India. It unpacks standard narratives about nationalism, colonialism and popular culture in modern India, mainly through historical perspectives. This engagement is expected to enable learners to comprehend various aspects of social and political discourses that emerged in the modern period. It would discuss the impact of colonial ideas on gender, caste, culture, race and tribe that has crucially shaped the discussions on modern India. It has led to the constitution of new social and political norms that has deeply affected patterns of consumption of culture in contemporary times. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will gain insights about the crucial connections between colonialism, political power and sociocultural changes in India. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to critically outline history of modern India. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to discuss the social churning on questions of tradition, politics, culture, social reform, etc. during the colonial period | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and the Knowledge  production in Colonial India | | | | | | | | | * Explain the significance of colonial knowledge production. * Critically evaluate the consequences of British colonialism, both within and beyond colonial period. (C1) and (C2) | | | | | | | | | | | | 5 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and Social Identity | | | | | | | | | * Explain with various examples (C3) * Importance of Identity in colonial discourses. (C3) | | | | | | | | | | | | 20 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and Public Health | | | | | | | | | * Explain the impact of colonialism on public health in the 19th and 20th centuries. (C1) * Evaluate the role played by colonial discourse on health on colonial India (C2) | | | | | | | | | | | | 10 | | |
| **Unit 4:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism, Culture and Nationalism | | | | | | | | | * Outline the contribution of cultural discourse to modern India. (C1), (C2), (C3) * Explain the debate (C3) | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | |  | | | | | |
| Seminar | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| **TOTAL** | | | | | | | | | |  | | | | | | | |  | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | Sessional examination **1** | | | | | | | | |
| Assignments/presentations: **Assignments 3 and**  **Presentation 1** | | | | | | | | | | | | | | | End semester examination **Term Paper** | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Bernard Cohn, Command of language and language of command, In *Colonialism and Its Forms of Knowledge*: *The British in India*, Princeton University Press.    Edward Said, Chapter 3. ‘Orientalism Now’, *Orientalism* 1979 (pp.201225).    Tayyab Mahmud, “Colonialism and Modern Constructions of Race: A Preliminary Inquiry”, U. MIAMI Law REV. 1219 (1999).    Kaushik Roy, “The Construction of Regiments in the Indian Army: 1859–1913”, *War in History*, *Vol. 8, No. 2 (April 2001)*, pp. 127-148.    Romila Thapar, The Theory of Aryan Race and India: History and Politics, *Social Scientist*, Jan. - Mar., 1996, Vol. 24, No. 1/3 (Jan. - Mar., 1996), pp. 3-29.    Duncan McDuie-Ra, Introduction: ‘Let’s Stop Pretending There’s No Racism in India, In *Debating Race in Contemporary India*. | | | | | | | | | | | | | | | | | | | | |
|  | | | Dipankar Gupta, Caste, Race, Politics, In *Seminar* Journal, December 2001.    Sumit Guha, Lower Strata, Older Races, and Aboriginal Peoples: Racial Anthropology and Mythical History Past and Present, The Journal of Asian Studies, May, 1998, Vol. 57, No. 2 (May, 1998), pp. 423-441.  Prathama Bannerjee, “Writing the Adivasi: Some historiographical notes” *The Indian Economic and Social History Review, 53, 1* (2016): 1–23.    Bisvamoy Pati and Mark Harrison, Chapter 1. Social history of health and medicine: Colonial India, *The Social History of Health and Medicine in Colonial India*, Routledge, 2009.    Projit Bihari Mukharji, Chapter 3. Contagious Nationalism: Contagion and the Actualization of the Nation, *Nationalizing the Body: The Medical Market, Print and Daktari Medicine,* Anthem Press, 2009.    Partha Chatterjee, Colonialism, Nationalism, and Colonialized Women: The Contest in India, American Ethnologist, Nov., 1989, Vol. 16, No. 4 (Nov., 1989), pp. 622-633.    Sumit Sarkar, The Women’s Question in Nineteenth Century Bengal, In Kumkum Sangari and Sudesh Vaid (ed.), *Women and Culture*, Bombay, 1994, pp. 103-112.  Sharmila Rege, Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, Economic and Political Weekly , Oct. 31 - Nov. 6, 1998, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998), pp. WS39-WS46.    Gyan Pandey, Chapter 7, Nationalism versus Communalism, In *Construction of Communalism in Colonial North India*, Oxford University Press, 1990.    Janaki Bakhle, Two Men and Music: Nationalism in the Making of an Indian Classical Tradition, Oxfor University Press. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | The Global Career of Nationalism | | | | | | | | | | | | | | | |
| **Course Code: HIS312** | | | | | | | | **Course Instructor: RANJANA SAHA** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019 - 2020 | | | | | | | | **Semester:** Third Year, Semester V | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims to bring together select writings on nations, nationalisms and national identities from across the globe. We will begin with a general discussion of nation and nationalism followed by key concepts. Throughout this course we will address one central question ‘what is a nation?’ while engaging with various theories of nationalism. History bears witness to the fact that humans have formed different kinds of groups, including one called the nation. Nationalism is a set of beliefs varying from one group to another but which ultimately demands that forming and defending a nation is a worthy goal. Millions of people have also died in wars defending their ideas of the nation, including the World Wars I and II. An interdisciplinary approach to the key concepts like nation, ‘race’, eugenics, gender, language, and memory, among others, will be taken in order to add greater clarity to our discussions. We will also engage with various specific themes of nation-building. For example, in case of India, the socio-political role of women as ‘Mother India’ in the very making of the nation will be explored in detail.    Objectives:     1. This course has been organised thematically in order to familiarise students with significant concepts and theories of nations and nationalism from across the globe. 2. They will engage with both primary and secondary sources. 3. It will particularly enable students to understand, compare and evaluate the intimate correlations between ‘race’, gender, nation and empire. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | The course will enable students to explain the connections between the key concepts in the study of nation and nationalism in India and across the globe. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to apply their critical analysis of the evolution of theories about ‘race’, gender, eugenics, nations and nationalism in primary sources as well as current secondary sources in their various writings. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | In particular, students will be able evaluate, relate and discuss different works to build and develop their own creative ideas in the course of their writings. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | Students will be able to compare and contrast ideas about nation, nationalism, orientalism and empire from interdisciplinary perspectives. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 |  | X |  | | X | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Key Concepts:** | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Key concepts of ‘Race’, Gender, Eugenics, Motherhood, ‘Mothercraft’, Orientalism,  Nationalism, Nation and Empire | | | | | | | | |  Connections between key concepts from scholars from  various disciplines (C1, C4) | | | | | | | | | | | | 20 | | |
| **Unit 2: Theorising Nation and Nationalism** | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories Nation and Nationalism | | | | | | | | |  Concepts and theories about making of nation and nationalism  (C1, C2) | | | | | | | | | | | | 10 | | |
| **Unit 3: Theorising the Indian Nation: ‘ Race’ / Gender / Class / Caste / Community / Age** | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the making of the Indian nation, including a close reading of ‘Mother India’ | | | | | | | | |  Understanding, explaining and applying key concepts as well as theories of nation and nationalism in the context of Indian nationbuilding (C1, C2, C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | | X | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Hans Kohn, *Nationalism Its Meaning and History* An Anvil Original under the general editorship of Louis L. Snyder Malabar, Florida: Robert E. Krieger Company, 1965 revised ed., pp. 1-37  Hans Kohn, *The Idea of Nationalism* *A Study in its Origins and Background,* New York: The Macmillan Company, 1944.  Craig Calhoun, Introduction in Hans Kohn, *The Idea of Nationalism* *A Study in Its Origins and Background* With an Introduction by Craig Calhoun. New York: Routledge, ed. 2017, first ed. 1944.  John Merriman, *A History of Modern Europe: From the Renaissance to the Present* New York: W. W. Norton & Company, 2010 3rd ed., first ed 1996  N. Hudson, ‘From “nation” to “race”: The origin of racial classification in eighteenth-century thought’, *Eighteenth-Century Studies*, Volume 29, 1996, pp.247-64  Mary Louise Pratt, *Imperial Eyes Travel Writing and Transculturation* New York: Routledge, 1992; this edition was published in the Taylor & Francis e-Library, 2008 second ed, Read only pp. 24-36.  Meena Radhakrishna, ‘Of Apes and Ancestors: Evolutionary Science and Colonial Ethnography’, *The Indian Historical Review*, vol. XXXIII, no. 1, 2006, pp. 1-23. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | **METHODS IN HISTORICAL STUDIES** | | | | | | | | | | | | | | | | |
| **Course Code: HIS313** | | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | | **Semester:** V | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course is designed to understand the discipline of history from a broader methodical point of view. The course discusses important concepts associated with historical writings. It also highlights what the discipline of history is all about and further probe into the debates surrounding the subject. It will explore central constituents of historical thinking that include ideas about context and causation, methods of historical analysis, issues of truth and objectivity, and conflicting interpretations. The course would focus on developing skills pertaining to conducting historical research such as locating, utilizing, and evaluating different historical sources. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to identify and evaluate developments within historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to engage in the process of historical interpretation through analysis of documents. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Demonstrate the ability to compare and synthesize multiple historical interpretations. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | |  | ✔ | | ✔ | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | ✔ | ✔ | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | ✔ | |  | ✔ | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Development of the discipline of History**.** | | | | | | | | | | * Explain the evolution of history as a discipline in the modern period (C1). * It will critically reflect on important historical concepts that shaped the development of history as a discipline. (C2) | | | | | | | | | | | | | 15 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sources and its significance to the discipline | | | | | | | | | | * Demonstrate the ability to conduct research, including competency in utilizing historical documents and evaluating different potential sources. * Assess the credibility of primary sources and its applicability to address an historical issue, problem, or interpretation.   (C2) AND (C3) | | | | | | | | | | | | | 15 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Historiography and Historical Thinking | | | | | | | | | | * To understand the complexity of historical explanation, including concepts of causation, contexts, truth, objectivity and individual agency. * Provide adequate understanding of the different philosophies and methods of historical practice.   (C1) and (C3) | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | Nil | | | | | | | | Nil | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Mid Term Exams | | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | | |
| Assignments/presentations: Assignments 3 and presentation 1 | | | | | | | | | | | | | | | | End semester examination Term paper submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | ✔ | | | | | ✔ | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | ✔ | | | | | ✔ | | ✔ | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | ✔ | | | | |  | | ✔ | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Bloch, Marc, The Historian’s Craft, Manchester University Press, 2004. 2. Carr, E. H., *What is History?* London: Penguin Books, 1961. 3. Burke, Peter, *Eye-witnessing: The Uses of Images as Historical Evidence*, 2001. 4. Dobson, M. and B. Ziemann (ed.), *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History*, 2008. 5. Hobsbawm, Eric, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45. 6. Thapar, Romila, *The Past Before Us* New Delhi: Permanent Black, 2013. 7. Salevouris, Michael J. and Furay, Conal, *The Methods and Skills of History: A Practical Guide*, John Wiley & Sons, 2016 8. Tosh, John, *Pursuit of History*: Aims, Methods, and New Directions in the Study of History, 2010. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | GLOBAL HISTORIES OF RACE, GENDER AND NATION | | | | | | | | | | | | | | | | |
| **Course Code: HIS314** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** BAIII, Semester V | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims to bring together select writings on nations, nationalisms and national identities from across the globe. We will begin with a general discussion of nation and nationalism followed by key concepts. Throughout this course we will address one central question ‘what is a nation?’ while engaging with various theories of nationalism. An interdisciplinary approach to the key concepts like nation, ‘race’, eugenics, gender, language, and memory, among others, will be taken in order to add greater clarity to our discussions. We will also engage with various specific themes of ‘race’, gender and nation-building.  \* This course has been organised thematically in order to familiarise students with significant concepts and theories of nations and nationalism from across the globe.  \* They will engage with both primary and secondary sources.  \* It will particularly enable students to understand, compare and evaluate the intimate correlations between ‘race’, gender, nation and empire. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | The course will enable students to explain the connections between the key concepts in the study of nation and nationalism | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to apply their critical analysis of the evolution of theories about ‘race’, gender, eugenics, nations and nationalism in primary sources as well as current secondary sources in their various writings. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | In particular, students will be able evaluate, relate and discuss different works to build and develop their own creative ideas in the course of their writings. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to compare and contrast ideas about nation, nationalism, orientalism and empire from interdisciplinary perspectives. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Key Concepts:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Key concepts of ‘Race’, Gender, Eugenics, Motherhood, ‘Mothercraft’, Orientalism, Nationalism, Nation and Empire | | | | | | | | | | * Connections between key concepts from scholars from various disciplines | | | | | | | | | | | | | 15 | | |
| **Unit 2: Theorising Race, Gender and Nation** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories on ‘race’, gender, nation and nationalism | | | | | | | | | | * Concepts and theories about making of race, gender, nation and nationalism | | | | | | | | | | | | | 15 | | |
| **Unit 3: *Mother India*: A Public Health Document?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the making of the Indian nation, including a close reading of ‘Mother India’ | | | | | | | | | | * Understanding, explaining and applying key concepts as well as theories of nation and nationalism in the context of Indian nation-building | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Peter Robb ed. *The Concept of Race in South Asia* Oxford: Oxford University Press, 1995 2. Edward Said, *Orientalism*, Vintage Books, 1979, reprint of Pantheon Books edition 1978. 3. Thomas R. Trautmann, *Aryans and British India*, Berkley: University of California Press, 1997 4. Nira Yuval-Davis, Gender & Nation London: Sage, 1997. Introduction Theorizing Gender and Nation pp. 12-37 5. Sara Duff, ‘Babies of the Empire: Science, Nation and Truby King’s Mothercraft in Early Twentieth-Century South Africa’ in Shirleene Robinson and Simon Sleight*, Children, Childhood and Youth in the British World* New York: Palgrave Macmillan 2016 pp. 59-73 6. Rima D. Apple,*Mothers and Medicine A Social History of Infant Feeding, 1890-1950* Madison: The University of Wisconsin Press, 1987 Part III Scientific Motherhood pp. 95-132 7. Milton Lewis, ‘The Problem of Infant Feeding: The Australian Experience from the Mid Nineteenth Century to the 1920s’, *Journal of the History of Medicine and Allied Sciences*, vol.35, no. 2, 1980, pp. 174-187. 8. Katharina Rowald,Johanna Haarer and Frederic Truby King: When is a Babycare Manual an Instrument of National Socialism?’, *German History* Vol. 31, No. 2, pp. 181–203 9. Eric Hobsbawm, ‘Introduction: Inventing Traditions’ and ‘Mass-Producing Traditions: Europe 1870-1914’ in Eric Hobsbawm and Terence Ranger, *The Invention of Tradition* Cambridge, Cambridge University Press, 1983, pp. 1-14, pp. 263 – 307 10. Anderson, Benedict, *Imagined communities Reflections on the origin and spread of nationalism*, London, Verso, 2006, first ed. 1983. 11. Ernest Gellner *Nations and Nationalism* Ithaca: Cornell University Press 1983 12. George L. Mosse, *Nationalism and Sexuality. Middle-Class Morality and Sexual Norms in Modern Europe* Madison: University of Wisconsin Press, 1985 [ especially chapters 1, 2 and 5] 13. Partha Chatterjee, ‘The Nationalist Resolution of the Women’s Question’ in Kumkum Sangari and Sudesh Vaid eds, *Recasting Women. Essays in Colonial History* New Delhi: Kali for Women, 1989, pp. 233-253. 14. Tanika Sarkar, ‘Rhetoric Against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife’, *Economic & Political Weekly*, vol. 28, no. 36, 1993, pp. 1869-1878. 15. Ishita Pande, *Medicine, Race and Liberalism in British Bengal Symptoms of Empire* London: Routledge, 2010. 16. Mrinalini Sinha ed. *Mother India* by Katherine Mayo. Edited with an Introduction by Mrinalini Sinha Ann Arbor: University of Michigan Press, 2000, 1998, pp. 137-151 mainly 17. Ramaswamy, Sumathi, *The Goddess and the Nation Mapping Mother India* Durham: Duke University Press, 2010, pp. 13-71 | | | | | | | | | | | | | | | | | | | | | |

SEMESTER VI

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Contemporary Literature | | | | | | | | | | | | | | | | |
| **Course Code: ENG321** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** Third Year, Semester 6 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims to acquaint the students with some of the latest literary experiments read contextually. The course deal with newer platforms of writing such as blogs, newer modes such as fan fictions, and newer forms of intermediality and transmediality that shapes the literature of the contemporary.  The course has the following objectives:   * Acquaint the students with contemporary forms of literature. * Read contemporary literature in the context of intersecting local and global concerns. * Equip the students with a vocabulary to discuss the contemporary formal experiments. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | recall important discussions with regard to contemporary formal possibilities in literature. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | explain contemporary formal experiments in literature. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | develop a site-specific approach to literature. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Formal innovations in contemporary literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Formal analysis of contemporary literature in print | | | | | | | | | | * Define core concepts of genological, morphological, and thematological analysis(CO1) * Identify formal innovations in contemporary literature (CO2) | | | | | | | | | | | | | 12 | | |
| **Unit 2: New Media and Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literature in non-print medium | | | | | | | | | | * Identify the important concepts in digital literary studies (CO2, CO3) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Intermediality** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literature at the intersection with mixed media | | | | | | | | | | * Core concepts of intermedia, transmedia and convergence (CO2) * Design transmedia projects (CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | x | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | The course will discuss new media such as blogs, fan forums as well as social media writing with relevant selections.  Some other indicative readings are as follows:  George Saunders, *Lincoln in the Bardo* (2017)  Deepak Unnikrishnan, *Temporary People* (2017)  Faiza Guene, *Kiffe Kiffe Tomorrow* (2004)  Mona Kareem, *Femme Ghosts* (2019)  Xialou Guo, *Twenty Fragments of a Ravenous Youth* (2008)  Orhan Pamuk, *The Museum of Innocence* (2008)  N. Katherine Hayles, *Electronic Literature: New Horizons for the Literary* (Notre Dame, Indiana: Indiana University Press, 2008)  Selections from N. Katherine Hayles and Jessica Pressman (eds.) *Comparative Textual Media: Transforming the Humanities in the Postprint Era* (Minneapolis and London: University of Minnesota Press, 2013)  Ray Siemens and Susan Schreibman (eds.) *A Companion to Digital Literary Studies* (Oxford: Wiley Blackwell, 2013) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | Drama |
| **Course Code: ENG 322** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** Third Year, Semester VI |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | This course aims at introducing the students, using an interdisciplinary approach, various aspects of the theatre such as the stage, direction and acting, and their evolution historically. It will also equip them to engage critically with the performing art of theatre in its own terms rather than merely reading and interpreting plays as literary texts. The course focuses primarily on the formation and evolution of European drama. It uses some of the foundational theoretical texts and modern European plays in order to arrive at a more informed knowledge on the relationship between the theatre and the emergence of the “pubic sphere” in Europe. The course will also have practical elements in it – students will have to participate in a compulsory three-day workshop in which the difference between theatre and cinema will be expounded. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to understand the constitution and historical evolution of European theatre. * Students will acquire an ability to critically analyze the performing art of theatre in its own terms. * Students will be able to understand the relationship between theatre and politics. * Students will be able to decide if Performance Studies could be a possible option for further studies. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introducing European Drama** | | | | | | | | | | | | | | | | | | | | | | | | |
| Historical formation of European Drama | | | | | | | |  Explain the emergence of Drama in the western context(C1) | | | | | | | | | | | | | | 5 | | |
| **Unit 2: Analysing Drama Texts** | | | | | | | | | | | | | | | | | | | | | | | | |
| Discussion of Major western drama | | | | | | | |  Discuss major dramas (C2)   Analyses of Drama texts (C2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Theatre and Politics** | | | | | | | | | | | | | | | | | | | | | | | | |
| Political Theatre | | | | | | | | * Explain what is political theare (C3) * Explain relation between politics and theatre (C3) | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Theatre and Performance Studies** | | | | | | | | | | | | | | | | | | | | | | | | |
| Performance Studies approaches | | | | | | | |  Explain how important theoretical developments in the field of Performance Studies can help to understand and appreciate drama critically. | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Boal, Augusto. (2008). *Theatre of the Oppressed*. London: Pluto Press. 2. Stanislavsky, Konstantin. (1989). *An Actor Prepares*. London: Taylor & Francis. 3. Williams, Raymond. (1991). *Drama in Performance.* London: Open University Press. 4. Ionesco, Eugene. (2001). Rhinoceros and Other Plays. Sydney: Turtle Books 5. Ibsen, Henrik. (2014). Doll’s House. Ne York: Lightning Source Inc. 6. Wild, Oscar. (2017). An Ideal Husband. California: Createspace Independent Publication. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | World Literatures | | | | | | | | | | | | | | | |
| **Course Code: ENG323** | | | | | | | | **Course Instructor: Dr. Mohamed Shafeeq** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** Third Year, Semester 6 | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course intends to familiarise the students with some of the important authors, works and movements in literature from World Literature. The course will also introduce the students to some of the important theories of World Literature defined as a field of study, and its methodologies, critically evaluate the approaches for their strengths and shortcomings, and illustrate the application of the theories to literature. The course will also provide a historical overview of the twentieth century in tandem with literature. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | classify, compare, and contrast various approaches to World Literature. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | apply the theories to the study of literature | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | identify broad qualifiers in world literary trends and movements. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  | x | | x | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | x |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: What is World Literature** | | | | | | | | | | | | | | | | | | | | | | | |
| Different approaches to studying Literature as World Literature | | | | | | | | | - Define World Literature (CO1)  - Review approaches to World Literature (CO1) | | | | | | | | | | | | 9 | | |
| **Unit 2: World Literature and World History** | | | | | | | | | | | | | | | | | | | | | | | |
| Connection between world historical events and literature | | | | | | | | |  Identify the connection between literary production and world historical aspects and apply the theories to illustrate the worldliness of literature (CO2) | | | | | | | | | | | | 21 | | |
| **Unit 3: Literary Movements** | | | | | | | | | | | | | | | | | | | | | | | |
| Important literary movements from across the world | | | | | | | | | * Familiarise with the major literary movements from across the world (CO3) * Identify and illustrate generic and stylistic trends of literature from various literary movements. (CO3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 10 | | | | | | | | 10 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 10 | | | | | | | | 10 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 6 | | | | | | | | 12 | | | | | |
| **TOTAL** | | | | | | | | | | **72** | | | | | | | | **122** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: Midterm examination. | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | x | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | | x | | x | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | | x | | x | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Franz Kafka, “Metamorphoses” (1915) 2. Jose Luis Borges, *Collected Ficciones* (1935, ‘41, ‘44, ‘49) 3. Albert Camus, *The Outsider* (1942) 4. Ivo Andric, *The Bridge on the Drina* (1945) 5. Tayeb Salih, *Season of Migration to the North* (1966) 6. Milan Kundera, *The Joke* (1967) 7. Gabriel Garcia Marquez, *One Hundred Years of Solitude* (1967) 8. Italo Calvino, *If on a Winter’s Night a Traveller* (1979) 9. Orhan Pamuk, *The White Castle* (1985) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA (Humanities)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | WORKSHOP IN CREATIVE WRITING | | | | | | | | | | | | | | | | |
| **Course Code: ENG324** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** VI | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This is practice-based course which seeks to create original work. It will be led by peer-feedback, in addition to mentorship by faculty. The idea is to create a nurturing, non-judgmental space that supports a diversity of expression in different genres. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To articulate the understanding of writing as process and form. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To collaborate with peers in producing work together. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To develop a full portfolio of original creative work that is on its way to publication. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | x | x | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Creative Writing as Process | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the choices of narrative form | | | | | | | | | | * Modes of close reading of genres * Critical reflection on narrative choices | | | | | | | | | | | | | 12 | | |
| **Unit 2:** Creative Writing as Form | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding choices of voice and rhetoric | | | | | | | | | | * Introduction to structure * Orienting to diverse audiences | | | | | | | | | | | | | 12 | | |
| **Unit 3:** Creative Writing as Feedback | | | | | | | | | | | | | | | | | | | | | | | | | |
| Editing and revising | | | | | | | | | | * Giving and receiving constructive criticism * Learning to frame a reflective essay on creative work | | | | | | | | | | | | | 12 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignment | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Atwood, Margaret, *On Writers and Writing*, Virago 2015  2. Pamuk, Orhan, *Naïve and Sentimental Novel*, Penguin 2012  3. Kundera, Milan, *The Art of Novel*, Faber and Faber, 2004  4. Lamott, Anne, *Bird by Bird: Some Instructions on Writing and Life*, 1995  5. Oliver, Mary, *A Poetry Handbook*, Mariner Books, 1995 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Literature and the Visual | | | | | | | | | | | | | | | | |
| **Course Code: ENG325** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** Third Year, Semester 6 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The literary and the visual are modes which follow its own structure and temporality. However, they also interact with each other. The intersections of the literary and the visual is the subject of this course. In this course the students will be introduced to the literary discourse on visual, the transcoding of the literary to the visual, and the convergence of the literary and the visual.  The course has the following the following broad objectives:   * Introduce the students to the literary discourse of the visual * Critically appraise the transcoding between the modes of the literary and the visual. * Equip the students to critically assess visual-literary materials | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | build a range of vocabulary to discuss the visual. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | appraise the transcoding between literary and visual. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | dissect the visual in its formal and thematic elements. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | x |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Literature on the Visual** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary discourse of the visual | | | | | | | | | | * Infer terms and strategies of describing the visual * Compose discourse on the visual (CO1) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Literature to the Visual** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual adaptations of the literary | | | | | | | | | | * Identify key debates on adaptation * Review the terms of adaptation for a given data (CO2) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Graphic Novels** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graphic novel as literature | | | | | | | | | | * Demonstrate the specificities of graphic novels. * Dissect the thematic and formal elements (CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **81** | | | | | | | | **141** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | x | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Oscar Wilde, *The Picture of Dorian Gray* (1890)  Virginia Woolf, *To the Lighthouse* (1927)  Margaret Atwood, *Cat’s Eye* (1988)  Orhan Pamuk, *My Name is Red* (1998)  Michael Frayn, *Headlong* (1999)  Donna Tartt, *The Goldfinch* (2013)  Percy Bysshe Shelley, “Ozymandias” (1818)  Robert Browning, “My Last Duchess” (1842)  Wystan Hugh Auden, “Musée des Beaux Arts” (1938)  Allen Ginsberg, “Cezanne’s Ports” (1950)  Anne Sexton, “The Starry Night” (1961)  Monica Youn, “Stealing the Scream” (2003)  Marjane Satrapi, *Persepolis* (2000)  Sarnath Banerjee, *Corridor* (2004)  Amruta Patil, *Kari* (2008)  The course will also read selections from Museum catalogues, manifestos of art movements (Cubism, Futurism, etc.) and film movements (French New Wave, Third Cinema, Aesthetics of Hunger), etc.  The following literary works will be discussed along with their film adaptations:  “Beauty and the Beast”  Takazhi Sivasankara Pillai, *Chemmeen*  Tracy Chevalier, *Girl with a Pearl Earring* | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Sexuality Studies | | | | | | | | | | | | | | | | |
| **Course Code: SOC 321** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** BA III, Sem VI | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will aim to present to students some of the key concepts and debates within sexuality studies, with a focus on India. It will address three themes. The first theme will trace the history and fundamentals of sexuality. The second theme will engage with sexual cultures in India and Europe and the third theme will examine debates on queer sexualities and politics in India and the Western world. The course will also introduce debates on sexualisation, adolescent sexuality, and asexuality. The course will focus on the following objectives:  • Introduce the field of sexuality studies to the students.  • Explore sexual cultures in India and Europe.  • Analyse the debates on queer sexualities and politics in India and the West. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to outline some of the key debates on sexuality. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to critically analyse sexual cultures in India. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to explain the debates on queer sexualities and politics. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to connect this course with larger debates on gender and sexuality | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: History and Fundamentals of Sexuality** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Origin and evolution of sexuality | | | | | | | | | | * An interdisciplinary perspective to the idea of sexuality | | | | | | | | | | | | | 15 | | |
| **Unit 2: Sexual Cultures in India and Europe** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Different sexual cultures present in India and Europe | | | | | | | | | | * Compare and contrast sexual cultures in India and Europe | | | | | | | | | | | | | 15 | | |
| **Unit 3: Queer Sexualities in India and the West** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Main concepts associated with queer sexualities | | | | | | | | | | * Understanding queer identities and sexualities in India and the West | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 7 | | | | | | | | 15 | | | | | | |
| **TOTAL** | | | | | | | | | | | **57** | | | | | | | | **115** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Mottier, Veronique. 2008. Sexuality: A Very Short Introduction. New York: Oxford University Press.  Katz, Jonathan. 1990. “The Invention of Heterosexuality”. Socialist Review. 20.1: 7-34.  Schalet, Amy. 2011. Not under my Roof: Parents, Teens, and the Culture of Sex. Chicago: University of Chicago Press.  Menon, Nivedita. Ed. 2007. “Introduction” in Sexualities. New Delhi, Kali for Women.  Narrain, Arvind and Gautam Bhan. Ed. 2005. Because I have a Voice: Queer Politics in India. New Delhi: Yoda Press. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Identity and Society | | | | | | | | | | | | | | | | |
| **Course Code: HUM216** | | | | | | | | | **Course Instructor: Ketaki Chowkhani** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** Third Year, Semester VI | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course will introduce students to contemporary debates on identity and identity formation. It will give them an overview of the discussions within social sciences on gender identity, sexual identity, and caste and community identities in India. It will also introduce students to newer fields of research on identities, like asexuality, and female masculinity. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Explain the debates on identity. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Analyse critically different forms of identity formation and identity politics. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Develop skills to produce knowledge on new forms of identities in India. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Theoretical Discussions on Identity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand theoretical discussions on identity. | | | | | | | | | | * Examining different ways in which identities develop (C1) * Examine identity politics (C1) | | | | | | | | | | | | | 20 | | |
| **Unit 2: Gender, Sexuality, Caste, and Identity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overview of gender, sexual and caste identities | | | | | | | | | | * Discussions of gender trouble and difference (C1 and C2) * Relationship between caste identity and the nation (C2) * Examining newer identities like asexuality and female masculinity (C2 and C3) | | | | | | | | | | | | | 20 | | |
| **Unit 3: Community and Identity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relationship between community and identity in India | | | | | | | | | | * Examine different community identities like Christian, Parsi and diasporic identities (C2) and (C3) | | | | | | | | | | | | | 5 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Jenkins, Richard. 2008. *Social Identity*. London, Routledge. 2. Appiah, Kwame Anthony. 2005. “The Demands of Identity” in *The Ethics of Identity.* New Jersey, Princeton University Press. 3. Bilgrami, Akeel. 2014. “What is a Muslim? Fundamental Commitment and Cultural Identity” and “Notes towards the Definition of Identity” in *Secularism, Identity, and Enchantment.* Ranikhet, Permanent Black. 4. Giri, Ananta Kumar. 2001. “Civil Society and the Limits of Identity Politics”. *Sociological Bulletin,* 50.2: 266-285. 5. Butler, Judith. 2007. *Gender Trouble: Feminism and the Subversion of Identity*. New York, Routledge. 6. Halberstam, Judith. 2012. “An Introduction to Female Masculinity” *Female Masculinity*. New Delhi, Zubaan. 7. Chasin, CJ DeLuzio. 2013. “Reconsidering Asexuality and its Radical Potential”. *Feminist Studies.* 39.2: 405-426. 8. Ghai, Anita. 2009. “Disabled Women: An Excluded Agenda of Indian Feminism”. Renu Addlakha et al Ed. *Disability and Society: A Reader.* Hyderabad, Orient Blackswan Private Limited. 9. Menon, Nivedita. 2009. “Sexuality, Caste, Governmentality: Contests over ‘Gender’ in India”. *Feminist Review.* 91: 94-112. 10. Rege, Sharmila. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position”. Economic and Political Weekly. 33 (44): 39-46. 11. Guru, Gopal. 2016. “The Indian Nation and its Egalitarian Conception”. Ramnarayan Rawat and K Satyanarayana Eds. *Dalit Studies*. Ranikhet, Permanent Black. 12. Pandian, MSS. 2002. “One Step outside Modernity: Caste, Identity Politics and Public Sphere.” *Economic and Political Weekly.* 37.18: 1735-1741. 13. Deshpande, Satish. 2013. “Caste and Castelessness: Towards a Biography of the ‘General Category’ ” *Economic and Political Weekly.* 48.15: 32-39. 14. Upadhyay, Carol. 2001. “The Concept of Community in Indian Social Sciences: An Anthropological Perspective.” Surinder Jodhka Ed. *Community and Identities: Contemporary Discourses on Culture and Politics in India.* New Delhi, Sage Publications. 15. Rayaprol, Aparna. 2001. “ ‘Can You Talk Indian?’ Shifting Notions of Community and Identity in the Indian Diaspora.” Surinder Jodhka Ed. *Community and Identities: Contemporary Discourses on Culture and Politics in India.* New Delhi, Sage Publications. 16. Robinson, Rowena. 2001. “Negotiating Boundaries and Identities: Christian ‘Communities’ in India.” Surinder Jodhka Ed. *Community and Identities: Contemporary Discourses on Culture and Politics in India.* New Delhi, Sage Publications. 17. Writer, Rachna. 1989. “Parsi Identity.” *Iran,* 27: 129-131. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA Humanities** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Sociological Theories and Methods | | | | | | | | | | | | | | | | |
| **Course Code:** SOC: 323 | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** Third year, Semester 6 | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** none | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course introduces students to theoretical perspectives in studying human societies and realities. The course explores classical and contemporary sociological theories in a chronological fashion; and various lessons in methodology may be drawn from a historical excursion in sociological theories.  Objectives   * Explore the classical and contemporary sociological theories to examine the society. * Analyze contemporary societies through relevant sociological theories. * Investigate societal formations by applying sociological theories. * Examine various theories in comparative perspectives. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be able to explain Sociology as a disciplinary perspective. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students will be able to outline classical sociological and contemporary sociological theories and methods. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to critically reflect on various issues relevant to examining contemporary societies. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | * Students will be able to reflect and explain social issues from multiple vantage points viz. social structure, social function, stratification and culture. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | x | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | x | | x | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Function and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding functionalism | | | | | | | | | | The unit introduces students to sociological theories from the vantage point of function. Students will be introduced to the functionalist school. CO1, CO2 | | | | | | | | | | | | | 7 | | |
| **Unit 2: Structure and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining society as structural assemblages. | | | | | | | | | | The unit introduces students to sociological understanding of societies from the vantage point of structure, as a concept. Students will be introduced to structuralist method of analyzing society. CO3, CO2 | | | | | | | | | | | | | 7 | | |
| **Unit 3: Economy and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding economy as the foundation of society | | | | | | | | | | The main aim of the unit is to understand the relationship between economy and society. The unit will also explore dialectical method of examining society. CO4, CO3 | | | | | | | | | | | | | 7 | | |
| **Unit 4: Culture and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding society as a symbolic universe. | | | | | | | | | | * The unit explains how society may be theorized from the vantage point of culture, as symbolic universe of meaning making and symbolic practices. CO2, CO1 | | | | | | | | | | | | | 8 | | |
| **Unit 5: Gender and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding society as the outcome of gender division | | | | | | | | | | The unit explores how society could be theorised through the lens of gender as a category and its import on sociological methods. CO3, CO4 | | | | | | | | | | | | | 8 | | |
| **Unit 6: Experience and Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding social foundation of individual experience of the self. | | | | | | | | | | The unit introduces new paradigm of anthropological and sociological theorisation: studies in subjectivity. CO4 | | | | | | | | | | | | | 8 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **55** | | | | | | | | **105** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | |  | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | X | | | | x | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Malinowski, B (1960). A scientific theory of culture and other essays. New York: Oxford University Press.  2. Radcliffe-Brown, A. R. (1952). Structure and function in primitive society: essays and addresses. Illinois: The Free Press.  3. Mauss, M. (1966). The gift (trans. I. Cunnison). London: Cohen and West Ltd.  4. Levi-Strauss, C. (1966). Savage mind. Chicago: The University of Chicago Press.(pp. 16 – 33) (Jan. 25 – Feb. 1)  5. Levi-Strauss, C. (2001). Myth and meaning. London: Routledge Classics.  6. Godelier, Maurice (1977), Perspectives in Marxist anthropology (trans. R. Brain). Cambridge: Cambridge University Press.  7. Meillassoux, C. (1972). From reproduction to production. Economy and Society, 1(1), 93- 105.  8. Geertz, C. (2000). The Interpretation of culture: selected essays by Clifford Geertz. New York, USA: Basic Books.  9. Turner, V. (1991). The ritual process: structure and anti-structure. New York: Cornell University Press.  10. Ortner, Sherry B. (1974). Is female to male as nature is to culture?. In M. Z. Rosaldo and L. Lamphere (eds), Woman, Culture, and Society (pp. 68-87). Stanford, CA: Stanford University Press.  11. Rubin, G. (1975). The traffic in women: notes on the “political economy” of the sex. In R. R. Reiter (ed), Towards an anthropology of women (pp. 157-210). New York: Monthly Review Press.  12. Abu-Lughod, L. (1993). Writing Women’s worlds: Bedouin stories. Berkeley: University of California Press.  13. Scheper-Hughes, N. (1992). Death without weeping: the violence of everyday life in Brazil. Berkeley: University of California press. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **BA HUMANITIES** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Narrative of the Indian Nation | | | | | | | | | | | | | | | | |
| **Course Code: HIS321** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** BA III, Semester VI | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Narratives of the Indian Nation’ is a course that focuses on two major historical events namely: 1857 and 1947. The course begins with a look at the basic concepts and historiography, starting with knowledge production in India from the eighteenth century onwards. Following a brief look into basic concepts and history writing, we then journey through the various narratives of the Indian nation together with the two specific historical events. We learn about the variegated historiography which aids diverse understandings of these ruptures in the narratives about the nature of Indian nationalism and the Indian nation. In the process, we engage with various narratives of colonialism, nationalism and communalism. The main aim of this course is to bring out multiple voices, silences and ruptures often lost in the grand narratives of nationalism and nation-building.  \* This course will familiarise students with historiography of Indian nationalism and the Indian nation.  \* Identify and evaluate key concepts as well as primary and secondary sources about the ruptures in the narratives of the Indian nation.  \* Explain these key historical events related to the various understandings of the making/unmaking of Indian nationalism and the Indian nation. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Understand and explain the significance of Indian historiography | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Evaluate historical narratives constitutive of Indian nationalism and the nascent nation. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Identify and classify various historical narratives about the ruptures and continuities in Indian nationalism and nation-building. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own arguments by comparing, contrasting and juxtaposing different narratives of the Indian nation. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Basic Concepts and Historiography:** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | Understanding history writing about the Indian nation | | | | | | | | | | | | | 15 | | |
| **Unit 2 1857:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Historiography and Different Voices in the narratives of 1857 | | | | | | | | | | * Critical analysis of the narratives of 1857 | | | | | | | | | | | | | 15 | | |
| **Unit 3: Narratives of the Nation** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Narratives of the Indian nation by major historical figures like Tagore, Gandhi and others thereby transporting us in time through their writings. | | | | | | | | | | * Critical analysis of narratives of the Indian nation | | | | | | | | | | | | | 15 | | |
| **Unit 4: 1947: Historiographical Debates: Partition and Independence:** | | | | | | | | | | * Narratives of 1947 - Partition and Independence – different voices and silences. | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Edward Said, *Orientalism*, Vintage Books, 1979, reprint of Pantheon Books edition 1978 - Critique of Orientalism Introduction 2. Thomas R. Trautmann, *Aryans and British India*, Yoda Press, 2004. Introduction 3. Sir William Jones’ Third Speech to the Asiatic Society   [http://www.eliohs.unifi.it/testi/700/jones/Jones\_Discourse\_3.html](http://www.eliohs.unifi.it/testi/700/jones/Jones_Discourse_3.html%20)   1. J. Majeed, ‘James Mill’s “The History of British India” and Utilitarianism as a Rhetoric of Reform’ *Modern Asian Studies* , May, 1990, Vol. 24, No. 2, May, 1990, pp. 209-224 2. Sekhar Bandyopadhyay, *From Plassey to Partition A History of Modern India* Hyderabad: Orient Longman, 2004 3. Biswamoy Pati, ‘Historians and Historiography: Situating 1857’, *Economic and Political Weekly*, Vol. 42, No. 19, 2007, pp. 1686-1691 4. Sekhar Bandyopadhyay, ‘Eighteen-fifty-seven and Its Many Histories’ in *1857 Essays From Economic and Political Weekly*, Hyderabad, Orient BlackSwan, 2008, pp. 1-22. 5. Dipesh Chakrabarty, ‘Remembering 1857: An Introductory Note’, *Economic and Political Weekly*, Vol. 42, No. 19, 2007, pp. 1692-1695 6. Swarupa Gupta, ‘1857 and Ideas about Nationhood in Bengal: Nuances and Themes’, *Economic and Political Weekly*, Vol. 42, No. 19, 2007, pp. 1762-1769 7. Michael H. Fisher, ‘Multiple Meanings of 1857 for Indians in Britain’, *Economic and Political Weekly*, Vol. 42, No. 19, 2007, pp. 1703-1709 8. Charu Gupta, ‘Dalit “Viranganas” and Reinvention of 1857’, *Economic and Political Weekly*, Vol. 42, No. 19, 2007, pp. 1739-1745 9. Indrani Sen, Inscribing the Rani of Jhansi in Colonial 'Mutiny' Fiction’, *Economic and Political Weekly*, Vol. 42, No. 19, 2007, pp. 1754-1761 10. Sanjukta Dasgupta, Remembering Gonoo: the profile of an adivasi rebel of 1857 in Biswamoy Pati ed. *The Great Rebellion of 1857 in India Exploring transgressions, contests and diversities* New York: Routledge, pp. 32-45 11. Sarmistha De, ‘The ‘disposable’ brethren: European marginals in eastern India during the Great Rebellion’ in in Biswamoy Pati ed. *The Great Rebellion of 1857 in India Exploring transgressions, contests and diversities* New York: Routledge, pp. 129-145 12. Indrani Sen, Discourses of ‘gendered loyalty’: Indian women in nineteenth century ‘mutiny’ fiction in Biswamoy Pati ed. *The Great Rebellion of 1857 in India Exploring transgressions, contests and diversities* New York: Routledge, pp. 111-128 13. Biswamoy Pati, Beyond colonial mapping: common people, fuzzy boundaries in Biswamoy Pati ed. *The Great Rebellion of 1857 in India Exploring transgressions, contests and diversities* New York: Routledge, pp. 46-62 14. ‘The Multiple Agendas of M. K. Gandhi’ and/or ‘The Renewed Agendas of M. K. Gandhi’ in *Makers of Modern India* Edited and Introduced by Ramachandra Guha, New Delhi: Penguin Viking, 2010, pp. 148-184; pp. 281-308. 15. ‘The Rooted Cosmopolitan: Rabindranath Tagore’ in *Makers of Modern India* Edited and Introduced by Ramachandra Guha, New Delhi: Penguin Viking, 2010, pp. 185-203. 16. ‘The Annihilator of Caste: B. R. Ambedkar’ and/or ‘The Wise Democrat: B. R. Ambedkar’ in *Makers of Modern India* Edited and Introduced by Ramachandra Guha, New Delhi: Penguin Viking, 2010, pp. 204-227; pp.313-325. 17. ‘The Muslim Separatist: Muhammad Ali Jinnah’ in *Makers of Modern India* Edited and Introduced by Ramachandra Guha, New Delhi: Penguin Viking, 2010, pp. 148-184; pp. 228-241. 18. ‘The Multiple Agendas of Jawaharlal Nehru’ *Makers of Modern India* Edited and Introduced by Ramachandra Guha, New Delhi: Penguin Viking, 2010, pp. 326-335, 362-369 19. Sucheta Mahajan, ‘Sectional President’s Address’, *Proceedings of the Indian History Congress* Vol. 77, 2016, pp. 306-323. 20. Mushirul Hasan, ‘Partition Narratives’, *Oriente Moderno*, Nuova series, Anno 23 (84), Nr. 1, Islam in South Asia, 2004, pp. 103-130. 21. Gyanendra Pandey, ‘The Prose of Otherness’, in David Arnold and David Hardiman (eds), *Subaltern Studies VIII: Essays in Honour of Ranajit Guha* Delhi: Oxford University Press 1994. 22. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, ‘The Long Life of Rumor’, Alternatives: Global, Local, Political, Vol. 27, No. 2, Partition, 2002, pp. 165-191. 23. Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women, 1998. Introduction. 24. Urvashi Butalia, ‘From “The Other Side of Silence”’, *Mānoa*, Vol. 19, No. 1, Crossing Over: Partition Literature from India, Pakistan, and Bangladesh, 2007, pp. 41+43-53 25. Catherine Coombs, ‘Partition Narratives: Displaced trauma and culpability among British civil servants in1940s Punjab, *Modern Asian Studies*, Vol. 45, No. 1, 2011, pp. 201-224. 26. Sekhar Bandyopadhyay, *From Plassey to Partition A History of Modern India* Hyderabad: Orient Longman, 2004 27. Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, Cambridge: Cambridge University Press, 2006 second edition. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **BA Humanities** |
| **Course Title:** | History and the Idea of the Collective |
| **Course Code: HIS322** | **Course Instructor: Neha Chatterji** |
| **Academic Year:** 2020-2021 | **Semester:** Third Year, Semester VI |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | This course explores the relations between the specific social worlds than human beings inhabit and the identities by which they define themselves and get defined by others. Are identities given or produced? The forging of an identity requires a telling/ imagining of history. But do identities that are affirmations by the underprivileged speak history the same way as those that carve majoritarian blocs? How do particular identities of ethnicity, caste, religion, sex thematise themselves within a modern political quest for equal citizenship? Are these questions of ‘recognition’ or questions of ‘redistribution’? This last one will remain our core theoretical question—what are the relationships/ distinctions between the quest for dignity, freedom and equality (universal values and collective solidarities based on these values) and the affirmation of particular identities constructed around languages, ethnicities, religion and caste? Visions and procedures of universal/equal citizenship developed (even emerged) out of the challenges posed by identitarian insurrections of various kinds in the last two centuries.  The course has three broad objectives:   1. Evaluate general debates around the production of collective identities. 2. Illustrate the emergence of the politics of caste-protest in India. 3. Provide a comparative understanding of the politics of sectarian/ majoritarian/ communal ideologies and the identitarian politics of the underprivileged/ the subordinated. |
| **Course Outcomes:** | Students will be able to  => *Identify* the production of identity (of) and difference (between) communities through modern statistical processes of enumeration of populations.  => *Relate* to pre-modern and modern forms of caste-protest and caste mobility.  => *Dissect* the dimensions of religion as faith versus religion as ideology.  => *Compare* between the affirmation of gender identities and the gendered nature of majoritarian consolidations |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | | *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | | X | X | X | X | |  | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The production of identity** | | | | | | | | | | | | | | | | | | | | | | |
| Exploring the production of identity (of) and difference (between) communities through modern statistical processes of enumeration of populations | | | | | | | * Identify the production of identity through modern governmental procedures [CO1] | | | | | | | | | | | | | 12 | | |
| **Unit 2: Caste and Identity** | | | | | | | | | | | | | | | | | | | | | | |
| Understanding Caste | | | | | | | * Analyze the production of caste identity[CO2] * Compare fuzzy and enumerated identities around caste [CO1, CO2] * Compare pre-modern and modern forms of caste-protest and caste mobility [CO2] | | | | | | | | | | | | | 12 | | |
| **Unit 3: Religion and Identity** | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the growth of communal/ sectarian identities | | | | | | | * Estimate the connections between religion as faith and religion as political ideology [CO3] | | | | | | | | | | | | | 12 | | |
| **Unit 4: Gender and the Collective** | | | | | | | | | | | | | | | | | | | | | | |
| Understanding gender as the site of community identity formations | | | | | | | * Formulate directions for researching the relations between gender and community identity and the gendered forms of community identity [CO4] | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | CO 1 | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | X | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | NA | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | Nil | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | X | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | X | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | NA | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | * Cohn, Bernard S., “The Census, Social Structure and Objectification in South Asia” in *An Anthropologist Among the Historians and Other Essays* (Delhi: Oxford University Press, 1987), pp. 225-254. * Sarkar, Sumit, “Identity and Difference: Caste in the Formation of the Ideologies of Nationalism and Hindutva” in *Writing Social History* (New Delhi: Oxford University Press, 1997), pp. 358-390. * Gupta, Dipankar, “Continuous Hierarchies and Discrete Castes” and “Imagination against Typification: On De-Exoticizing the Other” in *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society* (New Delhi: Penguin Books, 2000), pp. 54-85 and pp. 225-264. * Chatterjee, Partha, “The Nation and its Outcasts” in *The Nation and its Fragments: Colonial and Postcolonial Histories* (Princeton: Princeton University Press, 1993), pp. 173-199. * Ambedkar, B. R., *Annihilation of Caste* (1936). * Ambedkar, B. R., *What Path to Salvation?* (1936) * Nagaraj, D. R., “Threefold Tensions: Pre-colonial History, Colonial Reality, and Post-Colonial Politics—Notes on the Making of Dalit Identity” in *The Flaming Feet and Other Essays* (New Delhi: Permanent Black, 2010), pp. 110-124. * Rao, Anupama, *The Caste Question: Dalits and the Politics of Modern India*, University of California Press, 2009. * --------, ed., *Gender and Caste*, London and New York: Zed Books, 2003. * Aloysius, G., *Nationalism without a Nation in India*, New Delhi: Oxford University Press, 1997. * Pandey, Gyanendra, *Rallying round the Cow: Sectarian Strife in the Bhojpur Region, c. 1888-1917* (Calcutta: The Centre, 1981). * Sarkar, Sumit, “Christianity, Hindutva and the Question of Conversions” in *Beyond Nationalist Frames* (New Delhi: Permanent Black, 2002), pp. 215-243. * Madan, T. N., “Secularism Revisited: Doctrine of Destiny or Political Ideology” in *Modern Myths, Locked Minds: Secularism and Fundamentalism in India* (New Delhi: Oxford University Press, 1998), pp. 299-330. * Das, Veena, ed., *Communities, Riots and Survivors in South Asia*, New Delhi: Oxford University Press, 1990. * Sarkar, Tanika, “A Pre-History of Rights? The Age of Consent Debates in Colonial Bengal” in *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, New Delhi: Permanent Black, 2001, pp. 226-249. | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program:** | | | | | | | | | **BA HUMANITIES** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Gender and Medicine | | | | | | | | | | | | | | | | |
| **Course Code: HIS323** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** 2023-2024 | | | | | | | | | **Semester:** BA III, Semester VI | | | | | | | | | | | | | | | | |
| **No of Credits: 5** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course focuses on social history of gender, health and medicine in colonial India and beyond. It locates gender and medicine at the centre of imperialism, colonialism and anti-colonial nationalism. In the process, it explores wider transnational connections with Britain and the British empire and beyond. In particular, it takes an interdisciplinary approach towards understanding how maternal and infant care in particular figured in the making of the European Self and the colonised Other. It highlights that western medicine was associated with imperialism and colonialism while indigenous societies often co-opted and localised it in their efforts at anti-colonial nation-building. We will engage with various kinds of source materials, both textual and visual.  \* This course will familiarise students with key concepts in the histories of gender and medicine  \* Identify and evaluate significant voices from primary and secondary sources about the making of gender, health and medicine, particularly maternal and infant care.  \* Critical analysis of historical and interdisciplinary narratives about gender and empire. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key aspects of social history of gender and medicine in colonial India and beyond. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Understand and explain the key concepts and theories in the field of gender and medicine, particularly maternal and infant care, through their research and academic writing. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Classify and evaluate various primary and secondary sources about gender and medicine. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own arguments in their research and writing primarily by comparing and contrasting significant historical and interdisciplinary narratives on gender and medicine | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 Medicine as a Cultural Practice: From the Global to the Local** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and theories | | | | | | | | | | Understanding Social History of Medicine | | | | | | | | | | | | | 15 | | |
| **Unit 2: Gender and Medicine** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining gender and medicine. | | | | | | | | | | * Critical analysis of the social history of gender, health and medicine | | | | | | | | | | | | | 15 | | |
| **Unit 3: Health, Disease and Medicine in Indian Society** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding how colonialism and medicine together engendered and pathologised certain beliefs and practices, in particular around maternal and infant care, in Indian society. Moreover, it delineates how Indians co-opted western medicine in their anti-colonial community and nation-building. | | | | | | | | | | * Critical analysis of both historical and interdisciplinary narratives about this subject. | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Anna Davin, ‘Imperialism and Motherhood’ *History Workshop*, Vol. 5 (1), 1978, pp. 9-65. 2. Charu Gupta, *The Gender of Caste. Representing Dalits in Print*, Ranikhet: Permanent Black, 2016   Colin Jones and Roy Porter, *Reassessing Foucault Power, medicine and the body* London: Routledge, 1994  Diane B. Paul, John Stenhouse, Hamish G. Spencer eds. *Eugenics at the Edges of Empire: New Zealand, Australia, Canada and South Africa* Palgrave Macmillan, 2018.  Dipesh Chakrabarty, ‘The Difference: Deferral of (A) Colonial Modernity: Public Debates on Domesticity in British Bengal’, *History Workshop*, Colonial and Post-Colonial History, vol. 36, 1993, pp. 1-34.  Geraldine Forbes, *Women in Colonial India. Essays in Politics, Medicine, and Historiography* New Delhi: Chronicle Books, 2005.  Indrani Sen, *Gendered Transactions The white woman in colonial India, c. 1820-1930* Manchester: Manchester University Press, 2017.  *Ishita Pande, Medicine, Race and Liberalism in British Bengal Symptoms of Empire* (London: Routledge, 2010).  Judith E. Walsh, *How to be the Goddess of Your Home: An Anthology of Bengali Domestic Manuals.* Yoda Press, New Delhi, India, 2005.  Mary Hancock, ‘Home Science and the Nationalization of Domesticity in Colonial India’, *Modern Asian Studies*, Vol. 35 (4), 2001, pp. 871-903.  Mary P. Sutphen and Bridie Andrews eds., *Medicine and Colonial Identity*, London, 2003.  Mrinalini Sinha ed. *Mother India* by Katherine Mayo. Edited with an Introduction by Mrinalini Sinha Ann Arbor: University of Michigan Press, 2000, 1999.  Michel Foucault, *The History of Sexuality Volume I: An Introduction* Translated from the French by Robert Hurley, New York, 1978.  Phillippa Levine, *Gender and Empire* Oxford: Oxford University Press, 2004  Sarah Hodges ed., *Reproductive Health in India History, Politics, Controversies*, Hyderabad: Orient Longman, 2006  Shula Marks ‘What is Colonial about Colonial Medicine? And What has Happened to Imperialism and Health?’, *Social History of Medicine*, 1997, 10, pp. 205-219.  Valerie Fildes, Lara Marks, and Hilary Marland eds*., Women and Children First International Maternal and Infant Welfare, 1870-1945*, London: Routledge, 1999 | | | | | | | | | | | | | | | | | | | | | |

**PROGAM OUTCOMES (POS) AND COURSE OUTCMES (COS) MAPPING**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Course Code** | **Course Name** | **Credits** | | **PO1** | | **PO2** | **PO3** | **PO4** |
| 1 | HUM111 | Introduction to  Literature Genres | 5 | | CO1  CO2 | | CO4 CO | CO3  CO2 | CO2  CO1  CO4 |
| 2 | HUM114 | Introduction to Literary Studies | 5 | | CO1  CO2 | | CO4  CO3 | CO3  CO2  CO4 | CO2  CO1 |
| 3 | HUM115 | Problems of Philosophy | 5 | | CO1,  CO2,  CO3 | | CO3  CO4 | CO2,  CO3,  CO4 | CO1,  CO2,  CO3  CO4 |
| 4 | HUM116 | Introduction to Sociology | 5 | | CO2  CO1 | | CO3  CO2 | CO2 | CO3 |
| 5 | HUM117 | Introduction to Kinship | 5 | | CO1  CO3 | | CO2 | CO3  CO2 | CO1 |
| 6 | HUM118 | Political and Cultural History | 5 | | CO1  CO4 | | CO3 | CO2  CO1 | Co4 |
| 7 | HUM119 | Understanding the Past | 5 | | CO1  CO2 | | CO3  CO1 | CO2  CO3 | CO3  CO4 |
| 8 | HUM120 | Emerging Fields in Humanities | 5 | | CO3  CO1 | | CO2  CO1 | CO3 | CO2  CO3 |
| 9 | HUM121 | Introduction to Globalization Studies | 5 | | CO1  C03 | | CO4  CO3 | CO3  CO2 | CO2  CO3  CO4 |
| 10 | HUM122 | Historical Figures and Ideas | 5 | | CO1  CO3 | | CO2 | CO3  CO4 | CO2  CO3 |
| 11 | HUM124 | Caste, Religion and Society | 5 | | CO2  CO1 | | CO1 | CO3  CO2 | CO1 |
| 12 | HUM125 | Literary Movements | 5 | | CO1  CO3 | | CO1  CO4 | CO2  CO1 | CO3 |
| 13 | HUM126 | Classics in World Literature | 5 | | CO1 | | CO1 CO2 | CO3 | CO2  CO3 |
| 14 | HUM127 | Political Sociology | 5 | | CO1  CO2 | | CO2  CO3 | CO1  CO3 | CO1 |
| 15 | HUM128 | Indian Writings In English | 5 | | CO1  CO2 | | CO3  CO1 | CO2  CO3 | CO3  CO4 |
| 16 | HUM129 | Sociology of/ for India | 5 | | CO2  CO1 | | CO2  CO3 | CO3 | CO2 |
| 17 | HUM130 | Culture and Modernity | 5 | | CO1  CO2 | | CO3 CO2 | CO3 | CO2  CO1 |
| 18 | HUM131 | Periodization in Indian History | 5 | | CO1  CO3 | | CO2 | CO3  CO4 | CO2 |
| 19 | HUM132 | Introduction to Philosophy | 5 | | CO1  CO3 | | CO2 | CO3  CO4 | CO4 |
| 20 | HUM133 | Modern Day Humanities | 5 | | CO1  CO2 | | CO3 | C02 | CO3 |
| 21 | HUM211 | Thinking History in Pre-modern India | 5 | | CO1  CO2 | | CO2 | CO3 | CO2  CO4 |
| 22 | HUM212 | Twentieth Century Literature | 5 | | CO1  CO2 | | CO2 | CO3 | CO1  CO3 |
| 23 | HUM213 | Introduction to Social History of Medicine | 5 | | CO1  CO3 | | CO2  CO4 | CO3 | CO2  CO3 |
| 24 | HUM215 | Urban Studies | 5 | | CO3  CO1 | | CO2  CO3 | CO1  CO3 | CO3  CO4 |
| 25 | HUM216 | Social  Anthropology | 5 | | CO1 | | CO3 | CO2 | CO1 |
| 26 | HUM217 | Women’s Writing | 5 | | CO1  CO2 | | CO2 | CO3 | CO3 |
| 27 | HUM 218 | Indian History and Historiography | 5 | | CO1  CO2 | | CO2 | CO1  CO2 | CO3 |
| 28 | HUM220 | Literatures in Translation | 5 | | CO1  CO2 | | CO2  CO3 | CO1  CO3 | CO1  CO4 |
| 29 | HUM227 | Modern Western Philosophy | 5 | | CO1  CO2 | | CO3  CO2 | CO3  CO4 | CO2  CO1 |
| 30 | HUM235 | Perspectives in South Asian Studies | 5 | | CO1  CO4 | | CO2  CO3 | CO1 | CO3 |
| 31 | HUM221 | Gender and Society | 5 | | CO1  CO3 | | CO2 | CO3 | CO1 |
| 32 | HUM222 | Modern Indian Literature | 5 | | CO1  CO2  CO3 | | CO3 | CO2  CO3 | CO3 |
| 33 | HUM223 | Existentialism | 5 | | CO1  CO2 | | CO2 | CO3 | CO2 |
| 34 | HUM224 | Self and Other | 5 | | CO1  CO2 | | CO3 | CO1 | CO2  CO2 |
| 35 | HUM225 | Introduction to Research Methods | 5 | | CO1  CO3 | | CO2  CO4 | CO3  CO2 | CO1 |
| 36 | HUM226 | The Englightenment and the Modern West | 5 | | CO1  CO3  CO2 | | CO3 | CO2 | CO1  CO2 |
| 37 | HUM228 | Social Stratification | 5 | | CO2  CO1 | | CO3 | CO2  CO4 | CO2  CO1 |
| 38 | HUM229 | Ideas Toward World History | 5 | | CO1 | | CO2 | CO3  CO1 | CO2 |
| 39 | HUM230 | History of Medieval India | 5 | | CO1  CO2 | | CO2 | CO3  CO$ | CO1  CO3 |
| 40 | HUM231 | Development and Society | 5 | | CO1  CO3 | | CO3  CO4 | CO2  CO1 | CO3 |
| 41 | HUM232 | Studies in Environment and Ecology | 5 | | CO1  CO4 | | CO3  CO1 | CO2 | CO1  CO3 |
| 42 | HUM233 | Autobiography and Memoir | 5 | | CO1  CO2 | | CO2  CO4 | CO1  CO2 | CO3  CO4 |
| 43 | HUM234 | Perspectives in India Studies | 5 | | CO2  CO1 | | CO2  CO3 | CO1 | CO2 |
| 44 | HUM236 | Print Culture | 5 | | CO1  CO2 | | CO3  CO4 | CO1  CO3 | CO2 |
| 45 | ENG311 | Literary Genre and Methods | 5 | | CO1 | | CO2 | CO2 | CO3 |
| 46 | ENG312 | Literature and Sexuality | 5 | | CO1  CO3 | | CO2 | CO3 | CO2  CO3 |
| 47 | ENG313 | Reading Film | 5 | | CO2  CO1 | | CO3 | C04 | C03 |
| 48 | ENG314 | Literary Modernity | 5 | | CO1  CO3 | | CO3  CO2 | CO3  CO1 | CO1  CO2 |
| 49 | ENG315 | Translation Studies | 5 | | CO1  CO2 | | CO2 | CO3  CO4 | CO2 |
| 50 | ENG316 | Studies in the Novel | 5 | | CO1 | | CO3 | CO1 | CO2 |
| 51 | SOC311 | Development and Sustainability | 5 | | CO1  CO2 | | CO2  CO3 | CO2  Co4 | CO2  CO1 |
| 52 | SOC312 | ECONOMY AND SOCIETY | 5 | | CO1  CO4 | | CO2  CO3 | CO2 | CO2  CO1 |
| 53 | SOC313 | Media, Society and Representation | 5 | | CO2  CO1 | | CO2 | CO2 | CO3 |
| 54 | SOC314 | Health, Inequality and Society | 5 | | CO1  CO3 | | CO3 | CO3 | CO2  CO2 |
| 55 | HIS311 | Empire and Nation | 5 | | CO1  CO3 | | CO2  CO4 | CO2 | CO3 |
| 56 | HIS312 | The Global Career of Nationalism | 5 | | CO1 | | CO2 | CO3 | CO1  CO2 |
| 57 | HIS313 | Methods in Historical Studies | 5 | | CO1  CO3 | | CO3 | CO2  CO1 | CO1  CO4 |
| 58 | HIS314 | Global Histories of Race, Gender and Nation | 5 | | CO1 | | CO3  CO2 | CO1  CO2 | CO2  CO4 |
| 59 | ENG321 | Contemporary Literature | 5 | | CO1  CO3 | | CO3  CO4 | CO1  CO3 | CO2 |
| 60 | ENG322 | Drama | 5 | | CO1  CO2 | | CO2 | CO3 | CO3 |
| 61 | ENG323 | World Literature | 5 |  | CO1  Co2 | CO3 | | CO2  CO1 | CO3  CO1 |
| 62 | ENG324 | Workshop in Creative Writing | 5 |  | CO1  CO3 | CO2 | | CO3  CO1 | CO2 |
| 63 | ENG325 | Literature and the Visual | 5 | | CO2  CO1 | | CO2 | CO2 | CO3 |
| 64 | SOC321 | Sexuality Studies | 5 | | CO1  CO3 | | CO4  CO3 | CO1  CO3 | CO2  CO2 |
| 65 | SOC322 | Identity and Society | 5 | | CO2 | | CO1 | CO2  CO3 | CO2 |
| 66 | SOC323 | Sociological Theories and Methods | 5 | | CO1  CO2 | | Co3  CO2 | Co3 | CO4 |
| 67 | HIS321 | Narratives of the Indian Nation | 5 | | CO1  CO3 | | CO2  CO4 | CO2  CO3 | CO3  CO1 |
| 68 | HIS322 | History and the Idea of the Collective | 5 | | CO1  CO2 | | Co4  Co3 | CO2  CO3 | CO4 |
| 69 | HIS323 | Gender and Medicine | 5 | | CO1  CO4 | | CO2  CO1 | CO3  CO4 | CO1  CO2 |

**Department of MCH**

**Manipal Academy of Higher Education, Manipal**

*Outcomes Based Education (OBE) Framework*

**2 Year full time Postgraduate Program**

**(MA English)**

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1. **NATURE AND EXTENT OF THE PROGRAM**

MA English at MCH is reputed for developing critical thinking skills and strong knowledge base in young scholars towards academic research in the Humanities on par with international standards. Keeping the larger goals of interdisciplinarity in mind, MA students study common courses across disciplines (English, Sociology, History, Film Studies, Gender Studies, Research Methodology) in the first two semesters of the program. The third and fourth semesters are geared for a more in-depth study of different courses in their core discipline, which is English culminating in a substantial research project (thesis) in their area of interest under the mentorship of a Guide. In addition, with a view to encourage holistic learning experience, students earn academic credits for participation in, and help with, a wide range of scholastic and extracurricular activities at the Centre.

1. **PROGRAM EDUCATION OBJECTICE (PEO)**

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for

**MA English program are as follows.**

|  |  |
| --- | --- |
| **PEO No** | **Education Objective** |
| **PEO 1** | Students will be able to demonstrate an in-depth knowledge of different literary genres |
| **PEO 2** | Medical Humanities, a unique feature of MCH will enable students to engage with the intersections between health and literature |
| **PEO 3** | Through textual analysis students will be able to identify arguments and themes of broad cultural importance |

1. **GRADUATE ATTRIBUTES:**

|  |  |  |
| --- | --- | --- |
| **S No.** | **Attribute** | **Description** |
| **1** | **In-depth Knowledge** | Students will have the opportunity to study the writings of regional, national and international writers and scholars |
| **2** | **Different types of**  **Methodology** | Close reading, semiotic analysis, book reviews and archival research will enable students to learn different types of methodologies |
| **3** | **Class Presentations** | Students present their work to the entire class to receive feedback and learn from their peers |

1. **QUALIFICATION DESCRIPTORS**

Demonstrate enhanced communication skills

Use various methodological skills to understand different forms of literature as film and cultural studies

Develop critical arguments and analysis with regard to international and national literary scholarship

# **PROGRAM OUTCOMES: After successful completion of MA English program, Students will be able to:**

|  |  |  |
| --- | --- | --- |
| **PO No** | **Attribute** | **Competency** |
| **PO 1** | **Research Skills** | Students will be able to apply in some of the top international and national Universities for their higher education |
| **PO 2** | **Academic**  **Writing and**  **Communication**  **Skills** | Students will be able to work in leading publishing houses, media firms/platforms and educational institutes |
| **PO 3** | **Interdisciplinary**  **Approach** | Students will be able to offer an interdisciplinary perspective to research as well as in professional organizations |

First Semester

# **Any FOUR of the following will be offered in the semester. Shared core courses for MA**

# **English/Sociology/ History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HUM 511 | Research Methodology | 3 | 0 | 1 | 4 |
| HUM 512 | Literature and Aesthetics | 3 | 0 | 1 | 4 |
| HUM 513 | Kinship and Society | 3 | 0 | 1 | 4 |
| HUM 514 | Introduction to Film Studies | 3 | 0 | 1 | 4 |
| HUM 515 | Literature and Narrative Form | 3 | 0 | 1 | 4 |
| HUM 517 | Collective Social | 3 | 0 | 1 | 4 |
| HUM 518 | Approaches to History | 3 | 0 | 1 | 4 |
| HUM 519 | Politics of Identity | 3 | 0 | 1 | 4 |
| HUM 533 | The Nation and its Workers and Peasants | 3 | 0 | 1 | 4 |
| Total credits for GPA | | 12 | 0 | 4 | 16 |

Second Semester

# **Any FOUR of the following will be offered in the semester. Shared core courses for MA English/Sociology/ History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HUM 522 | Ethics | 3 | 0 | 1 | 4 |
| HUM 523 | Indian Literature | 3 | 0 | 1 | 4 |
| HUM 524 | Sociology of India | 3 | 0 | 1 | 4 |
| HUM 525 | Literary Criticism | 3 | 0 | 1 | 4 |
| HUM 526 | Time and Narrative | 3 | 0 | 1 | 4 |
| HUM 527 | Reading the Popular | 3 | 0 | 1 | 4 |
| HUM 528 | Environmental Humanities | 3 | 0 | 1 | 4 |
| HUM 529 | Social Anthropology | 3 | 0 | 1 | 4 |
| HUM 531 | Historical Theories and Methods | 3 | 0 | 1 | 4 |
| HUM 532 | Writing the Past | 3 | 0 | 1 | 4 |
| Total credits for GPA | | 12 | 0 | 4 | 16 |

THIRD SEMESTER

Note: Any THREE of the following will be offered in the semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Course Name | Credits | | | |
| L | T | P/F/SS | C |
| ENG611 | Premodern Literary Traditions | 3 | 0 | 1 | 4 |
| ENG612 | Gender and Sexuality | 3 | 0 | 1 | 4 |
| ENG613 | Medical Humanities | 3 | 0 | 1 | 4 |
| ENG615 | The Novel | 3 | 0 | 1 | 4 |
| ENG616 | Nineteenth Century Literature | 3 | 0 | 1 | 4 |
| ENG618 | Political and Spiritual Rhetoric | 3 | 0 | 1 | 4 |
| ENG619 | Literatures of Migration | 3 | 0 | 1 | 4 |
|  | Core Course Total Credits | 9 | 0 | 3 | 12 |
| ENG600 | Academic Portfolio | - | - | - | 6 |
| Total credits for GPA | |  |  |  | 18 |

FOURTH SEMESTER

Note: Any TWO of the following will be offered in the semester

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Code | Course Name | | Credits | | | |
| L | T | P/F/SS | C |
| ENG621 | | Creative Writing | 3 | 0 | 1 | 4 |
| ENG622 | | Studies in Contemporary Culture | 3 | 0 | 1 | 4 |
| ENG624 | | Perspectives on World Literatures | 3 | 0 | 1 | 4 |
| ENG625 | | Ecocriticism and Environmental Literature | 3 | 0 | 1 | 4 |
| ENG626 | | Literary Formation in Modern India | 3 | 0 | 1 | 4 |
|  | | Core Course Total Credits | 6 | 0 | 2 | 8 |
| ENG699 | | Thesis | - | - | - | 12 |
| Total credits for GPA | | | - | - | - | 20 |

# **Total mandatory credits - 70**

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SEMESTER I

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program:** | | | | | | | | **MA English/Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | **Research Methodology** | | | | | | | | | | | | | | | |
| **Course Code: HUM511** | | | | | | | | **Course Instructor: Dr Nikhil Govind** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will take the students slowly through some of the mainstays of the research Methodologies of postcolonial cultural and social narrative—the nationalist movement and its implications in particular. Nationalism will be understood through historical events, the ideology and fate of South Asian secularisms, and the rhetoric of political and social multi-culturalism. It will seek to foreground how contingent our notions of literary historiography and the sociological imagination are. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to analyse the usefulness as well as limitations of various research Concepts | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to apply theoretical perspectives onto concrete literary and social Situations | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to compare Indian literary and social concepts with equivalent global contexts. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Research Methodologies** | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on research methodologies in the humanities and social sciences | | | | | | | | | * Explain the various research methodologies associated with   humanities and social sciences (C1)   * Particular focus on qualitative research (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2: Theoretical Perspective** | | | | | | | | | | | | | | | | | | | | | | | |
| Highlight the major and influential theoretical paradigms | | | | | | | | | To evaluate some of the major theoretical perspectives with regard to the social contexts of Indian literature (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3: Indian literary and social concepts** | | | | | | | | | | | | | | | | | | | | | | | |
| Compare Indian literary and social concepts with equivalent global Contexts. | | | | | | | | |  Engage with the Indian equivalences of global issues of  cosmopolitanism and multi-  culturalism (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 2 | | | | | | | | 2 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **105** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1) Gopal, Priyamvada. Literary Radicalism In India. London: Routledge, 2005.  2) Bhabha, Homi (ed.), Nation and Narration, New York: Routledge,1990.  3) Casanova, Pascale. World Republic of Letters. Boston: Harvard University Press, 2005.  4) Wakankar, Milind. Subalternity and Religion: The Prehistory of Dalit Empowerment in South Asia. Delhi: Routledge, 2010.  5) Anjali Nerlekar's Bombay Modern: Arun Kolatkar and Bilingual Literary  Culture (Northwestern University Press, 2016)  6) Rashmi Sadana's English Heart, Hindi Heartland (Orient Blackswan, 2012) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Literature and Aesthetics |
| **Course Code: HUM 512** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** First Year, Semester I |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course, which is introductory in its character, looks at the relationship between two closely connected but independent disciplinary fields- the Aesthetics and the Literature. By adopting an interdisciplinary approach this course explores the ways it would help us to think critically of both the fields and their relevance in understanding society critically. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically understand the very character of the disciplinary fields of Aesthetics and Literature * Students will be able to understand the relation between Aesthetics and Literature * Students will be able to see how a familiarity with Aesthetics and Literature can help in developing a critical understanding of literary works |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Aesthetics** | | | | | | | | | | | | | | | | | | | | | | | | |
| What is Aesthetics | | | | | | | |  Explain the main features of Aesthetics (C1) | | | | | | | | | | | | | | 5 | | |
| **Unit 2:**  **Introduction to Literature** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major discussions in the field of Literature | | | | | | | |  Discuss various ways in which the discourse of literature is understood (C1) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Relationship between Aesthetics and Literature** | | | | | | | | | | | | | | | | | | | | | | | | |
| Conceptual similarities between Literature and Aesthetics | | | | | | | | * Explain the intersections between literature and aesthetics (C2) * Explain how aesthetic theories can help us understand the intersections | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Literature through the leans of Aesthetic Theory** | | | | | | | | | | | | | | | | | | | | | | | | |
| Aesthetic theory and new conception of literature | | | | | | | |  Explain how to we can arrive at a historically and critically informed understanding of literary discourses with the help of aesthetic theories | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Adorn, Theodor W. (2005). Aesthetic Theory. New Delhi: Viva Books Pvt. Ld.  Burke, Edmund. (2008). A Philosophical Enquiry into the Sublime and he Beautiful. London & New York: Routledge  Gadamer, Hans-Georg. (1986). The Relevance of the Beautiful and Other Essays. Cambridge: CUP  Cazeaux, Clive. Ed. (2011). The Continental Aesthetic Reader. Ne York: Routledge |

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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Kinship and Society |
| **Course Code:** HUM 514 | **Course Instructor:** Jagriti Gangopadhyay |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester I |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | The broad objective of this course is to understand how concepts of kinship, family and marriage practices shape an individual’s identity. In particular the course will focus on the fundamentals of Kinship Sociology, main concepts associated with institutions such as kinship, family and marriage and recent family and kinship structures in India. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to differentiate between kinship and family as concepts * Students will be able to evaluate how kinship patterns formulate the individual’s identity * Students will be able to analyze contemporary kinship and family structures in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Fundamentals of kinship** | | | | | | | | | | | | | | | | | | | | | | | | |
| Key concepts of kinship | | | | | | | |  Explain the different ideas of family and kinship across the globe C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Different marriage, family and kinship practices** | | | | | | | | | | | | | | | | | | | | | | | | |
| Examine the intersections between marriage, affine, blood ties and relations | | | | | | | |  Demonstrate how culture plays a key role in determining kinship ties (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Ethnographic kinship accounts from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Give examples of modern kinship arrangements from India | | | | | | | | * Illustrate how macro factors such as globalization have shaped kinship ties in a neo-liberal India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Rivers, W. H. R. (1910). The father's sister in Oceania. Folklore, 21(1), 42-59. 2. Malinowski, B. (1930). 17. Kinship. Man, 30, 19-29. 3. Evans-Pritchard, E. E. (1933). Zande blood-brotherhood. Africa, 6(4), 369-401. 4. Radcliffe-Brown, A. R. (1941). The study of kinship systems. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, 71(1/2), 1-18. 5. Uberoi, P. (ed.) (1993). *Family, Kinship and Marriage in India*. Oxford University Press: New Delhi. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Film Studies | | | | | | | | | | | | | | | |
| **Course Code: HUM514** | | | | | | | | | **Course Instructor: Dr. Mohamed Shafeeq** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course draws on various theoretical perspectives, fields of study, and methodological protocols to elaborate upon the field of Film Studies in which each of them participate. The course begins with discussing some of the classic texts that has characterised the field of film studies and then opens it up to its varied elaborations, inflections, and revisions over the course of the development of the field. The course stresses on the importance to gauge the implications of the classical film theorists and equip students to engage in an informed analysis of films. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to the film text | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | illustrate linkages between stylistic and generic tendencies to cultural and industrial relations | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | elaborate on and experiment with film as a social process | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x |  | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | X | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Film Studies as a discipline of study** | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of Film Studies | | | | | | | | | | * Define Film as an object of study (CO1) * Explain Film and its association to realism (CO1, CO2) * appraise the film and its assessment in post-realism (CO1, CO2) * review the phenomenological, Marxist, psychoanalytic, and poststructuralist approaches to cinema (CO1, CO2) * explain the industrial aspects of cinema (CO1, CO2) | | | | | | | | | | | | 18 | | |
| **Unit 2: Film Studies in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural and Industrial specificities of Indian cinema | | | | | | | | | | * demonstrate the specificities of Indian ocular culture and how it influenced Indian cinema (CO2) * explain The mode of production of Indian cinema (CO2) * illustrate how culture and industrial relations in India affect generic and stylistic tendencies. (CO2) | | | | | | | | | | | | 15 | | |
| **Unit 3: The anthropology of Cinema in the South Asian context** | | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies from South Asia | | | | | | | | | | Demonstrate how to conduct  anthropology of cinema (CO3) Plan and design case studies (CO3) | | | | | | | | | | | | 12 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 12 | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 6 | | | | | | | | 12 | | | | | |
| **TOTAL** | | | | | | | | | | | **74** | | | | | | | | **113** | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm  Examination | | | | | | | | |
| Assignments/presentations: 4 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Mulvey, Laura. 1992. “Visual Pleasure and Narrative Cinema” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 746757 2. Silverman, Kaja. 1992. “From *The Subject of Semiotics*” in Gerald   Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and*  *Criticism: Introductory Readings*, Oxford University Press. 199-209   1. Metz, Christian.1992. “From The Imaginary Signifier” in Gerald   Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and*  *Criticism: Introductory Readings*, Oxford University Press. 730-744   1. MacCabe, Colin. 1992. “Theory and Film: Principles of Realism and   Pleasure” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.)  *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 79-92   1. Kapur, Geeta. 1987. “Mythic Material in Indian Cinema”, *Journal of Arts and Ideas*, Issues 14-15. 79-108. 2. Prasad, M. Madhava. 1998. “Introduction” in *Ideology of the Hindi Film: A Historical Construction*, New Delhi: Oxford University Press. 3. Vasudevan, Ravi. 2010. “The Cultural Politics of Address in   ‘Transitional’ Cinema,” in *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*, Ranikhet: Permanent Black. 98-129   1. David Martin-Jones, “Towards Another ‘-Image’: Deleuze, Narrative   Time and Popular Indian Cinema”, *Deleuze and Guattari Studies*, 11(1), pp.25-48   1. Tom Gunning. 1986. "The Cinema of Attractions: Early Film, Its Spectator and the Avant-Garde", *Wide Angle*, Vol. 8, nos. 3 & 4. 2. Excerpts from Miriam Hansen. 1991. from *Babel and Babylon: Spectatorship in American Silent Film*, Cambridge, Mass. and London, England: Harvard University Press. 3. Ashish Rajadhyaksha. 1993. “The Phalke Era: Conflict of Traditional Form and Modern Technology”, in Tejaswini Niranjana, P. Sudhir | | | | | | | | | | | | | | | | | | | | |
|  | | | | and Vivek Dhareshwar (eds.) *Interrogating Modernity: Culture and Colonialism in India*, Calcutta: Seagull Books. 47-82.   1. Kaushik Bhaumik. 2011. “Cinematograph to Cinema: Bombay, 1896 to 1928,” *BioScope*, 2(1), 41-67 2. Excerpts from Swarnavel Eswaran Pillai. 2015. *Madras Studios: Narrative, Genre, and Ideology in Tamil Cinema*, New Delhi: Sage Publications. 3. Preminda Jacob. 2009. “Chennai’s banner industry: Artists and their Methods” in *Celluloid Deities: The Visual Culture of Cinema and Politics in South India*, New York: Lexington Books.pp.19-52. 4. Rosie Thomas. 2014. “Where the Money Flows, the Camera Rolls” in *Bombay before Bollywood: Film City Fantasies*, Hyderabad: Orient Blackswan.181-221 5. Uma Bhrugubanda. 2016. “Embodied Engagements: Filmmaking and Viewing Practices and the Habitus of Telugu Cinema”, *BioScope*, 7(1), pp.80-95. 6. Lotte Hoek. 2014. “The Unstable Celluloid: The exhibition of *Mintu the Murderer*” in *Cut-Pieces: Celluloid Obscenity and Popular Cinema in Bangladesh*, New York: Columbia University Press, pp.183-21. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA ENGLISH/ SOCIOLOGY/ HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | LITERATURE AND NARRATIVE FORM | | | | | | | | | | | | | | | | |
| **Course Code:** HUM515 | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** MA First year Semester 1 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Literature and narrative form is the study of theoretical, critical and empirical insights from literary studies that familiarizes students with literary analysis. Texts studied would include primary texts as well as current scholarship on those texts. The texts studied would include an explication of their relation to historical and social embeddings. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To recognise the relationship of literary texts to the social context. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic engagements at the intersection of literary form and historical context. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To formulate responses to literary form and criticism through the construction of arguments based on reading of current relevant scholarship. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to historical and social context of literary studies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the discipline and its methodology | | | | | | | | | | * Contextual and narrative overlaps between literary studies and allied humanites disciplines. * Analysis of key literary texts through close reading | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Literary Criticism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of literary criticism | | | | | | | | | | * Historical mapping of literary concepts * Conceptual history of modern and premodern aesthetics | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Relationship of genre and form | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study of ideas of relation of form and narrative devices | | | | | | | | | | * Study of select literary texts to explore differentiations of genre and form | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Gopal, Priyamvada. *Literary Radicalism in India* (Routledge, 2005)  2. Chattopadhyaya, Saratchandra. *Srikanta* (Penguin, 1993)  3. Spiegelman, Art. *Maus: A Survivor’s Tale* (Pantheon, 1973)  4. Murfin, Ross and Supriya Ray. *The Bedford Glossary of Critical and Literary Terms* (Bedford, 2009)  5. Sadana, Rashmi. *English Heart, Hindi Heartland* (University of California Press, 2012) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Collective Social | | | | | | | | | | | | | | | |
| **Course Code: HUM 517** | | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** none | | | | | | | | | | | | | | | |
| **Synopsis:** | | Drawing on various disciplinary perspectives, namely sociology, philosophy, political science and history, the course introduces the students to concepts, theories and empirical evidences addressing the question: what is the social aspect (besides, political, economic etc.) of living in a society? Through the readings, the course also explores the concept of collectives in relation to society and examines its various forms in the West and the global South. The course will focus on following objectives:   * Engage with classical sociological theories and concepts pertaining to social and society. * Analyse the relationship between society, culture and power. * Explore various forms of collectives and their relationship with Society with special focus on India | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | |  Students will be able to outline key classical sociological theories and concepts. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | |  Students will be able to explain the relationship between society and power. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | |  Students will be able to critically reflect on the relationship and differences between society and culture. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | |  Students will be able to critically analyse various forms of collectives present in Indian society. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Sociological Concepts and Theories of Social and Society** | | | | | | | | | | | | | | | | | | | | | | | | |
| The conceptual and theoretical foundation of sociology as a discipline | | | | | | | | | | The unit introduces students to historical emergence of the society and early classical sociological thought to understand society as a separate domain of disciplinary investigation (C1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Society and Power** | | | | | | | | | | | | | | | | | | | | | | | | |
| The relationship between forms of collective and relationships of power | | | | | | | | | | The unit seeks to introduce students to the sociological fact that society cannot be understood without an understanding of the power relations. It explains various forms of exercise of power. (C1) and (C2) | | | | | | | | | | | | 10 | | |
| **Unit 3: Society and Culture** | | | | | | | | | | | | | | | | | | | | | | | | |
| What constitutes culture in a society | | | | | | | | | | The unit investigates how culture and society overlap. Also it seeks to analyse how both the concepts cannot be reduced to each other (C3) | | | | | | | | | | | | 10 | | |
| **Unit 4: Forms of Collective and Society in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the relationships between collective forms and societal development in India | | | | | | | | | | The unit is aimed at introducing students to key issues in Indian sociology. Also, it aims at highlighting key differences in understanding collective and social in the ‘Western’ society and the South-Asian society (C4) and (C1) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | | **55** | | | | | | | | **100** | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 mid term | | | | | | | | |
| Assignments/presentations 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | |  | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Arendt, Hannah (1958), *The Human Condition*, Chicago, US: The University of Chicago Press [Chap. 4, 5 & 6, Pp. 22-49] (6/08/2019 – 13/08/2019)  Callinicos, Alex (1995), *The Revolutionary Ideas of Karl Marx*, London: Bookmarks [Chapter 5, pp. 81-105] (19/08/2019 – 20/08/2019)  Durkheim, Emile (1995), *Elementary forms of Religious Life*, translated by Karen E. Fields, New York, US: The Free Press [Book 2: Chap. 7, Pp. 207-41] (26/08/2019 – 27/8/2019)  Marcuse, Herbert (2007), *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*, New York, US: Routledge [Chap. 1 & 2, Pp. 3-58] (3/9/2019 – 9/9/2019)  Foucault, Michel (2003), *“Society Must be Defended”: Lectures at the College de France, 1975-76*, New York, US: Picador, [Pp. 239-64] (10/9/2019 – 16/9/2019)  Fanon, Frantz (2001), *The Wretched of the Earth,* New Delhi: Penguin pp. 27-48] (17/9/2019)  Chatterjee, Partha (1997), “Our Modernity”, Rotterdam/Dakar: SEPHIS & CODESRIA  Rodrigues, Valerian (2011), “Untouchability, Filth, and the Public Domain”, in *Humiliation: Claims and Context*, edited by Gopal Guru, New Delhi, India: OUP, Pp. 108-23 *available in the library* (21/10/2019 – 22/10/2019)  Menon, Dilip (2006), “The Blindness of Insight”, Why Communalism in India is about Caste”, in *The Blindness of Insight: Essays on Caste in Modern India*, New Delhi, India: Navayana, Pp. 1-31 (4/11/2019 – 5/11/2019)  Feernandes, Leela and Heller, Patrick (2008), “Hegemonic Aspirations: New Middle Class Politics and India’s Democracy in Comparative Perspective”, in *Whatever Happened to Class? Reflections from South Asia,* edited by Rina Agarwala and Ronald J. Herring, Delhi: Daanish Books, pp. 146-165 (11/11/2019)  Sethi, Manisha (2002), “Avenging Angels and Nurturing Mothers: Women in Hindu Nationalism”, *Economic and Political Weekly*, 37 (16): 1545-1552  *&* Bandyopadhyay, Krishna (2008), “Naxalbari Politics: A Feminist Narrative”, *Economic and Political Weekly*, 43(14): 52-59 (12/11/2019) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Approaches to History | | | | | | | | | | | | | | | | |
| **Course Code: HUM518** | | | | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Approaches to History’ is an introductory course for history. It is a critical study of the history of the discipline of history. When did ‘history’ get consolidated as a discipline in the modern sense of the term? The objective is to show that history cannot be synonymous with the past. What then is history? What were the rigours that were emphasized at the moment of the consolidation of history as an academic discipline to separate ‘history’ from fanciful story-telling? We will read about the politics that informed this process – how certain societies and cultures came to be branded as ‘unhistorical’. What were their other ways of relating to the past? Is objectivity possible in history? In history, do we get at any ultimate ‘truth’?  The course has four broad objectives:  1. Illustrate contrary perspectives on the method, purpose and nature of the study of history. Asking basic yet intractable questions such as – Does history illuminate *facts* of the past or interpretative *choices* of historians? (first segment)  2. Illustrate how the emergence of the modern discipline of history was complicit with the politics of colonial domination (second segment).  3. Evaluate the politics of nationalism and history (third segment).  4. Provide a comparative understanding of the story-telling and truth-telling modes of engaging with the past (fourth segment). | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to *identify* the process of consolidation of the modern discipline of history. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to *appraise* and evaluate historical claims to objectivity. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to *dissect* the politics of historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to *relate* the politics of history to the politics of the nation. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The modern historical sensibility** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The emergence of disciplinary rigours. Is history a science? The question of historical objectivity | | | | | | | | | | Discover the process of evolution of the discipline of history, as we know it today [CO1, CO2] | | | | | | | | | | | | | 12 | | |
| **Unit 2: The Politics of history: Part I** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Colonial domination-History as a game of power-History as a rationale for dominance | | | | | | | | | | * Estimate the politics of scholarship in general [CO2] * Inspect the political dimension to the nineteenth century obsession with history [CO1, CO2, CO3] | | | | | | | | | | | | | 12 | | |
| **Unit 3: The Politics of History: Part 2** | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Nationalism-The Construction of a Classical Past - Narrativity in History | | | | | | | | | | * Assess the connections between history and nationalism [CO3, CO4] | | | | | | | | | | | | | 12 | | |
| **Unit 4: Other modes of engaging the past** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The diversity of historical traditions-The *Itihasa Purana* tradition | | | | | | | | | | * Compare mythic narratives with historical narratives. [CO5, CO1, CO2] | | | | | | | | | | | | | 09 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | E H Carr *What is History?*, London: Penguin Books, 1961  Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997  R G Collingwood, *The Idea of History*, Oxford: Oxford University Press  Romila Thapar, ‘Perceptions of the Past’, *The Penguin History of Early India*, New Delhi: Penguin Books, 2002  Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996  Sekhar Bandyopadhyay, ‘The New Middle Class and the Emergence of Nationalism’ from *From Plassey to Partition*, Orient Blackswan, 2004  Partha Chatterjee, ‘Histories and Nations’, *The Nation and its Fragments*, Princeton University Press, 1993  Romila Thapar, ‘Reflections on Nationalism and History’ in *On Nationalism* (ed. Romila Thapar, A. G. Noorani and Sadanand Menon), New Delhi: Aleph, 2016  Eric Hobsbawm, ‘The Social Function of the Past: Some Questions’, *Past and Present*, Volume 55, Issue 1, May 1972, pp. 3-17.  Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013  Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986  Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.  Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011 | | | | | | | | | | | | | | | | | | | | | |

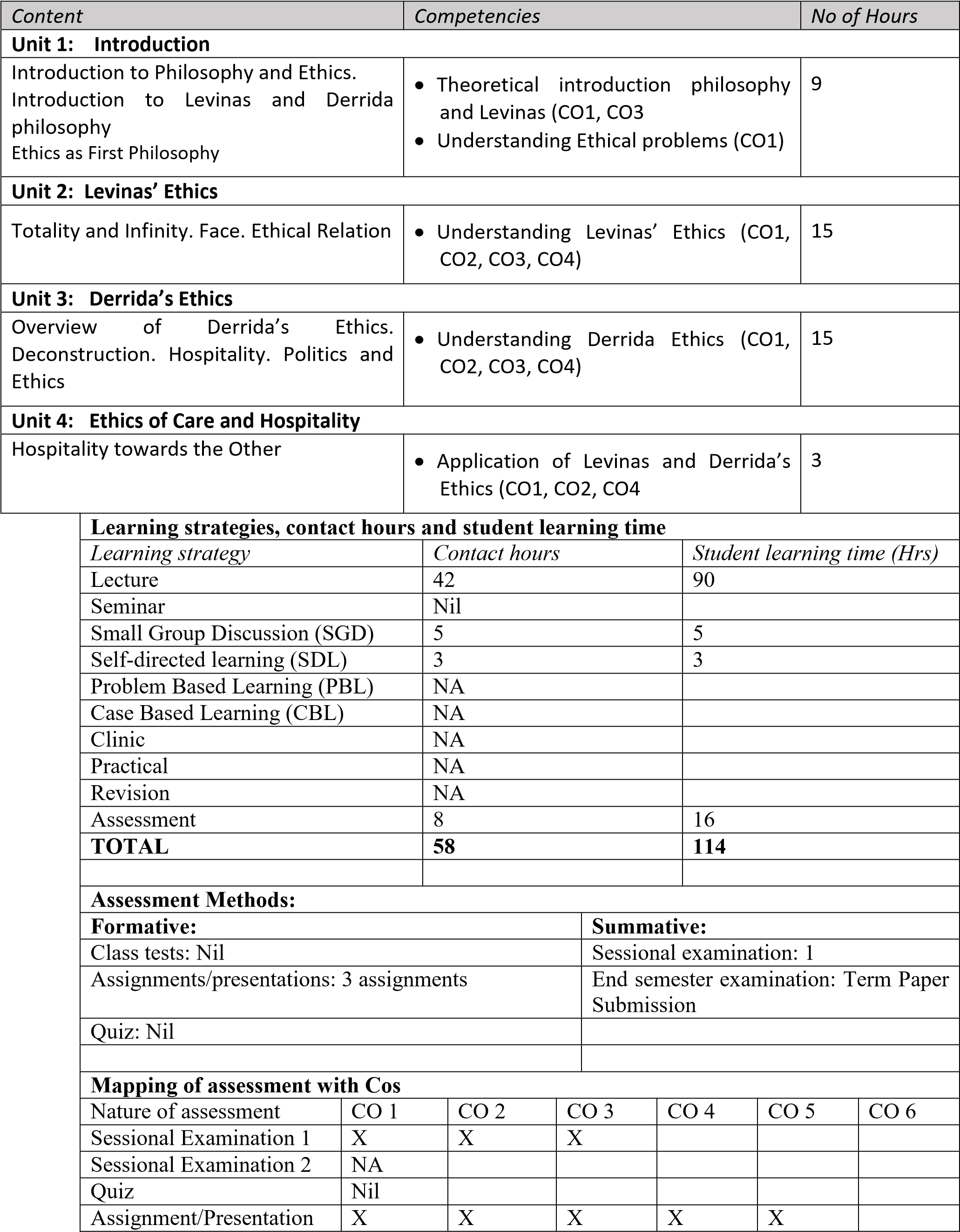
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| **Name of the Program:** | | | | | | | | **MA English/Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Politics of Identity | | | | | | | | | | | | | | | |
| **Course Code:** HUM519 | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course seeks to understand the evolution of social identity in modern India. It will provide a critical reflections on caste, untouchability, and the evolution of minority politics in modern period. It would focus on the historical stretch of hundred years, roughly between the decade of the 1850s and the late 1950s. It would highlight prominent social movements that shaped the course of Indian history and postcolonial India. It would also simultaneously engage with broader questions pertaining to colonialism, nationalism, class politics, and religion and its relationship with the anticaste politics of the colonial period. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to engage with different aspects of identity in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students would be able to critically analyze and trace the roots of caste/minority politics in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to outline key socio-political trends that influence the politics and society of modern India. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and the politics of Identity | | | | | | | | | * This unit will introduce students to the politics of identity. * It will also highlight the connection between the colonial knowledge production and the making of identity in modern India (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | |
| Social Movements in modern India | | | | | | | | | * It will explain the evolution of different movements in modern India. * It will critically reflect the agenda of prominent social movements that emerged in India. (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | |
| Contemporary Times and the efficacy social movement | | | | | | | | | * This unit will introduce students to contemporary debates around different social movements. * It will also critically reflect on social movements in contemporary perspective. (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **100** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Mid Term Exams | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | |
| Assignments/presentations: Assignments 3 and  Presentations 1. | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Nicholas Dirks, *Caste of Minds: Colonialism and the Making of Modern India*, 2001. 2. Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999. 3. Sumit Sarkar and Tanika Sarkar: *Caste in Modern India: A Reader* (Vol. 1 and 2). 4. Prathama Bannerjee, *Politics of Time: ‘Primitives’ and History Writing in a Colonial Society*. Oxford University Press, 2006. 5. Anupama Rao, *Caste Question: Dalits and the Politcs of Modern India*, Permanent Black, 2010. 6. Veena Naregal, *Language Politics, Elites, and the Public Sphere*, Permanent Black, 2001. 7. Rosalind O’Hanlon, *Caste, Conflict and* Ideology: Mahatma Jotirao Phule and the Lower Caste Protest in 19th Century Western India. 8. Parimala Rao, *Foundations of Tilak’s Nationalism*: *Discrimination, Education, and Hindutva*, Orient Blackswan, 2010. 9. Sumit Sarkar, *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, and History*, Permanent Black, 2003. 10. Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, 2015. 11. Christopher Jafferlot, *Dr. Ambedkar and Untouchability*, Permanent Black, 2005. 12. Gail Omvedt, *Dalits and Democratic Revolution*, AltaPress, 1994 D.R. Nagaraj, *Flaming Feet and the Other Essays: Dalit Movement in India*, Permanent Black, 2010 | | | | | | | | | | | | | | | | | | | | |
|  | | | 1. B.R. Ambedkar, ‘Philosophy of Hinduism’ In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*, pp. 24-44. 2. B.R. Ambedkar, ‘Buddha or Karl Marx’, In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*, 3. Manu Bhagavan,[The Hindutva Underground: Hindu Nationalism and the Indian National Congress in Late Colonial and Early Post-colonial India,](https://www.epw.in/journal/2008/37/special-articles/hindutva-underground-hindu-nationalism-and-indian-national-congress) In *Economic and Political Weekly, Vol 43, Issue No. 37*, 13 Sep. 2008. 4. Prathama Bannerjee, ‘Caste and the Writing of History’, In Imtiaz Ahmed and Shashibhushan Upadhyay (eds.), *Dalit in History (*(Book). 17. V. Geetha and S.V. Rajadurai, ‘Dalit and Non Brahmin in Colonial Tamil Nadu’, In *Economic and Political Weekly* (Vol. 28, No 39, September 25, 1993), pp. 2091-2098. 5. J. Devika, ‘Egalitarian Developmentalism, Communist Mobilization, and the Question of Caste in Kerala State, India’, In *The Journal of Asian Studies*, Vol. 69, No. 3 (AUGUST 2010). 6. P. Chandramohan, *Developmental Modernity in Kerala – Narayana Guru, S.N.D.P Yogam and Social Reform*, Tulika Press, 2016. 7. Valerian Rodrigues, ‘Buddhism, Marxism and the Conception of Emancipation’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*. 8. Anand Teltumbde (ed.) and B. R. Ambedkar, *India and Communism*, Leftword Books, 2017. 9. Nandini Gooptu, ‘Caste, Deprivation and Politics: the Untouchables in   U.P. Towns in the Early Twentieth Century’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*.   1. Ramnarayan Rawat, ‘Genealogies of Dalit political: Transformation of Achhut from ‘untouched’ to ‘untouchable’ in the early 20th century North India, In *Indian Economic and Social History Review* (Vol. 52, issue no. 3, 2015). 2. Sekhar Bandyopadhyay, ‘Transfer of Power and the Crisis of Dalit Politics in India, 1945-47, In Modern Asian Studies (Vol. 34, No. 4 October 2000), pp. 893-942. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA English/ Socioloy/ History** |
| **Course Title:** | The Nation and its Workers and Peasants |
| **Course Code: HUM 533** | **Course Instructor:** |
| **Academic Year:** | **Semester:** First year, first semester |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | The course focuses on the history of modern India—around the questions of nation, caste, class and identity. It is about the unfolding of the idea of the modern Indian nation and about the varied forms of dissent that were articulated from time to time against the dominant discourses of the nation. Novel conceptions of rights and freedoms pushed different communities and class groups to vehemently pitch their political claims. This course discusses the development of these ideas, which ultimately brought about a vibrant social and political discourse in the public sphere. It critically engages with the vehement disagreements that emerged in modern India to the politics of mainstream nationalism. It sheds light on the contribution of prominent intellectuals, activists and ideologues who influenced the contours of public debate. It covers the period of the 19th and 20th centuries that was instrumental in the making of modern India.  **Course Objectives:**   1. To appraise the history of modern India and to engage with different issues around which a spectrum of discussions on society, politics, and nationhood emerged. 2. To explore different aspects of nationalism to connect it with larger questions caste, class and identity. 3. To familiarize students with conceptual and historiographical debates that crucially shaped the history of modern India. |
| **Course Outcomes:** | **Course Outcomes:**   1. It will outline key debates in the historiography of the nation. 2. It will help to contextualize the larger significance of the socio-political churning in modern India. 3. It will delineate the importance of cultures of debate, deliberations and democratic thinking in the making of modern India. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The historiography on the Indian nation** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major debates in the historiography on Indian nationalism | | | | | | | | Explain and appraise the politics around the epistemology of the nation (CO1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Subaltern movements in the 19th century** | | | | | | | | | | | | | | | | | | | | | | | | |
| Peasant movements in colonial India | | | | | | | | Delineate the historiography of peasant insurgencies before and after the revolt of 1857 (CO2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Labour histories and historiography** | | | | | | | | | | | | | | | | | | | | | | | | |
| The ‘Coolie’ and working class history in colonial India | | | | | | | | * Delineate the historiography on the working class and labour movements in colonial India (CO2) | | | | | | | | | | | | | 10 | | | |
| **Unit 4: Worker-peasant ‘mass awakening’ and the making of modern India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the conflicted and contested processes of peasants becoming citizens | | | | | | | | Appraise contestations (and affirmations) to the epistemology of the nation by its peasants and workers | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference** | | | | 1. Amin, Shahid. *Event, Metaphor Memory: Chauri Chaura, 1922-1992*, Penguin India, 2006. 2. Banerjee, Prathama. *Politics of Time: 'Primitives' and History-writing in a Colonial Society*, Oxford University Press, 2006. 3. Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999. 4. Brass, Paul. *Language, Religion and Politics in South Asia*, Cambridge University Press, 1974. 5. Chakrabarti, Dipesh. *Rethinking Working Class History*, Princeton University Press, 2002. 6. Chandavarkar, Raj. *Origins of Industrial Capitalism*, Cambridge University Press, 1994. 7. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*, University of Minnesota Press, 1993. 8. Dalmia, Vasudha. *The Nationalization of Hindu Tradition: Bhartendu Harishchandra and Nineteenth Century Banares*, Oxford University Press, 1999. 9. Freitag, Sandria. *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, University of California Press, 1989. 10. Gandhi, M. K. *The Hind Swaraj,* 1909. 11. Gopal S and Uma Iyengar (ed.), *Essential Writings of Jawaharlal Nehru (Vol. I and 2),* Delhi, Oxford University Press, 2008. 12. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, 1982. 13. Jaffrelot, Christopher. *The Hindu Nationalist Movement*, Penguin, 2000. 14. Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Cambridge University Press, 1985. 15. Low D. A. (ed.), *Congress and the Raj*, Oxford University Press, Delhi, 2004. 16. Nandy, Ashis*. The Intimate Enemy: Loss and Recovery of Self under Colonialism*,Oxford University Press, 1982. 17. Pandey, Gyanendra. *Construction of Communalism in Colonial North India*, Oxford University Press, 1990. 18. Ramaswamy, Sumathi. Goddess and the Nation: Mapping Mother India, Duke University Press, 2010. 19. Rodrigues, Valerian. *Essential Writings of B.R. Ambedkar,* Oxford University Press, 2004. 20. Sarkar, Sumit. *The Swadeshi Movement in Bengal*, Permanent Black, 1973. 21. Seal, Anil. *The Emergence of Indian Nationalism*, Cambridge University Press, 1971. 22. Stokes, Eric. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980. | | | | | | | | | | | | | | | | | | | | |

SEMESTER II

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| **Name of the Program:** | | | | | | | **MA** | | | | | | | |
| **Course Title:** | | | | | | | Ethics | | | | | | | |
| **Course Code: HUM522** | | | | | | | **Course Instructor: Shining Star Lyngdoh** | | | | | | | |
| **Academic Year: 2019-2020** | | | | | | | **Semester:** First Year, Second Semester | | | | | | | |
| **No of Credits: 4** | | | | | | | **Prerequisites:** None | | | | | | | |
| **Synopsis:** | | This course is an introduction to the ethical thinking of two influential thinkers of twentieth century continental philosophy—Emmanuel Levinas (1906–1995) and Jacques Derrida (1930–2004). Their ethical ideas can be situated within the ethical turn of the 20th century continental philosophy, which offers a relook at the existential problem of human relationship in the texts of philosophy.  The focus of the course will be on the ethics ‘towards-the-other’ and the idea of radical hospitality and responsibility ‘towards-the-other’ in Levinas and Derrida. The problem of human relation between the ‘other’ and the ‘I’ and the question of who is the ‘other’ will be examined in this course through the works of Levinas and Derrida.  The aim of the course is to arrive at a deeper understanding of existential human relation through the ethics of care/ responsibility and hospitality towards the other. The course also aims at offering a rethinking of human relation within a community. | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | |
| CO 1: | | | | Critically engage with various ethical problems and apply it in their everyday life. | | | | | | | | | | |
| CO 2: | | | | Take their own philosophical standpoint in relation to the ethical problem of human relation. | | | | | | | | | | |
| CO 3: | | | | Critically understand the philosophical thinking in the history of modern western philosophy. | | | | | | | | | | |
| CO 4: | | | | Apply Levinas and Derrida’s ethical thinking in various sociological issues and apply Derrida’s deconstruction in their reading of the text. | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | *PO 5* | | *PO 6* | *PO 7* | *PO 8* | *PO 9* | *PO 10* | *PO 11* | *PO 12* |
| CO 1 | X |  | X | |  |  | |  |  |  |  |  |  |  |
| CO 2 | X |  | X | |  |  | |  |  |  |  |  |  |  |
| CO 3 | X | X | X | |  |  | |  |  |  |  |  |  |  |
| CO 4 | X | X | X | |  |  | |  |  |  |  |  |  |  |



End Semester Examination X X X X X

Laboratory examination NA

**Feedback** End-Semester Feedback

**Reference**

**Material** Emmanuel Levinas, (1961) *Totality and Infinity: An Essay on Exteriority.*

Translated by Alphonso Lingis. The Hague: Martinus Nijhoff publishers, 1979.

Jacques Derrida, (1997) *Of Hospitality*. Translated by Rachel Bowlby.

Standford: Standford University Press, 2000.

The Levinas Reader: Emmanuel Levinas. Edited by Sean Hand. Oxford: Basil Blackwell, 1989.

Jacques Derrida, (1997) *On Cosmopolitanism and Forgiveness.* Translated by Mark Dooley and Michael Hughes. London: Routledge, 2001.

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Indian Literature | | | | | | | | | | | | | | | | |
| **Course Code: HUM 523** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at understanding of the formation of the category of Indian Literature through literary historiography. It focusses on various writing of literary historiography in India and see how literature is linked to various social formations including the rise of nationalism. The course hopes to arrive at a critical understanding of the constitutive process of the Indian Literature in nineteenth an twentieth century India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be exposed to various issues at stake in writing literary historiography. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would learn to analyse various contours of writing a literary history and how it in linked to the social and the political | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to think of the relation between literary writings and emergence of nationalistic discourse in new ways. | | | | | | | | | | | | | | | | | | | | |
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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
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| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Literary Historiography** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Literary Historiography | | | | | | | | | | * Explain the notion of literary historiography (CO 1) * Explain specificities of literary writing/culture in history (Co 1) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Literary Historiography and Indian Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of early historiography in India | | | | | | | | | | * Literary historiography in classical period (CO2) * Literary historiography in nineteenth century India(CO2) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Nationalism, Literature and Beyond** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relationship between nationalism and literature | | | | | | | | | | * Explain the ways in which nationalist discourse is linked to literary formations (CO3) | | | | | | | | | | | | | 15 | | |
| **Unit 4:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 7 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **57** | | | | | | | | **111** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Pollock, Sheldon. 2003. Literary Cultures in History. New Delhi: OUP  Kumar, Udaya. 2019. Writing the First Person. Raniket: Permanent Black  Blackburn, Stuart and Vasudha Dalmia. 2008. India’s Literary History: Essays on the Nineteenth Century. Raniket: Permanent Black  Mukherjee, Meenakshi. 2005. *Early Novels in India*. New Delhi: Sahitya Akademy.  Bhattacharjee, Baidik, Sambudha Sen.eds. 2019. Novel Formations: The Indian Beginnings of a European Genre. Raniket: Permanent Black. | | | | | | | | | | | | | | | | | | | | | |



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|  | Nature, aims and scope of Sociology of India | |  Explain how Sociology as a discipline evolved in India (C1) | | | | | | | | 10 | |  |
| **Unit 2:**  **Understand the different social aspects of Indian society** | | | | | | | | | | | |  |
| Major debates | |  Discuss the major debates and societal issues of India (C2) and (C3) | | | | | | | | 15 | |  |
| **Unit 3: Understanding the Indian Field** | | | | | | | | | | | |  |
| Importance of fieldwork in India | |  Explain how fieldwork emerged and evolved in India (C3) | | | | | | | | 5 | |  |
| **Unit 4: Key concepts such as caste, class, gender, religion and the family** | | | | | | | | | | | |  |
| Elaborate on the main concepts | |  Explain with examples the main issues of Sociology of India | | | | | | | | 15 | |  |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | |  |
| *Learning strategy* | | | *Contact hours* | | | | | *Student learning time (Hrs)* | | | |  |
| Lecture | | | 45 | | | | | 90 | | | |  |
| Seminar | | | Nil | | | | |  | | | |  |
| Small Group Discussion (SGD) | | | 5 | | | | | 5 | | | |  |
| Self-directed learning (SDL) | | | 3 | | | | | 3 | | | |  |
| Problem Based Learning (PBL) | | | NA | | | | |  | | | |  |
| Case Based Learning (CBL) | | | NA | | | | |  | | | |  |
| Clinic | | | NA | | | | |  | | | |  |
| Practical | | | NA | | | | |  | | | |  |
| Revision | | | NA | | | | |  | | | |  |
| Assessment | | | 5 | | | | | 10 | | | |  |
| **TOTAL** | | | **58** | | | | | **108** | | | |  |
|  | | |  | | | | |  | | | |  |
| **Assessment Methods:** | | | | | | | | | | | |  |
| **Formative:** | | | | | | **Summative:** | | | | | |  |
| Class tests: Nil | | | | | | Sessional examination: 1 | | | | | |  |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | End semester examination: Term Pape r Submission | | | | | |  |
| Quiz: Nil | | | | | |  | | | | | |  |
|  | | | | | |  | | | | | |  |
| **Mapping of assessment with Cos** | | | | | | | | | | | |  |
| Nature of assessment | CO 1 | | | CO 2 | CO 3 | | CO 4 | | CO 5 | | CO 6 |  |
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| **Name of the Program:** | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Literary Criticism | | | | | | | | | | | | | | | |
| **Course Code: HUM 525** | | | | | | | | **Course Instructor: Ashokan Nambiar** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-20 | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at familiarizing the students with some of the foundational texts of literary criticism and theory. A variety of approaches to the discursive unit we call literature would equip the students to understand it both critically and historically. Further, the course will enable the students to critically engage with various literary texts and develop abstract ideas about them. Emphasis will also be given to developing critical writing skills among the students. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | |  Engage critically with complex ideas specific to the field of literature. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | |  Express these ideas clearly in writing | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | |  Understand the constitutive process of ‘literature’ and see them as socially and historically embedded. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Literary criticism** | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to the concept of literature | | | | | | | | | * Explain the notion of literature historically (CO 1) * Explain how the concept of literature differ in different historical period (Co 1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Literary Criticism in Ancient Greece** | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of Greek  Literary criticism | | | | | | | | | * Explain Plato’s ideas of literature(CO2) * Explain Aristotle’s poetics (CO2) | | | | | | | | | | | | 20 | | |
| **Unit 3: Literary Criticism in Modern times** | | | | | | | | | | | | | | | | | | | | | | | |
| Literary criticism from seventeenth to contemporary times | | | | | | | | | * Explain important literary critical practices in seventeenth and   eighteenth century (CO3)   * Explain twentieth and contemporary literary theories (CO 3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 4 | | | | | | | | 4 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **57** | | | | | | | | **104** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Plato. “Republic: From Book II.” In *The Norton Anthology of Theory and Criticism*, edited by Leitch, Vincent B., Cain, William E., Finke, Laurie at al, 45-52. New York and London: W.W. Norton and Company, 2010. 2. Aristotle. “Poetics.” In *The Norton Anthology of Theory and Criticism*, edited by Leitch, Vincent B., Cain, William E., Finke, Laurie at al, 88-115. New York and London: W.W. Norton and Company, 2010. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | TIME AND NARRATIVE | | | | | | | | | | | | | | | | |
| **Course Code:** HUM526 | | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Both Time and Narrative being broad constructs that are likely to travel in multiple directions, this course has been designed with a specific focus: Literary Modernism. Modernism as an aesthetic movement is as remarkable for its global resonances as for its various avatars, whether high-modern, inter-modern, post-modern (or even anti-modern for that matter). The course orients students to a) engage with stylistic considerations in narratives, such as the interplay of form with content/theme, b) to explore how experienced and perceived time gets differentiated from clock time, c) to debate how aesthetic hierarchies have influenced modernism. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To fevelop a critical understanding of modernism as an aesthetic and literary movement | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic elements in literary innovations of the twentieth century | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To apply critical perspectives from literary studies to the close-reading of select literary texts | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | x |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | x | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the aesthetic movement and its evolution | | | | | | | | | | * Framing concerns of the course, its aesthetic scaffolding and the modernist sensibility * Changing deas around modernity and art in late nineteenth and early twentieth century | | | | | | | | | | | | | 6 | | |
| **Unit 2:** Literary Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of modernism in literature | | | | | | | | | | * Influential writers and texts in literary modernism * Central features in literary texts, such as formal inventiveness * Modernism across genres such as drama and poetry | | | | | | | | | | | | | 9 | | |
| **Unit 3:** Identity and Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary responses and sub-genres in modernism in varied socio-historical contexts | | | | | | | | | | * Texts that respond to the blind-spots in literary modernism around gender, race and sexuality * Harlem Renaissance, Modernism in India | | | | | | | | | | | | | 9 | | |
| **Unit 4:**  Modernism and Hierarchies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Elitism and the Middlebrow response | | | | | | | | | | * Cinema and adaptations of modernist themes and texts * Interwar writing and middlebrow literature | | | | | | | | | | | | | 9 | | |
| **Unit 5:** Post-Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Textual innovations after the second world war | | | | | | | | | | * Textual experimentation * Avant-garde aesthetics and reponse | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Joyce, James. *Dubliners*. Penguin Modern Classics, 2000. 2. West, Rebecca. *The Return of the Soldier.* Penguin Books, 1998 3. William, WC. *Imaginations*. New Directions, 1971 4. Beckett, S. *Collected Shorter Plays*. Faber & Faber, 1984 5. Chugtai, Ismat. *A Life in Words*. Penguin Classics, 2013 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Reading the Popular | | | | | | | | | | | | | | | | |
| **Course Code: HUM527** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course intends to equip the students with various approaches to Cultural Theory. The course engages in readings which are theoretical, and practical applications and elaborations of the theoretical positions. The course will provide a historical overview of the evolution of approaches to studying popular culture and enable the students to define the core concepts of the different approaches to popular culture, classify different approaches to studying popular culture, and critically evaluate the approaches for their strengths and shortcomings.  The course has the following objectives:  Illustrate the theoretical legacies of studying the popular  Classify various approaches to studying popular culture  Equip the students with media-specific vocabulary of studying the popular. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to popular culture | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | apply the approaches to a given set of data | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | distinguish media specificities in their analysis | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Popular Culture as an object of study** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * Evolution of culture as an object of study | | | | | | | | | | * Define culture as an object of study (CO1) * Compare and contrast approaches to definitions of culture (CO1) * Compare and contrast definitions of popular (CO1) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Approaches to Popular Culture** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * The semiotic approach * The Marxist approach * The poststructuralist approach | | | | | | | | | | * Review the important debates in the history of ideas in the late twentieth century (CO1, CO2) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Studying the sensory** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distinguishing media specificities in studying the popular | | | | | | | | | | * Demonstrate the specificities of verbal, visual and aural materials. (CO3) * Plan and design case studies on popular culture studying different sensory data. (CO1, CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **76** | | | | | | | | **141** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | X | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Selections from Simon During (ed.) *The Cultural Studies Reader*, London and New York: Routledge.  Selections from *Subaltern Studies*  Janice Radway, 1991. *Reading the Romance: Women, Patriarchy, and Popular Literature*, Chapel Hill and London: The University of North Carolina Press.  Selections from Lucy Burke, Tony Crowley and Alan Girvin (eds.) *The Routledge Language and Cultural Theory Reader*, London and New York: Routledge, 2000.  Gillian Rose. 2001. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*  Malek Alloula. 1986. *The Colonial Harem*, Minneapolis and London: University of Minnesota Press.  Christopher Pinney. 1997. *Camera Indica: The Social Life of Indian Photographs*, Chicago and London: The University of Chicago Press.  William Mazzarella. 2004. From *Shoveling Smoke: Advertising and Globalization in Contemporary India*, Delhi: Oxford University Press.  Charles Hirschkind. 2006. *The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics*, New York: Columbia University Press.  Selections from Fiona Candlin and Raiford Guins (eds.) *The Object Reader*, London and New York: Routledge. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Environmental Humanities | | | | | | | | | | | | | | | | |
| **Course Code: HUM 528** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The goal of this course is to focus on the main concepts, theories and debates linked with the environment. Adopting a humanities perspective, this course will provide insights on the nature versus culture debate, global ecological crisis and biological diversity. The course will focus on the following:   * Principles of Environmental Humanities * Theories of environment, nature and culture * Environment and Society in India | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to analyse core environmental issues | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to critique environmental policies | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to understand the main environmental debates | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 5 |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 6 |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Understanding Environmental Humanities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature versus culture debate | | | | | | | | | | * The core concepts associated with nature and culture | | | | | | | | | | | | | 15 | | |
| **Unit 2: Theories of Environmental Humanities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Main theories of the environment and society | | | | | | | | | | * Focus on the theoretical perspectives | | | | | | | | | | | | | 15 | | |
| **Unit 3: Environment and Society in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand the main environmental issues of India | | | | | | | | | | * Environment and ecology in India | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| **TOTAL** | | | | | | | | | | | **70** | | | | | | | | **125** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Ulrich Beck, Risk Society: Towards a New Modernity (London and. New York, Sage, 1992).  Living with Diversity: Forestry Institutions in the Western Himalaya. Sudha Vasan | 2006.  Gisli Palson, Nature, Culture, and Society: Anthropological Perspectives on Life. 2015, CUP.  Environment and Society (2017). Charles Harper and Monica Snowden. Routledge.  Feminist perspectives on environment and society (2001). Beate Litig. Routledge. | | | | | | | | | | | | | | | | | | | | | |

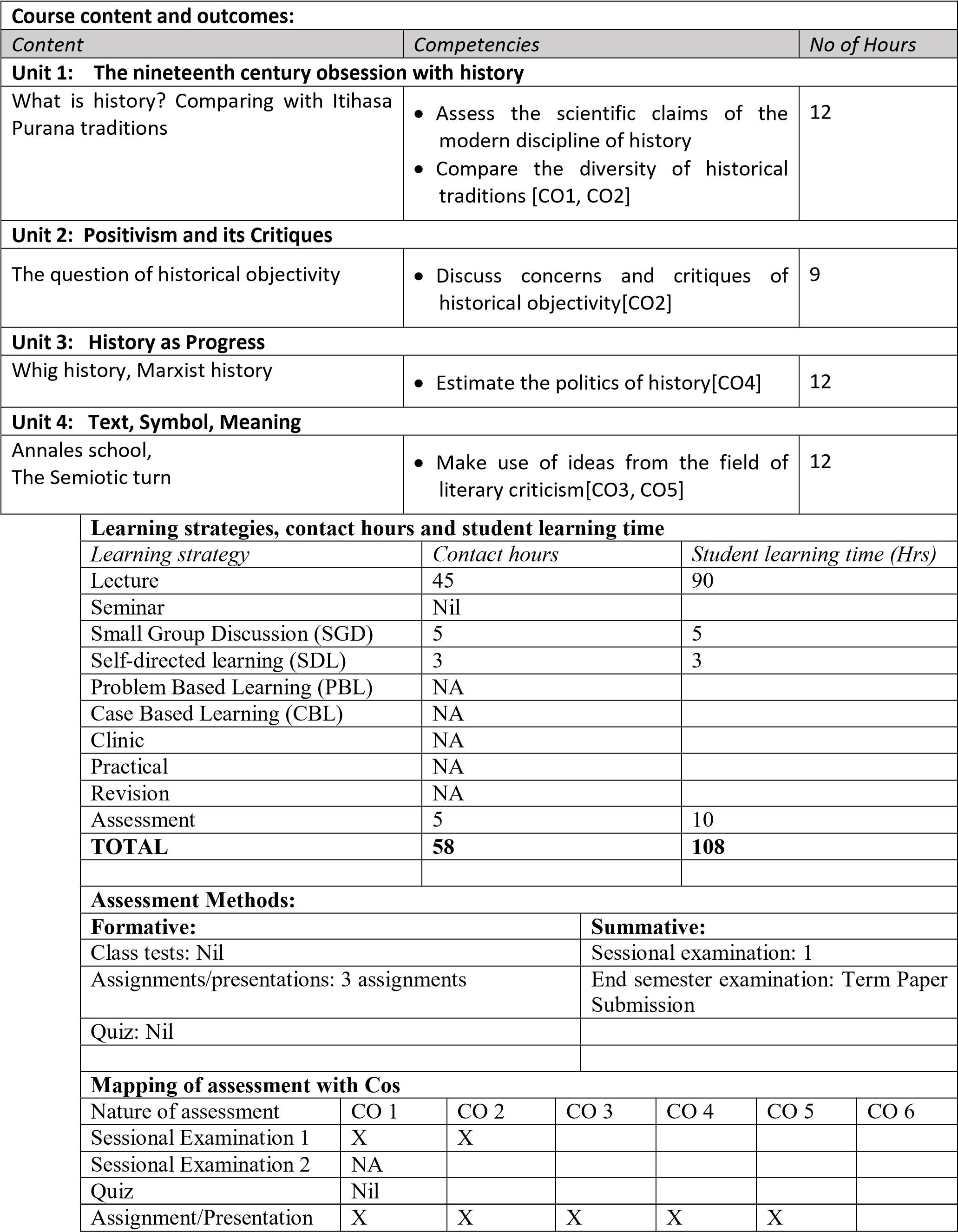
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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Social Anthropology |
| **Course Code: HUM 529** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester II |
| **No of Credits:** 4 | **Prerequisites:** None |
| **Synopsis:** | The main objective of this course is to understand the core concepts, fundamentals, theoretical approaches and methods in the discipline of Social Anthropology. Adopting a cross cultural lens, this course will examine the essential aspects of human social life, which is one of the most prominent features of Anthropology. The course also aims to understand the evolution of the discipline with reference to India. The course will focus on the following:   * Evolution of the discipline: Social Anthropology * Theoretical Approaches and Concepts in Social Anthropology * Major methods in Social Anthropology * Development of Social Anthropology in India |
| **Course Outcomes:** | Course Outcomes   * Students will be able to describe how the discipline of Social Anthropology evolved over a period of time. * Students will be able to interpret the different theoretical approaches that have shaped the discipline of Social Anthropology * Students will be able to demonstrate different methods of Social Anthropology while doing fieldwork in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Origin and Key concepts of Social Anthropology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Progression of the discipline | | | | | | | |  Discuss how the discipline has developed through the works of major scholars (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Theoretical Frameworks** | | | | | | | | | | | | | | | | | | | | | | | | |
| Theoretical structures of Social Anthropology | | | | | | | |  Explain the theoretical perspectives of the discipline (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Methods and Narratives from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Anthropology a field based discipline in India | | | | | | | | * Discuss how the discipline of Social Anthropology changed the field narrative in India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | 1. Systems of Consanguinity and Affinity of the Human Family (pp 3-70) by L.H. Morgan (1870). Washington: Smithsonian Institution. 2. The Golden Bough (pp 11-90) by J. Frazer (1950). London: Macmillan. 3. The Gift (pp 8-18)) by Marcel Mauss (1950), London: Rutledge. 4. Social Anthropology and the Study of Historical Societies by A.M. Shah (1959*), Economic and Political Weekly*, Special Number (pp 953-962) 5. Social Anthropology and the Study of Rural and Urban Societies (1959) by M.N. Srinivas in *Economic and Political Weekly*, 11 (4): (pp 1-8) |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Historical Theories and Methods | | | | | | | | | | | | | | | | |
| **Course Code: HUM531** | | | | | | | | | **Course Instructor: Prabodhan Pol** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-22 | | | | | | | | | **Semester:** First Year, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course is designed to understand the discipline of history from a broader methodical point of view. It will begin with an important question that highlights what the discipline of history is all about and further probe into the debates surrounding the subject. It will explore central constituents of historical thinking that include ideas about context and causation, methods of historical analysis, issues of truth and objectivity, conflicting interpretations, and inquiry into varied historical theories and methods. The course would focus on building basic skills for conducting historical research that includes locating, utilizing, and evaluating different historical sources. It would prepare students for conducting historical research through multidisciplinary approach.   * Students will be able to identify and evaluate developments within historical scholarship. * Students will be able to engage in the process of historical interpretation through analysis of documents. * Demonstrate the ability to compare and synthesize multiple historical interpretations. * Students will be able to critically engage with the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to identify and evaluate developments within historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to engage in the process of historical interpretation through analysis of documents. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Demonstrate the ability to compare and synthesize multiple historical interpretations. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to critically engage with the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Development of the discipline of History** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Modernity and Development of discipline of History | | | | | | | | | | * Evaluate basic yet intractable questions such as – does history illuminate *facts* of the past or interpretative *choices* of historians? Can human affairs be studied under the rubric of causal laws? | | | | | | | | | | | | | 15 | | |
| **Unit 2: Working with Sources and doing History** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary and Secondary Sources | | | | | | | | | | * Ability to use, integrate, and discuss primary and secondary sources effectively in writing based on an understanding of the methods of historical research and analysis. | | | | | | | | | | | | | 15 | | |
| **Unit 3: What Do Historians Do? Historiography and Historical Thinking** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interpretation of History: Historiography and Historical Thinking | | | | | | | | | | * Understanding the development of historical thinking through different philosophies and methods of historical practice. | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | | |
| Assignments/presentations 3 Assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | x | | x | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | x | | x | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Bloch, Marc, The Historian’s Craft, Manchester University Press, 2004. 2. Carr, E. H., *What is History?* London: Penguin Books, 1961. 3. Berlin, Isaiah, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997. 4. Collingwood, R. G., *The Idea of History*, Oxford: Oxford University Press, 1956. 5. Peter Burke, *New Perspectives on Historical Writing*, 1991. 6. Burke, Peter, *Eye-witnessing: The Uses of Images as Historical Evidence*, 2001. 7. Dobson, M. and B. Ziemann (ed.), *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History*, 2008. 8. Furay, Conal, *The Methods and Skills of History*, 1988 9. Tosh, John, *Pursuit of History*: Aims, Methods, and New Directions in the Study of History, 2010. 10. Berger, Stefan et al. (eds.), *Writing History: Theory and Practice,* 2nd edition, 2010. 11. Febvre, Lucien and Marc Bloch, *A New Kind of History and other essays*/ Lucien Febvre; ed. by Peter Burke, New York, London: Harper and Row, 1973 12. Ginsburg, Carlo, *Clues, Myths and the Historical Method*, 1989. 13. Hobsbawm, Eric, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45. 14. White, Hayden *Metahistory* (1973), *Tropics of Discourse* (1978), *The Content of the Form* (1987). 15. LaCapra, Dominick, ‘Rethinking Intellectual History and Reading Texts, *History and Theory*, Vol. 19, No.3, 1980, pp. 245-276. 16. Thapar, Romila, *The Past Before Us* New Delhi: Permanent Black, 2013. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | **MA English/ Sociology/ History** | | | | | | | |
| **Course Title:** | | | | | | Writing the Past | | | | | | | |
| **Course Code: HUM532** | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | |
| **Academic Year: 2019-2020** | | | | | | **Semester:** First Year, Semester 2 | | | | | | | |
| **No of Credits: 4** | | | | | | **Prerequisites:** None | | | | | | | |
| **Synopsis:** | | While societies have always written about the past and there are many ‘pre-modern’ traditions of such writing, this course focuses on the emergence and consolidation of history as a modern academic discipline. The making of this history is coeval with the making of the ‘modern’ and—in the discipline’s shared assumptions across the world in the nineteenth and twentieth centuries—history inscribes the narrative of the ‘modern’. This course begins by explicating and critiquing the positivist, objectivist notions of history that was characteristic of what Carr described as ‘the clear-eyed self-confidence of the Victorian era’, proceeds through a study of the critiques of these objectivist assumptions by Collingwood *et al*, moves from a discussion of Whig interpretations of history to the various new approaches opened up by different generations of Marxist historians. It then engages with the Annales tradition of historical writing to go on to a more rigorous investigation of the relations between texts, signs, symbols and the production of meaning, drawing from the key insights offered by ‘the semiotic turn’ in historical and literary criticism. It ends with postmodernist critiques of history-as-a-project-of-the-modern to ask if there are ways of *writing the past* and *writing history* beyond the notion of history as the constitution of the modern. | | | | | | | | | | | |
| **Course Outcomes** | | | On successful completion of this course, students will be able to | | | | | | | | | | |
| CO 1: | | | illustrate diverse perspectives on the method, purpose and study of history | | | | | | | | | | |
| CO 2: | | | evaluate questions of historical objectivity | | | | | | | | | | |
| CO 3: | | | compare different philosophies of historical practice | | | | | | | | | | |
| CO 4: | | | demonstrate the politics of historical scholarship | | | | | | | | | | |
| CO 5: | | | discuss ideas and concepts from the field of literary criticism | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | *PO 4* | *PO 5* | | *PO 6* | *PO 7* | *PO 8* | *PO 9* | *PO 10* | *PO 11* | *PO 12* |
| CO 1 | X |  |  |  |  | |  |  |  |  |  |  |  |
| CO 2 | X | X |  |  |  | |  |  |  |  |  |  |  |
| CO 3 | X | X | X |  |  | |  |  |  |  |  |  |  |
| CO 4 | X |  | X |  |  | |  |  |  |  |  |  |  |



End Semester X X X X X

Examination

Laboratory examination NA

**Feedback**   End-Semester Feedback

**Process**

**Reference Material** 1. E H Carr *What is History?*, London: Penguin Books, 1961 2. Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in

*The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997

1. R G Collingwood, *The Idea of History*, Oxford: Oxford University Press
2. Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996
3. Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013
4. Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986 7. Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.
5. Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The

Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011

1. Carlo Ginsburg, *Clues, Myths and the Historical Method* (originally published in 1989), JHU Press, 2013 reprint
2. Michel Rolph Trouillot, *Silencing the Past: Power and Production of History* (originally published in 1995), Beacon Press, 2015 reprint
3. J. Huizinga, ‘A Definition of the Concept of History’, in R. Klibansky and H. J. Paton (eds), *Philosophy and History*, Warburg Institute: Harper and Row, 1963
4. Marc Bloch, *The Historian’s Craft*, New York: Knoph, 1953
5. W. H. Walsh, *The Philosophy of History* (originally published in 1951), Thoemmes Press, 1992 reprint
6. Eric Hobsbawm, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45
7. Lynn Hunt, ‘French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm’, *Journal of Contemporary History*, Vol. 21, No. 2, Twentieth Anniversary Issue, 1986, pp. 209-224.
8. Robert Darnton, ‘The Symbolic Element in History’, *The Journal of Modern History*, Vol. 58, No.1, 1986, pp. 218-234
9. Dominick LaCapra, ‘Rethinking Intellectual History and Reading Texts, *History and Theory*, Vol. 19, No.3, 1980, pp. 245-276

SEMESTER III

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Premodern Literary Traditions | | | | | | | | | | | | | | | | |
| **Course Code:** ENG611 | | | | | | | | | **Course Instructor:** NIKHIL GOVIND | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester III | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This semester is to introduce students to the rich diversity of pre-modern literary traditions. This is understood to be the period up to the arrival of colonial modernity. Students will be exposed to the variety of genres, the inter-mixing of religious, philosophical and literary discourses, to a reflective aesthetics, as well as to older traditions of theatre and prose. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To understand that literary traditions underwent many transmutations with the advent of the modern world | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To evaluate the similarites and differences between pre-modern and modern traditions | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To debate the issues of the premodern literary world in its own terms | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | x |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to course and themes | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central Concerns of Indic premodern India | | | | | | | | | | * Orientation studies of literary studies with regard to other genres such as religion and norms * Reading influential texts as literary articulations of religious and moral expressivity | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Literary Form and Aesthetics | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of Indic literary studies and aesthetics | | | | | | | | | | * Influential writers and texts which have helped create literary norms across cultures and aesthetics * Features in literary texts, such as formal inventiveness, and the development of prose and metre | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Comparative dimensions | | | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on class, caste, s and religious affiliations and identities in the context of literary studies across Indic and non-Indic cultures | | | | | | | | | | * Close-reading of rhetorical strategies adoped by influential texts * Simultaneous evolutions of social, psychological and legal discourses around literary expression and the lyric, epical and theatre forms | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Tubb and Shulman, *Innovations and Turning Points: Towards a History of Kavya Literature*, Oxford University Press, 2014 2. Pollock, Sheldon, *A Rasa Reader: Classical Indian Aesthetics*, Columbia University Press, 2018 3. Chakrabarti, Arindam, ed. *Indian Aesthetics and the Philosophy of Art,* Bloomsbury, 2018 4. Kalidasa, *Recognition of Shakuntala*, Oxford World Classics, 2008 5. Vyasa, *Complete Mahabharata* (trans. Debroy), Vol 1-10, Penguin, 2015 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | GENDER AND SEXUALITY | | | | | | | | | | | | | | | | |
| **Course Code:** ENG612 | | | | | | | | | **Course Instructor:** NIKHIL GOVIND | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester III | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This semester is to introduce students to the thriving discourse on gender and sexuality studies. This course uses a historical understanding of the evolution of these ideas, a comparative frame vis a vis non-Indian cultures, as well as pays attention to questions of genre and form. Students are encouraged to link the questions of gender to broader issues of citizenship and constitutional rights to free expression. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To formulate the question of gender discourse as it surfaces in different historical contexts | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To illustrate the varieties of gender discourses in different cultural contexts | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To examine the rhetoric of sexuality studies as it pertains to legal and real-world contexts | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | x | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to course and themes | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central Concerns of gender and sexuality discourses in contemporary India | | | | | | | | | | * Orientation studies of gender expressivity with regard to citizenship * Reading influential texts as literary articulations of gender expressivity | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Literary Form | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of gender studies | | | | | | | | | | * Influential writers and texts which have helped create gender norms * Central features in literary texts, such as formal inventiveness | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Comparative dimensions | | | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on class, caste, scientific and religious affiliations and identities in the context of gender and sexuality studies across cultures | | | | | | | | | | * Close-reading of rhetorical strategies adoped by influential texts * Simultaneous evolutions of social, psychological and legal discourses around gender | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Foucault, Michel, *History of Sexuality*, Vol 1 and 2, Vintage 1990 2. Freud, Sigmund, *Basic Writings of Sigmund Freud*, Modern Library, 1995 3. Butler, Judith, *Gender Trouble*, Routledge, 2006 4. Srivastava, Sanjay. *Sexuality Studies: India*, Oxford University Press, 2013 5. McEwan, Ian, *Machines Like Me*, Vintage 2019 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **MA English** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | MEDICAL HUMANITIES | | | | | | | | | | | | | | | |
| **Course Code:** ENG613 | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-20 | | | | | | | | **Semester:** Semester III | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | Medical Humanities is the study of theoretical, critical and empirical insights from literature and literary studies on discourses of health, illness, disease, disability, and therapeutic encounters. The course engages with tropes of embodiment and health in various narratives of illness and care. It also interrogates literary investments in binaries of experience and representation, pain and articulation, normal and abnormal. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | To recognise evolving discourses and contexts around healthy and diseased bodies | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | To analyze theoretical, thematic and stylistic engagements at the intersection of medicine and humanities | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | To formulate responses to observations and lived experiences of health and illness | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | To apply critical perspectives from medical humanities to select literary texts | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Medical Humanities | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the discipline and its methodology | | | | | | | | |  Contextual and narrative overlaps between literary studies and medical pedagogy and practice | | | | | | | | | | | | 6 | | |
|  | | | | | | | | |  Reading key literary texts from the perspective of the discipline | | | | | | | | | | | |  | | |
| **Unit 2:** History of Medicine | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of medical profession and select parallel literary narratives | | | | | | | | | * Historical mapping of medical knowledge from Galenic medicine to Germ Theory of medicine * Conceptual history of modern medicine and the scientific ideology | | | | | | | | | | | | 6 | | |
| **Unit 3:** Bio-politics and Medical Ethics | | | | | | | | | | | | | | | | | | | | | | | |
| Study of ideas around health and biopolitics, medical jurisprudence, bioethics and impact of imperialism | | | | | | | | | * The structuring of the medical knowledge apparatus as explored by thinkers like Canguilhem and Foucault * An overview of ethics and its application in the field * Emergence of public health and impact of medical research in the colonies especially around pandemics | | | | | | | | | | | | 9 | | |
| **Unit 4:**  Mental Health | | | | | | | | | | | | | | | | | | | | | | | |
| Narratives about mental health | | | | | | | | | * Some dominant medical discourses and approaches to mental illness * Fictional and non-fictional narratives on mental health | | | | | | | | | | | | 6 | | |
| **Unit 5:** Disability Studies | | | | | | | | | | | | | | | | | | | | | | | |
| Various models of disability | | | | | | | | | * An interrogation of concepts of ability and disablity of the human body * Understanding different genres in their representation of disability | | | | | | | | | | | | 9 | | |
| **Unit 6:** Narratives by Medical Professio nals | | | | | | | | | | | | | | | | | | | | | | | |
| Voices from the Medical Field in Literary Modes | | | | | | | | | * The physican in the role of the paient * The perspective of the insider-outsider in medicine * Experiences of an epidemic | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 40 | | | | | | | | 80 | | | | | |
| Seminar | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 4 | | | | | | | | 4 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 6 | | | | | | | | 6 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **60** | | | | | | | | **105** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Susan Sontag’s *Illness as Metaphor* (1978)  Margaret Edson’s *W;t* (1999)  Virginia Woolf’s essay ‘On Being Ill’ (1926)  Jill Bolte Taylor’s TED talk ‘My Stroke of Insight’  *The Death of Ivan Ilyich* by Leo Tolstoy (1886)  Foucault’s *The Birth of the Clinic* (1963) (Introduction, Chapter 1 – ‘Spaces and Classes’, Chapter 7 – ‘Seeing and Knowing’)  Occidental Therapeutics and Oriental Bodies’ and ‘Plague: Assault on the Body’ from David Arnold’s *Colonizing the Body* (1993) 8. Pandita Ramabai’s letter to *The Bombay Guardian* (1897)  Lakshmibai Tilak’s *Smritichitre* (1934-1936).  William Styron’s *Darkness Visible* (1989)  David Foster Wallace’s ‘The Depressed Person’ (1998)  ‘Dueling Dualisms’ from Anne Fausto Sterling’s *Sexing the Body* (1999) and her essay ‘The Five Sexes Revisted’ (2000)  Alison Bechdel’s graphic memoir *Fun Home* (2006)  David Small’s *Stiches* (2009)  Chapters 1 and 2 from Abraham Verghese’s *My Own Country*  ‘Prologue’ from *When Breath Becomes Air* and ‘Before I Go’ on Stanford Medicine website by Paul Kalanithi.  ‘Introduction’ and ‘Hard Conversations’ from Atul Gawande’s *Being Mortal*  ‘Face Blind’ (published in New Yorker) and ‘The Man Who Mistook His Wife for a Hat’ by Oliver Sacks  ‘Prologue’ and ‘Flights of the Mind’ from Kay Redfield Jamison *An Unquiet Mind* | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **MA English** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | The Novel | | | | | | | | | | | | | | | |
| **Course Code: ENG 615** | | | | | | | | **Course Instructor: Dr. Ashokan Nambiar C** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** Second Year, Semester III | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at developing a critical understanding of the narrative universe of the literary form- the novel. Deviating from both the conventional literary approaches which see the novel only as a aesthetic narrative artifact and the more recent ‘sociohistorical’ approaches which often see the novel as a social or historical document, this course through the reading of a few novels and scholarly articles would seek possibilities to see the novel narrative itself as social and historical act. The suggested novels will be read alongside the scholarly essays in order to understand various methodological approaches towards the literary form of the novel. As a classroom exercise, emphasis will also be given in exploring the validity of these ideas in dealing with some of the issues contemporary world face. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will develop specific reading skills to engage critically with the narrative world of the novel | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to think and critically reflect about the historicity of the novel. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be equipped to think of the distinction between literary writings and non-literary writings in newer ways. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to the form of the novel.** | | | | | | | | | | | | | | | | | | | | | | | |
| Novel and its emergence | | | | | | | | | Describe the generic features of the novel  (C1) | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | Explain the relation between the emergence of the novel and its context (C1) | | | | | | | | | | | |  | | |
| **Unit 2: Introduction to various critical approaches to study novel.** | | | | | | | | | | | | | | | | | | | | | | | |
| Ways of studying the novel  Introduction to their differences | | | | | | | | | Describe various critical analytical methods for studying the novel (C2)   Explain their differences (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3: Issues involved in contemporary approaches to study the novel.** | | | | | | | | | | | | | | | | | | | | | | | |
| Contemporary critical approaches Introduction to new approaches | | | | | | | | | Explain issues involved in existing literary critical practices in studying the novel (C3)  Describe in detail the new approaches. (C3) | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Defoe, Daniel. *Robinson Crusoe*. London: Penguin Books, 1994 (1791). Dostoyevsky, Fyodor. *Crime and Punishment*. Moscow: Raduga Publishers, 1985 (1866). 2. Chandumenon, O. *Indulekha*. Translated by W. Demergue. Kozhikode:   Tarjuma, 2007 (1890).   1. Roberts, Andrew Michael. “Introduction: The Novel as a Genre.” In *Bloomsbury Guide to English Literature: The Novel: From its Origins to the Present Day*, edited by Andrew M. Roberts, 1-19. London: Bloomsbury, 1994. 2. Hunter, Paul J. “Novels and ‘the Novel’: The Critical Tyranny of Formal   Definition.” Hunter, Paul J. In *Before Novels: The Cultural Contexts of*  *Eighteenth-Century English Fiction*, 29-58. New York and London: W.W. Norton, 1990.   1. Hunter, Paul J. “What Was New about the Novel.” In *Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction*, 3-28. New York and London: W.W. Norton, 1990 2. Watt, Ian. “Realism and the Novel Form.” In *The Rise of the Novel*, 9-35. Harmondsworth, Middlesex: Penguin, 1963. | | | | | | | | | | | | | | | | | | | | |
|  | | | 1. Watt, Ian. “The Reading Public and the Rise of the Novel.” In *The Rise of the Novel*, 9-35. Harmondsworth, Middlesex: Penguin, 1963 2. Bakhtin, M.M. “Epic and Novel: Towards a Methodology for the Study of the Novel”. In The Dialogic Imagination: Four Essays by M.M. Bakhtin edited by Michael Holquist, 3-40. New Delhi: Pinnacle Learning, 1981. 3. McKeon, Michael. “Introduction: Dialectical Method in Literary History.” In *The Orgins of the English Novel* Press, 1988 (1987) 4. Azim, Firdaus. “The Subjext/s of the Novel.” In *The Colonial Rise of the Novel*, 10-33. London and New York: Routledge, 1998. 5. Clark, T.W. “Introduction.” In *The Novel In India: Its Birth and Development*, edited by T.W. Clark. London: George Allen and Unwin Ltd. 6. Mukherjee, Meenakshi. “Introduction”. In *Early Novels in India*, edited by   Meenakshi Mukherjee. New Delhi Sahitya Akademi, 2002.   1. Ansari, M.T. “Reading Indulekha: Muslim in the Process of Nation-   Translation.” In *Narrating India: The Nation in Search of the Nation*, 225-42. New Delhi: Sahitya Akademi, 2005   1. Dalmia, Vasudha. “Introduction: North Indian Cities and the Hindi Novel.” In *Fiction and History: The Novel and the City in Modern India*, 1-54. Raniket: Permanent Black, 2017 2. Prasad, Madhava. “Novel Social Form: Gulvadi Venkataro’s Indirabai (1899).” In *Novel Formations: The Indian Beginnings of a European Genre*, 135-65. Raniket: Permanent Black, 2019. | | | | | | | | | | | | | | | | | | | | |
|  | | | 1. Pinto, Rochelle. “Govinda Samanta, or, Eluding Ethnography in the Colonial Novel.” In *Novel Formations: The Indian Beginnings of a European Genre*, 98-134. Raniket: Permanent Black, 2019 2. Kumar, Udaya. “Unsteady Luminosity: Reading the World in Early Novels.” In *Writing the First Person: Literature, History and Autobiography in Modern Kerala*, 120-164. Raniket: Permanent Black, 2016. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Nineteenth-century Literature | | | | | | | | | | | | | | | | |
| **Course Code: ENG616** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** Second Year, Semester III | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at developing a critical approach to understand literary periods and literary formations historically. It focusses on literary formation in nineteenth-century India. With the help of select essays on formation of a modern literary space in various regions in India, the course hopes to arrive at a critical understanding of the constitutive process of literary modernity in colonial India. Further, it looks in detail at the discursive formation of the early novel in India emerged in nineteenth century. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be equipped with specific reading skills to engage critically with literary formation in specific historical periods. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would learn to analyse the early Indian novels and understand the constitutive process of ‘literariness’ of a text and begin to speak of various constitutive elements in a historically informed fashion. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to think of the relation between literary writings and non-literary writings in newer ways. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Nineteenth century** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Nineteenth century as a literary period | | | | | | | | | | * Explain the notion of literary period (CO 1) * Explain specificities of literary writing in Nineteenth Century (Co 1) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Literary formation in Nineteenth Century** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of Nineteenth Century Literature | | | | | | | | | | * Features of nineteenth century short story (CO2) * Features of nineteenth century novel (CO2) | | | | | | | | | | | | | 151 | | |
| **Unit 3: Nineteenth century Novel** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specific features and history of nineteenth century novel | | | | | | | | | | * Explain important literary practices in nineteenth century in relation to the emergence of the novel CO3) * Nineteenth century novel and the society (CO 3) | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 7 | | | | | | | | 7 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 15 | | | | | | |
| **TOTAL** | | | | | | | | | | | **61** | | | | | | | | **116** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Banerjee, Prathama. 2006. Politics of Time: ‘Primitives’ and History-writing in a Colonial Society. New Delhi: OUP  2. Blackburn, Stuart and Vasudha Dalmia. 2008. India’s Literary History: Essays on the Nineteenth Century. Raniket: Permanent Black  3. Venkatachalapathy, A.R. 2012. *The Province of the Book*. Raniket: Permanent Black.  4. Mukherjee, Meenakshi. 2005. *Early Novels in India*. New Delhi: Sahitya Akademy.  5. Bhattacharjee, Baidik, Sambudha Sen.eds. 2019. Novel Formations: The Indian Beginnings of a European Genre. Raniket: Permanent Black. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | POLITICAL AND SPIRITUAL RHETORIC | | | | | | | | | | | | | | | | |
| **Course Code:** ENG618 | | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester 3 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course studies the emergence and formation of literary sensibilities that came to define modern Indian prose in the second half of the 19th century and the opening decades of the 20th century. Primarily in English, Bengali and Marathi, and then in several other Indian languages simultaneously, these pioneering writers sought to articulate both formalistic and thematic concerns through questions of identity. For instance, the question of how to sculpt the novel form to represent a regional or indigenous (Indian) social/political/historical milieu was closely connected to the question of what themes or characters would best represent this milieu. Needless to say, these expressions were deeply mired in the social reform rhetoric, the early imaginings of an Indian nation, schisms etched between languages and regions, visible and invisible revolutions in family spaces, the tradition-modernity divide, women’s rights, caste politics, and battles over cultural domains. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To analyze the genre of the autobiography as a literary form and the platform it offered women in their first literary and public forays | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To illustrate the thematic and stylistic resistances in select influential texts (of late-19th and early-20th century India) which explore liminal spaces and ‘modern’ sensibilities. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To examine the rhetoric of cultural, political, spiritual and personal freedom through select textual output of colonial India. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | |  | x | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | x |  | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to course and themes | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central Concerns of Nationalist and Social Reform Movements in colonial India | | | | | | | | | | * Orientation to social reform movements in nineteenth-century India and overlaps with varied approaches to nationalism * Reading influential texts as literary articulations | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Literary Emergences and Innovations | | | | | | | | | | | | | | | | | | | | | | | | | |
| The novel in India, its early concerns and forms. | | | | | | | | | | * Literary influences from Europe on Indian literature. Literary tropes and themes from premodern literary traditions in India * The dynamics between genres such as tracts, pamphlets, speeches, fiction, theatre and autobiography | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Formulations of Political and Spiritual rhetoric | | | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on class, caste and religious affiliations and identities in the context of nationalism | | | | | | | | | | * Close-reading of rhetorical strategies adoped by public figures * Simultaneous evolutions of social and religions discourses | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Nehru, J. *Discovery of India*. Penguin Books, 2004 2. Ambedkar, BR. *Annihilation of Caste.* Navayana, 2014 3. Sarkar, Tanika. Rassundari Devi. *Words to* Win. Zuban, 2013 4. Ghosal, Swarnakumari Debi. *An Unfinished Song*. Oxford University Press, 2008 5. Chatterji, Bankimcandra. Anandamath. Oxford University Press, 2005 6. Viswanathan, Gauri. *Outside the Fold*. Princeton University Press, 1998 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Literatures of Migration | | | | | | | | | | | | | | | | |
| **Course Code: ENG619** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** Second Year, Semester 3 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course takes as its object literatures of various genres which deal with economic migration and the question of memory, aspiration, alienation that characterise migrations, both international and those within the state. The focus is on contemporary migrations as opposed to the earlier traffic between the colony and the metropole. An important aspect of the course is to engage in ways of thinking of contemporary movements of people, especially with the rise of technologies of communication as well as of travel. Students are encouraged to bring to discussion disparate texts of migration – poetry, letters, songs, music cultures, film cultures, etc. which are informed by the experience of migration. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key types and traits of contemporary migrations | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Identify important contemporary authors and texts of literature associated with contemporary migration. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Analyse contemporary literature as conditioned by migration | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Migration today** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Continuities and discontinues of present day migration with the preceding times. | | | | | | | | | | * Relate an overview of migration historically. (CO1) * Demonstrate the peculiarities of the contemporary era of migration (CO1) * Identify types of migration, hotspots of migration. (CO1) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Migration, nation-state, and literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Studying literature through the frame of migration | | | | | | | | | | * Demonstrate familiarity with key arguments, theorists and texts of literary analysis of migrant literature (CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Case studies** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading select literatures of migration | | | | | | | | | | * Analyse the given text along the questions of alienation, memory, aspiration, hybridity, etc. (CO2, CO3) | | | | | | | | | | | | | 18 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | 6 | | | | | | | | 10 | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 18 | | | | | | | | 36 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | |  | | | | | x | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | x | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | | | | | | | | | | | | | | | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Mardorossian, Carine M. 2002. “From Literature of Exile to Migrant Literature”, *Modern Language Studies*, 32 (2), 15-33. 2. Tumbe, Chinmay. 2018. *India Moving: A History of Migration*, Penguin-Viking. 3. Eich-Krohm, Astrid. 2013. “Twenty-first century trends in highly skilled migration” in Steven J. Gold and Stephanie J. Nawyn (eds.) *Routledge International Handbook of Migration Studies*, London and New York: Routledge. 153-165. 4. Gaetano, Arianne M. and Tamara Jacka. 2004. *On The Move: Women and Rural-to-Urban Migration in Contemporary China*, Columbia University Press. 5. Nancy N. Chen, Constance D. Clark et al. (eds.) *China Urban: Ethnographies of Contemporary Culture*, Durham and London: Duke University Press. 6. McDuie-Ra, Duncan. *Northeast Migrants in Delhi: Race, Refuge and Retail*, Amsterdam University Press, 2012. 7. Zachariah, K.C. and S. Irudaya Rajan. 2012. *Kerala’s Gulf Connection, 1998-2011: Economic and Social Impact of Migration*, Orient Blackswan. 8. Adelson, Leslie A. 2005. *The Turkish Turn in Contemporary German Literature: Toward a New Critical Grammar of Migration*, Palgrave Macmillan. 9. Seyhan, Azade. 2001. *Writing Outside the Nation*, Princeton University Press. 10. Ghosh, Amitav.2012. *In an Antique Land*, Penguin Books. 11. Barua, Jahnavi. 2010. *Rebirth: a novel*, Penguin Books. 12. Naffis-Sahely, Andre. 2017. *The Promised Land: Notes from an Itinerant Life*, Penguin Books. 13. Benyamin. 2012. *Goat Days*, trans. Joseph Koyippally, Penguin Books. 14. Unnikrishnan, Deepak. 2017. *Temporary People*, Brooklyn, NY: Restless Books. | | | | | | | | | | | | | | | | | | | | | |

SEMESTER IV

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | CREATIVE WRITING | | | | | | | | | | | | | | | | |
| **Course Code:** ENG621 | | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester 4 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites: Nil** | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This is practice-based course which seeks to create original work in varied genre. It will be led by peer-feedback, in addition to mentorship by faculty. The idea is to create a nurturing, non-judgmental space that supports a diversity of expression in different genres. There will be discussion of the options of creative writing for further study, and as a career | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To articulate the understanding of writing as process, form and genre. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To collaborate with peers in producing work together. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To develop a full portfolio of original creative work that is on its way to publication, or for higher study. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | x | x | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | X | x | | x | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Creative Writing as Process | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the choices of narrative form | | | | | | | | | | * Modes of close reading of genres over historical time * Critical reflection on narrative devices and tropes | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Creative Writing as Form | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding choices of voice and rhetoric | | | | | | | | | | * Introduction to structure—plot, character, setting, imagery * Orienting to diverse audiences | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Creative Writing as Feedback | | | | | | | | | | | | | | | | | | | | | | | | | |
| Editing and revising | | | | | | | | | | * Giving and receiving constructive criticism and learning to incorporate revisions * Learning to frame a reflective essay on creative work | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Naipaul, VS, *Reading and Writing*, New York Review of Books, 2000  2. Lodge, David, *The Art of Fiction*, Vintage 2011  3. Goldberg, Natalie, *Writing Down the Bones*, Shambhala, 2016  4. Lamott, Anne, *Bird by Bird: Some Instructions on Writing and Life*, 1995  5. Oliver, Mary, *A Poetry Handbook*, Mariner Books, 1995 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Studies in Contemporary Culture | | | | | | | | | | | | | | | | |
| **Course Code: ENG622** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** Second Year, Semester 4 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course looks at aspects of contemporary culture, taking mediation as its defining feature. The course looks at technologies of mediation, and the ways of understanding culture as mediated through these technologies. Students are introduced to key texts of studying technologically mediated cultures, and are trained to engage with their surroundings through insights gleaned from the readings. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key aspects of contemporary culture | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Identify site specificity of technological mediation | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Develop site specific methods of studying culture | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Situating the contemporary** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aspects of contemporary culture | | | | | | | | | | * Relate an overview of historical transformation of mass culture. (CO1) * Demonstrate the peculiarities of the mediatized society (CO1) | | | | | | | | | | | | | 9 | | |
| **Unit 2: Culture, mediation, and politics** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The interlinkages between technology and politics | | | | | | | | | | * Identify the historicity of specific technologies (CO1, CO2) * Analyse the specific effect of technologies (CO2) * Design site-specific study of cultures (CO2, CO3) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Technology and subjectivity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technology, discourse and affect | | | | | | | | | | * Recall the major debates in terms of discourse and affect (CO1) * Analyse the affective properties of specific technologies (CO2, CO3) | | | | | | | | | | | | | 18 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | 6 | | | | | | | | 10 | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 18 | | | | | | | | 36 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | | | | | | | | | | | | | | | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Adorno, Theodor. 2001. *The Culture Industry*, London and New York: Routledge Classics.  Zizek, Slavoj. 1989. The Sublime Object of Ideology, London and New York: Verso.  Baudrillard, Jean. 1996. *The System of Objects*, London and New York: Verso.  Manuel, Peter. 1993. *Cassette Culture: Popular Music and Technology in North India*, University of Chicago Press.  Booth, Gregory. 2008. *Behind the Curtain: Making Music in Mumbai’s Film Studios*, Oxford University Press.  Mazzarella, William. 2017. *The Mana of Mass Society*, The University of Chicago Press.  Azoulay, Ariella. 2008. *The Civil Contract of Photography*, Princeton University Press.  Srinivas, S.V. 2013. *Politics as Performance*, Ranikhet: Permanent Black.  Prasad, M. Madhava. 2021. ‘Political Surplus in Retrospect,’ in S. Anandhi et al. (eds.) *Rethinking Social Justice*, Orient Blackswan.  Chatterjee, Partha. 2019. *I am the People: Reflections of Popular Sovereignty Today*, Columbia University Press. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Perspectives on World Literatures | | | | | | | | | | | | | | | | |
| **Course Code: ENG624** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Second Year, Semester 4 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | World Literature is often a very confusing phrase. For some it means the best of literature produced in languages across the globe. For others, this is literature which is global in its scope and aesthetics. And yet for others, world literature should simply mean all literatures produced in the world. In academics the phrase carries the extra baggage of being a concept, an archive, as well as a method. This course introduces the students to various theories of World Literature as it evolved into a paradigm in the early years of this millennium.  The course has the following objectives:  Illustrate the epistemological break suggested by World Literature.  Familiarise the students with the major theorists and works on the concept of World Literature.  Equip the students to analyse literary works in the paradigm of World Literature. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Contextualise, classify, compare, and contrast various approaches to World Literature | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | apply the approaches to a given set of data | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | develop site specific approach to literature | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | | x | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Literature before World Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Traditional questions in comparative literature | | | | | | | | | | * Define core concepts of comparative literature (CO1) * Compare and contrast approaches to and definitions of literature (CO1) (CO2) | | | | | | | | | | | | | 12 | | |
| **Unit 2: World Literature as a paradigm** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The world literature turn | | | | | | | | | | * Identify major works and theorists of World Literature (CO1) * Review the important debates in the conception of World Literature (CO1) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Provincialising World Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Criticism of World Literature | | | | | | | | | | * Identify major criticism of the concept of World Literature from varying approaches (CO1, CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **76** | | | | | | | | **141** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | X | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | David Damrosch, *What is World Literature*, Princeton University Press, 2003.  Franco Moretti, *Graphs, Maps, Trees: Abstract Models for a Literary History*, Verso, 2005.  Pascale Casanova, *The World Republic of Letters*, Harvard University Press, 2004.  Alexander Beecroft, *An Ecology of World Literature: From Antiquity to the Present Day*, Verso, 2015.  Pheng Cheah, *What is a World: Postcolonial Literature as World Literature*, Duke University Press, 2016.  Selections from David Damrosch (ed.) *World Literature in Theory*, John Wiley & Sons, 2014.  Selections from Christopher Prendergast (ed.) *Debating World Literature*, Verso, 2004.  Selections from Theo D’haen, David Damrosch and Djelal Kadir (eds.) *The Routledge Companion to World Literature*, Routledge, 2012. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA (ENGLISH)** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | ECOCRITICISM AND ENVIRONMENTAL LITERATURE | | | | | | | | | | | | | | | | |
| **Course Code:** ENG625 | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Second Year Semester 4 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Ecocriticism is the study of theoretical, critical and empirical insights from literature and literary studies on discourses of the environement. The course engages with tropes of nature in various narratives of development and sustainability. It also interrogates literary investments in binaries of experience and representation, pain and articulation, normal and abnormal, nature and nurture. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To recognise evolving discourses and contexts around nature and environment | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic engagements at the intersection of environmental studies and literary form | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To apply critical perspectives from environmental humanities to select literary texts | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Ecocriticism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the discipline and its methodology | | | | | | | | | | * Contextual and narrative overlaps between literary studies and environmental practice * Reading key literary texts from the perspective of the discipline | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Understanding Environmental Literarure | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of the concept of environmental literature | | | | | | | | | | * Historical mapping of environmental writing and its relation to literary form * Conceptual history of science, development and sustainability | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Representations of ecology in cultural systems | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study of ideas of ecology and development as they impact literary form | | | | | | | | | | * The structuring of new environmental knowledge post European colonisation. * An overview of ethics and its application in the field | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **60** | | | | | | | | **105** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Slovic, Scott ed. *Routledge Handbook of Ecocriticism and Environmental Communication* (Routledge, 2019).  2. Carson, Rachel. *Silent Spring* (Penguin Classics, 2020)  3. Thoreau, Henry. *Walden and Civil Disobedience* (Penguin Classics, 1983)  4. Ghosh, Amitav. *The Hungry Tide* (Harper Collins, 2016).  5. Garrard, Greg. *Oxford Handbook of Ecocriticism*. (Oxford, 2014) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Literary Formations in Modern India | | | | | | | | | | | | | | | | |
| **Course Code: ENG 626** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at developing a critical approach to understand the literary formations in India historically. It focusses on literary formation in various historical periods in India. With the help of select essays on formation of a literary space in various historical periods in India such as classical, eighteenth century and nineteenth century- the course hopes to arrive at a critical understanding of the constitutive process of the literary in various historical moments in India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be equipped with specific reading skills to engage critically with literary formation in various historical periods. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would learn to analyse literary expressions across periods and understand the constitutive process of ‘literariness’ of a text and begin to speak of various constitutive elements in a historically informed fashion. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to think of the relation between literary writings and non-literary writings in newer ways. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Nineteenth century** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Nineteenth century as a literary period | | | | | | | | | | * Explain the notion of literary period in terms of the time of their formation (CO 1) * Explain specificities of literary writing in various periods (Co 1) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Literary formation in Nineteenth Century** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of literature in various historical periods | | | | | | | | | | * Features of literature in classical period (CO2) * Features of the literary in eighteenth and nineteenth century (CO2) | | | | | | | | | | | | | 15 | | |
| **Unit 3: literary expressions in twentieth century** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specific features and history of twentieth century Literature in India | | | | | | | | | | * Explain important literary practices in twentieth century India CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 7 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **57** | | | | | | | | **111** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Blackburn, Stuart and Vasudha Dalmia. 2008. India’s Literary History: Essays on the Nineteenth Century. Raniket: Permanent Black  Venkatachalapathy, A.R. 2012. *The Province of the Book*. Raniket: Permanent Black.  Mukherjee, Meenakshi. 2005. *Early Novels in India*. New Delhi: Sahitya Akademy.  Bhattacharjee, Baidik, Sambudha Sen.eds. 2019. Novel Formations: The Indian Beginnings of a European Genre. Raniket: Permanent Black.  Pollock, Sheldon. 2003. Literary Cultures in History. New Delhi: OUP | | | | | | | | | | | | | | | | | | | | | |

# PROGAM OUTCOMES (POS) AND COURSE OUTCMES (COS) MAPPING

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Course Code** | **Course Name** | | **Credits** | | **PO1** | | **PO2** | | | **PO3** | | | **PO4** | | | **PO5** | | | **PO6** | | | | **PO7** | | **PO8** | | **PO9** | | **PO10** | | | **PO11** | | | **PO12** | | |
| 1 | HUM511 | Research Methodology | | 4 | | CO1  CO2 | | CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 2 | HUM512 | Literature and Aesthetics | | 4 | | CO1  CO2 | | CO2  CO3 | | | Co1  CO1 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 3 | HUM513 | Kinship and Society | | 4 | | CO1  CO3 | | CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 4 | HUM514 | Introduction to Film Studies | | 4 | | CO1  CO2 | | CO2  CO3 | | | CO1  CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 5 | HUM515 | Literature and Narrative Form | | 4 | | CO1  CO2  CO3  CO4 | | CO3 CO4 | | | CO1  CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 6 | HUM517 | Collective Social | | 4 | | CO1  CO2 | | CO3  CO4 | | | CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 7 | HUM518 | Approaches to History | | 4 | | C01  C02 | | C03 | | | C03  C04 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 8 | HUM519 | Politics of Identity | | 4 | | CO1 | | CO2  CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 9 | HUM533 | The Nation and its Workers and Peasant | | 4 | | CO1 | | CO2  CO4 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 10 | HUM522 | Ethics | | 4 | | CO1  CO2  CO3  CO4 | | CO3 CO4 | | | CO1  CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 11 | HUM523 | Indian Literature | | | | 4 | | | CO1  CO2 | | | | CO3  CO4 | | |  | | |  | | |  | |  | |  | |  | |  |  | | |  | | |  |
| 12 | HUM524 | SOCIOLOGY OF INDIA | | 4 | | CO1 | | CO2 | | | CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 13 | HUM525 | LITERARY CRITICISM | | 4 | | CO1  CO2  CO3 | | CO1  CO2  CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 14 | HUM526 | Time and Narrative | | 4 | | CO1 | | CO3 | | | CO1  CO2 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 15 | HUM527 | Reading the popular | | 4 | | CO1  CO2 | | CO2  CO3 | | | CO1  CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 16 | HUM 528 | Environmental Humanities | | 4 | | Co1 Co2 | | Co3 | | | Co2  Co3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 17 | HUM529 | Social Anthropology | | 4 | | CO1  CO2 | | Co2  CO3 | | | CO1  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 18 | HUM531 | Historical Theories and Methods | | 4 | | C01  C02 | | | C03 | | | | C01  C02  C03 | | | |  | | |  | |  | |  | |  | |  | |  | | |  | | |  | | |
| 19 | HUM532 | | Writing the Past | | 4 | | CO1  CO2  CO3  CO4 | | | CO2  CO3 | | CO3  CO4 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 20 | ENG611 | | Premodern Literary Traditions | | 4 | | CO1  CO3 | | | CO2 | | CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 21 | ENG612 | | Gender and Sexuality | | 4 | | CO1  CO2 | | | CO2  CO3 | | CO1  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 22 | ENG613 | | Medical Humanities | | 4 | | CO1  CO2  CO3  CO4 | | | CO2  CO3 | | CO1  CO2  CO4 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 23 | ENG615 | | The Novel | | 4 | | CO1  CO2  CO3 | | | CO1  CO2  CO3 | | CO2  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 24 | ENG616 | | Nineteenth Century Literature | | 4 | | CO1  CO2  CO3 | | | CO1  CO2  CO3 | | CO2  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 25 | ENG618 | | Political and Spiritual Rhetoric | | 4 | | CO1  CO3 | | | CO2 | | CO3  CO2 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 26 | ENG619 | | Literature and Migration | | 4 | | CO1 | | | CO3  CO4 | | CO2  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 27 | ENG 621 | | Creative Writing | | 4 | | CO1  CO3 | | | CO2 | | CO2  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 28 | ENG622 | | Studies in Contemporary Culture | | 4 | | CO1 | | | CO2  CO3 | | CO2 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 29 | ENG624 | | Perspectives on World Literature | | 4 | | CO1  CO2 | | | CO3 | | CO2  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 30 | ENG625 | | Ecocriticism and Environmental Literature | | 4 | | CO1 | | | CO2 | | CO2  CO3  CO4 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 31 | ENG626 | | Literary Formations in Modern India | | 4 | | CO1  CO2  CO3 | | | CO1  CO2  CO3 | | CO2  CO3 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |

**Department of MCH**

**Manipal Academy of Higher Education, Manipal**

*Outcomes Based Education (OBE) Framework*

**2 Year full time Postgraduate Program**

**(MA Sociology)**

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1. **NATURE AND EXTENT OF THE PROGRAM**

MA Sociology at MCH is reputed for developing critical thinking skills and strong knowledge base in young scholars towards academic research in the Humanities on par with international standards. Keeping the larger goals of interdisciplinarity in mind, MA students study common courses across disciplines (English, Sociology, History, Film Studies, Gender Studies, Research Methodology) in the first two semesters of the program. The third and fourth semesters are geared for a more in-depth study of different courses in their core discipline Sociology, culminating in a substantial research project (thesis) in their area of interest under the mentorship of a Guide. In addition, with a view to encourage holistic learning experience, students earn academic credits for participation in, and help with, a wide range of scholastic and extracurricular activities at the Centre.

1. **PROGRAM EDUCATION OBJECTICE (PEO)**

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for **MA Sociology program are as follows.**

|  |  |
| --- | --- |
| **PEO No** | **Education Objective** |
| **PEO 1** | Students will have a deep understanding of different sociological theories international and with particular reference to India |
| **PEO 2** | Fieldwork a key component of sociology is taught to the students to enhance their empirical data collecting skills |
| **PEO 3** | Through the examples of global current affairs, students are explained sociological analysis of macro and micro aspects of society |

1. **GRADUATE ATTRIBUTES:**

|  |  |  |
| --- | --- | --- |
| **S No.** | **Attribute** | **Description** |
| **1** | **Theoretical Knowledge** | Students will have a strong idea of different sociological theories |
| **2** | **Idea of the field** | Students are trained how to construct questionnaires and surveys and conduct ethnographic and qualitative interviews |
| **3** | **Student Voices** | Students are encouraged to participate and class interactions are one of the key focusses of this program to create a culture of peer learning |

1. **QUALIFICATIONS DESCRIPTORS**

Demonstrate policy and critical analysis skills

Use different methodologies to conduct research and work on policy think tanks or NGOs Compare and contrast global issues from a sociological lens.

# PROGRAM OUTCOMES: After successful completion of M.A. in Sociology program, Students will be able to:

|  |  |  |
| --- | --- | --- |
| **PO No** | **Attribute** | **Competency** |
| **PO 1** | **Research**  **Abilities** | The program will enablestudents to apply in some of the top international and national Universities for their higher education |
| **PO 2** | **Academic**  **Writing and**  **Individual**  **Mentoring** | Students will be able to work in think tanks, NGOs and research organizations |
| **PO 3** | **Interdisciplinary**  **Framework** | The students will be able to draw from their interdisciplinary background to analyze contemporary issues and contribute in building a sustainable society |

First Semester

# **Any FOUR of the following will be offered in the semester. Shared core courses for MA**

# **English/Sociology/ History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HUM 511 | Research Methodology | 3 | 0 | 1 | 4 |
| HUM 512 | Literature and Aesthetics | 3 | 0 | 1 | 4 |
| HUM 513 | Kinship and Society | 3 | 0 | 1 | 4 |
| HUM 514 | Introduction to Film Studies | 3 | 0 | 1 | 4 |
| HUM 515 | Literature and Narrative Form | 3 | 0 | 1 | 4 |
| HUM 517 | Collective Social | 3 | 0 | 1 | 4 |
| HUM 518 | Approaches to History | 3 | 0 | 1 | 4 |
| HUM 519 | Politics of Identity | 3 | 0 | 1 | 4 |
| HUM 533 | The Nation and its Workers and Peasants | 3 | 0 | 1 | 4 |
| Total credits for GPA | | 12 | 0 | 4 | 16 |

Second Semester

# **Any FOUR of the following will be offered in the semester. Shared core courses for MA English/Sociology/ History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HUM 522 | Ethics | 3 | 0 | 1 | 4 |
| HUM 523 | Indian Literature | 3 | 0 | 1 | 4 |
| HUM 524 | Sociology of India | 3 | 0 | 1 | 4 |
| HUM 525 | Literary Criticism | 3 | 0 | 1 | 4 |
| HUM 526 | Time and Narrative | 3 | 0 | 1 | 4 |
| HUM 527 | Reading the Popular | 3 | 0 | 1 | 4 |
| HUM 528 | Environmental Humanities | 3 | 0 | 1 | 4 |
| HUM 529 | Social Anthropology | 3 | 0 | 1 | 4 |
| HUM 531 | Historical Theories and Methods | 3 | 0 | 1 | 4 |
| HUM 532 | Writing the Past | 3 | 0 | 1 | 4 |
| Total credits for GPA | | 12 | 0 | 4 | 16 |

THIRD SEMESTER

Note: Any THREE of the following will be offered in the semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Course Name | Credits | | | |
| L | T | P/F/SS | C |
| SOC611 | Gender and Society | 3 | 0 | 1 | 4 |
| SOC613 | Social Theory and Methods | 3 | 0 | 1 | 4 |
| SOC614 | Sociology of Economy and Development | 3 | 0 | 1 | 4 |
| SOC615 | Urban Sociology | 3 | 0 | 1 | 4 |
| SOC616 | Social Stratification | 3 | 0 | 1 | 4 |
| SOC617 | Visual Anthropology | 3 | 0 | 1 | 4 |
| SOC618 | Introduction to Medical Sociology | 3 | 0 | 1 | 4 |
|  | Core Course Total Credits | 9 | 0 | 3 | 12 |
| SOC600 | Academic portfolio | - | - | - | 6 |
| Total credits for GPA | | - | - | - | 18 |

FOURTH SEMESTER

Note: Any TWO of the following will be offered in the semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Code | Course Name | Credits | | | |
| L | T | P/F/SS | C |
| SOC622 | Medical Sociology | 3 | 0 | 1 | 4 |
| SOC623 | Sociology of Media | 3 | 0 | 1 | 4 |
| SOC625 | Singles Studies |  |  |  |  |
| SOC626 | Political Sociology | 3 | 0 | 1 | 4 |
| SOC627 | Social Movements | 3 | 0 | 1 | 4 |
|  | Core Course Total Credits | 6 |  | 2 | 8 |
| SOC699 | Thesis | - | - | - | 12 |
| Total credits for GPA | | - | - | - | 20 |

# **Total mandatory credits - 70**

SEMESTER I

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program:** | | | | | | | | **MA English/Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | **Research Methodology** | | | | | | | | | | | | | | | |
| **Course Code: HUM511** | | | | | | | | **Course Instructor: Dr Nikhil Govind** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will take the students slowly through some of the mainstays of the research Methodologies of postcolonial cultural and social narrative—the nationalist movement and its implications in particular. Nationalism will be understood through historical events, the ideology and fate of South Asian secularisms, and the rhetoric of political and social multi-culturalism. It will seek to foreground how contingent our notions of literary historiography and the sociological imagination are. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to analyse the usefulness as well as limitations of various research Concepts | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to apply theoretical perspectives onto concrete literary and social Situations | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to compare Indian literary and social concepts with equivalent global contexts. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Research Methodologies** | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on research methodologies in the humanities and social sciences | | | | | | | | | * Explain the various research methodologies associated with   humanities and social sciences (C1)   * Particular focus on qualitative research (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2: Theoretical Perspective** | | | | | | | | | | | | | | | | | | | | | | | |
| Highlight the major and influential theoretical paradigms | | | | | | | | | To evaluate some of the major theoretical perspectives with regard to the social contexts of Indian literature (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3: Indian literary and social concepts** | | | | | | | | | | | | | | | | | | | | | | | |
| Compare Indian literary and social concepts with equivalent global Contexts. | | | | | | | | |  Engage with the Indian equivalences of global issues of  cosmopolitanism and multi-  culturalism (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 2 | | | | | | | | 2 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **105** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1) Gopal, Priyamvada. Literary Radicalism In India. London: Routledge, 2005.  2) Bhabha, Homi (ed.), Nation and Narration, New York: Routledge,1990.  3) Casanova, Pascale. World Republic of Letters. Boston: Harvard University Press, 2005.  4) Wakankar, Milind. Subalternity and Religion: The Prehistory of Dalit Empowerment in South Asia. Delhi: Routledge, 2010.  5) Anjali Nerlekar's Bombay Modern: Arun Kolatkar and Bilingual Literary  Culture (Northwestern University Press, 2016)  6) Rashmi Sadana's English Heart, Hindi Heartland (Orient Blackswan, 2012) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Literature and Aesthetics |
| **Course Code: HUM 512** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** First Year, Semester I |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course, which is introductory in its character, looks at the relationship between two closely connected but independent disciplinary fields- the Aesthetics and the Literature. By adopting an interdisciplinary approach this course explores the ways it would help us to think critically of both the fields and their relevance in understanding society critically. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically understand the very character of the disciplinary fields of Aesthetics and Literature * Students will be able to understand the relation between Aesthetics and Literature * Students will be able to see how a familiarity with Aesthetics and Literature can help in developing a critical understanding of literary works |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Aesthetics** | | | | | | | | | | | | | | | | | | | | | | | | |
| What is Aesthetics | | | | | | | |  Explain the main features of Aesthetics (C1) | | | | | | | | | | | | | | 5 | | |
| **Unit 2:**  **Introduction to Literature** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major discussions in the field of Literature | | | | | | | |  Discuss various ways in which the discourse of literature is understood (C1) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Relationship between Aesthetics and Literature** | | | | | | | | | | | | | | | | | | | | | | | | |
| Conceptual similarities between Literature and Aesthetics | | | | | | | | * Explain the intersections between literature and aesthetics (C2) * Explain how aesthetic theories can help us understand the intersections | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Literature through the leans of Aesthetic Theory** | | | | | | | | | | | | | | | | | | | | | | | | |
| Aesthetic theory and new conception of literature | | | | | | | |  Explain how to we can arrive at a historically and critically informed understanding of literary discourses with the help of aesthetic theories | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Adorn, Theodor W. (2005). Aesthetic Theory. New Delhi: Viva Books Pvt. Ld.  Burke, Edmund. (2008). A Philosophical Enquiry into the Sublime and he Beautiful. London & New York: Routledge  Gadamer, Hans-Georg. (1986). The Relevance of the Beautiful and Other Essays. Cambridge: CUP  Cazeaux, Clive. Ed. (2011). The Continental Aesthetic Reader. Ne York: Routledge |

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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Kinship and Society |
| **Course Code:** HUM 514 | **Course Instructor:** Jagriti Gangopadhyay |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester I |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | The broad objective of this course is to understand how concepts of kinship, family and marriage practices shape an individual’s identity. In particular the course will focus on the fundamentals of Kinship Sociology, main concepts associated with institutions such as kinship, family and marriage and recent family and kinship structures in India. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to differentiate between kinship and family as concepts * Students will be able to evaluate how kinship patterns formulate the individual’s identity * Students will be able to analyze contemporary kinship and family structures in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Fundamentals of kinship** | | | | | | | | | | | | | | | | | | | | | | | | |
| Key concepts of kinship | | | | | | | |  Explain the different ideas of family and kinship across the globe C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Different marriage, family and kinship practices** | | | | | | | | | | | | | | | | | | | | | | | | |
| Examine the intersections between marriage, affine, blood ties and relations | | | | | | | |  Demonstrate how culture plays a key role in determining kinship ties (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Ethnographic kinship accounts from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Give examples of modern kinship arrangements from India | | | | | | | | * Illustrate how macro factors such as globalization have shaped kinship ties in a neo-liberal India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Rivers, W. H. R. (1910). The father's sister in Oceania. Folklore, 21(1), 42-59. 2. Malinowski, B. (1930). 17. Kinship. Man, 30, 19-29. 3. Evans-Pritchard, E. E. (1933). Zande blood-brotherhood. Africa, 6(4), 369-401. 4. Radcliffe-Brown, A. R. (1941). The study of kinship systems. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, 71(1/2), 1-18. 5. Uberoi, P. (ed.) (1993). *Family, Kinship and Marriage in India*. Oxford University Press: New Delhi. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Film Studies | | | | | | | | | | | | | | | |
| **Course Code: HUM514** | | | | | | | | | **Course Instructor: Dr. Mohamed Shafeeq** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course draws on various theoretical perspectives, fields of study, and methodological protocols to elaborate upon the field of Film Studies in which each of them participate. The course begins with discussing some of the classic texts that has characterised the field of film studies and then opens it up to its varied elaborations, inflections, and revisions over the course of the development of the field. The course stresses on the importance to gauge the implications of the classical film theorists and equip students to engage in an informed analysis of films. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to the film text | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | illustrate linkages between stylistic and generic tendencies to cultural and industrial relations | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | elaborate on and experiment with film as a social process | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x |  | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | X | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Film Studies as a discipline of study** | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of Film Studies | | | | | | | | | | * Define Film as an object of study (CO1) * Explain Film and its association to realism (CO1, CO2) * appraise the film and its assessment in post-realism (CO1, CO2) * review the phenomenological, Marxist, psychoanalytic, and poststructuralist approaches to cinema (CO1, CO2) * explain the industrial aspects of cinema (CO1, CO2) | | | | | | | | | | | | 18 | | |
| **Unit 2: Film Studies in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural and Industrial specificities of Indian cinema | | | | | | | | | | * demonstrate the specificities of Indian ocular culture and how it influenced Indian cinema (CO2) * explain The mode of production of Indian cinema (CO2) * illustrate how culture and industrial relations in India affect generic and stylistic tendencies. (CO2) | | | | | | | | | | | | 15 | | |
| **Unit 3: The anthropology of Cinema in the South Asian context** | | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies from South Asia | | | | | | | | | | Demonstrate how to conduct  anthropology of cinema (CO3) Plan and design case studies (CO3) | | | | | | | | | | | | 12 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 12 | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 6 | | | | | | | | 12 | | | | | |
| **TOTAL** | | | | | | | | | | | **74** | | | | | | | | **113** | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm  Examination | | | | | | | | |
| Assignments/presentations: 4 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Mulvey, Laura. 1992. “Visual Pleasure and Narrative Cinema” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 746757  2. Silverman, Kaja. 1992. “From *The Subject of Semiotics*” in Gerald  Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and*  *Criticism: Introductory Readings*, Oxford University Press. 199-209  3. Metz, Christian.1992. “From The Imaginary Signifier” in Gerald  Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and*  *Criticism: Introductory Readings*, Oxford University Press. 730-744  4. MacCabe, Colin. 1992. “Theory and Film: Principles of Realism and  Pleasure” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.)  *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 79-92  5. Kapur, Geeta. 1987. “Mythic Material in Indian Cinema”, *Journal of Arts and Ideas*, Issues 14-15. 79-108.  6. Prasad, M. Madhava. 1998. “Introduction” in *Ideology of the Hindi Film: A Historical Construction*, New Delhi: Oxford University Press.  7. Vasudevan, Ravi. 2010. “The Cultural Politics of Address in  ‘Transitional’ Cinema,” in *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*, Ranikhet: Permanent Black. 98-129  8. David Martin-Jones, “Towards Another ‘-Image’: Deleuze, Narrative  Time and Popular Indian Cinema”, *Deleuze and Guattari Studies*, 11(1), pp.25-48  9. Tom Gunning. 1986. "The Cinema of Attractions: Early Film, Its Spectator and the Avant-Garde", *Wide Angle*, Vol. 8, nos. 3 & 4.  10. Excerpts from Miriam Hansen. 1991. from *Babel and Babylon: Spectatorship in American Silent Film*, Cambridge, Mass. and London, England: Harvard University Press.  11. Ashish Rajadhyaksha. 1993. “The Phalke Era: Conflict of Traditional Form and Modern Technology”, in Tejaswini Niranjana, P. Sudhir | | | | | | | | | | | | | | | | | | | | |
|  | | | | and Vivek Dhareshwar (eds.) *Interrogating Modernity: Culture and Colonialism in India*, Calcutta: Seagull Books. 47-82.  12. Kaushik Bhaumik. 2011. “Cinematograph to Cinema: Bombay, 1896 to 1928,” *BioScope*, 2(1), 41-67  Excerpts from Swarnavel Eswaran Pillai. 2015. *Madras Studios: Narrative, Genre, and Ideology in Tamil Cinema*, New Delhi: Sage Publications.  13. Preminda Jacob. 2009. “Chennai’s banner industry: Artists and their Methods” in *Celluloid Deities: The Visual Culture of Cinema and Politics in South India*, New York: Lexington Books.pp.19-52.  14. Rosie Thomas. 2014. “Where the Money Flows, the Camera Rolls” in *Bombay before Bollywood: Film City Fantasies*, Hyderabad: Orient Blackswan.181-221  15. Uma Bhrugubanda. 2016. “Embodied Engagements: Filmmaking and Viewing Practices and the Habitus of Telugu Cinema”, *BioScope*, 7(1), pp.80-95.  16. Lotte Hoek. 2014. “The Unstable Celluloid: The exhibition of *Mintu the Murderer*” in *Cut-Pieces: Celluloid Obscenity and Popular Cinema in Bangladesh*, New York: Columbia University Press, pp.183-21. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA ENGLISH/ SOCIOLOGY/ HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | LITERATURE AND NARRATIVE FORM | | | | | | | | | | | | | | | | |
| **Course Code:** HUM515 | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** MA First year Semester 1 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Literature and narrative form is the study of theoretical, critical and empirical insights from literary studies that familiarizes students with literary analysis. Texts studied would include primary texts as well as current scholarship on those texts. The texts studied would include an explication of their relation to historical and social embeddings. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To recognise the relationship of literary texts to the social context. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic engagements at the intersection of literary form and historical context. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To formulate responses to literary form and criticism through the construction of arguments based on reading of current relevant scholarship. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to historical and social context of literary studies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the discipline and its methodology | | | | | | | | | | * Contextual and narrative overlaps between literary studies and allied humanites disciplines. * Analysis of key literary texts through close reading | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Literary Criticism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of literary criticism | | | | | | | | | | * Historical mapping of literary concepts * Conceptual history of modern and premodern aesthetics | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Relationship of genre and form | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study of ideas of relation of form and narrative devices | | | | | | | | | | * Study of select literary texts to explore differentiations of genre and form | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Gopal, Priyamvada. *Literary Radicalism in India* (Routledge, 2005)  2. Chattopadhyaya, Saratchandra. *Srikanta* (Penguin, 1993)  3. Spiegelman, Art. *Maus: A Survivor’s Tale* (Pantheon, 1973)  4. Murfin, Ross and Supriya Ray. *The Bedford Glossary of Critical and Literary Terms* (Bedford, 2009)  5. Sadana, Rashmi. *English Heart, Hindi Heartland* (University of California Press, 2012) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Collective Social | | | | | | | | | | | | | | | |
| **Course Code: HUM 517** | | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** none | | | | | | | | | | | | | | | |
| **Synopsis:** | | Drawing on various disciplinary perspectives, namely sociology, philosophy, political science and history, the course introduces the students to concepts, theories and empirical evidences addressing the question: what is the social aspect (besides, political, economic etc.) of living in a society? Through the readings, the course also explores the concept of collectives in relation to society and examines its various forms in the West and the global South. The course will focus on following objectives:   * Engage with classical sociological theories and concepts pertaining to social and society. * Analyse the relationship between society, culture and power. * Explore various forms of collectives and their relationship with Society with special focus on India | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | |  Students will be able to outline key classical sociological theories and concepts. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | |  Students will be able to explain the relationship between society and power. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | |  Students will be able to critically reflect on the relationship and differences between society and culture. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | |  Students will be able to critically analyse various forms of collectives present in Indian society. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Sociological Concepts and Theories of Social and Society** | | | | | | | | | | | | | | | | | | | | | | | | |
| The conceptual and theoretical foundation of sociology as a discipline | | | | | | | | | | The unit introduces students to historical emergence of the society and early classical sociological thought to understand society as a separate domain of disciplinary investigation (C1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Society and Power** | | | | | | | | | | | | | | | | | | | | | | | | |
| The relationship between forms of collective and relationships of power | | | | | | | | | | The unit seeks to introduce students to the sociological fact that society cannot be understood without an understanding of the power relations. It explains various forms of exercise of power. (C1) and (C2) | | | | | | | | | | | | 10 | | |
| **Unit 3: Society and Culture** | | | | | | | | | | | | | | | | | | | | | | | | |
| What constitutes culture in a society | | | | | | | | | | The unit investigates how culture and society overlap. Also it seeks to analyse how both the concepts cannot be reduced to each other (C3) | | | | | | | | | | | | 10 | | |
| **Unit 4: Forms of Collective and Society in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the relationships between collective forms and societal development in India | | | | | | | | | | The unit is aimed at introducing students to key issues in Indian sociology. Also, it aims at highlighting key differences in understanding collective and social in the ‘Western’ society and the South-Asian society (C4) and (C1) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | | **55** | | | | | | | | **100** | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 mid term | | | | | | | | |
| Assignments/presentations 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | |  | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Arendt, Hannah (1958), *The Human Condition*, Chicago, US: The University of Chicago Press [Chap. 4, 5 & 6, Pp. 22-49] (6/08/2019 – 13/08/2019)  Callinicos, Alex (1995), *The Revolutionary Ideas of Karl Marx*, London: Bookmarks [Chapter 5, pp. 81-105] (19/08/2019 – 20/08/2019)  Durkheim, Emile (1995), *Elementary forms of Religious Life*, translated by Karen E. Fields, New York, US: The Free Press [Book 2: Chap. 7, Pp. 207-41] (26/08/2019 – 27/8/2019)  Marcuse, Herbert (2007), *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*, New York, US: Routledge [Chap. 1 & 2, Pp. 3-58] (3/9/2019 – 9/9/2019)  Foucault, Michel (2003), *“Society Must be Defended”: Lectures at the College de France, 1975-76*, New York, US: Picador, [Pp. 239-64] (10/9/2019 – 16/9/2019)  Fanon, Frantz (2001), *The Wretched of the Earth,* New Delhi: Penguin pp. 27-48] (17/9/2019)  Chatterjee, Partha (1997), “Our Modernity”, Rotterdam/Dakar: SEPHIS & CODESRIA  Rodrigues, Valerian (2011), “Untouchability, Filth, and the Public Domain”, in *Humiliation: Claims and Context*, edited by Gopal Guru, New Delhi, India: OUP, Pp. 108-23 *available in the library* (21/10/2019 – 22/10/2019)  Menon, Dilip (2006), “The Blindness of Insight”, Why Communalism in India is about Caste”, in *The Blindness of Insight: Essays on Caste in Modern India*, New Delhi, India: Navayana, Pp. 1-31 (4/11/2019 – 5/11/2019)  Feernandes, Leela and Heller, Patrick (2008), “Hegemonic Aspirations: New Middle Class Politics and India’s Democracy in Comparative Perspective”, in *Whatever Happened to Class? Reflections from South Asia,* edited by Rina Agarwala and Ronald J. Herring, Delhi: Daanish Books, pp. 146-165 (11/11/2019)  Sethi, Manisha (2002), “Avenging Angels and Nurturing Mothers: Women in Hindu Nationalism”, *Economic and Political Weekly*, 37 (16): 1545-1552  *&* Bandyopadhyay, Krishna (2008), “Naxalbari Politics: A Feminist Narrative”, *Economic and Political Weekly*, 43(14): 52-59 (12/11/2019) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Approaches to History | | | | | | | | | | | | | | | | |
| **Course Code: HUM518** | | | | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Approaches to History’ is an introductory course for history. It is a critical study of the history of the discipline of history. When did ‘history’ get consolidated as a discipline in the modern sense of the term? The objective is to show that history cannot be synonymous with the past. What then is history? What were the rigours that were emphasized at the moment of the consolidation of history as an academic discipline to separate ‘history’ from fanciful story-telling? We will read about the politics that informed this process – how certain societies and cultures came to be branded as ‘unhistorical’. What were their other ways of relating to the past? Is objectivity possible in history? In history, do we get at any ultimate ‘truth’?  The course has four broad objectives:  1. Illustrate contrary perspectives on the method, purpose and nature of the study of history. Asking basic yet intractable questions such as – Does history illuminate *facts* of the past or interpretative *choices* of historians? (first segment)  2. Illustrate how the emergence of the modern discipline of history was complicit with the politics of colonial domination (second segment).  3. Evaluate the politics of nationalism and history (third segment).  4. Provide a comparative understanding of the story-telling and truth-telling modes of engaging with the past (fourth segment). | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to *identify* the process of consolidation of the modern discipline of history. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to *appraise* and evaluate historical claims to objectivity. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to *dissect* the politics of historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to *relate* the politics of history to the politics of the nation. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The modern historical sensibility** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The emergence of disciplinary rigours. Is history a science? The question of historical objectivity | | | | | | | | | | Discover the process of evolution of the discipline of history, as we know it today [CO1, CO2] | | | | | | | | | | | | | 12 | | |
| **Unit 2: The Politics of history: Part I** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Colonial domination-History as a game of power-History as a rationale for dominance | | | | | | | | | | * Estimate the politics of scholarship in general [CO2] * Inspect the political dimension to the nineteenth century obsession with history [CO1, CO2, CO3] | | | | | | | | | | | | | 12 | | |
| **Unit 3: The Politics of History: Part 2** | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Nationalism-The Construction of a Classical Past - Narrativity in History | | | | | | | | | | * Assess the connections between history and nationalism [CO3, CO4] | | | | | | | | | | | | | 12 | | |
| **Unit 4: Other modes of engaging the past** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The diversity of historical traditions-The *Itihasa Purana* tradition | | | | | | | | | | * Compare mythic narratives with historical narratives. [CO5, CO1, CO2] | | | | | | | | | | | | | 09 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | E H Carr *What is History?*, London: Penguin Books, 1961  Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997  R G Collingwood, *The Idea of History*, Oxford: Oxford University Press  Romila Thapar, ‘Perceptions of the Past’, *The Penguin History of Early India*, New Delhi: Penguin Books, 2002  Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996  Sekhar Bandyopadhyay, ‘The New Middle Class and the Emergence of Nationalism’ from *From Plassey to Partition*, Orient Blackswan, 2004  Partha Chatterjee, ‘Histories and Nations’, *The Nation and its Fragments*, Princeton University Press, 1993  Romila Thapar, ‘Reflections on Nationalism and History’ in *On Nationalism* (ed. Romila Thapar, A. G. Noorani and Sadanand Menon), New Delhi: Aleph, 2016  Eric Hobsbawm, ‘The Social Function of the Past: Some Questions’, *Past and Present*, Volume 55, Issue 1, May 1972, pp. 3-17.  Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013  Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986  Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.  Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011 | | | | | | | | | | | | | | | | | | | | | |

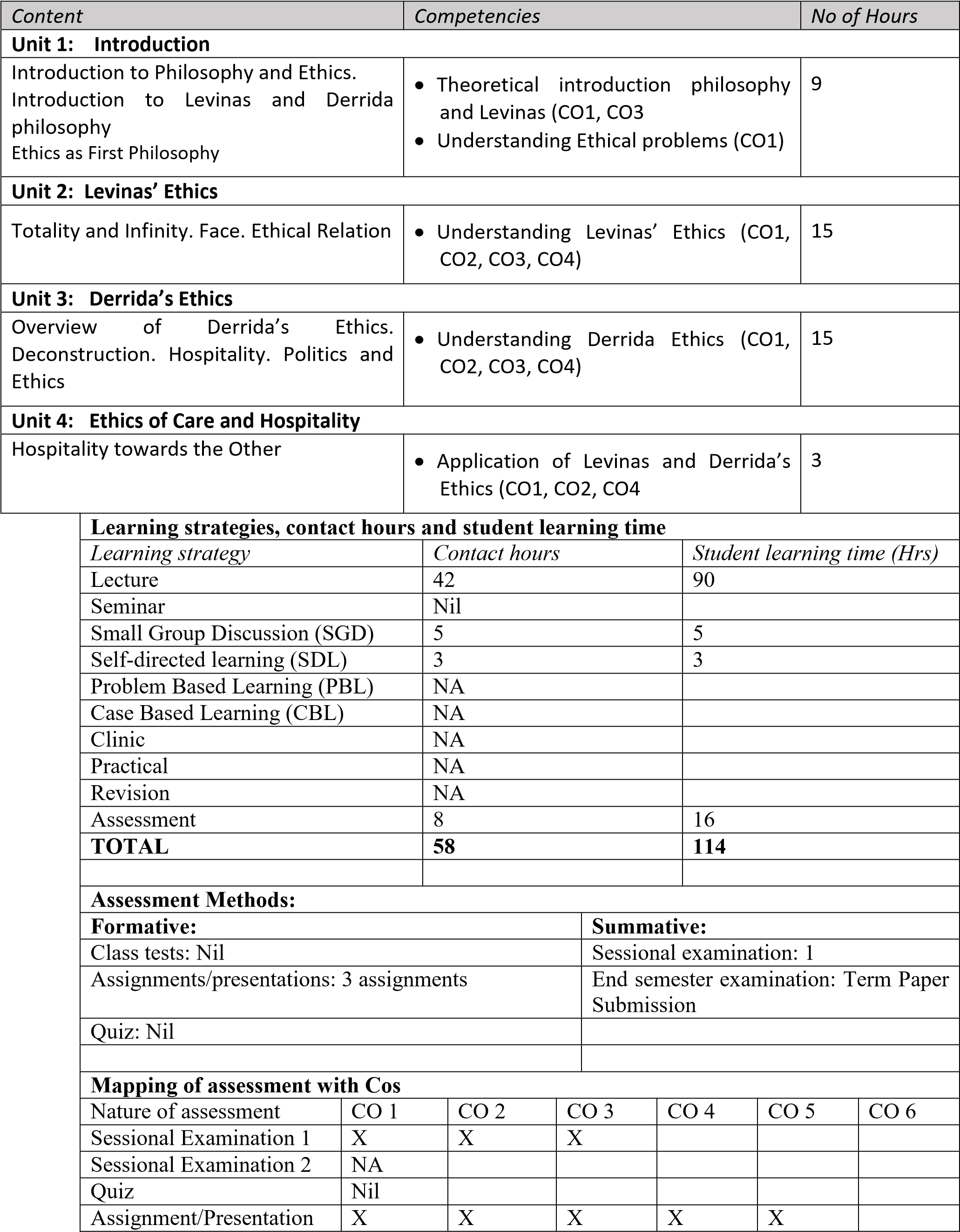
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| **Name of the Program:** | | | | | | | | **MA English/Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Politics of Identity | | | | | | | | | | | | | | | |
| **Course Code:** HUM519 | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course seeks to understand the evolution of social identity in modern India. It will provide a critical reflections on caste, untouchability, and the evolution of minority politics in modern period. It would focus on the historical stretch of hundred years, roughly between the decade of the 1850s and the late 1950s. It would highlight prominent social movements that shaped the course of Indian history and postcolonial India. It would also simultaneously engage with broader questions pertaining to colonialism, nationalism, class politics, and religion and its relationship with the anticaste politics of the colonial period. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to engage with different aspects of identity in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students would be able to critically analyze and trace the roots of caste/minority politics in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to outline key socio-political trends that influence the politics and society of modern India. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and the politics of Identity | | | | | | | | | * This unit will introduce students to the politics of identity. * It will also highlight the connection between the colonial knowledge production and the making of identity in modern India (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | |
| Social Movements in modern India | | | | | | | | | * It will explain the evolution of different movements in modern India. * It will critically reflect the agenda of prominent social movements that emerged in India. (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | |
| Contemporary Times and the efficacy social movement | | | | | | | | | * This unit will introduce students to contemporary debates around different social movements. * It will also critically reflect on social movements in contemporary perspective. (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **100** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Mid Term Exams | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | |
| Assignments/presentations: Assignments 3 and  Presentations 1. | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Nicholas Dirks, *Caste of Minds: Colonialism and the Making of Modern India*, 2001.  Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.  Sumit Sarkar and Tanika Sarkar: *Caste in Modern India: A Reader* (Vol. 1 and 2).  Prathama Bannerjee, *Politics of Time: ‘Primitives’ and History Writing in a Colonial Society*. Oxford University Press, 2006.  Anupama Rao, *Caste Question: Dalits and the Politcs of Modern India*, Permanent Black, 2010.  Veena Naregal, *Language Politics, Elites, and the Public Sphere*, Permanent Black, 2001.  Rosalind O’Hanlon, *Caste, Conflict and* Ideology: Mahatma Jotirao Phule and the Lower Caste Protest in 19th Century Western India.  Parimala Rao, *Foundations of Tilak’s Nationalism*: *Discrimination, Education, and Hindutva*, Orient Blackswan, 2010.  Sumit Sarkar, *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, and History*, Permanent Black, 2003.  Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, 2015.  Christopher Jafferlot, *Dr. Ambedkar and Untouchability*, Permanent Black, 2005.  Gail Omvedt, *Dalits and Democratic Revolution*, AltaPress, 1994 D.R. Nagaraj, *Flaming Feet and the Other Essays: Dalit Movement in India*, Permanent Black, 2010 | | | | | | | | | | | | | | | | | | | | |
|  | | | B.R. Ambedkar, ‘Philosophy of Hinduism’ In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*, pp. 24-44.  B.R. Ambedkar, ‘Buddha or Karl Marx’, In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*,  Manu Bhagavan,[The Hindutva Underground: Hindu Nationalism and the Indian National Congress in Late Colonial and Early Post-colonial India,](https://www.epw.in/journal/2008/37/special-articles/hindutva-underground-hindu-nationalism-and-indian-national-congress) In *Economic and Political Weekly, Vol 43, Issue No. 37*, 13 Sep. 2008.  Prathama Bannerjee, ‘Caste and the Writing of History’, In Imtiaz Ahmed and Shashibhushan Upadhyay (eds.), *Dalit in History (*(Book). 17. V. Geetha and S.V. Rajadurai, ‘Dalit and Non Brahmin in Colonial Tamil Nadu’, In *Economic and Political Weekly* (Vol. 28, No 39, September 25, 1993), pp. 2091-2098.  J. Devika, ‘Egalitarian Developmentalism, Communist Mobilization, and the Question of Caste in Kerala State, India’, In *The Journal of Asian Studies*, Vol. 69, No. 3 (AUGUST 2010).  P. Chandramohan, *Developmental Modernity in Kerala – Narayana Guru, S.N.D.P Yogam and Social Reform*, Tulika Press, 2016.  Valerian Rodrigues, ‘Buddhism, Marxism and the Conception of Emancipation’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*.  Anand Teltumbde (ed.) and B. R. Ambedkar, *India and Communism*, Leftword Books, 2017.  Nandini Gooptu, ‘Caste, Deprivation and Politics: the Untouchables in U.P. Towns in the Early Twentieth Century’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*.  Ramnarayan Rawat, ‘Genealogies of Dalit political: Transformation of Achhut from ‘untouched’ to ‘untouchable’ in the early 20th century North India, In *Indian Economic and Social History Review* (Vol. 52, issue no. 3, 2015).  Sekhar Bandyopadhyay, ‘Transfer of Power and the Crisis of Dalit Politics in India, 1945-47, In Modern Asian Studies (Vol. 34, No. 4 October 2000), pp. 893-942. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA English/ Socioloy/ History** |
| **Course Title:** | The Nation and its Workers and Peasants |
| **Course Code: HUM 533** | **Course Instructor:** |
| **Academic Year:** | **Semester:** First year, first semester |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | The course focuses on the history of modern India—around the questions of nation, caste, class and identity. It is about the unfolding of the idea of the modern Indian nation and about the varied forms of dissent that were articulated from time to time against the dominant discourses of the nation. Novel conceptions of rights and freedoms pushed different communities and class groups to vehemently pitch their political claims. This course discusses the development of these ideas, which ultimately brought about a vibrant social and political discourse in the public sphere. It critically engages with the vehement disagreements that emerged in modern India to the politics of mainstream nationalism. It sheds light on the contribution of prominent intellectuals, activists and ideologues who influenced the contours of public debate. It covers the period of the 19th and 20th centuries that was instrumental in the making of modern India.  **Course Objectives:**   1. To appraise the history of modern India and to engage with different issues around which a spectrum of discussions on society, politics, and nationhood emerged. 2. To explore different aspects of nationalism to connect it with larger questions caste, class and identity. 3. To familiarize students with conceptual and historiographical debates that crucially shaped the history of modern India. |
| **Course Outcomes:** | **Course Outcomes:**   1. It will outline key debates in the historiography of the nation. 2. It will help to contextualize the larger significance of the socio-political churning in modern India. 3. It will delineate the importance of cultures of debate, deliberations and democratic thinking in the making of modern India. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The historiography on the Indian nation** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major debates in the historiography on Indian nationalism | | | | | | | | Explain and appraise the politics around the epistemology of the nation (CO1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Subaltern movements in the 19th century** | | | | | | | | | | | | | | | | | | | | | | | | |
| Peasant movements in colonial India | | | | | | | | Delineate the historiography of peasant insurgencies before and after the revolt of 1857 (CO2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Labour histories and historiography** | | | | | | | | | | | | | | | | | | | | | | | | |
| The ‘Coolie’ and working class history in colonial India | | | | | | | | * Delineate the historiography on the working class and labour movements in colonial India (CO2) | | | | | | | | | | | | | 10 | | | |
| **Unit 4: Worker-peasant ‘mass awakening’ and the making of modern India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the conflicted and contested processes of peasants becoming citizens | | | | | | | | Appraise contestations (and affirmations) to the epistemology of the nation by its peasants and workers | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference** | | | | Amin, Shahid. *Event, Metaphor Memory: Chauri Chaura, 1922-1992*, Penguin India, 2006.  Banerjee, Prathama. *Politics of Time: 'Primitives' and History-writing in a Colonial Society*, Oxford University Press, 2006.  Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.  Brass, Paul. *Language, Religion and Politics in South Asia*, Cambridge University Press, 1974.  Chakrabarti, Dipesh. *Rethinking Working Class History*, Princeton University Press, 2002.  Chandavarkar, Raj. *Origins of Industrial Capitalism*, Cambridge University Press, 1994.  Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*, University of Minnesota Press, 1993.  Dalmia, Vasudha. *The Nationalization of Hindu Tradition: Bhartendu Harishchandra and Nineteenth Century Banares*, Oxford University Press, 1999.  Freitag, Sandria. *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, University of California Press, 1989.  Gandhi, M. K. *The Hind Swaraj,* 1909.  Gopal S and Uma Iyengar (ed.), *Essential Writings of Jawaharlal Nehru (Vol. I and 2),* Delhi, Oxford University Press, 2008.  Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, 1982.  Jaffrelot, Christopher. *The Hindu Nationalist Movement*, Penguin, 2000.  Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Cambridge University Press, 1985.  Low D. A. (ed.), *Congress and the Raj*, Oxford University Press, Delhi, 2004.  Nandy, Ashis*. The Intimate Enemy: Loss and Recovery of Self under Colonialism*,Oxford University Press, 1982.  Pandey, Gyanendra. *Construction of Communalism in Colonial North India*, Oxford University Press, 1990.  Ramaswamy, Sumathi. Goddess and the Nation: Mapping Mother India, Duke University Press, 2010.  Rodrigues, Valerian. *Essential Writings of B.R. Ambedkar,* Oxford University Press, 2004.  Sarkar, Sumit. *The Swadeshi Movement in Bengal*, Permanent Black, 1973.  Seal, Anil. *The Emergence of Indian Nationalism*, Cambridge University Press, 1971.  Stokes, Eric. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980. | | | | | | | | | | | | | | | | | | | | |

SEMESTER II

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| **Name of the Program:** | | | | | | | **MA** | | | | | | | |
| **Course Title:** | | | | | | | Ethics | | | | | | | |
| **Course Code: HUM522** | | | | | | | **Course Instructor: Shining Star Lyngdoh** | | | | | | | |
| **Academic Year: 2019-2020** | | | | | | | **Semester:** First Year, Second Semester | | | | | | | |
| **No of Credits: 4** | | | | | | | **Prerequisites:** None | | | | | | | |
| **Synopsis:** | | This course is an introduction to the ethical thinking of two influential thinkers of twentieth century continental philosophy—Emmanuel Levinas (1906–1995) and Jacques Derrida (1930–2004). Their ethical ideas can be situated within the ethical turn of the 20th century continental philosophy, which offers a relook at the existential problem of human relationship in the texts of philosophy.  The focus of the course will be on the ethics ‘towards-the-other’ and the idea of radical hospitality and responsibility ‘towards-the-other’ in Levinas and Derrida. The problem of human relation between the ‘other’ and the ‘I’ and the question of who is the ‘other’ will be examined in this course through the works of Levinas and Derrida.  The aim of the course is to arrive at a deeper understanding of existential human relation through the ethics of care/ responsibility and hospitality towards the other. The course also aims at offering a rethinking of human relation within a community. | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | |
| CO 1: | | | | Critically engage with various ethical problems and apply it in their everyday life. | | | | | | | | | | |
| CO 2: | | | | Take their own philosophical standpoint in relation to the ethical problem of human relation. | | | | | | | | | | |
| CO 3: | | | | Critically understand the philosophical thinking in the history of modern western philosophy. | | | | | | | | | | |
| CO 4: | | | | Apply Levinas and Derrida’s ethical thinking in various sociological issues and apply Derrida’s deconstruction in their reading of the text. | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | *PO 5* | | *PO 6* | *PO 7* | *PO 8* | *PO 9* | *PO 10* | *PO 11* | *PO 12* |
| CO 1 | X |  | X | |  |  | |  |  |  |  |  |  |  |
| CO 2 | X |  | X | |  |  | |  |  |  |  |  |  |  |
| CO 3 | X | X | X | |  |  | |  |  |  |  |  |  |  |
| CO 4 | X | X | X | |  |  | |  |  |  |  |  |  |  |



End Semester Examination X X X X X

Laboratory examination NA

**Feedback** End-Semester Feedback

**Reference**

**Material** Emmanuel Levinas, (1961) *Totality and Infinity: An Essay on Exteriority.*

Translated by Alphonso Lingis. The Hague: Martinus Nijhoff publishers, 1979.

Jacques Derrida, (1997) *Of Hospitality*. Translated by Rachel Bowlby.

Standford: Standford University Press, 2000.

The Levinas Reader: Emmanuel Levinas. Edited by Sean Hand. Oxford: Basil Blackwell, 1989.

Jacques Derrida, (1997) *On Cosmopolitanism and Forgiveness.* Translated by Mark Dooley and Michael Hughes. London: Routledge, 2001.

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Indian Literature | | | | | | | | | | | | | | | | |
| **Course Code: HUM 523** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at understanding of the formation of the category of Indian Literature through literary historiography. It focusses on various writing of literary historiography in India and see how literature is linked to various social formations including the rise of nationalism. The course hopes to arrive at a critical understanding of the constitutive process of the Indian Literature in nineteenth an twentieth century India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be exposed to various issues at stake in writing literary historiography. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would learn to analyse various contours of writing a literary history and how it in linked to the social and the political | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to think of the relation between literary writings and emergence of nationalistic discourse in new ways. | | | | | | | | | | | | | | | | | | | | |
|  | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
|  |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Literary Historiography** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Literary Historiography | | | | | | | | | | * Explain the notion of literary historiography (CO 1) * Explain specificities of literary writing/culture in history (Co 1) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Literary Historiography and Indian Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of early historiography in India | | | | | | | | | | * Literary historiography in classical period (CO2) * Literary historiography in nineteenth century India(CO2) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Nationalism, Literature and Beyond** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relationship between nationalism and literature | | | | | | | | | | * Explain the ways in which nationalist discourse is linked to literary formations (CO3) | | | | | | | | | | | | | 15 | | |
| **Unit 4:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 7 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **57** | | | | | | | | **111** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Pollock, Sheldon. 2003. Literary Cultures in History. New Delhi: OUP  Kumar, Udaya. 2019. Writing the First Person. Raniket: Permanent Black  Blackburn, Stuart and Vasudha Dalmia. 2008. India’s Literary History: Essays on the Nineteenth Century. Raniket: Permanent Black  Mukherjee, Meenakshi. 2005. *Early Novels in India*. New Delhi: Sahitya Akademy.  Bhattacharjee, Baidik, Sambudha Sen.eds. 2019. Novel Formations: The Indian Beginnings of a European Genre. Raniket: Permanent Black. | | | | | | | | | | | | | | | | | | | | | |



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|  | Nature, aims and scope of Sociology of India | |  Explain how Sociology as a discipline evolved in India (C1) | | | | | | | | 10 | |  |
| **Unit 2:**  **Understand the different social aspects of Indian society** | | | | | | | | | | | |  |
| Major debates | |  Discuss the major debates and societal issues of India (C2) and (C3) | | | | | | | | 15 | |  |
| **Unit 3: Understanding the Indian Field** | | | | | | | | | | | |  |
| Importance of fieldwork in India | |  Explain how fieldwork emerged and evolved in India (C3) | | | | | | | | 5 | |  |
| **Unit 4: Key concepts such as caste, class, gender, religion and the family** | | | | | | | | | | | |  |
| Elaborate on the main concepts | |  Explain with examples the main issues of Sociology of India | | | | | | | | 15 | |  |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | |  |
| *Learning strategy* | | | *Contact hours* | | | | | *Student learning time (Hrs)* | | | |  |
| Lecture | | | 45 | | | | | 90 | | | |  |
| Seminar | | | Nil | | | | |  | | | |  |
| Small Group Discussion (SGD) | | | 5 | | | | | 5 | | | |  |
| Self-directed learning (SDL) | | | 3 | | | | | 3 | | | |  |
| Problem Based Learning (PBL) | | | NA | | | | |  | | | |  |
| Case Based Learning (CBL) | | | NA | | | | |  | | | |  |
| Clinic | | | NA | | | | |  | | | |  |
| Practical | | | NA | | | | |  | | | |  |
| Revision | | | NA | | | | |  | | | |  |
| Assessment | | | 5 | | | | | 10 | | | |  |
| **TOTAL** | | | **58** | | | | | **108** | | | |  |
|  | | |  | | | | |  | | | |  |
| **Assessment Methods:** | | | | | | | | | | | |  |
| **Formative:** | | | | | | **Summative:** | | | | | |  |
| Class tests: Nil | | | | | | Sessional examination: 1 | | | | | |  |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | End semester examination: Term Pape r Submission | | | | | |  |
| Quiz: Nil | | | | | |  | | | | | |  |
|  | | | | | |  | | | | | |  |
| **Mapping of assessment with Cos** | | | | | | | | | | | |  |
| Nature of assessment | CO 1 | | | CO 2 | CO 3 | | CO 4 | | CO 5 | | CO 6 |  |
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| **Name of the Program:** | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Literary Criticism | | | | | | | | | | | | | | | |
| **Course Code: HUM 525** | | | | | | | | **Course Instructor: Ashokan Nambiar** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-20 | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at familiarizing the students with some of the foundational texts of literary criticism and theory. A variety of approaches to the discursive unit we call literature would equip the students to understand it both critically and historically. Further, the course will enable the students to critically engage with various literary texts and develop abstract ideas about them. Emphasis will also be given to developing critical writing skills among the students. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | |  Engage critically with complex ideas specific to the field of literature. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | |  Express these ideas clearly in writing | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | |  Understand the constitutive process of ‘literature’ and see them as socially and historically embedded. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Literary criticism** | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to the concept of literature | | | | | | | | | * Explain the notion of literature historically (CO 1) * Explain how the concept of literature differ in different historical period (Co 1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Literary Criticism in Ancient Greece** | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of Greek  Literary criticism | | | | | | | | | * Explain Plato’s ideas of literature(CO2) * Explain Aristotle’s poetics (CO2) | | | | | | | | | | | | 20 | | |
| **Unit 3: Literary Criticism in Modern times** | | | | | | | | | | | | | | | | | | | | | | | |
| Literary criticism from seventeenth to contemporary times | | | | | | | | | * Explain important literary critical practices in seventeenth and   eighteenth century (CO3)   * Explain twentieth and contemporary literary theories (CO 3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 4 | | | | | | | | 4 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **57** | | | | | | | | **104** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Plato. “Republic: From Book II.” In *The Norton Anthology of Theory and Criticism*, edited by Leitch, Vincent B., Cain, William E., Finke, Laurie at al, 45-52. New York and London: W.W. Norton and Company, 2010.  Aristotle. “Poetics.” In *The Norton Anthology of Theory and Criticism*, edited by Leitch, Vincent B., Cain, William E., Finke, Laurie at al, 88-115. New York and London: W.W. Norton and Company, 2010. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | TIME AND NARRATIVE | | | | | | | | | | | | | | | | |
| **Course Code:** HUM526 | | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Both Time and Narrative being broad constructs that are likely to travel in multiple directions, this course has been designed with a specific focus: Literary Modernism. Modernism as an aesthetic movement is as remarkable for its global resonances as for its various avatars, whether high-modern, inter-modern, post-modern (or even anti-modern for that matter). The course orients students to a) engage with stylistic considerations in narratives, such as the interplay of form with content/theme, b) to explore how experienced and perceived time gets differentiated from clock time, c) to debate how aesthetic hierarchies have influenced modernism. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To fevelop a critical understanding of modernism as an aesthetic and literary movement | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic elements in literary innovations of the twentieth century | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To apply critical perspectives from literary studies to the close-reading of select literary texts | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | x |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | x | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the aesthetic movement and its evolution | | | | | | | | | | * Framing concerns of the course, its aesthetic scaffolding and the modernist sensibility * Changing deas around modernity and art in late nineteenth and early twentieth century | | | | | | | | | | | | | 6 | | |
| **Unit 2:** Literary Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of modernism in literature | | | | | | | | | | * Influential writers and texts in literary modernism * Central features in literary texts, such as formal inventiveness * Modernism across genres such as drama and poetry | | | | | | | | | | | | | 9 | | |
| **Unit 3:** Identity and Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary responses and sub-genres in modernism in varied socio-historical contexts | | | | | | | | | | * Texts that respond to the blind-spots in literary modernism around gender, race and sexuality * Harlem Renaissance, Modernism in India | | | | | | | | | | | | | 9 | | |
| **Unit 4:**  Modernism and Hierarchies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Elitism and the Middlebrow response | | | | | | | | | | * Cinema and adaptations of modernist themes and texts * Interwar writing and middlebrow literature | | | | | | | | | | | | | 9 | | |
| **Unit 5:** Post-Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Textual innovations after the second world war | | | | | | | | | | * Textual experimentation * Avant-garde aesthetics and reponse | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Joyce, James. *Dubliners*. Penguin Modern Classics, 2000.  West, Rebecca. *The Return of the Soldier.* Penguin Books, 1998  William, WC. *Imaginations*. New Directions, 1971  Beckett, S. *Collected Shorter Plays*. Faber & Faber, 1984  Chugtai, Ismat. *A Life in Words*. Penguin Classics, 2013 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Reading the Popular | | | | | | | | | | | | | | | | |
| **Course Code: HUM527** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course intends to equip the students with various approaches to Cultural Theory. The course engages in readings which are theoretical, and practical applications and elaborations of the theoretical positions. The course will provide a historical overview of the evolution of approaches to studying popular culture and enable the students to define the core concepts of the different approaches to popular culture, classify different approaches to studying popular culture, and critically evaluate the approaches for their strengths and shortcomings.  The course has the following objectives:  Illustrate the theoretical legacies of studying the popular  Classify various approaches to studying popular culture  Equip the students with media-specific vocabulary of studying the popular. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to popular culture | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | apply the approaches to a given set of data | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | distinguish media specificities in their analysis | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Popular Culture as an object of study** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * Evolution of culture as an object of study | | | | | | | | | | * Define culture as an object of study (CO1) * Compare and contrast approaches to definitions of culture (CO1) * Compare and contrast definitions of popular (CO1) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Approaches to Popular Culture** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * The semiotic approach * The Marxist approach * The poststructuralist approach | | | | | | | | | | * Review the important debates in the history of ideas in the late twentieth century (CO1, CO2) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Studying the sensory** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distinguishing media specificities in studying the popular | | | | | | | | | | * Demonstrate the specificities of verbal, visual and aural materials. (CO3) * Plan and design case studies on popular culture studying different sensory data. (CO1, CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **76** | | | | | | | | **141** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | X | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Selections from Simon During (ed.) *The Cultural Studies Reader*, London and New York: Routledge.  Selections from *Subaltern Studies*  Janice Radway, 1991. *Reading the Romance: Women, Patriarchy, and Popular Literature*, Chapel Hill and London: The University of North Carolina Press.  Selections from Lucy Burke, Tony Crowley and Alan Girvin (eds.) *The Routledge Language and Cultural Theory Reader*, London and New York: Routledge, 2000.  Gillian Rose. 2001. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*  Malek Alloula. 1986. *The Colonial Harem*, Minneapolis and London: University of Minnesota Press.  Christopher Pinney. 1997. *Camera Indica: The Social Life of Indian Photographs*, Chicago and London: The University of Chicago Press.  William Mazzarella. 2004. From *Shoveling Smoke: Advertising and Globalization in Contemporary India*, Delhi: Oxford University Press.  Charles Hirschkind. 2006. *The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics*, New York: Columbia University Press.  Selections from Fiona Candlin and Raiford Guins (eds.) *The Object Reader*, London and New York: Routledge. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Environmental Humanities | | | | | | | | | | | | | | | | |
| **Course Code: HUM 528** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The goal of this course is to focus on the main concepts, theories and debates linked with the environment. Adopting a humanities perspective, this course will provide insights on the nature versus culture debate, global ecological crisis and biological diversity. The course will focus on the following:   * Principles of Environmental Humanities * Theories of environment, nature and culture * Environment and Society in India | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to analyse core environmental issues | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to critique environmental policies | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to understand the main environmental debates | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 5 |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 6 |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Understanding Environmental Humanities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature versus culture debate | | | | | | | | | | * The core concepts associated with nature and culture | | | | | | | | | | | | | 15 | | |
| **Unit 2: Theories of Environmental Humanities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Main theories of the environment and society | | | | | | | | | | * Focus on the theoretical perspectives | | | | | | | | | | | | | 15 | | |
| **Unit 3: Environment and Society in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand the main environmental issues of India | | | | | | | | | | * Environment and ecology in India | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| **TOTAL** | | | | | | | | | | | **70** | | | | | | | | **125** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Ulrich Beck, Risk Society: Towards a New Modernity (London and. New York, Sage, 1992).  Living with Diversity: Forestry Institutions in the Western Himalaya. Sudha Vasan | 2006.  Gisli Palson, Nature, Culture, and Society: Anthropological Perspectives on Life. 2015, CUP.  Environment and Society (2017). Charles Harper and Monica Snowden. Routledge.  Feminist perspectives on environment and society (2001). Beate Litig. Routledge. | | | | | | | | | | | | | | | | | | | | | |

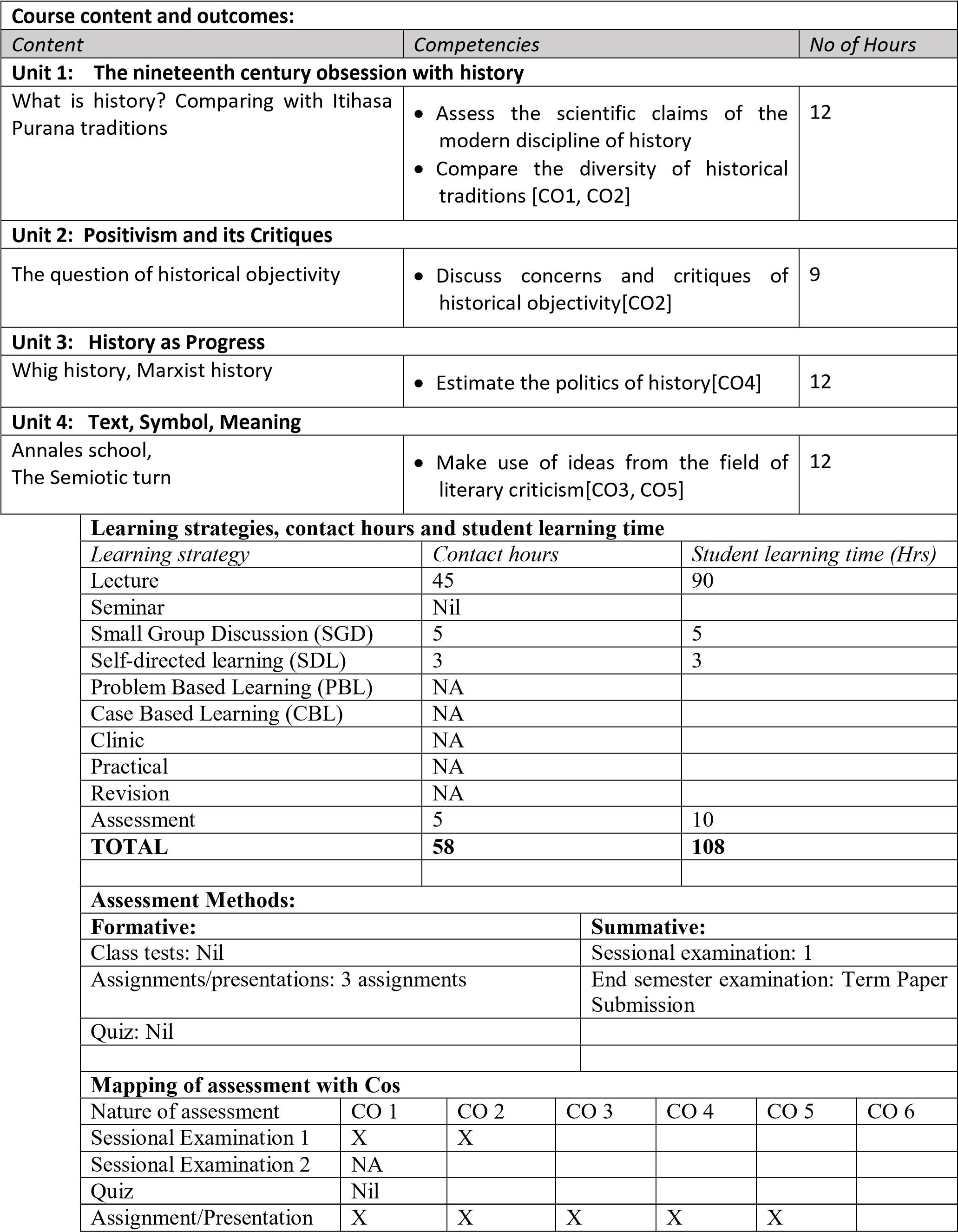
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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Social Anthropology |
| **Course Code: HUM 529** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester II |
| **No of Credits:** 4 | **Prerequisites:** None |
| **Synopsis:** | The main objective of this course is to understand the core concepts, fundamentals, theoretical approaches and methods in the discipline of Social Anthropology. Adopting a cross cultural lens, this course will examine the essential aspects of human social life, which is one of the most prominent features of Anthropology. The course also aims to understand the evolution of the discipline with reference to India. The course will focus on the following:   * Evolution of the discipline: Social Anthropology * Theoretical Approaches and Concepts in Social Anthropology * Major methods in Social Anthropology * Development of Social Anthropology in India |
| **Course Outcomes:** | Course Outcomes   * Students will be able to describe how the discipline of Social Anthropology evolved over a period of time. * Students will be able to interpret the different theoretical approaches that have shaped the discipline of Social Anthropology * Students will be able to demonstrate different methods of Social Anthropology while doing fieldwork in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Origin and Key concepts of Social Anthropology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Progression of the discipline | | | | | | | |  Discuss how the discipline has developed through the works of major scholars (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Theoretical Frameworks** | | | | | | | | | | | | | | | | | | | | | | | | |
| Theoretical structures of Social Anthropology | | | | | | | |  Explain the theoretical perspectives of the discipline (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Methods and Narratives from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Anthropology a field based discipline in India | | | | | | | | * Discuss how the discipline of Social Anthropology changed the field narrative in India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Systems of Consanguinity and Affinity of the Human Family (pp 3-70) by L.H. Morgan (1870). Washington: Smithsonian Institution.  The Golden Bough (pp 11-90) by J. Frazer (1950). London: Macmillan.  The Gift (pp 8-18)) by Marcel Mauss (1950), London: Rutledge.  Social Anthropology and the Study of Historical Societies by A.M. Shah (1959*), Economic and Political Weekly*, Special Number (pp 953-962)  Social Anthropology and the Study of Rural and Urban Societies (1959) by M.N. Srinivas in *Economic and Political Weekly*, 11 (4): (pp 1-8) |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Historical Theories and Methods | | | | | | | | | | | | | | | | |
| **Course Code: HUM531** | | | | | | | | | **Course Instructor: Prabodhan Pol** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-22 | | | | | | | | | **Semester:** First Year, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course is designed to understand the discipline of history from a broader methodical point of view. It will begin with an important question that highlights what the discipline of history is all about and further probe into the debates surrounding the subject. It will explore central constituents of historical thinking that include ideas about context and causation, methods of historical analysis, issues of truth and objectivity, conflicting interpretations, and inquiry into varied historical theories and methods. The course would focus on building basic skills for conducting historical research that includes locating, utilizing, and evaluating different historical sources. It would prepare students for conducting historical research through multidisciplinary approach.   * Students will be able to identify and evaluate developments within historical scholarship. * Students will be able to engage in the process of historical interpretation through analysis of documents. * Demonstrate the ability to compare and synthesize multiple historical interpretations. * Students will be able to critically engage with the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to identify and evaluate developments within historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to engage in the process of historical interpretation through analysis of documents. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Demonstrate the ability to compare and synthesize multiple historical interpretations. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to critically engage with the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Development of the discipline of History** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Modernity and Development of discipline of History | | | | | | | | | | * Evaluate basic yet intractable questions such as – does history illuminate *facts* of the past or interpretative *choices* of historians? Can human affairs be studied under the rubric of causal laws? | | | | | | | | | | | | | 15 | | |
| **Unit 2: Working with Sources and doing History** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary and Secondary Sources | | | | | | | | | | * Ability to use, integrate, and discuss primary and secondary sources effectively in writing based on an understanding of the methods of historical research and analysis. | | | | | | | | | | | | | 15 | | |
| **Unit 3: What Do Historians Do? Historiography and Historical Thinking** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interpretation of History: Historiography and Historical Thinking | | | | | | | | | | * Understanding the development of historical thinking through different philosophies and methods of historical practice. | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | | |
| Assignments/presentations 3 Assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | x | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | x | | X | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Bloch, Marc, The Historian’s Craft, Manchester University Press, 2004.  Carr, E. H., *What is History?* London: Penguin Books, 1961.  2. Berlin, Isaiah, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997.  Collingwood, R. G., *The Idea of History*, Oxford: Oxford University Press, 1956.  3. Peter Burke, *New Perspectives on Historical Writing*, 1991.  4. Burke, Peter, *Eye-witnessing: The Uses of Images as Historical Evidence*, 2001.  5. Dobson, M. and B. Ziemann (ed.), *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History*, 2008.  6. Furay, Conal, *The Methods and Skills of History*, 1988  7. Tosh, John, *Pursuit of History*: Aims, Methods, and New Directions in the Study of History, 2010.  8. Berger, Stefan et al. (eds.), *Writing History: Theory and Practice,* 2nd edition, 2010.  9. Febvre, Lucien and Marc Bloch, *A New Kind of History and other essays*/ Lucien Febvre; ed. by Peter Burke, New York, London: Harper and Row, 1973  10. Ginsburg, Carlo, *Clues, Myths and the Historical Method*, 1989.  11. Hobsbawm, Eric, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45.  12. White, Hayden *Metahistory* (1973), *Tropics of Discourse* (1978), *The Content of the Form* (1987).  13LaCapra, Dominick, ‘Rethinking Intellectual History and Reading Texts, *History and Theory*, Vol. 19, No.3, 1980, pp. 245-276.  14. Thapar, Romila, *The Past Before Us* New Delhi: Permanent Black, 2013. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | **MA English/ Sociology/ History** | | | | | | | |
| **Course Title:** | | | | | | Writing the Past | | | | | | | |
| **Course Code: HUM532** | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | |
| **Academic Year: 2019-2020** | | | | | | **Semester:** First Year, Semester 2 | | | | | | | |
| **No of Credits: 4** | | | | | | **Prerequisites:** None | | | | | | | |
| **Synopsis:** | | While societies have always written about the past and there are many ‘pre-modern’ traditions of such writing, this course focuses on the emergence and consolidation of history as a modern academic discipline. The making of this history is coeval with the making of the ‘modern’ and—in the discipline’s shared assumptions across the world in the nineteenth and twentieth centuries—history inscribes the narrative of the ‘modern’. This course begins by explicating and critiquing the positivist, objectivist notions of history that was characteristic of what Carr described as ‘the clear-eyed self-confidence of the Victorian era’, proceeds through a study of the critiques of these objectivist assumptions by Collingwood *et al*, moves from a discussion of Whig interpretations of history to the various new approaches opened up by different generations of Marxist historians. It then engages with the Annales tradition of historical writing to go on to a more rigorous investigation of the relations between texts, signs, symbols and the production of meaning, drawing from the key insights offered by ‘the semiotic turn’ in historical and literary criticism. It ends with postmodernist critiques of history-as-a-project-of-the-modern to ask if there are ways of *writing the past* and *writing history* beyond the notion of history as the constitution of the modern. | | | | | | | | | | | |
| **Course Outcomes** | | | On successful completion of this course, students will be able to | | | | | | | | | | |
| CO 1: | | | illustrate diverse perspectives on the method, purpose and study of history | | | | | | | | | | |
| CO 2: | | | evaluate questions of historical objectivity | | | | | | | | | | |
| CO 3: | | | compare different philosophies of historical practice | | | | | | | | | | |
| CO 4: | | | demonstrate the politics of historical scholarship | | | | | | | | | | |
| CO 5: | | | discuss ideas and concepts from the field of literary criticism | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | *PO 4* | *PO 5* | | *PO 6* | *PO 7* | *PO 8* | *PO 9* | *PO 10* | *PO 11* | *PO 12* |
| CO 1 | X |  |  |  |  | |  |  |  |  |  |  |  |
| CO 2 | X | X |  |  |  | |  |  |  |  |  |  |  |
| CO 3 | X | X | X |  |  | |  |  |  |  |  |  |  |
| CO 4 | X |  | X |  |  | |  |  |  |  |  |  |  |



End Semester X X X X X

Examination

Laboratory examination NA

**Feedback**   End-Semester Feedback

**Process**

**Reference Material** 1. E H Carr *What is History?*, London: Penguin Books, 1961 2. Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in

*The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997

1. R G Collingwood, *The Idea of History*, Oxford: Oxford University Press
2. Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996
3. Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013
4. Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986 7. Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.
5. Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The

Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011

1. Carlo Ginsburg, *Clues, Myths and the Historical Method* (originally published in 1989), JHU Press, 2013 reprint
2. Michel Rolph Trouillot, *Silencing the Past: Power and Production of History* (originally published in 1995), Beacon Press, 2015 reprint
3. J. Huizinga, ‘A Definition of the Concept of History’, in R. Klibansky and H. J. Paton (eds), *Philosophy and History*, Warburg Institute: Harper and Row, 1963
4. Marc Bloch, *The Historian’s Craft*, New York: Knoph, 1953
5. W. H. Walsh, *The Philosophy of History* (originally published in 1951), Thoemmes Press, 1992 reprint
6. Eric Hobsbawm, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45
7. Lynn Hunt, ‘French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm’, *Journal of Contemporary History*, Vol. 21, No. 2, Twentieth Anniversary Issue, 1986, pp. 209-224.
8. Robert Darnton, ‘The Symbolic Element in History’, *The Journal of Modern History*, Vol. 58, No.1, 1986, pp. 218-234
9. Dominick LaCapra, ‘Rethinking Intellectual History and Reading Texts, *History and Theory*, Vol. 19, No.3, 1980, pp. 245-276

# SEMESTER III

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Name of the Program:** | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Gender and Society | | | | | | | | | | | | | | | |
| **Course Code: SOC 611** | | | | | | | | **Course Instructor: Ketaki Chowkhani** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** Second Year, Semester 3 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will aim to present to students some of the key concepts and debates within gender and feminist studies, with a focus on India. It will address four themes, starting with tracing some key debates on the categories of gender, women, and feminism, with a predominant focus on India. The second theme will engage with the debates on sex, danger and pleasure in the United States and India. The third theme will examine debates around family and marriage in India and the fourth theme will discuss the emerging field of masculinity studies. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | outline some of the key debates on gender and feminism | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | explain the relationship between feminism and neo-liberalism | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | critically analyse marriage and family in India | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Definitional Categories: Women, Gender and Feminism** | | | | | | | | | | | | | | | | | | | | | | | |
| Key debates on gender, feminism, intersectionality. | | | | | | | | | * Intersectionality between gender, caste, religion, disability. (C1) * Critique of humanism and difference (C1) * Relationship between feminism and neo-liberalism (C2) | | | | | | | | | | | | 20 | | |
| **Unit 2: Sex, Pleasure, and Danger** | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on sex danger and pleasure in India and the United States | | | | | | | | | * Examine sexual pleasure and sexual violence (C1) * Debate on feminism and risk (C1) * Understanding perspectives on sex   (C1, C2) | | | | | | | | | | | | 10 | | |
| **Unit 3: Gender and the Family** | | | | | | | | | | | | | | | | | | | | | | | |
| Debates on family and marriage in  India | | | | | | | | | * Queering the family (C3) * Family and kinship (C3) | | | | | | | | | | | | 10 | | |
| **Unit 4: Deliberations on Masculinity** | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to masculinity studies | | | | | | | | | * Discussions on hegemonic masculinity (C1) * Discussions on masculinity post 2012 (C1) | | | | | | | | | | | | 5 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term  Paper Submission | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Tharu, Susie and Tejaswinin Niranjana. 1996. “Problems for a Contemporary Theory of Gender.” In Shahid Amin and Dipesh | | | | | | | | | | | | | | | | | | | | |
|  | | | Chakraborty Ed. *Subaltern Studies IX: Writings on South Asian History and Society.* New Delhi: Oxford University Press, pp 232-260. 2. Rege, Sharmila. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position”. *Economic and Political Weekly*. [33 (44)](https://www.epw.in/journal/1998/44): 39-46.   1. Menon, Nivedita. 2015. “Is Feminism about ‘Women’? A Critical View on Intersectionality from India.” *Economic & Political Weekly.* L(17): 37- 44. 2. Ghosh, Nandini. 2016. “Gender and Disability: Exploring Intersections.” *Impaired Bodies, Gendered Lives: Everyday Realities of Disabled Women.* Delhi: Primus Books pp 15-41. 3. John, Mary. 2004. “Feminism in India and the West: Recasting a Relationship”. In Maitrayee Chaudhuri Ed. *Feminism in India.* New Delhi: Kali for Women, 52-68. 4. McRobbie, Angela. 2009. *The Aftermath of Feminism: Gender, Culture and Social Change.* London: Sage Publications, 11-53. 5. Mahmood, Saba. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject.* New Jersey: Princeton University Press, pp1- 40. 6. Halberstam, Jack. 2018. *Trans\* A Quick and Quirky Account of Gender Variability.* California: University of California Press. Chapters 1, 2, 3. 7. Achutan, Asha, Ranjita Biswas and Anup Dhar. 2007. *Lesbian Standpoint.* Kolkata: Sanhati. 8. Vance, Carole. 1984. “Pleasure and Danger: Towards a Politics of Sexuality”. In Carole Vance Ed. *Pleasure and Danger: Exploring Female Sexuality.* London: Routledge and Kegan and Paul. 9. Phadke, Shilpa. 2010. “If Women Could Risk Pleasure: Reinterpreting   Violence in Public Space.” In Bishakha Datta Ed. *Nine Degrees of Justice: New Perspectives on Violence against Women in India.* New Delhi: Kali for Women, 83-113.   1. Phadke, Shilpa. 2013. “But I *Can’t* Carry a Condom! Young Women, Risk, and Sexuality in the Time of Globalization.” In Sanjay Srivastava Ed. *Sexuality Studies.* New Delhi: Oxford University Press, 287-307. 2. Mani, Lata. 2014. “Sex and the Signal-free Corridor: Towards a New | | | | | | | | | | | | | | | | | | | | |
|  | | | Feminist Imaginary.” *Economic & Political Weekly.* XlIX (6): 26-29.   1. Mani, Lata. 2013. “Sex” in *The Integral Nature of Things”.* New Delhi: Routledge 101-108. 2. O’Connor, Pat. 1992. “Women’s Friendships: An Underexplored Topic?” *Friendships Between Women: A Critical Review.* New York: Harvester Wheatsheaf pp 1-16. 3. Menon, Nivedita. 2012. “Family” in *Seeing Like a Feminist.* New Delhi: Zubaan and Penguin Books, 1-51. 4. Pappu, Rekha. 2011. “Reconsidering Romance and Intimacy: The Case of the Single Unmarried Woman.” In Samita Sen, Ranjita Biswas and Nandita Dhawan Ed. *Intimate Others: Marriage and Sexualities in India.* Kolkata: Stree, 370-391. 5. Biswas, Ranjita. 2011. “Of Love, Marriage and Kinship: Queering the   Family.” In Samita Sen, Ranjita Biswas and Nandita Dhawan Ed. *Intimate Others: Marriage and Sexualities in India.* Kolkata: Stree, 414-436.   1. Nandy, Amrita. 2013. “Outliers of Motherhood: Incomplete Women or Fuller Humans?” *Economic and Political Weekly*. xlviii (44): 53-59. 2. Connell, R. W. 1987. *Gender and Power: Society, the Person and Sexual Politics*. Polity Press, 183-188. 3. Chowdhury, Romit. 2013. “Male Sexual Violence: Thoughts on Engagement”. *Economic & Political Weekly.* xlviii (49): 14-16. 4. Roy, Rahul. 2013. “Men and their *Lakshman* Rekha.” *Economic & Political Weekly* xlviii (8): 24-26. 5. Patnaik, Pranta Pratik. 2013. “Bearly Indian: “Fat” Gay Men’s Negotiation of Embodiment, Culture, and Masculinity.” In Rohit K Dasgupta and K Moti Gokulsing Ed. *Masculinity and its Challenges in India: Essays on Changing Perceptions*. North Carolina: McFarland & Co. Publishers, 93 – 105. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA Sociology** |
| **Course Title:** | Social Theory and Methods |
| **Course Code: SOC613** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** Second Year, Semester III |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | Drawing from the main theoretical perspectives of Sociology this course will offer students a detailed understanding of the major theories and debates that have shaped the discipline. Additionally this course will also focus on different methods that have contributed to the discipline. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to discuss theoretical perspectives of Sociology * Students will be able to apply methods of Sociology while data collection * Students will be able to compare sociological situations across the globe |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Main theoretical debates** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories of the discipline | | | | | | | |  Explain the major theories of Sociology (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Methods of Sociology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major methods of Sociology | | | | | | | |  Explain the main methods of Sociology (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Contemporary Sociology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Give examples of recent debates in Sociology | | | | | | | | * Explain the major recent developments of Sociology as a discipline (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Suicide by Emile Durkheim  Protestant Ethic by Max Weber  Communist Manifesto by Karl Marx  Research Methods in Social Sciences by Earl Babbie  Six Essays on Comparative Sociology by Andre Betteille |

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| **Name of the Program:** | **MA Sociology** |
| **Course Title:** | Sociology of Economy and Development |
| **Course Code: SOC 614** | **Course Instructor:** |
| **Academic Year** | **Semester:** second year, third semester |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course introduces students to the intersection between society and economy. The course will begin by exploring why economic sociology is a distinct branch of study. It will examine the classical and contemporary scholarship on sociological understanding of economic systems and institutions. Historical and empirical exploration of economic developments across the societies will be an integral component of the course. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically analyse various theoretical perspectives in the sub-discipline of economic sociology. (CO1) * Students will be able to apply their knowledge and conduct fieldwork related to economic development and growth across societies from a comparative perspective. (CO2) * By focusing on both theory and empirical data, students will be able to critically examine merits and demerits of economic policies and interventions. (CO3) |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Classical foundation of sociology of economy and development** | | | | | | | | | | | | | | | | | | | | | | | | |
| The foundation of economic sociology in Karl Marx, Max Webe, Emile Durkheim and Karl Polyani | | | | | | | | Explain the sociological foundation of economy (CO1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Contemporary perspectives in economic sociology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories in Sociology of Economy and Development | | | | | | | | Explain the theoretical perspective on the intersectionality between society and economy. (CO1); (CO2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Debates in discourses on development** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding development as social and political discourse | | | | | | | | Explore development as socio-political discourses as emerged in comparative perspectives. (CO2); (CO3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Durkheim, Émile, (1893) 1984: *The Division of Labour in Society*. London: Macmillan and Co.  Marx, Karl, (1867) 1990: *Capital: A critique of Political Economy* (Vol 1). New Delhi: Penguin Books [part 1]  Polanyi, Karl, (1944) 1957: *The Great Transformation: The Political and Economic Origins of Our Time.* Boston: Beacon Press.  Weber, Max, (1923) 1981: *General Economic History*. New Brunswick: Transaction Publishers.  Beckert, Jens, 1996: What is Sociological About Economic Sociology? Uncertainty and the Embeddedness of Economic Action. In: *Theory and Societ*y 25, 803–840.  Granovetter, Mark, 1985: Economic Action and Social Structure: The Problem of Embeddedness. In: *American Journal of Sociology* 91, 481–510.  White, Harrison, 1981: Where do Markets Come from? In: *American Journal of Sociology* 87, 517–547.  Etzioni, Amitai, 1988: *The Moral Dimension: Toward a New Economics*. New York: Free Press.  Zelizer, Viviana, 1988: Beyond the Polemics of the Market: Establishing a Theoretical and Empirical Agenda. In: *Sociological Forum* 3, 614–634.  Sassen, Saskia, 1998: *Globalization and its Discontents: Essays on the New Mobility of People and Money.* New York: New Press.  Glucksam, Miriam, 2000: *Cottons and Casuals: The Gendered Organisation of Labour in Time and Space.* Durham: Sociology Press  Escobar, Arturo, 2012: *Encountering Development: The Making and Unmaking of the Third World.* Princeton: Princeton University Press  Sanyal, Kalyan, 2007: *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-colonial Capitalism.* New Delhi: Routledge | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Urban Sociology | | | | | | | | | | | | | | | | |
| **Course Code:** SOC615 | | | | | | | | | **Course Instructor: Ketaki Chowkhani** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | | **Semester:** Second Year, Semester 3 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will aim to present to students some of the key concepts and debates within the field of urban sociology, with a focus on India. It will address three themes. The first theme will introduce the theory and practice of urban sociology; the second theme will engage with different kinds of urban cultures in India; and the third theme will examine the emerging field of gender and urban space in India. The second and third theme will involve a fieldwork component. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | outline some of the key debates in urban sociology | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | explore different kinds of urban cultures in India through theory and practice | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | critically analyse gender and space in India | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Fundamentals of Urban Sociology** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key debates on urban sociology and urban studies. | | | | | | | | | | * Theory and practice of urban studies. (C1) * Understanding subaltern urbanisation (C1) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Urban Cultures in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand different forms of urban culture in India | | | | | | | | | | * Examine urban leisure and consumption (C2) * Understand different urban spaces from slums to gated communities (C2) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Gender and Space in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exploration of women’s access to public spaces | | | | | | | | | | * Gendered access to public spaces in Mumbai (C3) * Gender and risk (C3) | | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Patel, Sujata. 2006. “Urban Studies: An Exploration in Theories and Practices” In Patel, Sujata and Kushal Deb Ed. *Urban Studies.* New Delhi: Oxford University Press, 1-39.  Denis, Eric and Marie-Helene Zerah. Ed. 2017. *Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns.* Springer.  Srivastava, Sanjay. 2015. *Entangled Urbanismsm: Slum, Gated Community and the Shopping Mall in Delhi and Gurgaon.* New Delhi, Oxford University Press.  Brosius, Christiane. 2010. *India’s Middle Class: New Forms of Urban Leisure, Consumption and Prosperity*. New Delhi, Routledge.  Phadke Shilpa, Sameera Khan, Shilpa Ranade. 2011. *Why Loiter: Women and Risk on Mumbai Streets.* New Delhi: Penguin. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA Sociology** |
| **Course Title:** | Social Stratification |
| **Course Code: SOC616** | **Course Instructor:** |
| **Academic Year:** | **Semester:** III |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course is an introduction to studies of forms of hierarchical or non-hierarchical social distinctions: class, caste, race, gender etc. The course will begin by introducing students to the foundation of sociology of stratification as embedded in the classical sociological theories of Karl Marx, Max Weber, and Emile Durkheim. The course will explore five instances of stratification—class and status, caste, race, gender and tribe—through theoretical and empirical resources. |
| **Course Outcomes:** | Course Outcomes  Students will be able to critically analyse various theoretical perspectives in the studies in social stratification. (CO1)  Students will be able to apply their knowledge to explore implication of hierarchical division of society in inclusive development of a society. (CO2)  Students will be able to compare various societies across the globe with reference to stratificatory social systems they represent. (CO3)  By focusing on both theory and empirical studies, students will be able to interpret social issues emerging from hierarchical nature of Indian society. (CO4) |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  | |
| X |  | X | |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  |  | X | | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  |  | X | |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | | |
| **Unit 1: Classical Sociological Foundation** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental issues and concepts in the study of social stratification | | | | | | | | | Explore the history and evolution of social stratification as an area of sociological study and its fundamental concepts (CO1); (CO4) | | | | | | | | | | | | | | 15 | | | |
| **Unit 2**: **Contemporary** **Theoretical perspectives in the study of social stratification** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories in Sociology of hierarchical and non-hierarchical distinctions | | | | | | | | | Explain the theoretical perspectives(CO1)  Conceptual apparatuses guiding empirical research in social stratification (CO2) | | | | | | | | | | | | | | 15 | | | |
| **Unit 3: Forms of Social stratification** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Five major instances of social stratification and empirical research providing perspectives on class, status, caste, gender and race. | | | | | | | | | Critically explore each instance of major forms of social stratification (CO3)  Explain implications of social stratification and evolution and growth of the society (CO2) and (CO4)  Critically reflect on social issues emerging from the hierarchical nature of Indian society and policy initiatives necessary to address the same (CO4) | | | | | | | | | | | | | 15 | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | | |
| Quiz | | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | | |
| **Feedback Process** | | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Giddens, Anthony. (1971). *Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber*, Cambridge: Cambridge University Press (pp. 18 – 45; 95 – 105; 145 – 169; 224 – 243)  Davis, Kingsley and Wilbert E. Moore. 1945. “Some Principles of Stratification.” *American Sociological Review* 10(2):242–49.  Kenworthy, Lane. 2007. “Inequality and Sociology.” *American Behavioral Scientist* 50(5):584–602.  Tumin, Melvin M. 1953. “Some Principles of Stratification: A Critical Analysis.” *American Sociological Review* 18(4):387–94  Sewell, William. 1992. A Theory of Structure: Duality, Agency and Transformation. *American Journal of Sociology*. 98:1-29.  Bourdieu, Pierre. 1977. “Cultural Reproduction and Social Reproduction.” Pp. 487-511 in *Power and Ideology in Education*, edited by J. Karabel and A. H. Halsey. New York: Oxford University Press.  Giddens, Anthony. 2014a. “Elites and Power.” Pp. 292–96 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Dahrendorf, Ralf. 2014. “Class and Class Conflict in Industrial Society.” Pp. 143–49 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Wright, Erik Olin. 2014. “A General Framework for the Analysis of Class Structure.” Pp. 149–61 in *Social Stratification: Class, Race, and Gender in Sociological Perspective*, edited by D. B. Grusky. Boulder, CO: Westview Press.  Hall, Stuart. 1980. "Race, Articulation and Societies Structured in Dominance." in *Sociological Theories: Race and Colonialism*. Paris: UNESCO.  Massey, Douglas et al. 1993. “Theories of International Migration: A Review and Appraisal.” *Population and Development Review* 19(3): 431-466.  Srinivas, M. N. (2014). “Varna and Caste.” Pp. 28-35 in *Social Stratification*, edited by Dipankar Gupta, New Delhi: OUP  Beteille, Andre. (1996). “Varna and Jati.” *Sociological Bulletin*, 45(1): 16-27  Beteille, Andre. (2014). “Caste, Class and Power.” Pp. 339-353 in *Social Stratification*, edited by Dipankar Gupta, New Delhi: OUP.  Holmstorm, M (2014). “Who are the ‘Working Class’?.”, Pp. 248-260 in *Social Stratification*, edited by Dipankar Gupta, New Delh: OUP.  Dhanagare, D N. (2014). “The Model of Agrarian Class in India.”Pp. 271-276 in *Social Stratification*, edited by Dipankar Gupta, New Delhi: OUP  Xaxa, Virginius. (2008). *State, Society, and Tribes: Issues in Post-Colonial India*, India: Pearson [chapter 2]  Hochschild, Arlie. 2003. Chapters 1-3 in *The Second Shift.* 2003. New York: Penguin Books.  Hartmann, Heidi. 1990. “Capitalism, Patriarchy and Job Segregation by Sex.” *Signs* 1: 137-169.  Yuval-Davis, Nira 1997. Chapters 1-2 in *Gender and Nation*. London: Sage.  Chakravarti, Uma. (1993). “Conceptualising Brahminical Patriarchy in Early India.” *Economical and Political Weekly* 28 (14): 579 – 585.  Mohanty, Chandra. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in *Third World Women and the Politics of Feminism*, edited by C. Mohanty, A. Russo, and L. Torres. Bloomington, IN: Indiana University Press. | | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Visual Anthropology | | | | | | | | | | | | | | | |
| **Course Code: SOC617** | | | | | | | | **Course Instructor: Dr. Mohamed Shafeeq** | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | **Semester:** Second Year, Semester 3 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course intends to equip the students with various approaches to visual anthropology. Beginning with an overview of historical uses of images in anthropology, the course progresses to the contemporary methodologies and approaches to studying visual material, and concludes with looking at specific examples of case studies. The course engages in readings which are theoretical, and practical applications and elaborations of the theoretical positions. The course familiarises the students with the core concepts in studying visual culture and approaches intersections of visual culture with other concerns of cultural studies, such as power, resistance, and aspiration. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | classify, compare, and contrast various contemporary methodologies of studying visual culture. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | apply the methodologies to a given set of data. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | design projects involving visual ethnography. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | x | x |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Historical Overview of Visual Anthropology** | | | | | | | | | | | | | | | | | | | | | | | |
|  The relation between the written and the seen in anthropology | | | | | | | | | * Explain photography and its historical relation to realism and recording * Review the objections to photography as a record of reality (CO1) | | | | | | | | | | | | 9 | | |
| **Unit 2: Contemporary Methodologies** | | | | | | | | | | | | | | | | | | | | | | | |
| * The different uses of photography in ethnography in contemporary times * The ethics of photography | | | | | | | | | * Demonstrate photography as an aid to interviews – photography as an aid to producing insider knowledge – photography as a document in itself. (CO1, CO2, CO3) * Analyse the relevance of the questions of anonymity, non-maleficence and beneficence with relation to photography in contemporary times. | | | | | | | | | | | | 18 | | |
|  | | | | | | | | | (CO2, CO3) | | | | | | | | | | | |  | | |
| **Unit 3: Case studies** | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies in visual anthropology in South Asia | | | | | | | | | * Review the different approaches to images in South Asia (CO2, CO3) * Illustrate the uses of photography as a tool of research in specific South Asian context with reference to case   studies. (CO2, CO3)   * Plan and design projects involving visual ethnography. | | | | | | | | | | | | 18 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 6 | | | | | | | | 6 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | 6 | | | | | | | | 10 | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | 18 | | | | | | | | 36 | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **85** | | | | | | | | **157** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | x | | | | | x | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | | x | | x | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | | x | | x | | | |  | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | | | | | | | | | | | | | | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Gillian Rose. 2001. *Visual Methodologies: An Introduction to the* | | | | | | | | | | | | | | | | | | | | |
|  | | | *Interpretation of Visual Materials*, New Delhi: Sage. pp. 69-134   1. Gillian Rose. 2001. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, New Delhi: Sage. pp. 135-186 2. Sarah Pink. 2001. From *Doing Visual Ethnography*, New Delhi: Sage. pp. 146 3. Sasanka Perera. 2020. “Photography, Research, and the Liminality of Ethics in Contemporary Times” in *The Fear of the Visual? Photography,*   *Anthropology, and the Anxieties of Seeing*. Hyderabad: Orient Blackswan.  199-231.   1. Malek Alloula. 1986. *The Colonial Harem*, Minneapolis and London: University of Minnesota Press. pp. 3-66. 2. Christopher Pinney. 1997. “’Stern Fidelity’ and ‘Penetrating Certainty’” in *Camera Indica: The Social Life of Indian Photographs*, Chicago and London: The University of Chicago Press. pp. 17-70. 3. Madhava Prasad. 2014. ‘The struggle to represent and sartorial modernity: on a visual dimension of Indian nationalist politics’, *Inter-Asia Cultural Studies*, 15(4), 2014. pp. 572-588. 4. Sujith Parayil. 2014. “Family Photographs: Visual Mediation of the Social”, *Critical Quarterly*, 58(3), 1–20. 5. William Mazzarella. 2004. From *Shoveling Smoke: Advertising and*   *Globalization in Contemporary India*, Delhi: Oxford University Press.   1. Walter Benjamin. 1968. “The Work of Art in the Age of Mechanical Reproduction”, in *Illuminations*, New York: Schocken Books, 217-258 2. Patricia Holland. 2015. “’Sweet it is to scan’: Personal photographs and popular photography” in Liz Wells (ed.) *Photography: A Critical Introduction*, New York: Routledge, 133-188 3. Tina M. Campt. 2012. From *Image Matters: Archive, Photography, and the African Diaspora in Europe*, Durham and London: Duke University Press, 21-70. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA Sociology** |
| **Course Title:** | Introduction to Medical Sociology |
| **Course Code: SOC618** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** Second Year, Semester 3 |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course will draw from the medical sociology, public health and development literature to examine the relationship between disease, health and inequality. The course will encourage students’ critical engagement in understanding the embodiment of inequality and the larger historical, social and economic forces that shape people’s health experiences globally. In particular, the course will begin with a discussion on the links between science and colonialism and subsequently move on to more contemporary debates on the inequalities of disease, suffering and infections, social determinants of health and illness, organ trafficking and commodification of human bodies, bioethics of global health practices and a critique of humanitarian aid and market-based medicine in the context of global health. |
| **Course Outcomes:** | Students will be to explain the evolution and history of the Medical Sociology  Students will be able to design research methodologies to conduct field survey on health issues  Students will be able to evaluate health policies in India  Students will be able to compare and contrast global health challenges |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | |  | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | *PO 12* | |  |
| Co 1 | Co1 |  |  | |  | |  | |  | | |  | |  | |  | | |  | |  | |
| Co2 | Co2 |  |  | |  | |  | |  | | |  | |  | |  | | |  | |  | |
| Co3 | Co3 | Co3 |  | |  | |  | |  | | |  | |  | |  | | |  | |  | |
|  | Co4 | Co4 |  | |  | |  | |  | | |  | |  | |  | | |  | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | |  | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The development of Medical Sociology as a discipline** | | | | | | | | | | | | | | | | | | | | |  | | |
| Evolution and origin of the discipline | | | | | | | |  Intersections between health and morality (C1) | | | | | | | | | | | | | 5 | | |
| **Unit 2: Theoretical Perspectives in Medical Sociology** | | | | | | | | | | | | | | | | | | | | |  | | |
| Major theories in Medical Sociology | | | | | | | |  Explain the theoretical perspective(C1)  Institutional Healthcare (C2) | | | | | | | | | | | | | 10 | | |
| **Unit 3: Health, Power and Private Sector** | | | | | | | | | | | | | | | | | | | | |  | | |
| Privatization of Health State and Healthcare | | | | | | | | * Explain the intersections between power, the State and healthcare(C2) * How capitalism controls healthcare (C2) * Technology and healthcare (C3) | | | | | | | | | | | | | 15 | | |
| **Unit 4: Contemporary debates in Medical Sociology from India and beyond: Ethnographic**  **Accounts** | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies from India and South East Asian countries | | | | | | | |  Explain through examples the social determinants of health from India and other countries (C3) and (C4) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term  Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Porter, D (1999). Health and Morality in the Ancient World. In *Health,* | | | | | | | | | | | | | | | | | | | |
|  | | | | *Civilization and the State*. (pp 11-23). New York: Rutledge and Porter,  D (1999). Pestilence and public order in medieval Europe. In *Health,*  *Civilization and the State.* (pp 24-46). New York: Rutledge   1. Foucault, M. (1963). Spaces and Classes. In *The Birth of a Clinic*. (pp 1-23). France: Presses Universitaires de France 2. Foucault, M. (1963). The Free Field and the Old Age of the Clinic. In *The Birth of a Clinic* (pp 44-76) France: Presses Universitaires de France 3. Goffman, E. (1961). Characteristics of a Total Institution. In *Asylum*. (1-125). New York: Rutledge 4. Sujatha, V. (2014). Explaining Health, Illness and Society: Theoretical Approaches. In *Sociology of Health and Medicine*. (pp. 42-109). New Delhi: Oxford University Press 5. Kleinman, A. (2013). From illness as culture to caregiving as moral experience. The New England Journal of Medicine, 368(15), 1376–   1377. <https://doi.org/10.1056/NEJMp1300678>   1. Turner, B. (2004). Gender, Sexuality and Body. In *The New Medical Sociology*. (pp. 191-230).New York: W.W. Norton and Company 2. Turner, B. (2004). Health, Risk and Globalization. In The New Medical Sociology. (pp. 230-269).New York: W.W. Norton and Company 3. Sujatha, V. (2014).The Private Sector in Health and Medicine. In *Sociology of Health and Medicine*. (pp. 247-280). New Delhi: Oxford University Press 4. Das, V., & Das, R. K. (2006). Urban Health and Pharmaceutical   Consumption in Delhi, India. *Journal of Biosocial Science, 38*(1), 6982   1. Weyers, H. (2006). Explaining the emergence of euthanasia law in the Netherlands: how the sociology of law can help the sociology of bioethics. *Sociology of Health and Illness. 28*(6): 802-816 2. Wentzell, E. (2017). Erectile Dysfunction as Successful Aging in | | | | | | | | | | | | | | | | | | | |
|  | | | | Mexico   1. Mishra, A. (2010). Deconstructing “Self-Care” in Biomedical and Public Health Discourses. In *Health, Illness and Medicine* edited by A.Mishra. (pp. 75-100). New Delhi: Orient Blackswan 2. Ganguly, R. (2010) Secondary Gains from Cross-Cultural Health Encounters: Stories from a Somali Clinic in the USA. In *Health, Illness and Medicine* edited by A.Mishra. (pp. 101-125). New Delhi: Orient Blackswan 3. Lundin, S.M. (2010). Organ economy: Organ trafficking in Moldova and Israel. *Journal of* *Public Understanding of Science.* (1-17). doi:10.1177/0963662510372735 4. Tober, D. (2002). Semen as gift, semen as goods. Pp: 137-160 5. Hochschild, A. (2012). Our baby their womb (71-104) 6. Umberson, Debra. 2017. “Black Deaths Matter: Race, Relationship   Loss, and Effects on Survivors.” Journal of Health and Social Behavior 58(4):405–20   1. Pressel, D. (2003). Nuremberg and Tuskegee: Lessons for Contemporary American Medicine. Journal of the National Medical Association 2. Clarke, H. (2008). Failing Bodies: Body Image and Multiple Chronic Conditions in Later Life 3. Raven et al (2015). The quality of childbirth care in China: women’s voices: a qualitative study. | | | | | | | | | | | | | | | | | | | |

SEMESTER IV

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| **Name of the Program:** | **MA Sociology** |
| **Course Title:** | Medical Sociology |
| **Course Code: SOC622** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** Second Year, Semester IV |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course will highlight the main theories and scholarship that have played a key role in the progression of the discipline of Medical Sociology. Additionally this course will also engage with contemporary debates around healthcare and will particularly demonstrate how social factors are integral to shape an understanding of health and medicine. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to compare different theoretical perspectives * Students will be able to debate on health related policies * Students will be able to comment on health issues related to India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Theoretical debates** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major theories of the discipline | | | | | | | |  Explain the main theories of Medical Sociology (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Global policies of healthcare** | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on different health policies across the globe | | | | | | | |  Explain the significant health policies around the world (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Health in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Healthcare issues of India | | | | | | | | * Main health policies of India over a period of time | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Turner, B. (2004). Health, Risk and Globalization. In The New Medical Sociology. (pp. 230-269).New York: W.W. Norton and Company  V. Sujatha. (2014). Explaining Health, Illness and Society: Theoretical Approaches. pp:42-110  White, K. (2009). Foucault and the Sociology of Medical Knowledge. Pp: 119-131  Holland, J., et al, (1990). AIDS: From panic stations to power relations sociological perspectives and problems. *Sociology, 24*(3): 499-518  Klinenberg, E. (2002). Bodies that don’t matter: Death and Dereliction in Chicago. Pp: 121-136. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Sociology of Media | | | | | | | | | | | | | | | | |
| **Course Code: SOC623** | | | | | | | | | **Course Instructor: Ketaki Chowkhani** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Drawing on a multi-disciplinary study of media and society, the course introduces students to scholarly engagement with various media texts, including television, advertising, cinema, documentary, print media, wedding videos, radio, billboards and matrimonial websites. With the inclusion of readings on billboards, wedding videos and matrimonial websites, the course seeks to situate the study of media within the larger sphere of visual culture. Exploring theoretical perspectives on representation, the course examines representation of gender, the subaltern, the local and the national in diverse media texts. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to outline the theoretical perspectives on media and representation | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to explain the relationship between media and society in India | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to critically analyse different forms of representation in media texts | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Theoretical Perspectives on Media, Representation and Visual Culture** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theories of representation and visual culture. | | | | | | | | | | * Development of theory of representation (C1) | | | | | | | | | | | | | 10 | | |
| **Unit 2: Development of different Forms of Media in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Development of different forms of media in India like TV, radio. | | | | | | | | | | * Examples of how radio, TV, broadcasting, documentaries developed in India. (C2) | | | | | | | | | | | | | 20 | | |
| **Unit 3: Representation in Different Forms of Media in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Representation in different forms of media in India | | | | | | | | | | * Examples of representation of gender, caste, marriage. (C3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Hall, Stuart. Ed. 1997. “The Work of Representation” in *Representation: Cultural Representations and Signifying Practices.* London, Sage Publications pp: 15-62.  Ghosh, Shohini. 2008. “The Troubled Existence of Sex and Sexuality: Feminists Engage with Censorship.” In Women’s Studies in India. Mary John Ed. New Delhi: Penguin, pp: 566-573.  Rajagopal, Arvind. 2015. “Postcolonial Visual Culture: Arguments from India”. In Chin-Chuan Lee Ed. *Internationalizing ‘International Communication’.* University of Michigan Press.  Jeffrey, Robin. 2006. “The Mahatma didn’t like the movies and why it matters: Indian Broadcasting Policy, 1920s-1990s.” *Global Media and Communication*. Volume 2(2): 204–224.  Roy, Srirupa. 2003. “Moving Pictures: The Postcolonial State and Visual Representations of India”. In Sumathi Ramaswamy Ed. *Beyond Appearances: Visual Practices and Ideologies in Modern India.* New Delhi: Sage Publications.  Mazzarella, William. 2003. *Shoveling Smoke: Advertising and Globalization in Contemporary India.* Durham: Duke University Press, pp: 59-78.  Kumar, Shanti. 2004. “Inside the Home Theatre. The Hyper-real World of Television in India”. *South Asian Popular Culture*. 2(2): 127-144.  Vohra, Paromita. 2011. 'Dotting the I: The Politics of Self-less-ness in Indian Documentary Practice', *South Asian Popular Culture*, 9(1): 43- 53.  Screening of Paromita Vohra’s documentary *Unlimited Girls.*  Moorti, Sujata. 2004. “Fashioning a Cosmopolitan Tamil Identity: Game Shows, Commodities and Cultural Identity.” *Media, Culture & Society.* 26(4): 549- 567.  Chemmencheri, Sudheesh Ramapurath. 2015. “Subaltern Struggles and the  Global Media in Koodankulam and Kashmir” *South Asia: Journal of South Asian Studies*, 38(2): 187-199.  Abraham, Janaki. 2011. “Weddings and Videos: Representing Conjugality in Contemporary Kerala”. *Intimate Others: Marriage and Sexualities in India.* Kolkata: Stree, pp: 265-285.  Bathla, Sonia.2008. “Gender Construction in the News Media”. In *Women’s Studies in India.* New Delhi: Penguin, pp: 620-627.  Choudhary, Maitreyee. 2000. “‘Feminism’ in Print Media” *Indian Journal of Gender Studies.* (7): 263- 289.  Titzmann, Fritzi-Marie. 2011. “Matchmaking 2.0: The Representation of Women and Female Agency in the Indian Online Matrimonial Market”. *Internationales Asienforum,* 42 ( 3-4): 239–256.  Gerritsen, Roos. 2015. “Chennai Beautiful: Shifting Urban Landscapes and the Politics of Spectacle”. In Christiane Brodius, Sumathi Ramaswamy and Yousuf Saeed Ed. *Visual Homes, Image Worlds.* New Delhi: Yoda Press.  Hood, John W. 2011. “Indian Muslims and Indian Films: Some Observations of Contemporary Indian Art Cinema”. In Ather Farouqui Ed. *Muslims and Media Images.* New Delhi, Oxford University Press.  Ghosh, Shohini. 2000. “Hum Aapke Hain Koun...!: Pluralizing Pleasures of Viewership”. *Social Scientist*. 28(3/4): 83-90. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Singles Studies | | | | | | | | | | | | | | | | |
| **Course Code: SOC 625** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-2023 | | | | | | | | | **Semester:** Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | In 2007, Bella DePaulo, Rachel F. Moran, and E. Kay Trimberger in their essay Make Room for Singles in Teaching and Research (2007) argued for a singles perspective within research and teaching. This was the beginning of what DePaulo (2014, 2017) later called Singles Studies, noting that despite the increase in single people worldwide, there was “no singles studies program anywhere in the world”. This course will examine the call for establishing a discipline called 'Singles Studies' which aims at addressing the neglected category of the single person across disciplines. It argues for the inclusion of a single person's fresh perspective on issues of family, gender, time, ageing, the city, law and medicine. If a singles perspective is to be integrated in research, it cannot merely be additive. It has to transform the way we approach research. The course will have several themes, and will examine singlehood in relation to time, media, housing, the city, ageing, health and consumerism.  The course will focus on the following objectives:  • Introduce the field of singles studies for the first time in academia.  • Engage with established concepts within sociology from a singles perspective.  • Explore the lives of single people in India, the United States, the UK and Israel. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Explain the need for and perspective of singles studies. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Analyse critically singlehood across the various axis of gender, time, place, health, and media. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Develop new knowledge on singles studies in India. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Laying the Field** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining the main concepts of single studies | | | | | | | | | | * Fundamental principles | | | | | | | | | | | | | 12 | | |
| **Unit 2: Single Women in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analyse the status of single women in India | | | | | | | | | | * Main issues of single women in India | | | | | | | | | | | | | 10 | | |
| **Unit 3: Singlehood, Time, and Media** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intersections between time, media and being single | | | | | | | | | | * Focus on media and time management | | | | | | | | | | | | | 10 | | |
| **Unit 4: Singlehood, Housing, the City and Ageing** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand later life singlehood | | | | | | | | | | * Challenges associated with being single | | | | | | | | | | | | | 13 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 7 | | | | | | | | 10 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **57** | | | | | | | | **110** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Klinenberg, Eric. 2012. Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone. New York, The Penguin Press.  DePaulo, Bella. 2006. Singled Out: How Singles are Stereotyped, Stigmatized, and Ignored, and Still Live Happily Ever After. St Martin’s Press.  Budgeon, Shelly. 2008. “Couple Culture and the Production of Singleness.” Sexualities, 11.3:301–325.  Lamb, Sarah. 2018. “Being Single in India: Gendered Identities, Class Mobilities, and Personhoods in Flux”. ETHOS, 46.1: pp. 49–69.  Berry, Kim. 2014. “Single but not Alone: The Journey from Stigma to Collective Identity through Himachal’s Single Women’s Movement”. Himalaya, 34.1:43-55. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Political Sociology | | | | | | | | | | | | | | | | |
| **Course Code: SOC 626** | | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | | |
| **Academic Year:** | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** none | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course introduces students to sociological perspectives on politics and society. The course explores theories and methodologies to study the relationships between political institutions and social lives. Through readings, the course also explores key debates in studies in politics. The course will focus on the following objectives:   * Engage with the concept of politics from the sociological perspective. * Explore the theories and methodologies studying politics in relation to social institutions. * Investigate key debates in studying politics sociologically. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be able to explain the relationship between power and political institutions from a sociological perspective. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students will be able to outline the key issues in understanding political system from a sociological perspective. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to reflect on contemporary perspectives on the relationship between society and politics. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | * Students will be able to critically reflect on the relationship between society and polity from the perspective of resistance politics. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Power, State and political institutions | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foundational understanding of political sociology as a sub-discipline. | | | | | | | | | | The unit introduces students to basic understanding of power and its relationship with political institutions. It will also be explored how a political sociological perspective on the theme differs from other disciplinary perspectives. (C1) | | | | | | | | | | | | | 15 | | |
| **Unit 2**: Understanding Democracy | | | | | | | | | | | | | | | | | | | | | | | | | |
| Democracy as a system of governance, state formation and social collective. | | | | | | | | | | Students will be introduced to democracy as the most prevalent form of governing a society. The unit will also introduce key issues that anchor our understanding of democratic society. (C1) and (C2) | | | | | | | | | | | | | 10 | | |
| **Unit 3:** Contemporary perspectives on society and politics | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theories of interrelation between state, power and society in contemporary times. | | | | | | | | | | The unit introduces students to contemporary theorists and their understanding of the society and polity relationships. The unit also explores society and politics relationships in various societal contexts such as colonialism, advanced industrial societies and postcolonial societies (C2) and (C3) | | | | | | | | | | | | | 10 | | |
| **Unit 4:** Society, State, and politics in neo-liberal era | | | | | | | | | | | | | | | | | | | | | | | | | |
| State and society relationship under neo-liberal regimes | | | | | | | | | | The unit explores state and society relationships from the vantage point of resistance politics. It also compares and contrasts resistance politics in India and Latin America (C4) | | | | | | | | | | | | | 10 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | |  | | X | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | X | | | | x | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Lukes, S. (2005). *Power: A radical view*. New York: Palgrave Macmillan. [Chapter: 1]  Foucault, M. (2002). The subject and power. In J. Faubion (ed.), *Power: essential works of Foucault 1954-1984* (pp. 326-348). New Delhi: The Penguin Books, 326-348•Durantaye, L. (2009).  *Giorgio Agamben: a critical introduction*. Standford: Standford University Press. [pp. 335-360  Gramsci, A. (2006). State and civil society. In A Sharma and A. Gupta (eds.), *The anthropology of the state: a reader* (pp. 71-86). UK: Blackwell Publishing.  Althusser, L. (2006), Ideology and ideological state apparatus. In A. Sharma and A. Gupta (eds.), *The anthropology of the state: a reader* (pp. 86-112). UK: Blackwell Publishing.  Mitchell, T. (2006), Society, economy, and the state effect. In A. Sharma and A. Gupta (eds.), *The anthropology of the state: a reader* (pp. 169-186). UK: Blackwell Publishing  Marshall, T.H. (1992). Citizenship and social class. In T.H. Marshall and T. Bottomore (eds.), *Citizenship and social class* (pp. 1-53). London: Pluto Press.  Jayal, G. N. (2013). *Citizenship and its discontents: an Indian history*. Cambridge: Harvard University Press. [chap. 2 and 3]  •Derrida, J. (1992). Force of law: the ‘mystical foundation of authority’. In D. Cornell,M.Rosenfeld & D. G. Carlson (eds.), *Deconstruction and the possibility of justice*(pp. 3-67). London: Routledge.  •Cook, M, I. (2019). Immoral times: vigilantism in a South Asian city. In A. P.Chattterji, T.B. Haansen and C. Jaffrelot (eds.), *Majoritarian state: how Hindunationalism is changing India* (pp. 69-82). Noida: HarperCollins Publishers.  •Ghaseem-Fachandi, P. (2019). Reflections in the crowd: delegations, verisimilitude,and the Modi mask. In A. P. Chattterji, T.B. Haansen and C. Jaffrelot (eds.),*Majoritarian state: how Hindu nationalism is changing India* (pp. 83-100). Noida:HarperCollins Publishers.  Hansen, B. T. (2019), Democracy against the law, in A. P. Chattterji, T.B. Haansenand C. Jaffrelot (eds.), *Majoritarian state: how Hindu nationalism is changing India,*Noida: HarperCollins Publishers, pp. 19-40  Jaffrelot, C (2019). A de-facto ethnic democracy? obliterating and targeting the other,Hindu vigilantes, and the ethno-state. In A. P. Chattterji, T.B. Haansen and C.Jaffrelot (eds.), *Majoritarian state: how Hindu nationalism is changing India* (pp. 41-68). Noida: HarperCollins Publishers.  Comaroff, J. and Comraoff, L. J. (2006). Criminal obsessions, after Foucault:postcoloniality, policing, and the metaphysics of disorder. In J. Comaroff and J. L.Comaroff, *Law and disorder in the postcolony* (pp. 273 -298). Chicago: TheUniversity of Chicago press.  Sekhon, N. (2019). Police and the limit of law. *Columbia Law Review*, 119 (6), 1711-1772.  Schpher-Hughes, N. (2006). Death Squads and Democracy in Northeast Brazil. In J.Comaroff and J. L. Comaroff, *Law and disorder in the postcolony* (pp. 150-188),Chicago: The University of Chicago press  Jauregui, B. (2013). Beatings, Beacons, and Big Men: Police Disempowerment andDelegitimation in India. *Law and Social Inquiry*, 38 (3), 643-669. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | **MA Sociology** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Social Movements | | | | | | | | | | | | | | | |
| **Course Code:** SOC627 | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course explore the roots of social movements in colonial and postcolonial India. This course will not be confined to one specific period but will cover important events and discussion in modern India. This course will trace the participation of subaltern groups in the public sphere through their engagement with political discourse and political activism. This participation crucially shaped the nature of discourse in the colonial and post-colonial period. The course would study the intersection between modern social identity and its connection with politics, arts, educational and economic activities. The course would largely focus on a modern period of Indian history that stretches from 19th century to the contemporary times. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | |  Students will gain crucial insights about the interconnections between state, politics and society. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | |  Students will be able to critically reflect on the concerns dealing with caste gender and other social identities in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | |  Students will be able to explain the larger significance of social political churning in modern India. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | |
| Public Sphere and Identity in India | | | | | | | | | * This unit will introduce to the idea of public sphere and its significant connection with the making of social identity. * It will the relationship between politics and state in the shaping of social identity. (C1) and (C2) | | | | | | | | | | | | 10 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | |
| Tracing the social churning in Modern India. | | | | | | | | |  This unit plans to trace the trajectory of subaltern movements in modern India. It will critically explore significance of social movements to modern India.  (C2) | | | | | | | | | | | | 10 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | |
| Caste and Women’s movements in  India. | | | | | | | | | * This unit will outline in detail about different social movements that emerged in modern India. * It explain the connection between gender and caste and its implication on the history of modern India. This unit will analyze articulations made by nationalists, anti-caste activists and colonial scholars and its significance to the public sphere.   (C2) and (C3) | | | | | | | | | | | | 10 | | |
| **Unit 4:** | | | | | | | | | | | | | | | | | | | | | | | |
| Subalternity, Identity and contemporary politics | | | | | | | | |  This unit will explore therelationship between subaltern identity and contemporary politics in India. It will reflect on the causes of changing nature of identity politics in the contemporary times.  (C2) and (C3) | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **105** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | **Sessional examination** 1 | | | | | | | | |
| **Assignments/presentations** Assignments 3 and  Presentations 1 | | | | | | | | | | | | | | | End semester examination **Term Paper** | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1. Anupama Rao, Representing Dalit Selfhood, In *Seminar* (no. 558, February 2006) 2. JurgenHabermas, ‘The Public Sphere: An Encyclopaedia Article,’ In *Idea of Public Sphere-A Reader* (2010) [Available with me] 3. Alan Mckee, “Introduction”, In *Public Sphere: An Introduction*, Cambridge University Press, 2005 [Available with me] 4. Neeladri Bhattacharya, Notes Towards a Conception of the Colonial Public, In Rajiv Bhargava (ed.), *Civil Society, Public Sphere, and Citizenship: Dialogues and Perceptions*. (Link for the article:   [http://cscs.res.in/dataarchive/textfiles/textfile.2008-0311.3472290012/file)](http://cscs.res.in/dataarchive/textfiles/textfile.2008-03-11.3472290012/file)   1. Amir Ali (Article on Indian Public Sphere, Economic and Political Weekly) 2. Rosalind O’Hanlon, *Caste, Conflict and* Ideology, (Chapter 3. Crisis of Cultural legitimacy), pp. 50-87 3. B.R. Ambedkar, What Congress and Gandhi have done to Untouchables, 1944. (book available online) 4. Christophe Jafferlot, Caste and Politics, In India International Centre   Quarterly, Vol. 37, No. 2 (AUTUMN 2010), pp. 94-116 [(https://www.jstor.org/stable/pdf/23006438.pdf?refreqid=excelsior](https://www.jstor.org/stable/pdf/23006438.pdf?refreqid=excelsior%3A90442232ec8fbc017c2eebc5461d3097) [%3A90442232ec8fbc017c2eebc5461d3097)](https://www.jstor.org/stable/pdf/23006438.pdf?refreqid=excelsior%3A90442232ec8fbc017c2eebc5461d3097)   1. Chinnaiah Jangam, Dalits and the Making of Modern India, Oxford   University Press, 2018 (Chapter 6. Whose Nation? Dalits and the Imagination of the Nation)   1. Lata Murugkar, Dalit Panthers in India: A Sociological Appraisal 2. J.V. Pawar, *Dalit Panthers: An Authoritative History*, Forward Press,   2018 (Chapter to read to be announced later)   1. Satish Deshpande, Caste in and as Indian Democracy, In *Seminar*, January 2016. http://www.india-[seminar.com/2016/677/677\_satish\_deshpande.htm](http://www.india-seminar.com/2016/677/677_satish_deshpande.htm) 2. Ghanshyam S hah, Dalit Identity and Politics, Sage publications, 2001. | | | | | | | | | | | | | | | | | | | | |
|  | | | 1. Philip Constable, Early Dalit Literature and Culture in Late Nineteenth and Early Twentieth Century Western India, *Modern Asian Studies*, Vol. 31, No. 2 (May, 1997), pp. 317-338. 2. S. Anand, Eating with Our Fingers, Watching Hindi Cinema and Consuming Cricket. [(http://jan.ucc.nau.edu/~sj6/Eatingwith.html)](http://jan.ucc.nau.edu/~sj6/Eatingwith.html) 3. J Balasubramaniam, Dalits and a Lack of Diversity in the Newsroom, In *Economic and Political Weekly,* Vol. 46, No. 11 (MARCH 12-18, 2011), pp. 21-23. 4. Gopal Guru, Dalit Women Talk Differently, In *Economic and Political*   *Weekly* Vol. 30, No. 41/42 (Oct. 14-21, 1995), pp. 2548-2550.   1. Sumeet Mhaskar, “Locating Caste in a Globalising Indian City: A   Study of Dalit Ex-millworkers’ Occupational Choices in PostIndustrial Mumbai”, In Claranda Still (ed.), *Dalits in Neo Liberal India*, Routledge, 2014.   1. Harish Wankhede, [The Post-political Dalit Movement in Maharashtra](https://www.epw.in/journal/2019/36/commentary/post-political-dalit-movement-maharashtra.html)  [Vol. 54, Issue No. 36, 07 Sep, 2019,](https://www.epw.in/journal/2019/36) In Economic and Political Weekly, [Vol. 54, Issue No. 36, 07 Sep, 2019](https://www.epw.in/journal/2019/36) 2. Christophe Jaffrelot, *India’s Silent Revolution*, Columbia University Press, 2003 (Chapter on BSP). | | | | | | | | | | | | | | | | | | | | |
|  | | |  | | | | | | | | | | | | | | | | | | | | |

# 

# PROGAM OUTCOMES (POS) AND COURSE OUTCMES (COS) MAPPING

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | | | **Course Code** | **Course Name** | | | **Credits** | | | **PO1** | | | **PO2** | | | | **PO3** | | | | **PO4** | | | | **PO5** | | | **PO6** | | | | **PO7** | | **PO8** | | **PO9** | | **PO10** | | | **PO11** | | | **PO12** | | |
| 1 | | | HUM511 | Research Methodology | | | 4 | | | CO1  CO2 | | | CO3 | | | | CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 2 | | | HUM512 | Literature and Aesthetics | | | 4 | | | CO1  CO2 | | | CO2  CO3 | | | | Co1  CO1 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 3 | | | HUM513 | Kinship and Society | | | 4 | | | CO1  CO3 | | | CO3 | | | | CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 4 | | | HUM514 | Introduction to Film Studies | | | 4 | | | CO1  CO2 | | | CO2  CO3 | | | | CO1  CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 5 | | | HUM515 | Literature and Narrative Form | | | 4 | | | CO1  CO2  CO3  CO4 | | | CO3 CO4 | | | | CO1  CO2  CO3  CO4 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 6 | | | HUM517 | Collective Social | | | 4 | | | CO1  CO2 | | | CO3  CO4 | | | | CO2  CO3  CO4 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 7 | | | HUM518 | Approaches to History | | | 4 | | | C01  C02 | | | C03 | | | | C03  C04 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 8 | | | HUM519 | Politics of Identity | | | 4 | | | CO1 | | | CO2  CO3 | | | | CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 9 | | | HUM533 | The Nation and its Workers and Peasant | | | 4 | | | CO1 | | | CO2  CO4 | | | | CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 10 | | | HUM522 | Ethics | | | 4 | | | CO1  CO2  CO3  CO4 | | | CO3 CO4 | | | | CO1  CO2  CO3  CO4 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 11 | | | HUM523 | Indian Literature | | | | | | 4 | | | | CO1  CO2 | | | | | CO3  CO4 | | | |  | | | |  | | |  | |  | |  | |  | |  |  | | |  | | |  |
| 12 | | | HUM524 | SOCIOLOGY OF INDIA | | | 4 | | | CO1 | | | CO2 | | | | CO2  CO3  CO4 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 13 | | | HUM525 | LITERARY CRITICISM | | | 4 | | | CO1  CO2  CO3 | | | CO1  CO2  CO3 | | | | CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 14 | | | HUM526 | Time and Narrative | | | 4 | | | CO1 | | | CO3 | | | | CO1  CO2 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 15 | | | HUM527 | Reading the popular | | | 4 | | | CO1  CO2 | | | CO2  CO3 | | | | CO1  CO2  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 16 | | | HUM 528 | Environmental Humanities | | | 4 | | | Co1 Co2 | | | Co3 | | | | Co2  Co3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 17 | | | HUM529 | Social Anthropology | | | 4 | | | CO1  CO2 | | | Co2  CO3 | | | | CO1  CO3 | | | |  | | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 18 | | | HUM531 | Historical Theories and Methods | | | 4 | | | C01  C02 | | | | C03 | | | | | C01  C02  C03 | | | | | |  | | |  | |  | |  | |  | |  | |  | | |  | | |  | | |
| 19 | | | HUM532 | | | Writing the Past | | 4 | | | CO1  CO2  CO3  CO4 | | | | CO2  CO3 | | | CO3  CO4 | | | |  | | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |
| 20 | SOC611 | | | Gender and Society | | | | 4 | | | Co1  Co2  Co3 | | | | Co1  Co2  Co3 | | | | Co1  Co2  Co3 | | | |
| 21 | SOC613 | | | Social Theory and Methods | | | | 4 | | | CO1  CO2 | | | | CO2  CO3 | | | | CO3 | | | |
| 22 | SOC 614 | | | Sociology of Economy and Development | | | | 4 | | | CO1 | | | | CO2  CO3 | | | | CO1  CO2  CO3 | | | |
| 23 | SOC615 | | | Urban Sociology | | | | 4 | | | CO1  CO2 | | | | CO3  CO4 | | | | CO2  CO1 | | | |
| 24 | SOC616 | | | Social Stratification | | | | 4 | | | CO1  CO3 | | | | CO3  CO2 | | | | CO1  CO2 | | | |
| 25 | SOC617 | | | Visual  Anthropology | | | | 4 | | | Co1  Co2  Co3 | | | | Co1  Co2  Co3 | | | | Co1  Co2 | | | |
| 26 | SOC618 | | | Introduction to  Medical Sociology | | | | 4 | | | Co1  Co2  Co3 | | | | Co1  Co2  Co3  Co4 | | | | Co3  Co4 | | | |
| 27 | SOC622 | | | Medical Sociology | | | | 4 | | | CO1  CO3 | | | | CO2 | | | | CO3  CO1 | | | |
| 28 | SOC623 | | | Sociology of Media | | | | 4 | | | CO1 | | | | CO2  Co3 | | | | Co3 | | | |
| 29 | SOC625 | | | Single Studies | | | | 4 | | | CO1 | | | | CO2, CO3 | | | | CO2,  CO3 | | | |
| 30 | SOC626 | | | Political Sociology | | | | 4 | | | CO1  CO3 | | | | CO2 | | | | CO2  CO3 | | | |
| 31 | SOC627 | | | Social Movements | | | | 4 | | | Co1 | | | | Co1  Co2 | | | | Co1  Co2  Co3 | | | |

**Department of MCH**

**Manipal Academy of Higher Education, Manipal**

*Outcomes Based Education (OBE) Framework*

**2 Year full time Postgraduate Program**

**(MA History)**

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1. **NATURE AND EXTENT OF THE PROGRAM**

MA (History/English/Sociology) at MCH is reputed for developing critical thinking skills and strong knowledge base in young scholars towards academic research in the Humanities on par with international standards. Keeping the larger goals of interdisciplinary approach in mind, MA students study common courses across disciplines (English, Sociology, History, Film Studies, Gender Studies, Research Methodology) in the first two semesters of the program. The third and fourth semesters are geared for a more in-depth study of different courses in their core discipline (English or Sociology), culminating in a substantial research project (thesis) in their area of interest under the mentorship of a Guide. In addition, with a view to encourage holistic learning experience, students earn academic credits for participation in, and help with, a wide range of scholastic and extracurricular activities at the Centre.

1. **PROGRAM EDUCATION OBJECTICE (PEO)**

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for **MA History program are as follows.**

|  |  |
| --- | --- |
| **PEO No** | **Education Objective** |
| **PEO 1** | Students will be able to demonstrate an in-depth knowledge of the key concepts and theories in historical writings. |
| **PEO 2** | Students will acquire basic historical research skills, including the effective use of databases, libraries and archives. |
| **PEO 3** | Students will be able to critically analyze historical narratives about gender, nation, region, caste and empire, in academic research and writing. |

1. **GRADUATE ATTRIBUTES:**

|  |  |  |
| --- | --- | --- |
| **S No.** | **Attribute** | **Description** |
| **1** | **Disciplinary Knowledge** | Students will have the opportunity to engage thoroughly with different academic writings on history. |
| **2** | **Research Skills** | Students will be able to classify and evaluate various primary and secondary sources. |
| **3** | **Class Presentation** | Students present their work to the entire class to receive feedback and learn from their peers. |

**PROGRAM OUTCOMES: After successful completion of M.A. in History program, Students will be able to:**

|  |  |  |
| --- | --- | --- |
| **PO No** | **Attribute** | **Competency** |
| **PO 1** | **Domain knowledge** | The program will gain an adequate understanding of the varied philosophies and methods of historical practice. |
| **PO 2** | **Academic Skills** | The program will train students for higher studies in History at quality institutions in India and abroad. |
| **PO 3** | **Research and Communication Skills** | The program will equip students for a wide range of career options in academia, leading publishing houses and educational institutes. |

First Semester

# **Any FOUR of the following will be offered in the semester. Shared core courses for MA**

# **English/Sociology/ History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HUM 511 | Research Methodology | 3 | 0 | 1 | 4 |
| HUM 512 | Literature and Aesthetics | 3 | 0 | 1 | 4 |
| HUM 513 | Kinship and Society | 3 | 0 | 1 | 4 |
| HUM 514 | Introduction to Film Studies | 3 | 0 | 1 | 4 |
| HUM 515 | Literature and Narrative Form | 3 | 0 | 1 | 4 |
| HUM 517 | Collective Social | 3 | 0 | 1 | 4 |
| HUM 518 | Approaches to History | 3 | 0 | 1 | 4 |
| HUM 519 | Politics of Identity | 3 | 0 | 1 | 4 |
| HUM 533 | The Nation and its Workers and Peasants | 3 | 0 | 1 | 4 |
| Total credits for GPA | | 12 | 0 | 4 | 16 |

Second Semester

# **Any FOUR of the following will be offered in the semester. Shared core courses for MA English/Sociology/ History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HUM 522 | Ethics | 3 | 0 | 1 | 4 |
| HUM 523 | Indian Literature | 3 | 0 | 1 | 4 |
| HUM 524 | Sociology of India | 3 | 0 | 1 | 4 |
| HUM 525 | Literary Criticism | 3 | 0 | 1 | 4 |
| HUM 526 | Time and Narrative | 3 | 0 | 1 | 4 |
| HUM 527 | Reading the Popular | 3 | 0 | 1 | 4 |
| HUM 528 | Environmental Humanities | 3 | 0 | 1 | 4 |
| HUM 529 | Social Anthropology | 3 | 0 | 1 | 4 |
| HUM 531 | Historical Theories and Methods | 3 | 0 | 1 | 4 |
| HUM 532 | Writing the Past | 3 | 0 | 1 | 4 |
| Total credits for GPA | | 12 | 0 | 4 | 16 |

THIRD SEMESTER

# **Note: Any THREE of the following will be offered in the semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HIS 611 | Understanding Pre-Colonial India | 3 | 0 | 1 | 4 |
| HIS 612 | The Making of the Modern World | 3 | 0 | 1 | 4 |
| HIS 613 | Gender and Empire | 3 | 0 | 1 | 4 |
| HIS 614 | Medicine, Health and Society in Colonial India | 3 | 0 | 1 | 4 |
|  | Core Course Total | 9 | 0 | 3 | 12 |
| HIS 600 | Academic Portfolio | - | - | - | 6 |
| Total credits for GPA | |  |  |  | 18 |

FOURTH SEMESTER

# **Any TWO of the following will be offered in the semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Contact Hours per Week | | | Credits |
| L | T | P/F/SS | C |
| HIS 621 | A History of Indian Democracy | 3 | 0 | 1 | 4 |
| HIS 622 | Caste and Politics of Modern India | 3 | 0 | 1 | 4 |
| HIS 623 | Gender, Medicine and Health | 3 | 0 | 1 | 4 |
|  | Core Course Total | 6 | 0 | 2 | 8 |
| HIS 699 | Thesis | - | - | - | 12 |
| Total credits for GPA | | - | - | - | 20 |
|  | |  |  |  |  |

# **Total mandatory credits - 70**

SEMESTER I

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Program:** | | | | | | | | **MA English/Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | **Research Methodology** | | | | | | | | | | | | | | | |
| **Course Code: HUM511** | | | | | | | | **Course Instructor: Dr Nikhil Govind** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course will take the students slowly through some of the mainstays of the research Methodologies of postcolonial cultural and social narrative—the nationalist movement and its implications in particular. Nationalism will be understood through historical events, the ideology and fate of South Asian secularisms, and the rhetoric of political and social multi-culturalism. It will seek to foreground how contingent our notions of literary historiography and the sociological imagination are. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to analyse the usefulness as well as limitations of various research Concepts | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students will be able to apply theoretical perspectives onto concrete literary and social Situations | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to compare Indian literary and social concepts with equivalent global contexts. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Research Methodologies** | | | | | | | | | | | | | | | | | | | | | | | |
| Focus on research methodologies in the humanities and social sciences | | | | | | | | | * Explain the various research methodologies associated with   humanities and social sciences (C1)   * Particular focus on qualitative research (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2: Theoretical Perspective** | | | | | | | | | | | | | | | | | | | | | | | |
| Highlight the major and influential theoretical paradigms | | | | | | | | | To evaluate some of the major theoretical perspectives with regard to the social contexts of Indian literature (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3: Indian literary and social concepts** | | | | | | | | | | | | | | | | | | | | | | | |
| Compare Indian literary and social concepts with equivalent global Contexts. | | | | | | | | |  Engage with the Indian equivalences of global issues of  cosmopolitanism and multi-  culturalism (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 2 | | | | | | | | 2 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **105** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | 1) Gopal, Priyamvada. Literary Radicalism In India. London: Routledge, 2005.  2) Bhabha, Homi (ed.), Nation and Narration, New York: Routledge,1990.  3) Casanova, Pascale. World Republic of Letters. Boston: Harvard University Press, 2005.  4) Wakankar, Milind. Subalternity and Religion: The Prehistory of Dalit Empowerment in South Asia. Delhi: Routledge, 2010.  5) Anjali Nerlekar's Bombay Modern: Arun Kolatkar and Bilingual Literary  Culture (Northwestern University Press, 2016)  6) Rashmi Sadana's English Heart, Hindi Heartland (Orient Blackswan, 2012) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Literature and Aesthetics |
| **Course Code: HUM 512** | **Course Instructor: Ashokan Nambiar C** |
| **Academic Year:** 2019-2020 | **Semester:** First Year, Semester I |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | This course, which is introductory in its character, looks at the relationship between two closely connected but independent disciplinary fields- the Aesthetics and the Literature. By adopting an interdisciplinary approach this course explores the ways it would help us to think critically of both the fields and their relevance in understanding society critically. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to critically understand the very character of the disciplinary fields of Aesthetics and Literature * Students will be able to understand the relation between Aesthetics and Literature * Students will be able to see how a familiarity with Aesthetics and Literature can help in developing a critical understanding of literary works |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Aesthetics** | | | | | | | | | | | | | | | | | | | | | | | | |
| What is Aesthetics | | | | | | | |  Explain the main features of Aesthetics (C1) | | | | | | | | | | | | | | 5 | | |
| **Unit 2:**  **Introduction to Literature** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major discussions in the field of Literature | | | | | | | |  Discuss various ways in which the discourse of literature is understood (C1) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Relationship between Aesthetics and Literature** | | | | | | | | | | | | | | | | | | | | | | | | |
| Conceptual similarities between Literature and Aesthetics | | | | | | | | * Explain the intersections between literature and aesthetics (C2) * Explain how aesthetic theories can help us understand the intersections | | | | | | | | | | | | | 15 | | | |
| **Unit 4: Literature through the leans of Aesthetic Theory** | | | | | | | | | | | | | | | | | | | | | | | | |
| Aesthetic theory and new conception of literature | | | | | | | |  Explain how to we can arrive at a historically and critically informed understanding of literary discourses with the help of aesthetic theories | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Adorn, Theodor W. (2005). Aesthetic Theory. New Delhi: Viva Books Pvt. Ld.  Burke, Edmund. (2008). A Philosophical Enquiry into the Sublime and he Beautiful. London & New York: Routledge  Gadamer, Hans-Georg. (1986). The Relevance of the Beautiful and Other Essays. Cambridge: CUP  Cazeaux, Clive. Ed. (2011). The Continental Aesthetic Reader. Ne York: Routledge |

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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Kinship and Society |
| **Course Code:** HUM 514 | **Course Instructor:** Jagriti Gangopadhyay |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester I |
| **No of Credits: 4** | **Prerequisites:** None |
| **Synopsis:** | The broad objective of this course is to understand how concepts of kinship, family and marriage practices shape an individual’s identity. In particular the course will focus on the fundamentals of Kinship Sociology, main concepts associated with institutions such as kinship, family and marriage and recent family and kinship structures in India. |
| **Course Outcomes:** | Course Outcomes   * Students will be able to differentiate between kinship and family as concepts * Students will be able to evaluate how kinship patterns formulate the individual’s identity * Students will be able to analyze contemporary kinship and family structures in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X |  | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Fundamentals of kinship** | | | | | | | | | | | | | | | | | | | | | | | | |
| Key concepts of kinship | | | | | | | |  Explain the different ideas of family and kinship across the globe C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Different marriage, family and kinship practices** | | | | | | | | | | | | | | | | | | | | | | | | |
| Examine the intersections between marriage, affine, blood ties and relations | | | | | | | |  Demonstrate how culture plays a key role in determining kinship ties (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Ethnographic kinship accounts from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Give examples of modern kinship arrangements from India | | | | | | | | * Illustrate how macro factors such as globalization have shaped kinship ties in a neo-liberal India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Rivers, W. H. R. (1910). The father's sister in Oceania. Folklore, 21(1), 42-59.  Malinowski, B. (1930). 17. Kinship. Man, 30, 19-29.  Evans-Pritchard, E. E. (1933). Zande blood-brotherhood. Africa, 6(4), 369-401.  Radcliffe-Brown, A. R. (1941). The study of kinship systems. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, 71(1/2), 1-18.  Uberoi, P. (ed.) (1993). *Family, Kinship and Marriage in India*. Oxford University Press: New Delhi. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA Humanities** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Introduction to Film Studies | | | | | | | | | | | | | | | |
| **Course Code: HUM514** | | | | | | | | | **Course Instructor: Dr. Mohamed Shafeeq** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course draws on various theoretical perspectives, fields of study, and methodological protocols to elaborate upon the field of Film Studies in which each of them participate. The course begins with discussing some of the classic texts that has characterised the field of film studies and then opens it up to its varied elaborations, inflections, and revisions over the course of the development of the field. The course stresses on the importance to gauge the implications of the classical film theorists and equip students to engage in an informed analysis of films. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to the film text | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | illustrate linkages between stylistic and generic tendencies to cultural and industrial relations | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | elaborate on and experiment with film as a social process | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x |  | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | X | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | X | X | | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Film Studies as a discipline of study** | | | | | | | | | | | | | | | | | | | | | | | | |
| Evolution of Film Studies | | | | | | | | | | * Define Film as an object of study (CO1) * Explain Film and its association to realism (CO1, CO2) * appraise the film and its assessment in post-realism (CO1, CO2) * review the phenomenological, Marxist, psychoanalytic, and poststructuralist approaches to cinema (CO1, CO2) * explain the industrial aspects of cinema (CO1, CO2) | | | | | | | | | | | | 18 | | |
| **Unit 2: Film Studies in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural and Industrial specificities of Indian cinema | | | | | | | | | | * demonstrate the specificities of Indian ocular culture and how it influenced Indian cinema (CO2) * explain The mode of production of Indian cinema (CO2) * illustrate how culture and industrial relations in India affect generic and stylistic tendencies. (CO2) | | | | | | | | | | | | 15 | | |
| **Unit 3: The anthropology of Cinema in the South Asian context** | | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies from South Asia | | | | | | | | | | Demonstrate how to conduct  anthropology of cinema (CO3) Plan and design case studies (CO3) | | | | | | | | | | | | 12 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 12 | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 6 | | | | | | | | 12 | | | | | |
| **TOTAL** | | | | | | | | | | | **74** | | | | | | | | **113** | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm  Examination | | | | | | | | |
| Assignments/presentations: 4 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Mulvey, Laura. 1992. “Visual Pleasure and Narrative Cinema” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 746757  Silverman, Kaja. 1992. “From *The Subject of Semiotics*” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 199-209  Metz, Christian.1992. “From The Imaginary Signifier” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 730-744  MacCabe, Colin. 1992. “Theory and Film: Principles of Realism and Pleasure” in Gerald Mast, Marshall Cohen and Leo Braudy (eds.) *Film Theory and Criticism: Introductory Readings*, Oxford University Press. 79-92  Kapur, Geeta. 1987. “Mythic Material in Indian Cinema”, *Journal of Arts and Ideas*, Issues 14-15. 79-108.  Prasad, M. Madhava. 1998. “Introduction” in *Ideology of the Hindi Film: A Historical Construction*, New Delhi: Oxford University Press.  Vasudevan, Ravi. 2010. “The Cultural Politics of Address in ‘Transitional’ Cinema,” in *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*, Ranikhet: Permanent Black. 98-129  David Martin-Jones, “Towards Another ‘-Image’: Deleuze, Narrative Time and Popular Indian Cinema”, *Deleuze and Guattari Studies*, 11(1), pp.25-48  Tom Gunning. 1986. "The Cinema of Attractions: Early Film, Its Spectator and the Avant-Garde", *Wide Angle*, Vol. 8, nos. 3 & 4.  Excerpts from Miriam Hansen. 1991. from *Babel and Babylon: Spectatorship in American Silent Film*, Cambridge, Mass. and London, England: Harvard University Press.  Ashish Rajadhyaksha. 1993. “The Phalke Era: Conflict of Traditional Form and Modern Technology”, in Tejaswini Niranjana, P. Sudhir | | | | | | | | | | | | | | | | | | | | |
|  | | | | and Vivek Dhareshwar (eds.) *Interrogating Modernity: Culture and Colonialism in India*, Calcutta: Seagull Books. 47-82.  Kaushik Bhaumik. 2011. “Cinematograph to Cinema: Bombay, 1896 to 1928,” *BioScope*, 2(1), 41-67  Excerpts from Swarnavel Eswaran Pillai. 2015. *Madras Studios: Narrative, Genre, and Ideology in Tamil Cinema*, New Delhi: Sage Publications.  Preminda Jacob. 2009. “Chennai’s banner industry: Artists and their Methods” in *Celluloid Deities: The Visual Culture of Cinema and Politics in South India*, New York: Lexington Books.pp.19-52.  Rosie Thomas. 2014. “Where the Money Flows, the Camera Rolls” in *Bombay before Bollywood: Film City Fantasies*, Hyderabad: Orient Blackswan.181-221  Uma Bhrugubanda. 2016. “Embodied Engagements: Filmmaking and Viewing Practices and the Habitus of Telugu Cinema”, *BioScope*, 7(1), pp.80-95.  Lotte Hoek. 2014. “The Unstable Celluloid: The exhibition of *Mintu the Murderer*” in *Cut-Pieces: Celluloid Obscenity and Popular Cinema in Bangladesh*, New York: Columbia University Press, pp.183-21. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA ENGLISH/ SOCIOLOGY/ HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | LITERATURE AND NARRATIVE FORM | | | | | | | | | | | | | | | | |
| **Course Code:** HUM515 | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** MA First year Semester 1 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Literature and narrative form is the study of theoretical, critical and empirical insights from literary studies that familiarizes students with literary analysis. Texts studied would include primary texts as well as current scholarship on those texts. The texts studied would include an explication of their relation to historical and social embeddings. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To recognise the relationship of literary texts to the social context. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic engagements at the intersection of literary form and historical context. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To formulate responses to literary form and criticism through the construction of arguments based on reading of current relevant scholarship. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to historical and social context of literary studies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the discipline and its methodology | | | | | | | | | | * Contextual and narrative overlaps between literary studies and allied humanites disciplines. * Analysis of key literary texts through close reading | | | | | | | | | | | | | 15 | | |
| **Unit 2:** Literary Criticism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of literary criticism | | | | | | | | | | * Historical mapping of literary concepts * Conceptual history of modern and premodern aesthetics | | | | | | | | | | | | | 15 | | |
| **Unit 3:** Relationship of genre and form | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study of ideas of relation of form and narrative devices | | | | | | | | | | * Study of select literary texts to explore differentiations of genre and form | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Gopal, Priyamvada. *Literary Radicalism in India* (Routledge, 2005)  2. Chattopadhyaya, Saratchandra. *Srikanta* (Penguin, 1993)  3. Spiegelman, Art. *Maus: A Survivor’s Tale* (Pantheon, 1973)  4. Murfin, Ross and Supriya Ray. *The Bedford Glossary of Critical and Literary Terms* (Bedford, 2009)  5. Sadana, Rashmi. *English Heart, Hindi Heartland* (University of California Press, 2012) | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Collective Social | | | | | | | | | | | | | | | |
| **Course Code: HUM 517** | | | | | | | | | **Course Instructor: Anubhav Sengupta** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** none | | | | | | | | | | | | | | | |
| **Synopsis:** | | Drawing on various disciplinary perspectives, namely sociology, philosophy, political science and history, the course introduces the students to concepts, theories and empirical evidences addressing the question: what is the social aspect (besides, political, economic etc.) of living in a society? Through the readings, the course also explores the concept of collectives in relation to society and examines its various forms in the West and the global South.  The course will focus on following objectives:   * Engage with classical sociological theories and concepts pertaining to social and society. * Analyse the relationship between society, culture and power. * Explore various forms of collectives and their relationship with Society with special focus on India | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | |  Students will be able to outline key classical sociological theories and concepts. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | |  Students will be able to explain the relationship between society and power. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | |  Students will be able to critically reflect on the relationship and differences between society and culture. | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | |  Students will be able to critically analyse various forms of collectives present in Indian society. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | x | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | x | |  | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 4 |  | | x | x | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Sociological Concepts and Theories of Social and Society** | | | | | | | | | | | | | | | | | | | | | | | | |
| The conceptual and theoretical foundation of sociology as a discipline | | | | | | | | | | The unit introduces students to historical emergence of the society and early classical sociological thought to understand society as a separate domain of disciplinary investigation (C1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Society and Power** | | | | | | | | | | | | | | | | | | | | | | | | |
| The relationship between forms of collective and relationships of power | | | | | | | | | | The unit seeks to introduce students to the sociological fact that society cannot be understood without an understanding of the power relations. It explains various forms of exercise of power. (C1) and (C2) | | | | | | | | | | | | 10 | | |
| **Unit 3: Society and Culture** | | | | | | | | | | | | | | | | | | | | | | | | |
| What constitutes culture in a society | | | | | | | | | | The unit investigates how culture and society overlap. Also it seeks to analyse how both the concepts cannot be reduced to each other (C3) | | | | | | | | | | | | 10 | | |
| **Unit 4: Forms of Collective and Society in India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the relationships between collective forms and societal development in India | | | | | | | | | | The unit is aimed at introducing students to key issues in Indian sociology. Also, it aims at highlighting key differences in understanding collective and social in the ‘Western’ society and the South-Asian society (C4) and (C1) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | | **55** | | | | | | | | **100** | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 mid term | | | | | | | | |
| Assignments/presentations 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | |  | | | | | X | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | | X | | | | |  | | X | | | | X | | |  | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Arendt, Hannah (1958), *The Human Condition*, Chicago, US: The University of Chicago Press [Chap. 4, 5 & 6, Pp. 22-49] (6/08/2019 – 13/08/2019)  Callinicos, Alex (1995), *The Revolutionary Ideas of Karl Marx*, London: Bookmarks [Chapter 5, pp. 81-105] (19/08/2019 – 20/08/2019)  Durkheim, Emile (1995), *Elementary forms of Religious Life*, translated by Karen E. Fields, New York, US: The Free Press [Book 2: Chap. 7, Pp. 207-41] (26/08/2019 – 27/8/2019)  Marcuse, Herbert (2007), *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*, New York, US: Routledge [Chap. 1 & 2, Pp. 3-58] (3/9/2019 – 9/9/2019)  Foucault, Michel (2003), *“Society Must be Defended”: Lectures at the College de France, 1975-76*, New York, US: Picador, [Pp. 239-64] (10/9/2019 – 16/9/2019)  Fanon, Frantz (2001), *The Wretched of the Earth,* New Delhi: Penguin pp. 27-48] (17/9/2019)  Chatterjee, Partha (1997), “Our Modernity”, Rotterdam/Dakar: SEPHIS & CODESRIA  Rodrigues, Valerian (2011), “Untouchability, Filth, and the Public Domain”, in *Humiliation: Claims and Context*, edited by Gopal Guru, New Delhi, India: OUP, Pp. 108-23 *available in the library* (21/10/2019 – 22/10/2019)  Menon, Dilip (2006), “The Blindness of Insight”, Why Communalism in India is about Caste”, in *The Blindness of Insight: Essays on Caste in Modern India*, New Delhi, India: Navayana, Pp. 1-31 (4/11/2019 – 5/11/2019)  Feernandes, Leela and Heller, Patrick (2008), “Hegemonic Aspirations: New Middle Class Politics and India’s Democracy in Comparative Perspective”, in *Whatever Happened to Class? Reflections from South Asia,* edited by Rina Agarwala and Ronald J. Herring, Delhi: Daanish Books, pp. 146-165 (11/11/2019)  Sethi, Manisha (2002), “Avenging Angels and Nurturing Mothers: Women in Hindu Nationalism”, *Economic and Political Weekly*, 37 (16): 1545-1552  *&* Bandyopadhyay, Krishna (2008), “Naxalbari Politics: A Feminist Narrative”, *Economic and Political Weekly*, 43(14): 52-59 (12/11/2019) | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Approaches to History | | | | | | | | | | | | | | | | |
| **Course Code: HUM518** | | | | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Approaches to History’ is an introductory course for history. It is a critical study of the history of the discipline of history. When did ‘history’ get consolidated as a discipline in the modern sense of the term? The objective is to show that history cannot be synonymous with the past. What then is history? What were the rigours that were emphasized at the moment of the consolidation of history as an academic discipline to separate ‘history’ from fanciful story-telling? We will read about the politics that informed this process – how certain societies and cultures came to be branded as ‘unhistorical’. What were their other ways of relating to the past? Is objectivity possible in history? In history, do we get at any ultimate ‘truth’?  The course has four broad objectives:  1. Illustrate contrary perspectives on the method, purpose and nature of the study of history. Asking basic yet intractable questions such as – Does history illuminate *facts* of the past or interpretative *choices* of historians? (first segment)  2. Illustrate how the emergence of the modern discipline of history was complicit with the politics of colonial domination (second segment).  3. Evaluate the politics of nationalism and history (third segment).  4. Provide a comparative understanding of the story-telling and truth-telling modes of engaging with the past (fourth segment). | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to *identify* the process of consolidation of the modern discipline of history. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to *appraise* and evaluate historical claims to objectivity. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to *dissect* the politics of historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to *relate* the politics of history to the politics of the nation. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The modern historical sensibility** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The emergence of disciplinary rigours. Is history a science? The question of historical objectivity | | | | | | | | | | Discover the process of evolution of the discipline of history, as we know it today [CO1, CO2] | | | | | | | | | | | | | 12 | | |
| **Unit 2: The Politics of history: Part I** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Colonial domination-History as a game of power-History as a rationale for dominance | | | | | | | | | | * Estimate the politics of scholarship in general [CO2] * Inspect the political dimension to the nineteenth century obsession with history [CO1, CO2, CO3] | | | | | | | | | | | | | 12 | | |
| **Unit 3: The Politics of History: Part 2** | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Nationalism-The Construction of a Classical Past - Narrativity in History | | | | | | | | | | * Assess the connections between history and nationalism [CO3, CO4] | | | | | | | | | | | | | 12 | | |
| **Unit 4: Other modes of engaging the past** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The diversity of historical traditions-The *Itihasa Purana* tradition | | | | | | | | | | * Compare mythic narratives with historical narratives. [CO5, CO1, CO2] | | | | | | | | | | | | | 09 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | x | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | x | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | E H Carr *What is History?*, London: Penguin Books, 1961  Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997  R G Collingwood, *The Idea of History*, Oxford: Oxford University Press  Romila Thapar, ‘Perceptions of the Past’, *The Penguin History of Early India*, New Delhi: Penguin Books, 2002  Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996  Sekhar Bandyopadhyay, ‘The New Middle Class and the Emergence of Nationalism’ from *From Plassey to Partition*, Orient Blackswan, 2004  Partha Chatterjee, ‘Histories and Nations’, *The Nation and its Fragments*, Princeton University Press, 1993  Romila Thapar, ‘Reflections on Nationalism and History’ in *On Nationalism* (ed. Romila Thapar, A. G. Noorani and Sadanand Menon), New Delhi: Aleph, 2016  Eric Hobsbawm, ‘The Social Function of the Past: Some Questions’, *Past and Present*, Volume 55, Issue 1, May 1972, pp. 3-17.  Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013  Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986  Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.  Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011 | | | | | | | | | | | | | | | | | | | | | |

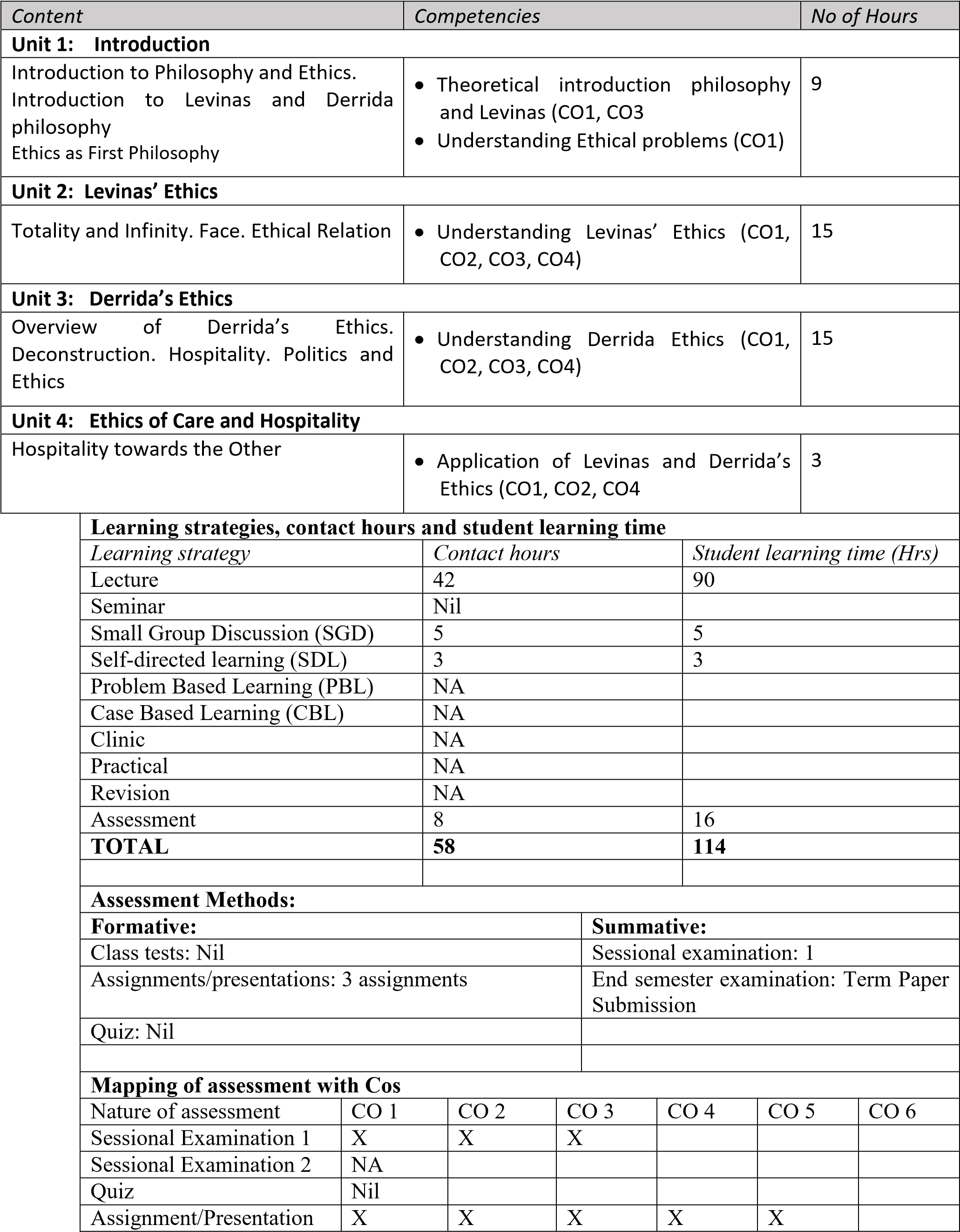
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| **Name of the Program:** | | | | | | | | **MA English/Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Politics of Identity | | | | | | | | | | | | | | | |
| **Course Code:** HUM519 | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-2020 | | | | | | | | **Semester:** First Year, Semester 1 | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course seeks to understand the evolution of social identity in modern India. It will provide a critical reflections on caste, untouchability, and the evolution of minority politics in modern period. It would focus on the historical stretch of hundred years, roughly between the decade of the 1850s and the late 1950s. It would highlight prominent social movements that shaped the course of Indian history and postcolonial India. It would also simultaneously engage with broader questions pertaining to colonialism, nationalism, class politics, and religion and its relationship with the anticaste politics of the colonial period. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | Students will be able to engage with different aspects of identity in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | Students would be able to critically analyze and trace the roots of caste/minority politics in modern India. | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | Students will be able to outline key socio-political trends that influence the politics and society of modern India. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 |  |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and the politics of Identity | | | | | | | | | * This unit will introduce students to the politics of identity. * It will also highlight the connection between the colonial knowledge production and the making of identity in modern India (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | |
| Social Movements in modern India | | | | | | | | | * It will explain the evolution of different movements in modern India. * It will critically reflect the agenda of prominent social movements that emerged in India. (C1) and (C2) | | | | | | | | | | | | 15 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | |
| Contemporary Times and the efficacy social movement | | | | | | | | | * This unit will introduce students to contemporary debates around different social movements. * It will also critically reflect on social movements in contemporary perspective. (C3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | |  | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **55** | | | | | | | | **100** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests Mid Term Exams | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | |
| Assignments/presentations: Assignments 3 and  Presentations 1. | | | | | | | | | | | | | | | End semester examination: Term paper | | | | | | | | |
| Quiz | | | | | | | | | | | | | | |  | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Nicholas Dirks, *Caste of Minds: Colonialism and the Making of Modern India*, 2001.  Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.  Sumit Sarkar and Tanika Sarkar: *Caste in Modern India: A Reader* (Vol. 1 and 2).  Prathama Bannerjee, *Politics of Time: ‘Primitives’ and History Writing in a Colonial Society*. Oxford University Press, 2006.  Anupama Rao, *Caste Question: Dalits and the Politcs of Modern India*, Permanent Black, 2010.  Veena Naregal, *Language Politics, Elites, and the Public Sphere*, Permanent Black, 2001.  Rosalind O’Hanlon, *Caste, Conflict and* Ideology: Mahatma Jotirao Phule and the Lower Caste Protest in 19th Century Western India.  Parimala Rao, *Foundations of Tilak’s Nationalism*: *Discrimination, Education, and Hindutva*, Orient Blackswan, 2010.  Sumit Sarkar, *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, and History*, Permanent Black, 2003.  Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, 2015.  Christopher Jafferlot, *Dr. Ambedkar and Untouchability*, Permanent Black, 2005.  Gail Omvedt, *Dalits and Democratic Revolution*, AltaPress, 1994 D.R. Nagaraj, *Flaming Feet and the Other Essays: Dalit Movement in India*, Permanent Black, 2010 | | | | | | | | | | | | | | | | | | | | |
|  | | | B.R. Ambedkar, ‘Philosophy of Hinduism’ In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*, pp. 24-44.  B.R. Ambedkar, ‘Buddha or Karl Marx’, In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*,  Manu Bhagavan,[The Hindutva Underground: Hindu Nationalism and the Indian National Congress in Late Colonial and Early Post-colonial India,](https://www.epw.in/journal/2008/37/special-articles/hindutva-underground-hindu-nationalism-and-indian-national-congress) In *Economic and Political Weekly, Vol 43, Issue No. 37*, 13 Sep. 2008.  Prathama Bannerjee, ‘Caste and the Writing of History’, In Imtiaz Ahmed and Shashibhushan Upadhyay (eds.), *Dalit in History (*(Book). 17. V. Geetha and S.V. Rajadurai, ‘Dalit and Non Brahmin in Colonial Tamil Nadu’, In *Economic and Political Weekly* (Vol. 28, No 39, September 25, 1993), pp. 2091-2098.  J. Devika, ‘Egalitarian Developmentalism, Communist Mobilization, and the Question of Caste in Kerala State, India’, In *The Journal of Asian Studies*, Vol. 69, No. 3 (AUGUST 2010).  P. Chandramohan, *Developmental Modernity in Kerala – Narayana Guru, S.N.D.P Yogam and Social Reform*, Tulika Press, 2016.  Valerian Rodrigues, ‘Buddhism, Marxism and the Conception of Emancipation’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*.  Anand Teltumbde (ed.) and B. R. Ambedkar, *India and Communism*, Leftword Books, 2017.  Nandini Gooptu, ‘Caste, Deprivation and Politics: the Untouchables in U.P. Towns in the Early Twentieth Century’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*.  Ramnarayan Rawat, ‘Genealogies of Dalit political: Transformation of Achhut from ‘untouched’ to ‘untouchable’ in the early 20th century North India, In *Indian Economic and Social History Review* (Vol. 52, issue no. 3, 2015).  Sekhar Bandyopadhyay, ‘Transfer of Power and the Crisis of Dalit Politics in India, 1945-47, In Modern Asian Studies (Vol. 34, No. 4 October 2000), pp. 893-942. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | **MA English/ Socioloy/ History** |
| **Course Title:** | The Nation and its Workers and Peasants |
| **Course Code: HUM 533** | **Course Instructor:** |
| **Academic Year:** | **Semester:** First year, Semester I |
| **No of Credits: 5** | **Prerequisites:** None |
| **Synopsis:** | The course focuses on the history of modern India—around the questions of nation, caste, class and identity. It is about the unfolding of the idea of the modern Indian nation and about the varied forms of dissent that were articulated from time to time against the dominant discourses of the nation. Novel conceptions of rights and freedoms pushed different communities and class groups to vehemently pitch their political claims. This course discusses the development of these ideas, which ultimately brought about a vibrant social and political discourse in the public sphere. It critically engages with the vehement disagreements that emerged in modern India to the politics of mainstream nationalism. It sheds light on the contribution of prominent intellectuals, activists and ideologues who influenced the contours of public debate. It covers the period of the 19th and 20th centuries that was instrumental in the making of modern India.  **Course Objectives:**   1. To appraise the history of modern India and to engage with different issues around which a spectrum of discussions on society, politics, and nationhood emerged. 2. To explore different aspects of nationalism to connect it with larger questions caste, class and identity. 3. To familiarize students with conceptual and historiographical debates that crucially shaped the history of modern India. |
| **Course Outcomes:** | **Course Outcomes:**  - It will outline key debates in the historiography of the nation.  - It will help to contextualize the larger significance of the socio-political churning in modern India.  - It will delineate the importance of cultures of debate, deliberations and democratic thinking in the making of modern India. |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| X | X | X | X | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: The historiography on the Indian nation** | | | | | | | | | | | | | | | | | | | | | | | | |
| Major debates in the historiography on Indian nationalism | | | | | | | | Explain and appraise the politics around the epistemology of the nation (CO1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Subaltern movements in the 19th century** | | | | | | | | | | | | | | | | | | | | | | | | |
| Peasant movements in colonial India | | | | | | | | Delineate the historiography of peasant insurgencies before and after the revolt of 1857 (CO2) | | | | | | | | | | | | | | 10 | | |
| **Unit 3: Labour histories and historiography** | | | | | | | | | | | | | | | | | | | | | | | | |
| The ‘Coolie’ and working class history in colonial India | | | | | | | | * Delineate the historiography on the working class and labour movements in colonial India (CO2) | | | | | | | | | | | | | 10 | | | |
| **Unit 4: Worker-peasant ‘mass awakening’ and the making of modern India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the conflicted and contested processes of peasants becoming citizens | | | | | | | | Appraise contestations (and affirmations) to the epistemology of the nation by its peasants and workers | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference** | | | | Amin, Shahid. *Event, Metaphor Memory: Chauri Chaura, 1922-1992*, Penguin India, 2006.  Banerjee, Prathama. *Politics of Time: 'Primitives' and History-writing in a Colonial Society*, Oxford University Press, 2006.  Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.  Brass, Paul. *Language, Religion and Politics in South Asia*, Cambridge University Press, 1974.  Chakrabarti, Dipesh. *Rethinking Working Class History*, Princeton University Press, 2002.  Chandavarkar, Raj. *Origins of Industrial Capitalism*, Cambridge University Press, 1994.  Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*, University of Minnesota Press, 1993.  Dalmia, Vasudha. *The Nationalization of Hindu Tradition: Bhartendu Harishchandra and Nineteenth Century Banares*, Oxford University Press, 1999.  Freitag, Sandria. *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, University of California Press, 1989.  Gandhi, M. K. *The Hind Swaraj,* 1909.  Gopal S and Uma Iyengar (ed.), *Essential Writings of Jawaharlal Nehru (Vol. I and 2),* Delhi, Oxford University Press, 2008.  Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, 1982.  Jaffrelot, Christopher. *The Hindu Nationalist Movement*, Penguin, 2000.  Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Cambridge University Press, 1985.  Low D. A. (ed.), *Congress and the Raj*, Oxford University Press, Delhi, 2004.  Nandy, Ashis*. The Intimate Enemy: Loss and Recovery of Self under Colonialism*,Oxford University Press, 1982.  Pandey, Gyanendra. *Construction of Communalism in Colonial North India*, Oxford University Press, 1990.  Ramaswamy, Sumathi. Goddess and the Nation: Mapping Mother India, Duke University Press, 2010.  Rodrigues, Valerian. *Essential Writings of B.R. Ambedkar,* Oxford University Press, 2004.  Sarkar, Sumit. *The Swadeshi Movement in Bengal*, Permanent Black, 1973.  Seal, Anil. *The Emergence of Indian Nationalism*, Cambridge University Press, 1971.  Stokes, Eric. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980. | | | | | | | | | | | | | | | | | | | | |

SEMESTER II

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| **Name of the Program:** | | | | | | | **MA** | | | | | | | |
| **Course Title:** | | | | | | | Ethics | | | | | | | |
| **Course Code: HUM522** | | | | | | | **Course Instructor: Shining Star Lyngdoh** | | | | | | | |
| **Academic Year: 2019-2020** | | | | | | | **Semester:** First Year, Second Semester | | | | | | | |
| **No of Credits: 4** | | | | | | | **Prerequisites:** None | | | | | | | |
| **Synopsis:** | | This course is an introduction to the ethical thinking of two influential thinkers of twentieth century continental philosophy—Emmanuel Levinas (1906–1995) and Jacques Derrida (1930–2004). Their ethical ideas can be situated within the ethical turn of the 20th century continental philosophy, which offers a relook at the existential problem of human relationship in the texts of philosophy.  The focus of the course will be on the ethics ‘towards-the-other’ and the idea of radical hospitality and responsibility ‘towards-the-other’ in Levinas and Derrida. The problem of human relation between the ‘other’ and the ‘I’ and the question of who is the ‘other’ will be examined in this course through the works of Levinas and Derrida.  The aim of the course is to arrive at a deeper understanding of existential human relation through the ethics of care/ responsibility and hospitality towards the other. The course also aims at offering a rethinking of human relation within a community. | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | |
| CO 1: | | | | Critically engage with various ethical problems and apply it in their everyday life. | | | | | | | | | | |
| CO 2: | | | | Take their own philosophical standpoint in relation to the ethical problem of human relation. | | | | | | | | | | |
| CO 3: | | | | Critically understand the philosophical thinking in the history of modern western philosophy. | | | | | | | | | | |
| CO 4: | | | | Apply Levinas and Derrida’s ethical thinking in various sociological issues and apply Derrida’s deconstruction in their reading of the text. | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | *PO 5* | | *PO 6* | *PO 7* | *PO 8* | *PO 9* | *PO 10* | *PO 11* | *PO 12* |
| CO 1 | X |  | X | |  |  | |  |  |  |  |  |  |  |
| CO 2 | X |  | X | |  |  | |  |  |  |  |  |  |  |
| CO 3 | X | X | X | |  |  | |  |  |  |  |  |  |  |
| CO 4 | X | X | X | |  |  | |  |  |  |  |  |  |  |



End Semester Examination X X X X X

Laboratory examination NA

**Feedback** End-Semester Feedback

**Reference**

**Material** Emmanuel Levinas, (1961) *Totality and Infinity: An Essay on Exteriority.*

Translated by Alphonso Lingis. The Hague: Martinus Nijhoff publishers, 1979.

Jacques Derrida, (1997) *Of Hospitality*. Translated by Rachel Bowlby.

Standford: Standford University Press, 2000.

The Levinas Reader: Emmanuel Levinas. Edited by Sean Hand. Oxford: Basil Blackwell, 1989.

Jacques Derrida, (1997) *On Cosmopolitanism and Forgiveness.* Translated by Mark Dooley and Michael Hughes. London: Routledge, 2001.

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Indian Literature | | | | | | | | | | | | | | | | |
| **Course Code: HUM 523** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** NIL | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at understanding of the formation of the category of Indian Literature through literary historiography. It focusses on various writing of literary historiography in India and see how literature is linked to various social formations including the rise of nationalism. The course hopes to arrive at a critical understanding of the constitutive process of the Indian Literature in nineteenth an twentieth century India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | * Students will be exposed to various issues at stake in writing literary historiography. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | * Students would learn to analyse various contours of writing a literary history and how it in linked to the social and the political | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | * Students will be able to think of the relation between literary writings and emergence of nationalistic discourse in new ways. | | | | | | | | | | | | | | | | | | | | |
|  | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Cos* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
|  |  | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Literary Historiography** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Literary Historiography | | | | | | | | | | * Explain the notion of literary historiography (CO 1) * Explain specificities of literary writing/culture in history (Co 1) | | | | | | | | | | | | | 15 | | |
| **Unit 2: Literary Historiography and Indian Literature** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of early historiography in India | | | | | | | | | | * Literary historiography in classical period (CO2) * Literary historiography in nineteenth century India(CO2) | | | | | | | | | | | | | 15 | | |
| **Unit 3: Nationalism, Literature and Beyond** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relationship between nationalism and literature | | | | | | | | | | * Explain the ways in which nationalist discourse is linked to literary formations (CO3) | | | | | | | | | | | | | 15 | | |
| **Unit 4:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 3 | | | | | | | | 7 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **57** | | | | | | | | **111** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | |  | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Pollock, Sheldon. 2003. Literary Cultures in History. New Delhi: OUP  Kumar, Udaya. 2019. Writing the First Person. Raniket: Permanent Black  Blackburn, Stuart and Vasudha Dalmia. 2008. India’s Literary History: Essays on the Nineteenth Century. Raniket: Permanent Black  Mukherjee, Meenakshi. 2005. *Early Novels in India*. New Delhi: Sahitya Akademy.  Bhattacharjee, Baidik, Sambudha Sen.eds. 2019. Novel Formations: The Indian Beginnings of a European Genre. Raniket: Permanent Black. | | | | | | | | | | | | | | | | | | | | | |



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|  | Nature, aims and scope of Sociology of India | |  Explain how Sociology as a discipline evolved in India (C1) | | | | | | | | 10 | |  |
| **Unit 2:**  **Understand the different social aspects of Indian society** | | | | | | | | | | | |  |
| Major debates | |  Discuss the major debates and societal issues of India (C2) and (C3) | | | | | | | | 15 | |  |
| **Unit 3: Understanding the Indian Field** | | | | | | | | | | | |  |
| Importance of fieldwork in India | |  Explain how fieldwork emerged and evolved in India (C3) | | | | | | | | 5 | |  |
| **Unit 4: Key concepts such as caste, class, gender, religion and the family** | | | | | | | | | | | |  |
| Elaborate on the main concepts | |  Explain with examples the main issues of Sociology of India | | | | | | | | 15 | |  |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | |  |
| *Learning strategy* | | | *Contact hours* | | | | | *Student learning time (Hrs)* | | | |  |
| Lecture | | | 45 | | | | | 90 | | | |  |
| Seminar | | | Nil | | | | |  | | | |  |
| Small Group Discussion (SGD) | | | 5 | | | | | 5 | | | |  |
| Self-directed learning (SDL) | | | 3 | | | | | 3 | | | |  |
| Problem Based Learning (PBL) | | | NA | | | | |  | | | |  |
| Case Based Learning (CBL) | | | NA | | | | |  | | | |  |
| Clinic | | | NA | | | | |  | | | |  |
| Practical | | | NA | | | | |  | | | |  |
| Revision | | | NA | | | | |  | | | |  |
| Assessment | | | 5 | | | | | 10 | | | |  |
| **TOTAL** | | | **58** | | | | | **108** | | | |  |
|  | | |  | | | | |  | | | |  |
| **Assessment Methods:** | | | | | | | | | | | |  |
| **Formative:** | | | | | | **Summative:** | | | | | |  |
| Class tests: Nil | | | | | | Sessional examination: 1 | | | | | |  |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | End semester examination: Term Pape r Submission | | | | | |  |
| Quiz: Nil | | | | | |  | | | | | |  |
|  | | | | | |  | | | | | |  |
| **Mapping of assessment with Cos** | | | | | | | | | | | |  |
| Nature of assessment | CO 1 | | | CO 2 | CO 3 | | CO 4 | | CO 5 | | CO 6 |  |
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| **Name of the Program:** | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | Literary Criticism | | | | | | | | | | | | | | | |
| **Course Code: HUM 525** | | | | | | | | **Course Instructor: Ashokan Nambiar** | | | | | | | | | | | | | | | |
| **Academic Year:** 2019-20 | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course aims at familiarizing the students with some of the foundational texts of literary criticism and theory. A variety of approaches to the discursive unit we call literature would equip the students to understand it both critically and historically. Further, the course will enable the students to critically engage with various literary texts and develop abstract ideas about them. Emphasis will also be given to developing critical writing skills among the students. | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | |  Engage critically with complex ideas specific to the field of literature. | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | |  Express these ideas clearly in writing | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | |  Understand the constitutive process of ‘literature’ and see them as socially and historically embedded. | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | *PO 12* |
| CO 1 | X | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 2 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| CO 3 | X | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | *Competencies* | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Introduction to Literary criticism** | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to the concept of literature | | | | | | | | | * Explain the notion of literature historically (CO 1) * Explain how the concept of literature differ in different historical period (Co 1) | | | | | | | | | | | | 10 | | |
| **Unit 2: Literary Criticism in Ancient Greece** | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamental features of Greek  Literary criticism | | | | | | | | | * Explain Plato’s ideas of literature(CO2) * Explain Aristotle’s poetics (CO2) | | | | | | | | | | | | 20 | | |
| **Unit 3: Literary Criticism in Modern times** | | | | | | | | | | | | | | | | | | | | | | | |
| Literary criticism from seventeenth to contemporary times | | | | | | | | | * Explain important literary critical practices in seventeenth and   eighteenth century (CO3)   * Explain twentieth and contemporary literary theories (CO 3) | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | |
| Seminar | | | | | | | | | | nil | | | | | | | |  | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 4 | | | | | | | | 4 | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | |  | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Clinic | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Practical | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Revision | | | | | | | | | | Nil | | | | | | | |  | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | |
| **TOTAL** | | | | | | | | | | **57** | | | | | | | | **104** | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: Mid term | | | | | | | | |
| Assignments/presentations: 3 | | | | | | | | | | | | | | | End semester examination: term paper | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | |  | |  | | | |  | | |  | |  | |
| Sessional Examination 2 | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Quiz | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | |  | | |  | |  | |
| End Semester Examination | | | | | |  | | | | | X | | X | | | |  | | |  | |  | |
| Laboratory examination | | | | | |  | | | | |  | |  | | | |  | | |  | |  | |
| **Feedback Process** | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | Plato. “Republic: From Book II.” In *The Norton Anthology of Theory and Criticism*, edited by Leitch, Vincent B., Cain, William E., Finke, Laurie at al, 45-52. New York and London: W.W. Norton and Company, 2010.  Aristotle. “Poetics.” In *The Norton Anthology of Theory and Criticism*, edited by Leitch, Vincent B., Cain, William E., Finke, Laurie at al, 88-115. New York and London: W.W. Norton and Company, 2010. | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | TIME AND NARRATIVE | | | | | | | | | | | | | | | | |
| **Course Code:** HUM526 | | | | | | | | | **Course Instructor:** GAYATHRI PRABHU | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020 - 2021 | | | | | | | | | **Semester:** Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** | | | | | | | | | | | | | | | | |
| **Synopsis:** | | Both Time and Narrative being broad constructs that are likely to travel in multiple directions, this course has been designed with a specific focus: Literary Modernism. Modernism as an aesthetic movement is as remarkable for its global resonances as for its various avatars, whether high-modern, inter-modern, post-modern (or even anti-modern for that matter). The course orients students to a) engage with stylistic considerations in narratives, such as the interplay of form with content/theme, b) to explore how experienced and perceived time gets differentiated from clock time, c) to debate how aesthetic hierarchies have influenced modernism. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | To fevelop a critical understanding of modernism as an aesthetic and literary movement | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | To analyze theoretical, thematic and stylistic elements in literary innovations of the twentieth century | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | To apply critical perspectives from literary studies to the close-reading of select literary texts | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | x |  | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | X | | X | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** Introduction to Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emergence of the aesthetic movement and its evolution | | | | | | | | | | * Framing concerns of the course, its aesthetic scaffolding and the modernist sensibility * Changing deas around modernity and art in late nineteenth and early twentieth century | | | | | | | | | | | | | 6 | | |
| **Unit 2:** Literary Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas, figures and perspectives in the development of modernism in literature | | | | | | | | | | * Influential writers and texts in literary modernism * Central features in literary texts, such as formal inventiveness * Modernism across genres such as drama and poetry | | | | | | | | | | | | | 9 | | |
| **Unit 3:** Identity and Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary responses and sub-genres in modernism in varied socio-historical contexts | | | | | | | | | | * Texts that respond to the blind-spots in literary modernism around gender, race and sexuality * Harlem Renaissance, Modernism in India | | | | | | | | | | | | | 9 | | |
| **Unit 4:**  Modernism and Hierarchies | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Elitism and the Middlebrow response | | | | | | | | | | * Cinema and adaptations of modernist themes and texts * Interwar writing and middlebrow literature | | | | | | | | | | | | | 9 | | |
| **Unit 5:** Post-Modernism | | | | | | | | | | | | | | | | | | | | | | | | | |
| Textual innovations after the second world war | | | | | | | | | | * Textual experimentation * Avant-garde aesthetics and reponse | | | | | | | | | | | | | 9 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 40 | | | | | | | | 80 | | | | | | |
| Seminar | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 4 | | | | | | | | 4 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 class assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 term paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | x | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | x | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Joyce, James. *Dubliners*. Penguin Modern Classics, 2000.  West, Rebecca. *The Return of the Soldier.* Penguin Books, 1998  William, WC. *Imaginations*. New Directions, 1971  Beckett, S. *Collected Shorter Plays*. Faber & Faber, 1984  Chugtai, Ismat. *A Life in Words*. Penguin Classics, 2013 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Reading the Popular | | | | | | | | | | | | | | | | |
| **Course Code: HUM527** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course intends to equip the students with various approaches to Cultural Theory. The course engages in readings which are theoretical, and practical applications and elaborations of the theoretical positions. The course will provide a historical overview of the evolution of approaches to studying popular culture and enable the students to define the core concepts of the different approaches to popular culture, classify different approaches to studying popular culture, and critically evaluate the approaches for their strengths and shortcomings.  The course has the following objectives:  Illustrate the theoretical legacies of studying the popular  Classify various approaches to studying popular culture  Equip the students with media-specific vocabulary of studying the popular. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | classify, compare, and contrast various approaches to popular culture | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | apply the approaches to a given set of data | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | distinguish media specificities in their analysis | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | x | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | x | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Popular Culture as an object of study** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * Evolution of culture as an object of study | | | | | | | | | | * Define culture as an object of study (CO1) * Compare and contrast approaches to definitions of culture (CO1) * Compare and contrast definitions of popular (CO1) | | | | | | | | | | | | | 12 | | |
| **Unit 2: Approaches to Popular Culture** | | | | | | | | | | | | | | | | | | | | | | | | | |
| * The semiotic approach * The Marxist approach * The poststructuralist approach | | | | | | | | | | * Review the important debates in the history of ideas in the late twentieth century (CO1, CO2) | | | | | | | | | | | | | 18 | | |
| **Unit 3: Studying the sensory** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distinguishing media specificities in studying the popular | | | | | | | | | | * Demonstrate the specificities of verbal, visual and aural materials. (CO3) * Plan and design case studies on popular culture studying different sensory data. (CO1, CO2, CO3) | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 6 | | | | | | | | 6 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | 15 | | | | | | | | 30 | | | | | | |
| Clinic | | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **76** | | | | | | | | **141** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Nil | | | | | | | | | | | | | | | | Sessional examination: Midterm Examination | | | | | | | | | |
| Assignments/presentations: 2 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | x | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | x | | | | | X | | x | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | |  | | | | | X | | x | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Selections from Simon During (ed.) *The Cultural Studies Reader*, London and New York: Routledge.  Selections from *Subaltern Studies*  Janice Radway, 1991. *Reading the Romance: Women, Patriarchy, and Popular Literature*, Chapel Hill and London: The University of North Carolina Press.  Selections from Lucy Burke, Tony Crowley and Alan Girvin (eds.) *The Routledge Language and Cultural Theory Reader*, London and New York: Routledge, 2000.  Gillian Rose. 2001. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*  Malek Alloula. 1986. *The Colonial Harem*, Minneapolis and London: University of Minnesota Press.  Christopher Pinney. 1997. *Camera Indica: The Social Life of Indian Photographs*, Chicago and London: The University of Chicago Press.  William Mazzarella. 2004. From *Shoveling Smoke: Advertising and Globalization in Contemporary India*, Delhi: Oxford University Press.  Charles Hirschkind. 2006. *The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics*, New York: Columbia University Press.  Selections from Fiona Candlin and Raiford Guins (eds.) *The Object Reader*, London and New York: Routledge. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Environmental Humanities | | | | | | | | | | | | | | | | |
| **Course Code: HUM 528** | | | | | | | | | **Course Instructor:** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-2022 | | | | | | | | | **Semester:** First Year, Semester II | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The goal of this course is to focus on the main concepts, theories and debates linked with the environment. Adopting a humanities perspective, this course will provide insights on the nature versus culture debate, global ecological crisis and biological diversity. The course will focus on the following:   * Principles of Environmental Humanities * Theories of environment, nature and culture * Environment and Society in India | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to analyse core environmental issues | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to critique environmental policies | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to understand the main environmental debates | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Understanding Environmental Humanities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature versus culture debate | | | | | | | | | | * The core concepts associated with nature and culture | | | | | | | | | | | | | 15 | | |
| **Unit 2: Theories of Environmental Humanities** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Main theories of the environment and society | | | | | | | | | | * Focus on the theoretical perspectives | | | | | | | | | | | | | 15 | | |
| **Unit 3: Environment and Society in India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand the main environmental issues of India | | | | | | | | | | * Environment and ecology in India | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | 15 | | | | | | | | 20 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 10 | | | | | | | | 15 | | | | | | |
| **TOTAL** | | | | | | | | | | | **70** | | | | | | | | **125** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 5 | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Ulrich Beck, Risk Society: Towards a New Modernity (London and. New York, Sage, 1992).  Living with Diversity: Forestry Institutions in the Western Himalaya. Sudha Vasan | 2006.  Gisli Palson, Nature, Culture, and Society: Anthropological Perspectives on Life. 2015, CUP.  Environment and Society (2017). Charles Harper and Monica Snowden. Routledge.  Feminist perspectives on environment and society (2001). Beate Litig. Routledge. | | | | | | | | | | | | | | | | | | | | | |

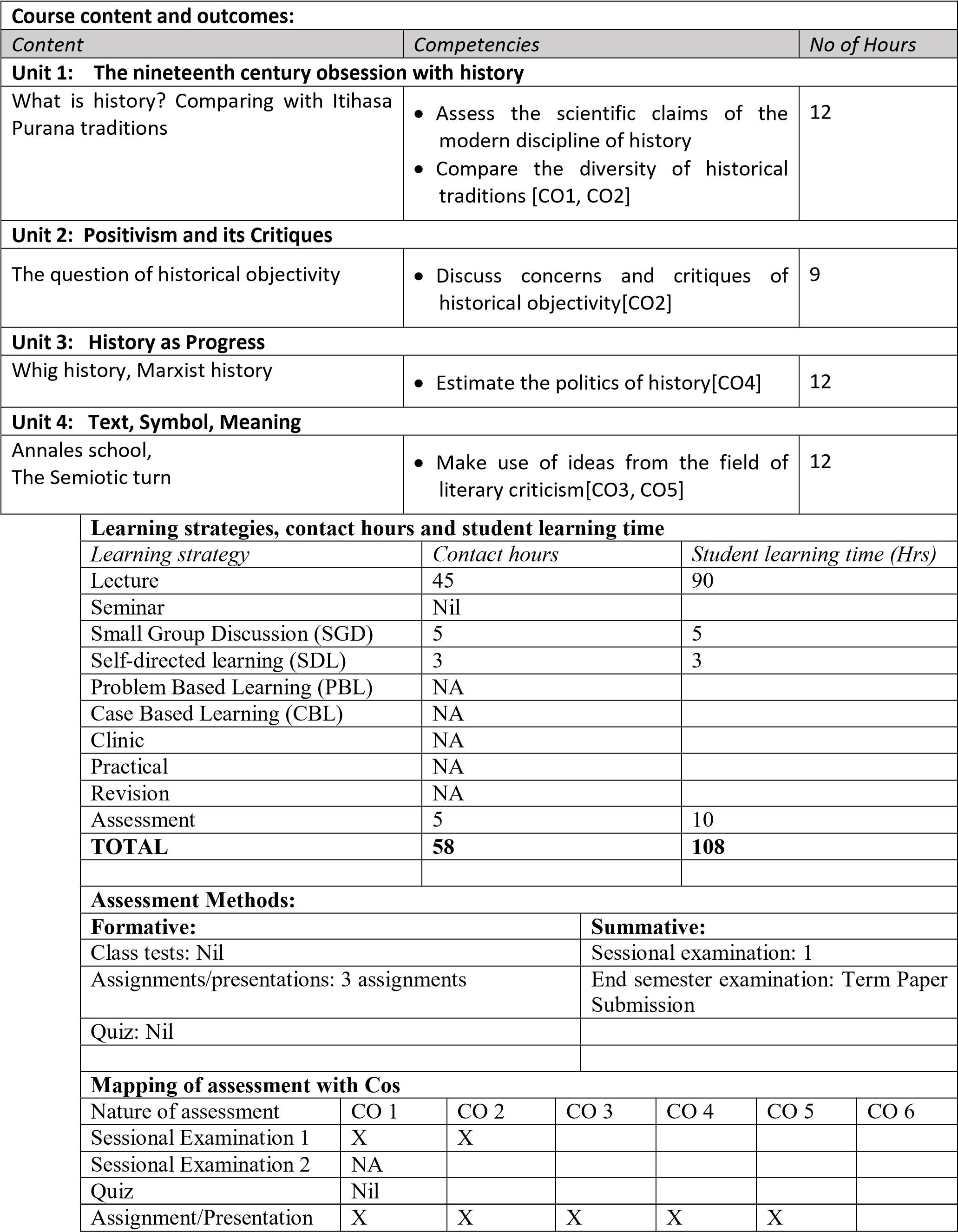
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| **Name of the Program:** | **MA English/ Sociology/ History** |
| **Course Title:** | Social Anthropology |
| **Course Code: HUM 529** | **Course Instructor: Jagriti Gangopadhyay** |
| **Academic Year:** 2020-2021 | **Semester:** First Year, Semester II |
| **No of Credits:** 4 | **Prerequisites:** None |
| **Synopsis:** | The main objective of this course is to understand the core concepts, fundamentals, theoretical approaches and methods in the discipline of Social Anthropology. Adopting a cross cultural lens, this course will examine the essential aspects of human social life, which is one of the most prominent features of Anthropology. The course also aims to understand the evolution of the discipline with reference to India. The course will focus on the following:   * Evolution of the discipline: Social Anthropology * Theoretical Approaches and Concepts in Social Anthropology * Major methods in Social Anthropology * Development of Social Anthropology in India |
| **Course Outcomes:** | Course Outcomes   * Students will be able to describe how the discipline of Social Anthropology evolved over a period of time. * Students will be able to interpret the different theoretical approaches that have shaped the discipline of Social Anthropology * Students will be able to demonstrate different methods of Social Anthropology while doing fieldwork in India |

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| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | |
| *PO 1* | *PO 2* | *PO 3* | *PO 4* | | *PO 5* | | *PO 6* | | *PO 7* | | | *PO 8* | | *PO 9* | | *PO 10* | | | *PO 11* | | | *PO 12* | |  |
| X |  |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X |  |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
|  | X | X |  | |  | |  | |  | | |  | |  | |  | | |  | | |  | |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | *Competencies* | | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Origin and Key concepts of Social Anthropology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Progression of the discipline | | | | | | | |  Discuss how the discipline has developed through the works of major scholars (C1) | | | | | | | | | | | | | | 15 | | |
| **Unit 2:**  **Theoretical Frameworks** | | | | | | | | | | | | | | | | | | | | | | | | |
| Theoretical structures of Social Anthropology | | | | | | | |  Explain the theoretical perspectives of the discipline (C2) | | | | | | | | | | | | | | 15 | | |
| **Unit 3: Methods and Narratives from India** | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Anthropology a field based discipline in India | | | | | | | | * Discuss how the discipline of Social Anthropology changed the field narrative in India (C3) | | | | | | | | | | | | | 15 | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | 3 | | | | | | | | 3 | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | NA | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | **58** | | | | | | | | **108** | | | | | | |
|  | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | End semester examination: Term Paper Submission | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | X | | | | | X | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | Nil | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | NA | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | |  End-Semester Feedback | | | | | | | | | | | | | | | | | | | | |

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| **Reference Material** | Systems of Consanguinity and Affinity of the Human Family (pp 3-70) by L.H. Morgan (1870). Washington: Smithsonian Institution.  The Golden Bough (pp 11-90) by J. Frazer (1950). London: Macmillan.  The Gift (pp 8-18)) by Marcel Mauss (1950), London: Rutledge.  Social Anthropology and the Study of Historical Societies by A.M. Shah (1959*), Economic and Political Weekly*, Special Number (pp 953-962)  Social Anthropology and the Study of Rural and Urban Societies (1959) by M.N. Srinivas in *Economic and Political Weekly*, 11 (4): (pp 1-8) |

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| **Name of the Program:** | | | | | | | | | **MA English/ Sociology/ History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Historical Theories and Methods | | | | | | | | | | | | | | | | |
| **Course Code: HUM531** | | | | | | | | | **Course Instructor: Prabodhan Pol** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2021-22 | | | | | | | | | **Semester:** First Year, Semester 2 | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course is designed to understand the discipline of history from a broader methodical point of view. It will begin with an important question that highlights what the discipline of history is all about and further probe into the debates surrounding the subject. It will explore central constituents of historical thinking that include ideas about context and causation, methods of historical analysis, issues of truth and objectivity, conflicting interpretations, and inquiry into varied historical theories and methods. The course would focus on building basic skills for conducting historical research that includes locating, utilizing, and evaluating different historical sources. It would prepare students for conducting historical research through multidisciplinary approach.   * Students will be able to identify and evaluate developments within historical scholarship. * Students will be able to engage in the process of historical interpretation through analysis of documents. * Demonstrate the ability to compare and synthesize multiple historical interpretations. * Students will be able to critically engage with the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to identify and evaluate developments within historical scholarship. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to engage in the process of historical interpretation through analysis of documents. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Demonstrate the ability to compare and synthesize multiple historical interpretations. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Students will be able to critically engage with the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Development of the discipline of History** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Modernity and Development of discipline of History | | | | | | | | | | * Evaluate basic yet intractable questions such as – does history illuminate *facts* of the past or interpretative *choices* of historians? Can human affairs be studied under the rubric of causal laws? | | | | | | | | | | | | | 15 | | |
| **Unit 2: Working with Sources and doing History** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary and Secondary Sources | | | | | | | | | | * Ability to use, integrate, and discuss primary and secondary sources effectively in writing based on an understanding of the methods of historical research and analysis. | | | | | | | | | | | | | 15 | | |
| **Unit 3: What Do Historians Do? Historiography and Historical Thinking** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interpretation of History: Historiography and Historical Thinking | | | | | | | | | | * Understanding the development of historical thinking through different philosophies and methods of historical practice. | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | | |
| Assignments/presentations 3 Assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | x | | x | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | x | | x | | | | x | | |  | | |  | |
| End Semester Examination | | | | | | | x | | | | | x | | x | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Bloch, Marc, The Historian’s Craft, Manchester University Press, 2004.  Carr, E. H., *What is History?* London: Penguin Books, 1961.  Berlin, Isaiah, ‘The Concept of Scientific History’ (1960), reprinted in *The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997.  Collingwood, R. G., *The Idea of History*, Oxford: Oxford University Press, 1956.  Peter Burke, *New Perspectives on Historical Writing*, 1991.  Burke, Peter, *Eye-witnessing: The Uses of Images as Historical Evidence*, 2001.  Dobson, M. and B. Ziemann (ed.), *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History*, 2008.  Furay, Conal, *The Methods and Skills of History*, 1988  Tosh, John, *Pursuit of History*: Aims, Methods, and New Directions in the Study of History, 2010.  Berger, Stefan et al. (eds.), *Writing History: Theory and Practice,* 2nd edition, 2010.  Febvre, Lucien and Marc Bloch, *A New Kind of History and other essays*/ Lucien Febvre; ed. by Peter Burke, New York, London: Harper and Row, 1973  Ginsburg, Carlo, *Clues, Myths and the Historical Method*, 1989.  Hobsbawm, Eric, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45.  White, Hayden *Metahistory* (1973), *Tropics of Discourse* (1978), *The Content of the Form* (1987).  LaCapra, Dominick, ‘Rethinking Intellectual History and Reading Texts, *History and Theory*, Vol. 19, No.3, 1980, pp. 245-276.  Thapar, Romila, *The Past Before Us* New Delhi: Permanent Black, 2013. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | **MA English/ Sociology/ History** | | | | | | | |
| **Course Title:** | | | | | | Writing the Past | | | | | | | |
| **Course Code: HUM532** | | | | | | **Course Instructor: Neha Chatterji** | | | | | | | |
| **Academic Year: 2019-2020** | | | | | | **Semester:** First Year, Semester 2 | | | | | | | |
| **No of Credits: 4** | | | | | | **Prerequisites:** None | | | | | | | |
| **Synopsis:** | | While societies have always written about the past and there are many ‘pre-modern’ traditions of such writing, this course focuses on the emergence and consolidation of history as a modern academic discipline. The making of this history is coeval with the making of the ‘modern’ and—in the discipline’s shared assumptions across the world in the nineteenth and twentieth centuries—history inscribes the narrative of the ‘modern’. This course begins by explicating and critiquing the positivist, objectivist notions of history that was characteristic of what Carr described as ‘the clear-eyed self-confidence of the Victorian era’, proceeds through a study of the critiques of these objectivist assumptions by Collingwood *et al*, moves from a discussion of Whig interpretations of history to the various new approaches opened up by different generations of Marxist historians. It then engages with the Annales tradition of historical writing to go on to a more rigorous investigation of the relations between texts, signs, symbols and the production of meaning, drawing from the key insights offered by ‘the semiotic turn’ in historical and literary criticism. It ends with postmodernist critiques of history-as-a-project-of-the-modern to ask if there are ways of *writing the past* and *writing history* beyond the notion of history as the constitution of the modern. | | | | | | | | | | | |
| **Course Outcomes** | | | On successful completion of this course, students will be able to | | | | | | | | | | |
| CO 1: | | | illustrate diverse perspectives on the method, purpose and study of history | | | | | | | | | | |
| CO 2: | | | evaluate questions of historical objectivity | | | | | | | | | | |
| CO 3: | | | compare different philosophies of historical practice | | | | | | | | | | |
| CO 4: | | | demonstrate the politics of historical scholarship | | | | | | | | | | |
| CO 5: | | | discuss ideas and concepts from the field of literary criticism | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | |
| *COs* | *PO 1* | *PO 2* | *PO 3* | *PO 4* | *PO 5* | | *PO 6* | *PO 7* | *PO 8* | *PO 9* | *PO 10* | *PO 11* | *PO 12* |
| CO 1 | X |  |  |  |  | |  |  |  |  |  |  |  |
| CO 2 | X | X |  |  |  | |  |  |  |  |  |  |  |
| CO 3 | X | X | X |  |  | |  |  |  |  |  |  |  |
| CO 4 | X |  | X |  |  | |  |  |  |  |  |  |  |



End Semester X X X X X

Examination

Laboratory examination NA

**Feedback**   End-Semester Feedback

**Process**

**Reference Material** 1. E H Carr *What is History?*, London: Penguin Books, 1961 2. Isaiah Berlin, ‘The Concept of Scientific History’ (1960), reprinted in

*The Proper Study of Mankind*, New York: Farrar, Straus and Giroux, 1997

1. R G Collingwood, *The Idea of History*, Oxford: Oxford University Press
2. Romila Thapar, *Time as a Metaphor for History*, New Delhi: OUP, 1996
3. Romila Thapar, ‘The Diversity of Historical Traditions’ in *The Past Before Us*, New Delhi: Permanent Black, 2013
4. Romila Thapar, ‘Society and Historical Consciousness: The *Itihasa Purana* Tradition’ in S. Bhattacharya and R. Thapar (eds), *Situating Indian History*, Delhi: OUP, 1986 7. Ashis Nandy, ‘History’s Forgotten Doubles’, *History and Theory*, Vol. 34, No. 2, 1995, pp. 44-66.
5. Dipesh Chakrabarty’s ‘History and the Politics of Recognition: The

Problem of Historical Objectivity’ in *Theorizing the Present* (eds. Anjan Ghosh, Tapati Guha-Thakurta and Janaki Nair), New Delhi: OUP, 2011

1. Carlo Ginsburg, *Clues, Myths and the Historical Method* (originally published in 1989), JHU Press, 2013 reprint
2. Michel Rolph Trouillot, *Silencing the Past: Power and Production of History* (originally published in 1995), Beacon Press, 2015 reprint
3. J. Huizinga, ‘A Definition of the Concept of History’, in R. Klibansky and H. J. Paton (eds), *Philosophy and History*, Warburg Institute: Harper and Row, 1963
4. Marc Bloch, *The Historian’s Craft*, New York: Knoph, 1953
5. W. H. Walsh, *The Philosophy of History* (originally published in 1951), Thoemmes Press, 1992 reprint
6. Eric Hobsbawm, ‘From Social History to the History of Society’, *Daedalus*, Vol. 100, No. 1, 1971, pp. 20-45
7. Lynn Hunt, ‘French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm’, *Journal of Contemporary History*, Vol. 21, No. 2, Twentieth Anniversary Issue, 1986, pp. 209-224.
8. Robert Darnton, ‘The Symbolic Element in History’, *The Journal of Modern History*, Vol. 58, No.1, 1986, pp. 218-234
9. Dominick LaCapra, ‘Rethinking Intellectual History and Reading Texts, *History and Theory*, Vol. 19, No.3, 1980, pp. 245-276

SEMESTER III

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| **Name of the Program:** | | | | | | | | | **MA HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | **UNDERSTANDING PRECOLONIAL INDIA** | | | | | | | | | | | | | | | | |
| **Course Code: HIS611** | | | | | | | | | **Course Instructor: Dr. Prabodhan Pol** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2020-2021 | | | | | | | | | **Semester:** Third Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The course focuses on a long stretch that begins with history of early medieval India and covers important events up to the arrival of British colonialism. It would try to look into important events that significantly affected and shaped the history of India. The course commences with the discussion on feudalism, and would eventually cover important events comprising history of Delhi Sultanate, Bhakti and Sufi movements, Mughal Empire, South India, and arrival of western colonial powers in India. This period is dominated by remarkable political churnings and mighty empires that changed the contours of politics and society forever. The history of precolonial India is significant because it has played very important role in largely shaping culture, traditions and the ethos of the contemporary society.  Although the focus of the course is to largely discuss political history of the period, it would also try to analyze religious, economic and wider societal changes. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to critically analyze important events that shaped the precolonial Indian history. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to outline the significance of the socio-political churning in precolonial India. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Students will be able to engage with different intersecting aspects of politics, culture, and society that shaped precolonial Indian history. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 |  | |  | ✔ | | ✔ | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | ✔ | ✔ | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | ✔ | |  | ✔ | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding the precolonial past: Concepts and theories | | | | | | | | | | * It will explain different concepts associated with history of precolonial India. (C1) * It will critically reflect on landmark historical events that shaped the history of precolonial period. (C2) | | | | | | | | | | | | | 15 | | |
| **Unit 2:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religion and Society in precolonial India | | | | | | | | | | * It will reflect on broader connections between social identity and political institutions. * It will explain the significance of social identities in precolonial period.   (C2) AND (C3) | | | | | | | | | | | | | 15 | | |
| **Unit 3:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Political history of precolonial India | | | | | | | | | | * To critically evaluate the society and politics of precolonial India in a broader historical framework. * It will reflect on the interconnection between politics, economy and culture.   (C1) and (C3) | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | | 5 | | | | | | | | 5 | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | | Nil | | | | | | | | Nil | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | | Nil | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | |  | | | | | | |
| **TOTAL** | | | | | | | | | | |  | | | | | | | |  | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests Mid Term Exams | | | | | | | | | | | | | | | | Sessional examination 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments and 1 presentation. | | | | | | | | | | | | | | | | End semester examination Term paper submission | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | ✔ | | | | | ✔ | |  | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | ✔ | | | | | ✔ | | ✔ | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | ✔ | | | | |  | | ✔ | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback (SLCM) | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | Romila Thapar, AHistory of India, Vol. 1: From the Origins to A.D. 1300 (A History of India).  Irfan Habib, *The Agrarian System of Mughal India 1556–1707*. Oxford University Press, 1999.  B.D. Chattopadhyaya, Introduction to Early Medieval India, *The Making of Early Medieval India*, Oxford University Press (Available in the Library).  Upinder Singh, *A History of Ancient and Early Medieval India*, (Chapter 10 Emerging Regional Configurations in 600-1200), Pearson Press.  Hermann Kulke (ed.), *The State in India 1000-1700*, Oxford University Press 1995.  Sunil Kumar, *Emergence of Delhi Sultanate*, Permanent Black, 2010.  Satish Chandra, A History of Medieval India, Vol. I and II.  Muzaffar Alam and Sanjay Subrahmanyam (ed.), (pp. 323-346), *The Mughal State 1526-1750*, Oxford University Press, 1998. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | The Making of the Modern World | | | | | | | | | | | | | | | | |
| **Course Code: HIS612** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-23 | | | | | | | | | **Semester:** MA II, Third Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | The Making of the Modern World focuses on major historical events from the eighteenth to the twentieth centuries. It explores key historical phenomena like the Enlightenment, Revolutions, Nationalisms and Empires. In the process, it identifies and discusses the historical changes associated with religion, science, health and modernity. It also engages with key concepts of ‘race’, gender, and class, among others. We will engage with various kinds of source materials, both textual and visual.  \* This course will familiarise students with key concepts and major historical figures and events in the making of the modern world.  \* Identify and evaluate significant voices from primary and secondary sources  \* Critical analysis of historical and interdisciplinary narratives about modernity, revolutions, nationalism, nation-state and empire in academic research and writing. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | 1. Identify key historical figures and events in the making of the modern world. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | 2. Understand, explain and evaluate the major historical events. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | 3. Compare, contrast and classify different historical narratives to develop proposal and thesis writing skills. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | 4. Critically analyse and bring together various interdisciplinary perspectives to create their own arguments in their academic writing. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to Pos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 Introduction:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and major historical events | | | | | | | | | | Understanding significant concepts, theories and historical events | | | | | | | | | | | | | 10 | | |
| **Unit 2: Making the Modern World:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining Enlightenment and key historical changes associated with modernity | | | | | | | | | | * Critical analysis of modernity, religion, science and health, among others | | | | | | | | | | | | | 10 | | |
| **Unit 3: Revolutions:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding Revolutions | | | | | | | | | | * Critical analysis of the major Revolutions | | | | | | | | | | | | | 15 | | |
| **Unit 4: Nationalisms and Empires** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nationalisms and Empires | | | | | | | | | | * Understanding nation-state and nationalism, including empire and anti-colonial nationalism | | | | | | | | | | | | | 15 | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Benedict Anderson *Imagined Communities Reflections on the Origins and Spread of Nationalism* London: Verso, 1983.  2. C. A. Bayly, *The Birth of the Modern World 1780-1914 Global Connections and Comparisons* Malden, U.S.: Blackwell Publishing, 2003.  3. Eric Hobsbawm, *The Age of Revolution 1789-1848* New York: Vintage Books, 1996 edition.  4. Peter Burke, *Social History of Knowledge From Gutenberg to Diderot* Based on the first series of Vonhoff Lectures given at the University of Groningen (Netherlands). Cambridge: Polity Press, 2000.  5. Roy Porter, *The Greatest Benefit to Mankind: A Medical History of Humanity* London: William Collins An Imprint of HarperCollins Publishers, 1997. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | GENDER AND EMPIRE | | | | | | | | | | | | | | | | |
| **Course Code: HIS613** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-23 | | | | | | | | | **Semester:** III semester | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | ‘Gender and Empire’ is a course that seeks to historicise the role of gender in the making of nation and empire. It asks questions central to Indian history writing with a keen eye on imperialism, colonialism and anti-colonial nationalism. It locates the very making of colonial India within the broader context of transnational connections with Britain and the British empire. It takes an interdisciplinary approach to colonial modernity and knowledge production in key areas of history, literature, medicine, and environment, only to name a few. In particular, it interrogates gendered and racialised representations of the European Self and the colonised Other. We will engage with various kinds of source materials, both textual and visual.  \* This course will familiarise students with key concepts in the histories of India, Britain and the British empire.  \* Identify and evaluate significant voices from primary and secondary sources about the making of gender, nation and empire.  \* Critical analysis of historical and interdisciplinary narratives about gender and empire. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key aspects of histories of Britain and the British empire with a keen eye on Indian history writing. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Understand and explain the key concepts and theories in histories of gender and empire through their research and academic writing. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Classify and evaluate various primary and secondary sources about nation-and-empire-building. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own arguments in the course of developing their research and writing skills primarily by comparing and contrasting significant historical and interdisciplinary narratives about gender and empire. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 |  | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Gender and Empire** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and theories | | | | | | | | | | Understanding Gender and Empire | | | | | | | | | | | | | 15 | | |
| **Unit 2: Women, Nation and Empire** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining the role of women in the building of nation and empire | | | | | | | | | | * Critical analysis of historical and interdisciplinary narratives about Women, Nation and Empire | | | | | | | | | | | | | 15 | | |
| **Unit 3: ‘Race’, Masculinity and Empire** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding how ‘race’ and masculinity underscored discourses on nation and empire | | | | | | | | | | * Critical analysis of historical and interdisciplinary narratives about ‘race’, masculinity and empire. | | | | | | | | | | | | | 15 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Avril A. Powell and Siobhan Lambert-Hurley (eds), *Rhetoric and Reality Gender* *and the Colonial Experience in South Asia*,Oxford: Oxford University Press, 2006 2. Indrani Sen, *Woman and Empire Representations in the Writings of British India (1858-1900)* Hyderabad: Orient Longman, 2002, pp. 1-38, 43-49 3. John McAleer and John M. Mackenzie eds. *Exhibiting the Empire Cultures of Display and the British Empire*, Manchester: Manchester University Press, 2015. 4. Mrinalini Sinha, *Colonial Masculinity: The 'manly Englishman' and The 'Effeminate Bengali' in the Late Nineteenth Century,* Manchester: Manchester University Press, 1995 5. Nupur Chaudhuri and Margaret Strobel (eds), *Western women and imperialism complicity and resistance*, Bloomington and Indianapolis: Indiana University Press, 1992. 6. Peter Robb ed., *The Concept of Race in South Asia* New Delhi: Oxford University Press, 1995. 7. Phillippa Levine, *Gender and Empire* Oxford: Oxford University Press, 2004 8. Pratik Chakrabarti, *Medicine and Empire 1600-1960* New York: Palgrave Macmillan, 2014. 9. Sumit Sarkar and Tanika Sarkar eds., *Women and Social Reform in Modern India Volumes I and II*, Ranikhet: Permanent Black, 2007 10. Sarah Hodges (ed.) *Reproductive Health* *in India History, Politics, Controversies,* Hyderabad: Orient Longman, 2006 11. Vijaya Ramadas Mandala, *Shooting a Tiger: Big-Game Hunting and Conservation in Colonial India* New Delhi: Oxford University Press, 2019 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Medicine, Health and Society in Colonial India | | | | | | | | | | | | | | | | |
| **Course Code: HIS614** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-23 | | | | | | | | | Semester III | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course focuses on the social history of health and medicine in colonial India. It seeks to explore why and how medicine was often central to power/knowledge relationships in colonial settings. Throughout the course, we will locate medicine at the centre of our interrogation of categories like the European Self and the colonised Other. It outlines that health and wealth of nation and empire were considered synonymous. ‘Ignorance’ and ‘disease’ were significant factors in the characterisation of Asian ‘backwardness’ while western medicine became the hallmark of ‘civilisation’. Through a re-examination of the categories ‘colonial’ and the ‘indigenous’ / ‘Western’ and ‘Indian’ – we will explore the complicity and co-option between variegated medicalised colonial and nationalist discourses about the body, health and disease. We will engage with various kinds of source materials, both textual and visual.  \* This course will familiarise students with key concepts and theories in the field of the social history of health and medicine in colonial India.  \* Develop research and writing abilities by identifying and evaluating significant voices from primary and secondary sources.  \* Critical analysis of historical and interdisciplinary narratives about medicine, health and society in colonial India in academic research and writing. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key aspects of the social history of health and medicine in colonial India. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Understand and explain key concepts and theories through their research and writing. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Explain and evaluate various voices in both primary and secondary sources. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own arguments by comparing and contrasting significant historical and interdisciplinary narratives in their academic writing | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 ‘Colonizing’ and ‘Nationalizing’ the Body: Basic Concepts** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and theories | | | | | | | | | | Understanding the field of the social history of health and medicine | | | | | | | | | | | | | 15 | | |
| **Unit 2 From Colonial Medicine to the Social History of Medicine** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trace the development of scholarship from colonial medicine to the social history of medicine | | | | | | | | | | * Key concepts and theories | | | | | | | | | | | | | 15 | | |
| **Unit 3 Medicine and Indian Society: Gender/Race/Class/Caste/Community** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating medicine at the intersections of gender, race, class, caste and community in Indian society. | | | | | | | | | | Understanding and explaining medicine as a cultural practice. | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Biswamoy Pati and Mark Harrison eds., *The Social History of Health and Medicine in Colonial India* London: Taylor and Francis, 2011 2. Biswamoy Pati and Mark Harrison eds. *Health, Medicine and Empire Perspectives on Colonial India* Hyderabad: Orient Longman, 2001. 3. Charu Gupta, *The Gender of Caste. Representing Dalits in Print*, Ranikhet: Permanent Black, 2016 4. David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, Berkeley: University of California Press: 1993. 5. Deepak Kumar ed. *Disease and Medicine in India A Historical Overview* New Delhi: Tulika Books, 2001 6. *Ishita Pande, Medicine, Race and Liberalism in British Bengal Symptoms of Empire* London: Routledge, 2010. 7. Mary P. Sutphen and Bridie Andrews eds., *Medicine and Colonial Identity*, London: Routledge, 2003. 8. Mrinalini Sinha ed. *Mother India* by Katherine Mayo. Edited with an Introduction by Mrinalini Sinha Ann Arbor: University of Michigan Press, 2000, 1998 9. Pratik Chakrabarti, *Medicine and Empire 1600-1960* New York: Palgrave Macmillan, 2014. 10. Projit Bihari Mukharji, *Nationalising the Body: The Medical Market, Print and Daktari Medicine*, London: Anthem 2009. 11. Rachel Berger, *Ayurveda Made Modern Political Histories of Indigenous Medicine in North India 1900-1955* New York: Palgrave MacMillan, 2013. 12. Sarah Hodges ed., *Reproductive Health in India History, Politics, Controversies*, Hyderabad: Orient Longman, 2006 13. Shula Marks ‘What is Colonial about Colonial Medicine? And What has Happened to Imperialism and Health?’, *Social History of Medicine*, 1997, 10, pp. 205-219. 14. Srirupa Prasad, *Cultural Politics of Hygiene in India 1890-1940 Contagions of Feeling*, New York: Palgrave Macmillan, 2015. | | | | | | | | | | | | | | | | | | | | | |

SEMESTER IV

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| **Name of the Program:** | | | | | | | | | **MA History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | A History of Indian Democracy | | | | | | | | | | | | | | | | |
| **Course Code: HIS621** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-23 | | | | | | | | | **Semester:** MA II, Fourth Semester | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** Nil | | | | | | | | | | | | | | | | |
| **Synopsis:** | | A History of Indian Democracy focuses on the making of independent India. This course traces the transition from colonial to postcolonial India. It also seeks to explore the diverse politics of the making of ‘Indianness’. It delineates the historical changes associated with nation-building – the basic tenets of the constitution and democracy to culture and modernity. It engages with gender, class, caste and community as the key analytical categories. We will engage with various kinds of source materials.  \* This course will familiarise students about the history of Indian democracy.  \* Identify and evaluate significant primary and secondary sources  \* Critical analysis of historical and interdisciplinary narratives about postcolonial nation-building in academic research and writing. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | 1. Identify significant historical events in the making of independent India. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | 2. Understand and clearly articulate key concepts and theories. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | 3. Compare and classify different narratives to help develop proposal and thesis writing skills. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | 4. Critical analysis of historical and interdisciplinary perspectives in their academic research and writing. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to Pos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 Introduction: Key Concepts and Historical Events:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining key concepts and historical events | | | | | | | | | | Understanding key historical events about the transition from colonial to postcolonial India | | | | | | | | | | | | | 15 | | |
| **Unit 2: The Making of Indian Democracy:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Making of the Indian Democracy | | | | | | | | | | * Understanding the main building blocks (class/caste/community) in the consolidation of the Indian nation | | | | | | | | | | | | | 15 | | |
| **Unit 3: Engendering the Indian Nation:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender and the Indian nation | | | | | | | | | | * Locating gender in the making of the Indian nation | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Bharati Ray (ed.) *Women of India: Colonial and Post-Colonial Periods,* Series on History of Science, Philosophy and Culture in Indian Civilization Volume IX, Part 3, General Editor D.P. Chattopadhyaya*.* New Delhi: Published by Professor Bhuvan Chandel, 2005.  2. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, *India Since Independence* New Delhi: Penguin Book, 1999.  3. Dipesh Chakrabarty Rochona Majumdar and Andrew Sartori, *From the Colonial to the Postcolonial India and Pakistan in Transition* New Delhi: Oxford University Press, 2007.  4. Radha Kumar, *A History of Doing* *An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990* New Delhi: Kali for Women, 1993.  5. Ramachandra Guha, *India after Gandhi The History of the World’s Largest Democracy*, London: Macmillan, 2007 revised ed. 2017. | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA History** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | Caste and Politics of Modern India | | | | | | | | | | | | | | | | |
| **Course Code: HIS622** | | | | | | | | | **Course Instructor: Prabodhan Pol** | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-23 | | | | | | | | | **Semester:** Second Year, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course attempts to trace the genealogy of caste politics in modern India. It plans to explore the content and context of the emergence of a specific discourses around caste and untouchability in colonial India. It would engage with a rich and vibrant historical stretch of hundred years that roughly covers a period between the decade of the 1850s and the late 1950s. This course primarily plans to critically evaluate the emergence of Non Brahmin, Dalit, and anti-caste movements that emerged in colonial period. It would also simultaneously engage with other significant questions like colonialism, nationalism, class politics, and religion that shaped the contours of identity politics.  Objectives of the Course:   * It seeks to critically evaluate the history of modern India from the perspective of anti-caste discourse that emerged in colonial period. * It engages with the ideas and writings of prominent Dalit, Non Brahmin and anti-caste activists and scholars that instrumentally shaped the trajectory of anti-caste politics in modern India. * It also critically analyses various trends within varied social movements that emerged in different parts of India. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Students will be able to analyse the complex historical developments that led to the conceptualization of caste discourses in modern India. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Students will be able to critically analyze and trace the roots of anti-caste, Non Brahmin and Dalit politics in modern India. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | This course will help students to gain critical insights on key socio-political trends that laid the foundations of modern India. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 |  | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1: Colonialism and Caste** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Colonialism and the Development of Caste Question in modern India. | | | | | | | | | | * It will comprehensively analyze the engagement of colonialism with caste, religion and society. | | | | | | | | | | | | | 15 | | |
| **Unit 2: Nationalism and the Politics of Caste in Modern India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth of Nationalism and its impact on the caste discourse. | | | | | | | | | | * It will explore the development of nationalism in India and its concomitant impact on the caste question in modern India. | | | | | | | | | | | | | 15 | | |
| **Unit 3: Social Movements in Modern India** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Voices against Caste: | | | | | | | | | | * It will introduce works of prominent anti-caste movements that instrumentally shaped the course of anti-caste politics in modern India. * To explore into the history of subaltern participation in the modern public sphere by tracing the roots of modern subaltern identity. | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
|  | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 Assignments and 1 Presentation. | | | | | | | | | | | | | | | | End semester examination: 1 | | | | | | | | | |
| Quiz | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | |  | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * Mid-Semester feedback * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Nicholas Dirks, *Caste of Minds: Colonialism and the Making of Modern India*, 2001. 2. Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999. 3. Prathama Bannerjee, *Politics of Time: ‘Primitives’ and History Writing in a Colonial Society*. Oxford University Press, 2006. 4. Sumit Sarkar and Tanika Sarkar: *Caste in Modern India: A Reader* (Vol. 1 and 2). 5. Parimala Rao, *Foundations of Tilak’s Nationalism*: *Discrimination, Education, and Hindutva*, Orient Blackswan, 2010. 6. Sumit Sarkar, *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, and History*, Permanent Black, 2003. 7. Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, 2015. 8. Manu Bhagavan,[The Hindutva Underground: Hindu Nationalism and the Indian National Congress in Late Colonial and Early Post-colonial India](https://www.epw.in/journal/2008/37/special-articles/hindutva-underground-hindu-nationalism-and-indian-national-congress), In *Economic and Political Weekly, Vol 43, Issue No. 37*, 13 Sep. 2008. 9. Veena Naregal, *Language Politics, Elites, and the Public Sphere*, Permanent Black, 2001. 10. Anupama Rao, *Caste Question: Dalits and the Politcs of Modern India*, Permanent Black, 2010. 11. Rosalind O’Hanlon, *Caste, Conflict and* Ideology: Mahatma Jotirao Phule and the Lower Caste Protest in 19th Century Western India. 12. Christopher Jafferlot, *Dr. Ambedkar and Untouchability*, Permanent Black, 2005. 13. Gail Omvedt, *Dalits and Democratic Revolution*, AltaPress, 1994. 14. D.R. Nagaraj, *Flaming Feet and the Other Essays: Dalit Movement in India*, Permanent Black, 2010. 15. B.R. Ambedkar, ‘Philosophy of Hinduism’ In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*, pp. 24-44. 16. B.R. Ambedkar, ‘Buddha or Karl Marx’, In *Dr. Babasaheb Ambedkar:* *Writings and Speeches Vol. 3*. 17. V. Geetha and S.V. Rajadurai, ‘Dalit and Non Brahmin in Colonial Tamil Nadu’, In *Economic and Political Weekly* (Vol. 28, No 39, September 25, 1993), pp. 2091-2098. 18. J. Devika, ‘Egalitarian Developmentalism, Communist Mobilization, and the Question of Caste in Kerala State, India’, In *The Journal of Asian Studies*, Vol. 69, No. 3 (AUGUST 2010). 19. P. Chandramohan, *Developmental Modernity in Kerala – Narayana Guru, S.N.D.P Yogam and Social Reform*, Tulika Press, 2016. 20. Valerian Rodrigues, ‘Buddhism, Marxism and the Conception of Emancipation’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*. 21. Anand Teltumbde (ed.) and B. R. Ambedkar, *India and Communism*, Leftword Books, 2017. 22. Nandini Gooptu, ‘Caste, Deprivation and Politics: the Untouchables in U.P. Towns in the Early Twentieth Century’, In Peter Robb (ed.), *Dalit Movement and the Meanings of Labour in India*. 23. Ramnarayan Rawat, ‘Genealogies of Dalit political: Transformation of Achhut from ‘untouched’ to ‘untouchable’ in the early 20th century North India, In *Indian Economic and Social History Review* (Vol. 52, issue no. 3, 2015). 24. Sekhar Bandyopadhyay, ‘Transfer of Power and the Crisis of Dalit Politics in India, 1945-47, In Modern Asian Studies (Vol. 34, No. 4 October 2000), pp. 893-942 | | | | | | | | | | | | | | | | | | | | | |

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| **Name of the Program:** | | | | | | | | | **MA HISTORY** | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | | | | | GENDER, MEDICINE AND HEALTH | | | | | | | | | | | | | | | | |
| **Course Code: HIS623** | | | | | | | | | **Course Instructor:** Ranjana Saha | | | | | | | | | | | | | | | | |
| **Academic Year:** 2022-23 | | | | | | | | | **Semester:** MA II, Semester IV | | | | | | | | | | | | | | | | |
| **No of Credits: 4** | | | | | | | | | **Prerequisites:** None | | | | | | | | | | | | | | | | |
| **Synopsis:** | | This course focuses on the intersections of gender, medicine and health in relation to imperialism, colonialism and nationalism. It locates medicine amidst the broader context of transnational connections with Britain and the British empire and beyond. In the process, it identifies and discusses the roles of gender and medicine in unequal power/knowledge exchanges locally and globally. It also locates medicine at the centre of the very making of colonial India within the wider context of Britain and the British empire. Moreover, it highlights that this went hand in hand with a traditional yet modern nationalist revival of indigenous medicine and rediscovery of cultural roots. We will engage with various kinds of source materials, both textual and visual.  \* This course will familiarise students with key concepts in the social histories of gender, medicine and health in colonial India and its transnational connections with Britain and the British empire and beyond.  \* Identify and evaluate significant voices from primary and secondary sources about the making of imperialism, colonialism and nationalism  \* Critical analysis of historical and interdisciplinary narratives about gender, medicine, nation and empire in academic research and writing. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes (COs):** | | | | | On successful completion of this course, students will be able to | | | | | | | | | | | | | | | | | | | | |
| CO 1: | | | | | Identify key aspects of histories of gender, medicine and health in Britain and the British empire and beyond, with a keen eye on Indian history writing. | | | | | | | | | | | | | | | | | | | | |
| CO 2: | | | | | Understand and explain the key concepts and theories in the interdisciplinary field of gender and medicine in relation to imperialism, colonialism and nationalism through their academic research and writing. | | | | | | | | | | | | | | | | | | | | |
| CO 3: | | | | | Classify and evaluate various primary and secondary sources about gender, medicine and health. | | | | | | | | | | | | | | | | | | | | |
| CO 4: | | | | | Create their own arguments and express creative voices in their research and writing primarily by understanding, comparing, contrasting and collating significant historical and interdisciplinary narratives about gender, medicine and health in India and abroad. | | | | | | | | | | | | | | | | | | | | |
| **Mapping of COs to POs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *COs* | *PO 1* | | *PO 2* | *PO 3* | | *PO 4* | | *PO 5* | | | *PO 6* | | *PO 7* | | *PO 8* | | *PO 9* | | | *PO 10* | | *PO 11* | | | *PO 12* |
| CO 1 | X | |  | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 2 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 3 | X | | X |  | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| CO 4 | X | | X | X | |  | |  | | |  | |  | |  | |  | | |  | |  | | |  |
| **Course content and outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Content* | | | | | | | | | | *Competencies* | | | | | | | | | | | | | *No of Hours* | | |
| **Unit 1 Race, Gender, Nation and Empire: Basic Concepts Across the Globe** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining basic concepts and theories | | | | | | | | | | Understanding gender and medicine in the contexts of imperialism, colonialism and nationalism. | | | | | | | | | | | | | 15 | | |
| **Unit 2 Midwifery, Medicine and Childbirth in Colonial India:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explaining the medicalisation of childbirth in colonial India | | | | | | | | | | * Critical analysis of historical and interdisciplinary narratives about gender, medicine and health | | | | | | | | | | | | | 15 | | |
| **Unit 3: Domesticity, Conjugality and Childrearing in Colonial India:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding advice literature about domesticity, conjugality and childrearing in colonial India. | | | | | | | | | | * Critical analysis of historical and interdisciplinary narratives about household management, conjugality and motherhood. | | | | | | | | | | | | | 15 | | |
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| **Learning strategies, contact hours and student learning time** | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning strategy* | | | | | | | | | | | *Contact hours* | | | | | | | | *Student learning time (Hrs)* | | | | | | |
| Lecture | | | | | | | | | | | 45 | | | | | | | | 90 | | | | | | |
| Seminar | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Small Group Discussion (SGD) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Self-directed learning (SDL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Problem Based Learning (PBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Case Based Learning (CBL) | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Clinic | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Practical | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Revision | | | | | | | | | | |  | | | | | | | |  | | | | | | |
| Assessment | | | | | | | | | | | 5 | | | | | | | | 10 | | | | | | |
| **TOTAL** | | | | | | | | | | | **50** | | | | | | | | **100** | | | | | | |
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| **Assessment Methods:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Formative:** | | | | | | | | | | | | | | | | **Summative:** | | | | | | | | | |
| Class tests: Nil | | | | | | | | | | | | | | | | Sessional examination: 1 | | | | | | | | | |
| Assignments/presentations: 3 assignments and 1 presentation | | | | | | | | | | | | | | | | End semester examination: Term Paper | | | | | | | | | |
| Quiz: Nil | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| **Mapping of assessment with Cos** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of assessment | | | | | | | CO 1 | | | | | CO 2 | | CO 3 | | | | CO 4 | | | CO 5 | | | CO 6 | |
| Sessional Examination 1 | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Sessional Examination 2 | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Quiz | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| Assignment/Presentation | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| End Semester Examination | | | | | | | X | | | | | X | | X | | | | X | | |  | | |  | |
| Laboratory examination | | | | | | |  | | | | |  | |  | | | |  | | |  | | |  | |
| **Feedback Process** | | | | * End-Semester Feedback | | | | | | | | | | | | | | | | | | | | | |
| **Reference Material** | | | | 1. Anna Davin, ‘Imperialism and Motherhood’ *History Workshop*, Vol. 5 (1), 1978, pp. 9-65.   Ambalika Guha, *Colonial Modernities Midwifery in Bengal, c. 1860-1947*, London, 2018.   1. Charu Gupta, *The Gender of Caste. Representing Dalits in Print*, Ranikhet: Permanent Black, 2016, pp. 28-51. 2. Diane B. Paul, John Stenhouse, Hamish G. Spencer eds. *Eugenics at the Edges of Empire: New Zealand, Australia, Canada and South Africa* Palgrave Macmillan, 2018. 3. Dipesh Chakrabarty, ‘The Difference: Deferral of (A) Colonial Modernity: Public Debates on Domesticity in British Bengal’, *History Workshop*, Colonial and Post-Colonial History, vol. 36, 1993, pp. 1-34. 4. Geraldine Forbes, *Women in Colonial India. Essays in Politics, Medicine, and Historiography* New Delhi: Chronicle Books, 2005. 5. Hancock, Mary. ‘Home Science and the Nationalization of Domesticity in Colonial India’, *Modern Asian Studies*, Vol. 35 (4), 2001, pp. 871-903 6. Indrani Sen, *Gendered Transactions The white woman in colonial India, c. 1820-1930* Manchester: Manchester University Press, 2017 7. Judith E. Walsh, *How to be the Goddess of Your Home: An Anthology of Bengali Domestic Manuals.* Yoda Press, New Delhi, India, 2005. 8. Mary P. Sutphen and Bridie Andrews eds., *Medicine and Colonial Identity*, London, 2003 9. Mrinalini Sinha ed. *Mother India* by Katherine Mayo. Edited with an Introduction by Mrinalini Sinha Ann Arbor: University of Michigan Press, 2000, 1998 10. Phillippa Levine, *Gender and Empire* Oxford: Oxford University Press, 2004 11. Rima D. Apple, *Perfect Motherhood Science and Childrearing in America*, New Brunswick, 2006. 12. Sarah Hodges ed., *Reproductive Health in India History, Politics, Controversies*, Hyderabad: Orient Longman, 2006 13. Sujata Mukherjee, *Gender, Medicine, and Society in Colonial India Women’s Health Care in Nineteenth- and Early Twentieth-Century Bengal,* New Delhi: OxfordUniversity Press, 2017. 14. Sumit Sarkar and Tanika Sarkar (edited) *Women and Social Reform in Modern India: A Reader,* 2008. 15. Supriya Guha, ‘From Dias to Doctors: The Medicalisation of Childbirth in Colonial India’ in Lakshmi Lingam ed., Understanding Womens Health Issues : A Reader. New Delhi: Kali for Women, 1998. <http://www.cwds.ac.in/wp-content/uploads/2016/12/pm_from_dias-1.pdf> 16. Valerie Fildes, Lara Marks, and Hilary Marland eds., *Women and Children First International Maternal and Infant Welfare, 1870-1945*, London: Routledge, 1992 | | | | | | | | | | | | | | | | | | | | | |

# PROGAM OUTCOMES (POS) AND COURSE OUTCMES (COS) MAPPING

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **S.No.** | **Course Code** | **Course Name** | | **Credits** | | **PO1** | | **PO2** | | | **PO3** | | | **PO4** | | | **PO5** | | | **PO6** | | | | **PO7** | | **PO8** | | **PO9** | | **PO10** | | | **PO11** | | | **PO12** | | |
| 1 | HUM511 | Research Methodology | | 4 | | CO1  CO2 | | CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 2 | HUM512 | Literature and Aesthetics | | 4 | | CO1  CO2 | | CO2  CO3 | | | Co1  CO1 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 3 | HUM513 | Kinship and Society | | 4 | | CO1  CO3 | | CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 4 | HUM514 | Introduction to Film Studies | | 4 | | CO1  CO2 | | CO2  CO3 | | | CO1  CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 5 | HUM515 | Literature and Narrative Form | | 4 | | CO1  CO2  CO3  CO4 | | CO3 CO4 | | | CO1  CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 6 | HUM517 | Collective Social | | 4 | | CO1  CO2 | | CO3  CO4 | | | CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 7 | HUM518 | Approaches to History | | 4 | | C01  C02 | | C03 | | | C03  C04 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 8 | HUM519 | Politics of Identity | | 4 | | CO1 | | CO2  CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 9 | HUM533 | The Nation and its Workers and Peasant | | 4 | | CO1 | | CO2  CO4 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 10 | HUM522 | Ethics | | 4 | | CO1  CO2  CO3  CO4 | | CO3 CO4 | | | CO1  CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 11 | HUM523 | Indian Literature | | | | 4 | | | CO1  CO2 | | | | CO3  CO4 | | |  | | |  | | |  | |  | |  | |  | |  |  | | |  | | |  |
| 12 | HUM524 | SOCIOLOGY OF INDIA | | 4 | | CO1 | | CO2 | | | CO2  CO3  CO4 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 13 | HUM525 | LITERARY CRITICISM | | 4 | | CO1  CO2  CO3 | | CO1  CO2  CO3 | | | CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 14 | HUM526 | Time and Narrative | | 4 | | CO1 | | CO3 | | | CO1  CO2 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 15 | HUM527 | Reading the popular | | 4 | | CO1  CO2 | | CO2  CO3 | | | CO1  CO2  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 16 | HUM 528 | Environmental Humanities | | 4 | | Co1 Co2 | | Co3 | | | Co2  Co3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 17 | HUM529 | Social Anthropology | | 4 | | CO1  CO2 | | Co2  CO3 | | | CO1  CO3 | | |  | | |  | | |  | | | |  | |  | |  | |  | | |  | | |  | | |
| 18 | HUM531 | Historical Theories and Methods | | 4 | | C01  C02 | | | C03 | | | | C01  C02  C03 | | | |  | | |  | |  | |  | |  | |  | |  | | |  | | |  | | |
| 19 | HUM532 | | Writing the Past | | 4 | | CO1  CO2  CO3  CO4 | | | CO2  CO3 | | CO3  CO4 | | |  | | |  | | |  | |  | |  | |  | |  | | |  | | |  | | | |

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| 20 | HIS611 | Understanding Pre-Colonial India | 4 | CO1  CO2 | CO3 | CO2  CO4 |  |  |  |  |  |
| 21 | HIS612 | The Making of the Modern World | 4 | CO2  CO1 | CO2  CO3 | CO3 |  |  |  |  |  |
| 22 | HIS613 | Gender and Empire | 4 | C02  C03 | C02  C03 | C01  C04 |  |  |  |  |  |
| 23 | HIS 614 | Medicine, Health and Society | 4 | C02 | C02  C03  C04 | C01  C04 |  |  |  |  |  |
| 24 | HIS621 | A History of Indian Democracy | 4 | CO1  CO3 | CO2 | CO2  CO3 |  |  |  |  |  |
| 25 | HIS622 | Caste and Politics of Modern India | 4 | C01 | C02  C03 | C01  C02  C03 |  |  |  |  |  |
| 26 | HIS623 | Gender, Medicine and Health | 4 | C01  C02 | C03  C04 | C01  C02 |  |  |  |  |  |

1. a category, must be used provisionally and only for sake of brevity during this course. [↑](#footnote-ref-1)