

**THE DEPARTMENT OF COMMERCE**

**OPEN ELECTIVES**

**2021-22**

<b>Sl. No</b>	<b>Course Code</b>	<b>Course Name</b>
1	UG 21 OE 001	Graphic Design
2	UG 21 OE 002	Basics of Data Science
3	UG 21 OE 003	Introduction to Film Criticism
4	UG 21 OE 004	Cricket Culture, and Media
5	UG 21 OE 005	Media, Technology and Society
6	UG 21 OE 006	Sustainable development goals
7	UG 21 OE 007	Youth, Gender and Identity
8	UG 21 OE 008	Stories as Therapy
9	UG 21 OE 009	Development Studies
10	UG 21 OE 010	Introduction to Social Work

## OPEN ELECTIVE COURSES

### SEMESTER II

#### UG 21 OE 001: GRAPHIC DESIGN

#### COURSE OBJECTIVES:

Students should be able to:

1. Use the tools of professional design software
2. Analyze and critique designs based on the visual qualities and technical skills relevant to graphic design.
3. Create designs that communicate and articulate their ideas.

#### **Module 1: Introduction to Graphic Design**

**15 Hours**

Introduction to Graphic Design- Evolution of Graphic Design; Design- definition, design with a purpose, design as a communication tool, language and grammar of design, visual language and creativity; elements of design: line, shape, form and space, negative space, volume and mass, value, colour, texture.

#### **Module 2: Design Principles and Process**

**15 Hours**

Design Principles and Process – balance, contrast, harmony, rhythm, proportion, emphasis, scale and unity. Focal Point and Visual Hierarchy; movement; Design process -problem definition, information gathering, ideation, design solution and implementation; message presentation from concept to visual: thumbnails to roughs to comprehensives and output.

#### **Module 3: Colour Fundamentals and Typography**

**15 Hours**

Colour Fundamentals and Typography: Defining colour, identity of colour, chromatic interaction; colour systems; emotions and messages. Colour and unity, colour and variety, warm and cool colours, colour and design. Typography – classification groups and subgroups, families, fonts; serifs, san serifs, hand formed and specialised; craft of typography – point system, selection and use of fonts – type specification

#### **SKILL DEVELOPMENT:**

*(These activities are only indicative, the faculty members can innovate)*

1. Design by using basic shapes
2. Exercises on creating perspective
3. Design by using colour
4. Design an image to create a story for social media.
5. Design Process- Research to Design.
6. Exercises on creating thumbnails
7. Exercises on using calligraphy
8. Submit a drawing and design portfolio at the end of the semester.

#### **COURSE OUTCOMES:**

After completion of the course the students should be able to:

1. Use the tools of professional design software

2. Analyze and critique designs based on the visual qualities and technical skills relevant to graphic design.
3. Create designs that communicate and articulate their ideas.

#### **BOOKS FOR REFERENCE:**

1. Baird, R. N., Turnbull, A.T. & McDonald Duncan. (1987). *The Graphic Communication*. Canada: Holt, Rinehart and Winston.
2. Crow, W. C.(1986). *Communication Graphics*. New Jersey: Prentice-Hall
3. Dodson, M. & Palmer, J. (1995). *Design and Aesthetics – A Reader*. London: Routledge.
- Hashimoto, A. & Clayton, M. (2009). *Visual Design Fundamentals: A Digital Approach*, 3rd Ed. Boston: Course Technology.
4. Meggs, P. B. (1992). *Type and Image: The Language of Graphic Design*. New York: John Wiley and Sons Inc.
5. Samara, T. (2014). *Design Elements: A Graphic Design Manual*. 2nd Ed. Massachusetts: Rockport Publishers.

## SEMESTER II

### UG 21 OE 002: BASICS OF DATA SCIENCE

#### COURSE OBJECTIVES:

Students should be able to:

1. Explain the fundamental concepts of data
2. Illustrate the steps involved in the fundamental concepts of data science process
3. Apply the Machine Learning in Data Science process.
4. Develop Dashboard development tools in the context of large data & Data Visualization
5. Evaluate the implement of the case study function in the context of Data Science structure

#### **Module 1: Preparing and Gathering Data and Knowledge** **9 Hours**

Philosophies of data science - Data science in a big data world - Benefits and uses of data science and big data - facts of data: Structured data, Unstructured data, Natural Language, Machine generated data, Audio, Image and video streaming data - The Big data Eco system: Distributed file system, Distributed Programming framework, Data Integration frame work, Machine learning Framework, NoSQL Databases, Scheduling tools, Benchmarking Tools, System Deployment, Service programming and Security.

#### **Module 2: The Data Science Process** **9 Hours**

Overview of the data science process- Retrieving data -Data Preparation: Cleansing, integrating, and transforming data - Exploratory data analysis – Data Modeling: Model and variable selection, Model execution, Model diagnostic and model comparison - Presentation and automation: Presenting data, Automating data analysis

#### **Module 3: Machine Learning** **9 Hours**

Application for machine learning in data science- Tools used in machine learning- Modeling Process – Training model – Validating model – Predicting new observations –Types of machine learning Algorithm: Supervised learning algorithms, unsupervised learning algorithms.

#### **Module 4: Visualization** **9 Hours**

Introduction to data visualization – Data visualization options – Filters – Map Reduce – Dashboard development tools.

#### **Module 5: Case Studies** **9 Hours**

Distributing data storage and processing with frameworks – Case study: e.g., Assessing risk when lending money.

#### **SKILL DEVELOPMENT:**

*(These activities are only indicative, the faculty members can innovate)*

1. Data Cleansing on Excel [Removal of Duplicate data, Removal and filling the missing values (Interpolation) through scientific method, Data entry error correction, Data Table joining etc.
2. Understanding the Impact of Data entry error on the Model using Excel.
3. Installation of Python (Anaconda Navigator and Spyder), practically understanding the usage of basic packages and modeling using Basic Conditional statements and

Mathematical operations.

4. Data Visualization and Dashboard development on Excel.

### **COURSE OUTCOMES:**

After completion of the course, the students should be able to:

1. Explain the fundamental concepts of data
2. Illustrate the steps involved in the fundamental concepts of data science process
3. Apply the Machine Learning in Data Science Process.
4. Develop Dashboard development tools in the context of large data & Data Visualization
5. Evaluate the implement of the case study function in the context of Data Science structure

### **BOOKS FOR REFERENCE:**

1. Introducing Data Science, Davy Cielen, Arno D. B. Meysman and Mohamed Ali, Manning Publications, 2016.
2. Think Like a Data Scientist, Brian Godsey, Manning Publications, 2017.
3. Doing Data Science, Straight Talk from the Frontline, Cathy O'Neil, Rachel Schutt, O' Reilly, 1st edition, 2013.
4. Mining of Massive Datasets, Jure Leskovec, Anand Rajaraman, Jeffrey David Ullman, Cambridge University Press, 2nd edition, 2014
5. An Introduction to Statistical Learning: with Applications in R, Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, Springer, 1st edition, 2013

## SEMESTER II

### UG 21 OE 003: AN INTRODUCTION TO FILM CRITICISM

#### COURSE OBJECTIVES:

Students should be able to:

1. Explain the artistic nature of cinema and develop a familiarity with the history of cinema
2. Analyse the authorial position of a film director and identify the stylistic and thematic development in the film texts authored by the directors
3. Develop skills of critical textual reading of a film text by invoking the socio-cultural and political context of the text
4. Illustrate the cinema culture fostered by film festivals and analyze the politics of film festivals
5. Develop skills of writing about cinema under categories like film criticism, cultural analysis or personal essay

#### **Module 1: The Moving Image - Cinema as Art** **10 Hours**

Readings from Film Art: An Introduction by David Bordwell and Kristin Thompson

Readings from the Story of Film by Mark Cousins

#### **Module 2: Film Auteur - Director as Author** **20 Hours**

Stanley Kubrick - Paths of Glory, Dr. Strange love, Full Metal Jacket, Spartacus

Spike Lee - Do the Right Thing, Clockers, Malcolm X, Mo' Better Blues

Emir Kusturica - Underground, Life is a Miracle, Black Cat White Cat, and Time of the Gypsies

Asghar Farhadi, Jafar Panahi, Nadine Labaki, Ava DuVernay, Agnieszka Holland,

Girish Karnad, Girish Kasaravalli, Shyam Benegal, Satyajit Ray, Deepa Mehta, Akira Kurosawa,

Hayao Miyazaki, Alfred Hitchcock, Pa Ranjit, Nagaraj Manjule, Anurag Kashyap,

Martin Scorsese, Christopher Nolan, Wes Anderson, Alfonso

Cuaron, Orson Wells, Charlie Chaplin

#### **Module 3: Deep Focus - Reading a film** **5 Hours**

*Pan's Labyrinth* (Guillermo Del Toro), *Aadukalam* (Vetri Maran)

#### **Module 4: The Cinephile- World Cinema, Film Festivals/Culture and the Internet** **5 Hours**

Readings from The Film Festival Reader edited by Dina Iordinovala-

Bengaluru International Film Festival as a case study

#### **Module 5: Perspective - Writing about cinema** **5 Hours**

Roger Ebert & Pauline Kael

BFI's Sight & Sound, Senses of Cinema, Cineaste

#### **SKILL DEVELOPMENT:**

*(These activities are only indicative, the faculty members can innovate)*

1. Students are expected to write 1500 words essay by choosing the films of a director or a studio and exploring common themes, styles, concerns or the socio political contexts in which the films are set. In case you choose the works of a particular director you are expected to track the influences on his/her style and identify some distinctive features of the set of films that you will be analysing. In case you choose to look at a set of films produced by a studio (Studio Ghibli or the Marvel films) you are expected to analyse the films by looking the larger socio- economic forces driving the interest in narrative styles and images of heroes among the film going public. In both cases you are expected to identify the importance of the distinctive styles of particular directors or studios and the relationship between the audience and the director/studio.
2. Students are expected to write 1500 words essay exploring particular themes in films like war, migration, love, violence, humour, action, city life, etc. Students can draw from films belonging to different eras or from different languages. However, students need to identify a common connecting thread in the selected movies like common influences, references to a particular historical event or a fictional story or to a personal experience. A minimum of four films has to be selected for analysis. The essay should give a brief summary of the movie and then proceed to the analysis. Summaries can be given when the mention of that film is made. Students are expected to draw on the classroom lectures, readings and personal experiences for writing this essay.
3. Join or create a film club and screen a minimum of 10 movies and gather the experience of watching movies as a group. The experience can be gathered in the form of interviews. Audio recordings can be edited and turned into podcasts and video recordings can be edited and posted as Vlogs. You should elicit responses from the members of the film club that covers their reason for being part of a film club, the kind of films they like, the kind of relationships they have developed by being part of film clubs and what does watching cinema mean to them. The edited audio/video clip should have a background commentary and should be organized in a proper manner so as to provide a coherent perspective of the experience gathered. Students can be creative and explore other questions and invent novel ways of documenting cinema experience.
4. Attend an international film festival and write a personal essay of 1000 words on the experience of the film festival. Include the conversations you had with others during the festival, behaviour of the audience, reactions of audience to particular films, your own personal favourites. Explore the idea of film festivals being a 'melting pot' of different cultures in the personal essay.
5. Attend movies of all kinds of genres and document the experience of the audience. Find out why different people like different kind of cinemas, what draws them to the big screens, what is their take away from the kind of films they watch and how do they enjoy the theatre experience. The experience can either be video recorded (only if permission is sought from the person) or written down. If it is video recording then the recording has to be edited and a background commentary has to be added to make sense of the video. The whole video should be coherent and provide the viewer with some understanding of your interpretation of the audience responses. If you decide to write then it has to be an essay of 1000 words long.
6. Students will be divided into groups each consisting of seven members and each group will have to choose a theme pertaining to history of cinema and put up a stall exhibiting that particular theme. The exhibit can involve newspaper clippings, video

screening through laptops, paintings, posters, cut-outs, arrangements out of cardboard boxes.

7. Plastic or any harmful chemicals cannot be used. The exhibit should effectively convey the theme and pique the curiosity of the visitors. Out of the 10 marks allotted five marks will be calculated based on visitors' perception and the remaining five by a panel of teachers who will visit the exhibits. Creativity and imaginative thinking will be rewarded.

### **COURSE OUTCOMES:**

After completion of the course, the students should be able to:

1. Explain the artistic nature of cinema and develop a familiarity with the history of cinema
2. Analyse the authorial position of a film director and identify the stylistic and thematic development in the film texts authored by the directors
3. Develop skills of critical textual reading of a film text by invoking the socio-cultural and political context of the text
4. Illustrate the cinema culture fostered by film festivals and analyze the politics of film festivals
5. Develop skills of writing about cinema under categories like film criticism, cultural analysis or personal essay



## SEMESTER II

### UG 21 OE 004: CRICKET CULTURE AND MEDIA

#### COURSE OBJECTIVES:

Students should be able to

1. Explain the general overview of the bond between sport and media
2. Develop the much-required ability to observe, critically analyse and understand the current developments in the society
3. Evaluate the challenges offered by the consumer driven world which transforms everything into a commodity
4. Choose sports and media as an academic field of study
5. Examine the role of sports and media in the breaking and making of new cultures
6. Investigate and examine the politics of existing and emerging culture
7. Develop multidisciplinary perspective towards social discourses

#### **Module 1: Cricket as the Synecdoche of Indian Culture Time:**

**10 Hours**

Cricket in India involves excessive emotion of the participants and spectators and it has always been highly instrumental in establishing a sense of unconditional togetherness. The game very well accommodates the Indian spirit of vibrant nationalism and the nation's unmatched craving for narratives glorifying masculinity and many other shades of India's cultural framework. Cricket represents everything about the country and the modern trends in the domain of the game evidently demonstrates what would happen when the everyday is merchandised through advertising and the media in the globalized world. Such social developments would result in the braking of existing cultures and the making of new cultures. The module examines the cultural changes instigated due to the recent developments in cricket, specifically in Indian cricket.

#### **Readings and Viewings**

- Bedi Vikram. Indian Cricket as Synecdoche for Our Times
- Joseph, Manu. India An Unnatural Cricketing Nation
- Rowe, David. Extracts from Sport, Culture and the Media the Unruly
- Trinity
- BBC Documentary The Empire of Cricket - India

#### **Module 2: Cricket in Writing Time**

**10 Hours**

In India the media space enjoyed by cricket across media outlets, such as print media, broadcast media and the new media varies in comparison with other sport due to numerous reasons. There has been an unprecedented boom in the realm of writings on cricket irrespective of the medium which in turn offers exclusive space for cricket. This module offers ample scope to investigate the factors that triggers this doubtful preference for cricket, even if they fall outside the scope of conventional academic engagement. The role of social media journalism and the latest additions to the broad spectrum of cricket journalism which changed the way the game is played and

consumed will also be analysed. Thus, this unit, through a set of carefully designed academic activities studies the relationship between sport– predominantly cricket, and media.

### **Readings**

- Wanta, Wayne, *The Coverage of Sports in Print Media*
- Haigh, Gideon, *Cricket and the Media: The Pantomime Horse*
- Real Michael, *Sports Online: The Newest Player in Media Sport*
- Choudhury, Angikaar: *How social media has changed the way cricket fans consume the game*

### **Module 3: Advertisement and Cricket Time**

**10 Hours**

Advertisement could be viewed as the factor which binds media and cricket together and the chief motivating factor behind the transformation of players into stars and brands. The intrusion of advertisement into the so-called pious space of the game in the era of neoliberalism continuously redefines the definition of stardom and to an extent the game itself. Thus, it is imperative to look at the culture of stardom and branding presently prevalent in the game and its bearings on the character and popularity of the game. Subsequently, the unit evaluates the impact of advertisement industry in the evolution of the game and on the cricket addicted Indian psyche.

### **Readings**

- Kidambi, Prashant. *Hero, celebrity and icon: Sachin Tendulkar and Indian public culture*
- Nair Supriya. *The great Indian cricket ad Tamasha*
- Boyle, Raymond and Richard Haynes. *A Sporting Triangle: Television, Sport and Sponsorship*

### **Module 4: Representation of Cricket in Cinema Time**

**5 Hours**

In India, cinema remains one of the most popular forms of entertainment, and cricket the favourite sport of the majority. Cricket, to certain extent, has made use of the mainstream Indian cinema and vice versa. Indian cinema with respect to its depiction of cricket has arguably acted as an agency of representation for the so-called non-commercial version of the game and the sentiments of those who are involved in it, categorically in comparison with the other available medium. Hence, the unit looks at the way the game is represented in cinema and the way this portrayal has impacted the popularity of the game.

### **Viewings**

- Gowariker, Ashutosh. *Lagan*
- Prabhu, Venkat. *Chennai 600028*
- Shine, Abrid 1983

### **Module 5: Cricket as a Commodity and Performance in the Time of Live- Media Time**

**5 Hours**

Cricket in the age of visual culture matches the standards of a scripted performance. Cricket beyond doubt keeps the Indian masses on the hook by means of its soap-operatic appeal. It should be noted that the commercial interest of the media houses results in the making of the consumer-friendly version of cricket. Thus, the profit motive triggers the transformation of cricket from just a game to the present version of “Cricketainment”. During the time of metropolitan modernity, cricket with advent of technology has all the ingredients of a live performance. The game even

functions as an alternative to cinematic experience during the time of glamorous flagship events like World Cup and IPL as they are screened at multiplexes and theatres across India. Thus, equal blending of cricket, glamour, and media the present version of cricket a commodity to be produced and consumed.

### **Readings**

- Astill, James. "Introduction" to The Great
- Tamasha: Cricket, Corruption and the Turbulent Rise of Modern India
- Haigh, Gideon. Cricket and Television: Crowds and Powerlessness
- Boyle, Raymond and Richard Haynes. Power Game: Why Sport Matters to Television
- Sullivan, B. David. Broadcast Television and the Game of Packaging Sports

### **Module 6: Understanding the Unholy Trinity - Cricket, Media and Bollywood Time:**

**5 Hours**

The advent of IPL has aggravated the progress of cricket beyond its natural identity of being just a game. It has revolutionized the way cricket was being played and watched. Hence, the capsule version of the game deserves to be viewed as the pinnacle of commercialization in sports. IPL added to the theatricality of the game and has Bollywoodized it beyond redemption, thus leaving the game completely into the hands of the capitalistic framework. This unit explores the shades of the aforementioned transformation and what it has cost the game. IPL ideally demonstrated the hitherto unexplored commercial prospects of cricket in India and across commonwealth by bringing together cricket and entertainment and making it "cricketainment". The course evaluates these developments and how it symbolizes the changing culture of the country. IPL has increased the depth of addiction for cricket in India certainly for reasons that are outside the purview of the game. Thus, this unit attempts to examine the good, bad and ugly of cricket, Bollywood and media.

### **Readings**

- Jalarajan, Sony, and Rohini Sreekumar. Bollywood Sporting Spectacles: Indian
- Premier League Cricket as a Bollywoodized Media Event
- Raghavendra, MK. Decoding India's love for cricket,
- Bollywood - and why we value individual growth over team endeavours
- Majumdar, Boria. The Indian Premier League and World Cricket

### **COURSE OUTCOMES:**

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

1. Explain the general overview of the bond between sport and media
2. Develop the much-required ability to observe, critically analyse and understand the current developments in the society
3. Evaluate the challenges offered by the consumer driven world which transforms everything into a commodity
4. Choose sports and media as an academic field of study
5. Examine the role of sports and media in the breaking and making of new cultures
6. Investigate and examine the politics of existing and emerging culture
7. Develop multidisciplinary perspective towards social discourses

**BOOKS FOR REFERENCE:**

1. Bateman, Anthony: The Cambridge Companion to Cricket
2. Haigh, Gideon: Sphere of Influence: Writings on cricket and its discontents
3. Astill, James: The Great Tamasha: Cricket, Corruption and the Turbulent Rise of Modern India
4. Nandy, Ashis: The Tao of Cricket
5. Guha, Ramachndra: A Corner of a Foreign Field
6. Sen, Ronojoy: Nation at Play: A History of Sport in India
7. Kidambi Prashant: Cricket Country: The Untold History of the First All India Team
8. Boyle, Raymond and Richard Haynes: Power play: sport, the media and popular culture
9. Rowe, David: Sport, Culture and the Media
10. Raney A. Arthur and Jennings Bryant: Handbook of Sports and Media
11. Dayan, Daniel and Elihu Kartz: Media Events: The Live Broadcasting of History
12. Boyle, Raymond: Sports Journalism: Contexts and Issues
13. Coakley, Jay and Eric Dunning: Handbook of Sports Studies
14. Wenner, A. Lawrence: Media, Sports and Society
15. Fox, Andrew: Global Perspectives on Media Events in Contemporary Society
16. Majumdar, Boria and J.A. Mangan: Cricketing Cultures in Conflict: World Cup 2003
17. Bose, Mihir: The Magic of Indian Cricket: Cricket and Society in India

## SEMESTER II

### UG 21 OE 005: MEDIA, TECHNOLOGY AND SOCIETY

#### COURSE OBJECTIVES:

Students should be able to:

1. Explain the role of media in everyday life and its impact on our understanding of the society and the self
2. Evaluate role of modern technology on news gathering, news dissemination and creating public opinion
3. Illustrate the business model at work behind the emergence of modern advertising
4. Relate the debates in technology about the nature and impact of 'AI', automation and machine learning on the society
5. Examine our engagement with the online spaces and its impact on our identity and self-expression
6. Justify the debate about data surveillance and its possible impact on freedom of expression
7. Illustrate the changing ways in which we access knowledge and the way in which the difference between producer and consumer of knowledge is slowly getting erased.

#### **Module 1: 'Medium is the Message' - Understanding the role of media in everyday life 15 hours**

This famous phrase coined by Marshal McLuhan still resonates in the age of internet. From the era of the television to the era of the web, media has been its own message. It is the experience of a particular medium that shapes our perspective of the world more than the message received through that medium. In this module we shall explore the role of media in our everyday life by discussing our experience of various media and its impact on our understanding of society and the self.

#### **Readings & Viewings:**

- a. Extracts from '**Understanding Media**' by Marshal McLuhan
- b. Extracts from '**Manufacturing Consent: The Political Economy of the Mass Media**' by Edward S. Herman and Noam Chomsky

- c. How WhatsApp has changed news in small-town India –The Caravan Magazine
- d. Forget Newspapers or the Internet. Indian Women are Betting on One of the Oldest Forms of Mass Media (<http://theladiesfinger.com/community-radio-women/>)
- e. Movie: ‘Network’ by Sidney Lumet

**Module 2: ‘The Attention Merchants’ – Advertising and the war for attention 10 hours**

‘Attention Merchants’ is a term popularized by the writer Tim Wu through his book ‘The Attention Merchants: The Epic Scramble to Get Inside Our Heads’ in which he not only charts the history of advertising but also unravels the workings of a gigantic business model that is toiling day-in and day-out to get our attention. In this module we shall explore the business model at work behind the emergence of modern advertising and its impact on our everyday life.

**Readings & Viewings:**

- a. Extracts from ‘The Attention Merchants: The Epic Scramble to Get Inside Our Heads’ by Tim Wu
- b. Gillette’s Ad Asks Men to Be Better. And Then Sets the Bar Really Low (<http://theladiesfinger.com/gillettes-ad-asks-men-to-be-better-and-then-sets-the-bar-really-low/>)
- c. Movie: Thank You For Smoking (2005)

**Module 3: The intelligence of ‘Artificial Intelligence’ – Automation and its aftermath 10 hours**

‘Artificial Intelligence’ is the new buzzword in technology. While it can be debated whether what is referred to as AI is just sophisticated algorithms and machine learning and not this self-thinking entity like ‘Skynet’ in the movie Terminator, it is well settled that the direction in which technology is moving is going to disrupt traditional economies. It not only has an impact on the nature of jobs but has the capability of altering human thinking abilities. In this module we shall explore the debates in technology about the nature and impact of ‘AI’, automation and machine learning on the society. The automation debate will be understood within a larger debate regarding the history of technology – innovation centric history and use centric history.

**Readings & Viewings:**

- a. Extracts from ‘The Glass Cage: Where Automation is Taking Us’ by Nicholas G. Carr
- b. ‘Artificial Intelligence’s White Guy Problem’ by Kate Crawford in The New York Times (June 25, 2016) <https://www.nytimes.com/2016/06/26/opinion/sunday/artificial-intelligences-white-guy-problem.html>
- c. Extracts from ‘The Shock of the Old\_ Technology and Global History since 1900’ by David Edgerton
- d. Movie: ‘Modern Times’ by Charles Chaplin

#### **Module 4: 'Reality of the Virtual' – Thinking and feeling in the age of internet technology** **10 hours**

The web has opened spaces in which we can create our virtual selves and lead virtual lives. This 'virtuality' is increasingly becoming part of our everyday real lives. Social media platforms have created spaces in which individuals enter into relationships and form communities in online space, the effect of which can be felt very sharply in real life. In this module we shall explore our engagement with the online spaces and its impact on our identity and self-expression.

##### **Readings & Viewings:**

- a. Extracts from 'The End of Forgetting: Growing Up With Social Media' by Kate Eichhorn
- b. TedX talks and other video lectures available on YouTube

#### **Module 5: 'Discipline and punish' – Technology as a tool for social control** **10 hours**

The era of massive databases or what is referred to as 'Big Data' has dawned, thanks to the endless supply of personal information from the masses to the government and tech companies. This personal information of the individuals is being collected with the excuse of providing us with services. However, there is increasing evidence that such personal data can be used to control the behaviour of people by the government, assisted by tech companies. In this module we shall explore the debate about data surveillance and its possible impact on freedom of expression.

##### **Readings & Viewings:**

- a. Extracts from 'The Net Delusion – The Dark Side of Internet Freedom' by Evgeny Morozov
- b. The Aadhar Debate – Columns and Essays in EPW and other news magazines
- c. The Different Ways in Which Aadhaar Infringes on Privacy (<https://thewire.in/government/privacy-aadhaar-supreme-court>)
- d. Documentary: Nothing to Hide – The Documentary about Surveillance and You (2017)

#### **Module 6: 'Library Genesis' – Access to knowledge in the age of internet** **5 hours**

The traditional education model had within it an asymmetry between access and availability of learning resources and the number of people with a deep desire to learn. The internet reversed this asymmetry by opening up resources to the masses.

However, the traditional gatekeepers of the learning resources – the book publishers, producers of cinema and music – were threatened by this opening up of resources and came down heavily on individuals and communities who were facilitating the access to resources. In this module we shall explore the changing ways in which we access knowledge and the way in which the difference between producer and consumer of knowledge is slowly getting erased.

##### **Readings & Viewings:**

- a. Statement from the 'Library Genesis' community
- b. Documentary: Steal This Film (Part I & II)

## COURSE OUTCOMES:

After completion of the course the students should be able to:

1. Explain the role of media in everyday life and its impact on our understanding of the society and the self
2. Evaluate role of modern technology on news gathering, news dissemination and creating public opinion
3. Illustrate the business model at work behind the emergence of modern advertising
4. Relate the debates in technology about the nature and impact of 'AI', automation and machine learning on the society
5. Examine our engagement with the online spaces and its impact on our identity and self-expression
6. Justify the debate about data surveillance and its possible impact on freedom of expression
7. Illustrate the changing ways in which we access knowledge and the way in which the difference between producer and consumer of knowledge is slowly getting erased.

## BOOKS FOR REFERENCE:

1. Alvares, Claude. *Decolonising History: Technology and Culture in India, China, and the West from 1492 to the Present Day*. 1993.
2. Ashis Nandy (ed.), Jatinder K Bajaj, Claude Alvares, Shiv Visvanathan, Manu Kothari, Lopa Mehta, Veena Das, Vandana Shiva. *Science, Hegemony and Violence: A Requiem for Modernity*. 1990.
3. Browne, Simone. *Dark Matters: On the Surveillance of Blackness*. 2015.
4. Carr, Nicholas G. *The Glass Cage: Where Automation is Taking Us*. 2014.
5. Chomsky, Edward S. Herman and Noam. *Manufacturing Consent: The Political Economy of the Mass Media*. 1988.
6. Citron, Danielle Keats. *Hate Crimes in Cyberspace*. 2014.
7. Edgerton, David. *The Shock of the Old: Technology and Global History since 1900*. 2006.
8. Jeebesh Bagchi, Monica Narula, Ravi Sundaram, Ravi S Vasudevan & Shuddhabrata Sengupta. *sarai Reader: 03- Shaping Technologies*. 2006.
9. Eichhorn, Kate. *The End of Forgetting: Growing Up With Social Media*. 2019.
10. Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. 1977.
11. Harari, Yuval Noah. *Homo Deus: A Brief History of Tomorrow*. 2015.
12. *Sapiens: A Brief History of Humankind*. 2011.
13. Lovink, Geert. *Dark Fiber: Tracking Critical Internet Culture*. 2002.
14. *Dynamics of critical Internet culture (1994-2001)*. 2009.
15. McLuhan, Marshall. *Understanding Media: The Extensions of Man*. 1964.



16. Morozov, Evgeny. *The Net Delusion: The Dark Side of Internet Freedom*. 2011.
17. Mukherjee, Siddhartha. *The Gene: An Intimate History*. 2016.
18. Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. 2018.
19. Pacey, Arnold. *Technology in World Civilization*. 1990.
20. Phillips, Whitney. *This Is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture*. 2015.
21. Standage, Tom. *The Victorian Internet*. 1998.
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**Articles:**

1. Fast and Furious: The turbulent reign of Arnab Goswami - The Caravan Magazine (01 December 2012)
2. Supreme Being: How Samir Jain created the modern Indian newspaper industry - The Caravan Magazine (01 December 2012)

## SEMESTER II

### UG 21 OE 006: SUSTAINABLE DEVELOPMENT GOALS

#### COURSE OBJECTIVES:

Students should be able to:

1. Explain the basic concept of Sustainable Development (SD) in the context of the environmental, social and economic dimensions.
2. Illustrate the targets and indicators of Sustainable Development Goals
3. Relate the issues and conflicts in the implementation and attainment of SD goals on the national and global scale.

#### **Module 1: Environment, Development and Pollution**

**15 Hours**

##### **Meaning Characteristics of Environmental Goods and Services**

Relationship between Environment and Development- Environmental Kuznets Curve – Meaning  
**Resource Use and Management**

Resource Taxonomy – Renewable and nonrenewable resources- Economic Theory of Depletable Resources- Optimal Use of Renewable Resources- Resource Scarcity and Economic Growth – Limits to Growth Model- Market failures- Tragedy of Commons and common property Resources- Resource Conservation

##### **Sustainable Development**

Sustainable Development – Definitions, Objectives and Principles-Processes and Indicators of Sustainable Development- Approaches – strong and weak and Strategies for Sustainable Development- Environmental accounting Measures

#### **Module 2: Sustainable Development Goals**

**15 Hours**

##### **Introduction and History**

Brundtland Committee Recommendations- Rio Summit and Agenda 21- SDGs: Goals, Targets and Indicators

##### **Government and the SDGs**

SDG Policy Instruments- Planning- Localizing the SDGs- Industrial Policies and the SDGs

##### **Financing the SDGs**

New financing mechanisms and global funds

#### **Module 3: Issues in Implementing SDGs**

**15 Hours**

##### **Means to Realizing the SDGs**

Degrowth and circular economy – concepts- Sustainable production and consumption- Sustainable cities and transportation- Sustainable designs, technology, digital revolution and innovation- Renewable energy

##### **Implementing SDGs**

India's framework for sustainable development

## Other Issues

Sustainable business- Development Assistance- Cross-Border Cooperation

### COURSE OUTCOMES:

After completion of the course, the students should be able to:

1. Explain the basic concept of Sustainable Development (SD) in the context of the environmental, social and economic dimensions.
2. Illustrate the targets and indicators of Sustainable Development Goals
3. Relate the issues and conflicts in the implementation and attainment of SD goals on the national and global scale.

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8. Kolstad, C.D. (1999): *Environmental Economics*, OUP, ND.
9. Pearce, D.W. and R. Turner (1991): *Economics of Natural Resource Use and Environment*, John Hopkins Press, Baltimore.
10. Sachs, Jeffrey D. *The age of sustainable development*. Columbia University Press, 2015
11. Tietenberg, T. (1994): *Environmental Economics and Policy*, Harper Collins, NY.
12. NITI AYOOG Sustainable development reports

## SEMESTER II

### UG 21 OE 007: YOUTH, GENDER AND IDENTITY

#### **Module 1: Introduction to Youth, Gender and Identity** **9 Hours**

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

#### **Module 2: Youth and Identity** **9 Hours**

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

#### **Module 3: Gender and Identity** **9 Hours**

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

#### **Module 4: Issues related to Youth, Gender and Identity** **9 Hours**

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

#### **Module 5: Law and Youth** **9 Hours**

Juvenile Justice Act  
LGBT rights in India  
UNICEF programs for youth

#### **BOOKS FOR REFERENCES:**

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill
4. Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication

## SEMESTER II

### UG 21 OE 008: STORIES AS THERAPY

#### Course Objectives:

This course engages with stories from different world cultures. The objectives of the course are –

1. To promote an understanding and appreciation of narratives as a cultural recourse.
2. To introduce the students to the aesthetic and moral vibrancy of a common human heritage.
3. To increase students' willingness to communicate thoughts and feelings with the use of imagination and creativity.

#### Module 1: Basic concepts in Narrative and Bibliotherapy

15 hours

Introduction to Narrative Therapy- Bibliotherapy in the context of Narrative Therapy- Nature and Scope of Bibliotherapy

#### Module 2: Evolution, the Human Mind, and the power of Narratives

15 hours

Sapiens: A Brief History of Humankind by Yuval Noah Harari- The Blind Watchmaker by Richard Dawkins

#### Module 3: Stories, Cultures and Societies: Select examples

15 hours

**Asian:** Jataka Tales and Jain Narratives- Panchtantra Tales - The Violet Fairy Book

**Arabian-** The Arabian Nights

**European-** Children's and Household Tales( The Clever People, Rapunzel, The Three Spinning Women, The Elves, Cinderella, Little Red Riding Hood and others)

**Briar Rose** by Jane Yolen

**African:**

**Dark Matter:** A Century of Speculative Fiction from the African Diaspora by Sheree Renée Thomas

#### Course Outcomes:

Students will be able to -

1. To equip students to engage with metaphors towards enhanced self-understanding.
2. To become familiar with nuances of similarities and differences of stories from different cultures.
3. Activate the skill of applying narrative wisdom to real life situations.

#### Book References

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2. Jordan J. (2005). The quest for wisdom in adulthood: A psychological perspective. In Sternberg R. J. Jordan J. (Eds.), *A handbook of wisdom: Psychological perspectives*, (pp. 160–188). New York: Cambridge University Pressdoi:10.1017/CBO9780511610486.008

3. Keyes C. L. M. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. . *Journal of Consulting and Clinical Psychology*, 73, 539–548. DOI: 10.1037/0022-006X.73.3.539
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5. Randall W. L. (2011). Memory, metaphor, and meaning: Reading for wisdom in the stories of our lives. In Kenyon G. Bohlmeijer E. Randall W. (Eds.), *Storying later life: Issues, investigations, and interventions in narrative gerontology*, (pp. 20–38). Oxford: Oxford University Press.
6. Sternberg R. J. (1985). Implicit theories of intelligence, creativity, and wisdom. *Journal of Personality and Social Psychology*, 49, 607–627. doi:10.1037/0022-3514.49.3.607
7. Sternberg R. J. Jarvin L. Reznitskaya A. (2008). Teaching for wisdom through history: Infusing wise thinking skills in the school curriculum. In Ferrari M. Potworowski G. (Eds.), *Teaching for wisdom: Cross-cultural perspectives on fostering wisdom*, (pp. 37–57). New York: Springer.
8. Takahashi M. Overton W. F. (2002). Wisdom: A culturally inclusive developmental perspective. *International Journal of Behavioral Development*, 26, 269–277. DOI:10.1080/01650250143000139

## SEMESTER II

### UG 21 OE 009: DEVELOPMENT STUDIES

#### COURSE OBJECTIVES:

Students should be able to:

1. Explain the imperatives of Qualitative indices in the context of Current Development Challenges.
2. Compare and contrast the approaches to Development and its impact on Per capita income and HDI.
3. Justify the theorizing development in the context of attainment of Sustainable development Goals

#### **Module 1: Development Concept and Current Challenges**

**15 Hours**

The concept of development,- Growth and Development- Transition from quantitative to qualitative indices- Modern economic growth-Characteristics of modern economic growth- Regional and global disparities- Common characteristics and dissimilarities among developing countries- Current Development Challenges- Inequality- Migration- Conflicts.

#### **Module 2: Approaches to Development**

**15 Hours**

Concept and meaning- Principles and importance of Development Ethics, Assessing Development- Per capita income- PQLI- Choice and Capabilities- HDI  
Approaches of Development- Adam Smith- Marx- Schumpeter- Structuralist approach- Neo-liberalism, IMF and structural adjustment- Capabilities Approach

#### **Module 3: Theories and Current Issues in Development**

**15 Hours**

Theorizing Development - Modernization Theory, Dependency Theory- Capitalist World System- The evolution of thought on poverty reduction- Colonial Regimes and Their Legacies  
The Industrial Revolution- Genesis and Spread- International specialization of Labour/Industry- Industrial Labour- ILO and its activities to promote labour standards  
Environment and development- Increasing degradation of natural environment – water and air pollution and deforestation- Depletion of global commons  
Sustainable development - concept and measures- SDGs  
Climate Change – Causes, Impact, Measures of Mitigation

#### **SKILL DEVELOPMENT:**

*(These activities are only indicative, the faculty members can innovate)*

1. A comparative analysis on Growth Model States and Development Model States based on the respective parameters and identify the merits and challenges.
2. An analysis of the Indian economy in terms of HDI, approaches and planning policies.
3. An assessment of the sustainable development goals and the role of foreign financial institutions in the same.

#### **COURSE OUTCOMES**

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

1. Explain the imperatives of Qualitative indices in the context of Current Development Challenges.
2. Compare and contrast the approaches to Development and its impact on Per capita income and HDI.
3. Justify the theorizing development in the context of attainment of Sustainable development Goals

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1. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy, 67-106
2. Des Gasper (2008), 'Denis Goulet and the Project of Development Ethics: Development, 8, 99. 481-9, Elsevier Science, 1, pp.10-26.
3. Drèze, Jean and Amartya Sen (2002), India: Development and Participation, second edition. Oxford: Oxford University Press.
4. Gasper, D. (2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh University Press
5. Huntington, Samuel (1971), the change to change: Modernization, development and politics. Comparative Politics, 3.
6. Myrdal, Gunnar. (1974), "What is Development?" Journal of Economic Issues 8(4):729-736.
7. Peet, Richard with Elaine Hartwick (2009), Theories of Development: Contentions, Arguments, Alternatives (2nd edition). New York: Guilford.
8. Sen, Amartya (1999) Development as Freedom. New York: Anchor Books



## SEMESTER II

### UG 21 OE 010: INTRODUCTION TO SOCIAL WORK

#### **Module 1: Fundamentals of Social Work**

**10 Hours**

Meaning, Concept, Definitions, Difference between Social Service, Charity and Social Work, Nature and Scope of Social Work  
Methods of Social work.  
Values and Ethics of Social Work  
Principles, Skills, Approaches and Techniques of Social Worker  
Professional attributes for professional Social Workers

#### **Module 2: Social Work with Communities**

**10 Hours**

Concept of Community and Community Development  
Types of Community; Rural, Urban and Tribal community  
Areas of Intervention of Social Work in Community; Services for marginalized, youth, elderly, Women and children  
Competencies required for community worker

#### **Module 3: Social Work with Communities**

**10 Hours**

Concept of Schools, Problems of children in schools  
Areas of Social work intervention; children with physical, learning, and emotional problems. School dropout, different forms of Child abuse. Learning Disabilities, Juvenile delinquents, orphans, destitute.  
Skill and Competencies required for School Social Worker

#### **Module 4: Social Work in Hospital and Industrial Setting**

**15 Hours**

Medical and Psychiatric Social Work: An introduction  
Hospitals: Types, structure, and functions  
Areas of Social Work intervention; working with health care teams, patients, care takers, care givers, para-medical staff, and hospital administration  
Competencies required for Social Workers in Health Settings  
Social Work in Industrial Setting: Introductory Elements of Industrial Social Work.  
Problems of Employees; Adjustment, Emotional and Mental Health issues.  
Areas of Social work intervention; Employees, Management and unions, Skills and Competencies for Industrial Social Worker.

#### **BOOKS FOR REFERENCES:**

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2. Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication
3. Manshardt, Clifford (1967), Pioneering on Social Frontiers in India, Lalvani Pub House,

Bombay

4. Madan, G.R (2003), *Indian Social Problems*, Allied Publishers Private Limited
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15. Siddiqui, H. (2015). *Social Work and Human Relations*. Jaipur: Rawat Publication.
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17. Suresh, S. (2013). *Realities and Prospectus of Social Work*. New Delhi: Centrum Press
18. UGC Review of Social Work Education in India – Retrospect and Prospect, Report of the Second Review Committee, New Delhi 1980, University Grants Commission.
19. S D Gokhale(Ed) *Social Welfare-Legend and Legacy*, Popular Prakashan, Bombay.
20. UGC, *Social Work Education in Indian Universities*, New Delhi 1965, University Grants Commission.

## **JOURNALS:**

1. *The Indian Journal of Social Work*, Bi-annual, TISS, Mumbai.
2. *Perspectives in Social Work*, College of Social Work, Nirmal Niketan, Mumbai.
3. *Social Work Journal*, Bi-Annual, Department of Social Work, Assam University, Silchar, Assam.

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1. USC Suzanne Dworak-Peck School of Social Work (2014), *Introduction to Social Work (Extended Version)*: Available at: <https://www.youtube.com/watch?v=jJXRB1V5eVw&t=5s>
2. UH Class OET (2016) *Introduction To Social Work*, University of Houston: Available at <https://www.youtube.com/watch?v=LtaCmORiP9A>
3. The Audiopedia (2017), *what is SOCIAL WORK? What does SOCIAL WORK mean?*
4. *SOCIAL WORK meaning, definition & explanation*, Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>
5. USC Suzanne Dworak-Peck School of Social Work (2017), *Legacies of Social Change: 100 Years of Professional Social Work in the United States*, Available at <https://www.youtube.com/watch?v=a4VzRSnksmA>

