

Spring 2024 Courses

Course Title	LS Code	Course Description	SDG
[CLA-0046] Qissebazi: Urdu Through Storytelling	CLA-0 046-1	Storytelling is a timeless human activity that is older even than writing and is home to one of the oldest, richest and most culturally diverse traditions of the world. This course is directed at individuals who wish to develop their knowledge of Urdu through Storytelling. We will read classic popular Daastans like Bāgh o Bahār (Qissa-i Chahār Darwesh), Dāstān-i Amīr Hamza, Fasana -e- Ajaeab, that have circulated in India and across the world and interpret them in relation to enduring questions about power, justice, identity, knowledge and love. The Study of Qissebaazi is framed for the students to learn about storytelling in the Urdu language focussing on popular Daastans and short stories.	SDG 4, SDG 16
[CLA-0047] Exploring Telugu: From Script to Expression	CLA-0 047-1	<p>The course is divided into two modules. The course's first module will cover elementary Telugu, the alphabet, and basic vocabulary. We will move gradually from naming objects to comprehending poetic sentences. We will learn basic communication skills through in-class activities and exchanges. This foundation aims to foster an appreciation for the language's melodic sound and rhythmic flow.</p> <p>The objective of the second module is to enhance foundational vocabulary by actively engaging with 20th-century poetry, both in its original and translations, and exploring protest poetry and cartoons. In each class, we read a few lines of poetry and examine Telugu content cartoons. The course acts as a foundation to spark further interest in Telugu literature.</p>	SDG 4
[CLA-0049] Popular Reading in Hindi: From Naagraj to Gundaraaj	CLA-0 049-1	India's reading culture, particularly in the Hindi-speaking regions, was shaped by the nationalist movement. Habits of reading, buying, circulation and editing were anchored to the exigencies of the anti-colonial struggle. However, post-independence, nationalism had to be imbued with a new epoch-making/anachronistic charge. India's reading public, too, had to re-orient itself, seeking new associations with print that were driven by questions of usefulness, affordability and entertainment. By focussing on the material history of Hindi pocket books and comics—from their emergence in the late 1950s, consolidation and subsequent waning in the late 90s—the course attempts an exploration of Hindi public sphere's 'vision' for modern India, as projected in the domain of popular literature.	SDG 4, SDG 16
[CLA-0050] Brajbhasha: Language of the Poets in Courts, Culture, and Cinema	CLA-0 050-1	Brajbhasha, or Braj, is the tongue of the people of present-day western Uttar Pradesh and its neighbouring areas. As the literary form of medieval Hindi, it became one of the primary registers of poetry, especially devotional poetry, in North India. Brajbhasha literature flourished through the works of Bhakti saint-poets, regional performative traditions, and the patronage of the Mughal court. This course provides an introduction to Brajbhasha language and literature. We will learn some basic grammar and vocabulary, read poems in Braj and translation, and follow their iterations in popular culture and cinema.	SDG 4

<p>[CPA-0089] Mayurbhanj Chhau: Martial Dance</p>	<p>CPA-0 089-1</p>	<p>In this course there will be an emphasis on learning the basic movement vocabulary of Mayurbhanj Chhau, a martial dance form from Mayurbhanj in Odisha. The movements, said to be based on observations of flora and fauna as well as daily village chores, require a combination of various dance skills. These skills are strength, fluidity and balance. The course will introduce the students to all three of these aspects in equal measure. After the exploration of comparatively small units of dance, these units will also be tried out in longer sequences. In addition to the physical practice of the dance, social and historical aspects of the dance and how they influenced the particular aesthetic of Chhau will also be discussed.</p>	<p>SDG 3, SDG 4</p>
<p>[CPA-0090] The Power of Puppets: Telling Stories that Matter to Us</p>	<p>CPA-0 090-1</p>	<p>This course looks at aspects of puppet theater like building puppets with materials like paper and cardboard on the one hand and to explore the idea of the metaphor of puppets on another. The workshop will focus on exploring narratives using puppets and exploring non visual storytelling, dystopic and fantastical worlds and also the participants own stories. These would be sculpted with newspaper, paper cut outs, found objects and materials. These explorations would culminate in short sketches, live or digital or as interactive installations.</p>	<p>SDG 4, SDG 12</p>
<p>[CVA-0083] Exploring Expression through Textile Art</p>	<p>CVA-0 083-1</p>	<p>A hands-on, demonstration-oriented course that introduces students to textiles as an art medium. It delves into the history of Textile Art, exploring various processes and materials. The course aims to nurture creative self-expression by guiding students through the art creation process. Students can concentrate on a single theme, such as Gender, Slice of Life, Portraits, Conflicts, or a focal premise of their preference (no imposed restrictions). Students will experiment with diverse textile processes, including weaving, fabric and paper printmaking, textile surface manipulation, mixed-material exploration, natural dyeing, wet felting, and more. Additional techniques can be incorporated as per the artwork requirements. The course will conclude with an individual art piece from every student and a collective/class art piece displayed at the final exhibition.</p>	<p>SDG 4, SDG 5, SDG 12</p>
<p>[CVA-0088] Pottery: Semantics and Practice</p>	<p>CVA-0 088-1</p>	<p>Pottery is an ancient and primal medium of creative expression of form. The course is designed to provide students with a comprehensive understanding of the art and science of pottery. It will combine hands-on studio work with in-depth theoretical exploration, offering students the opportunity to develop a holistic understanding of the art and practice of pottery. This co-curricular course introduces students to the history and cultural significance of pottery across different civilisations, and develops students' practical skills in pottery-making techniques in order to explore the philosophy, aesthetics, semantics and symbolism of pottery as an art form.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> Introducing students to the history and cultural significance of pottery across different civilisations. Develop practical skills in pottery-making techniques. Fostering creativity and self-expression through pottery projects. Exploring the philosophy, aesthetics, semantics and symbolism of pottery as an art form. Analysing the 'art/ craft divide' and the role of pottery in contemporary art and culture. <p>By the end of this course, students will not only have gained practical skills in pottery-making but will also have a deep appreciation for the cultural and artistic significance of pottery throughout history and in contemporary society.</p>	<p>SDG 4, SDG 9, SDG 12</p>

[FC-0102] Environmental Studies	FC-01 02-1 (ES)	At Ashoka, we are convinced that being exposed to and engaging with issues having to do with the role human beings play in our shared environment is an important part of every student's education. This course will look at a variety of issues from climate change and species extinction, to socio-economic responsibilities and environmental justice, to address the fundamental question of how do we live at peace with nature.	SDG 4, SDG 10, SDG 13, SDG 15, SDG 16
[BIO-1002/ ES-2301] Exploring Life in the Neighborhood Lab	BIO-1 002/ ES-23 01-1	This course aims to introduce students to their local ecosystem and biological world by involving both fieldwork and lab work. The course will also have open-ended exercises wherein students will be encouraged to develop small questions and seek answers through experimentation.	SDG 4, SDG 15
[BIO-3020/ BIO-6020/ ES-2101/ PHY-3020] Ecology	BIO-3 020/ BIO-6 020/ ES-21 01/ PHY-3 020-1	The course will cover a range of topics from individuals to ecosystems with an emphasis on theoretical foundations and recent developments in the field. We will begin with how ecological understanding is achieved, how conditions and resources influence individual species and then move to processes at higher levels of organization and end with rethinking some of the big questions in ecology. The topics covered will include physiological ecology, population ecology, species interactions, community ecology, succession and disturbance; ecosystem ecology, and biogeochemistry. Topics introduced in the lectures will be followed by in class-activities (and simulations) and discussions. For discussion sessions, I will suggest classic and recent research papers and students will lead discussions based on those. The course will allow reflecting on uncertainty and variation in natural processes from individual behavior to ecosystem services. It is recommended strongly to take Genetics and Evolution course prior to this since this course will build on some of the modules covered in that course.	SDG 4, SDG 15
[BIO-3452/ BIO-4452/ ES-3191] Climate Change and Biotic Evolution	BIO-3 452/ BIO-4 452/ ES-31 91-1	Climate change has played a critical role in shaping the biological diversity in our planet. This course aims to introduce participants to the effects of climate change to biotic diversity, biogeography and human evolution focusing specifically on: a. evolution and diversity in the last few million years, and b. the contribution of genetics and genomics in understanding the evolution of natural populations during this period. A significant portion is devoted towards introducing participants to the concepts and methods of population genetics, phylogenetics, molecular ecology, archaeogenetics/genomics etc. including elements of ancient DNA genomics and its application in understanding biotic evolution under climate change. The course aims to equip students with conceptual and methodological knowhow of related evolutionary research and both case studies and hands-on exercises will be frequently used in this regard.	SDG 4, SDG 13, SDG 15

<p>[CHM-1501] [CHM-1501-1] Topics in Chemistry</p>	<p>[CHM-1501] [CHM-1501-1]</p>	<p>Chemistry is about study of interacting electrons and how the details form a variety of matter that is useful to the society, from renewable energy to healthcare. Historically, chemistry has been focusing on the variation of matter, how transformation takes place and that variation is reflected in a great variety of subjects. The topics in chemistry will cover the role of electrons, as manifested from quantum principles and how the interaction of electrons play crucial role in transformation of substances. In particular, the course will cover the following:</p> <p>Part A</p> <ul style="list-style-type: none"> • Atoms and Molecules in Chemistry • Basic Quantum Principles forming molecules from atoms • Bond breaking and bond making- The essence of chemistry • Thermodynamics and kinetics and their effects on chemical reactions <p>Catalysis- The heart of chemistry</p> <p>Part B</p> <ul style="list-style-type: none"> • Organic Molecules- The origin of life Language of arrows in organic chemistry, electrophilicity, nucleophilicity and reactivity • Basic organic reactions- Addition, elimination, substitution, polymerization, oxidation, reduction, and functional group interconversion to build new molecules for applications in medicines and materials 	<p>SDG 3, SDG 7, SDG 9, SDG 4, SDG 12</p>
<p>[CHI-2002/ SOA-2216/ POL-2118] Religion and Politics in Modern China</p>	<p>CHI-2 002/ SOA-2 216/ POL-2 118-1</p>	<p>This course introduces religion in modern China with an emphasis on the relationship between religion and politics. We will consider how different political authorities attempted to use, control, and suppress religious movements to various ends. We begin with a historical overview from the late Qing Dynasty up to the present. Then, for the rest of the course, each week will focus on a different theme in connection to contemporary China.</p> <p>We will consider questions about the role of religious groups in society and their relationship with the state, how different institutions and practices get categorized as religion or not, how urban development has re-shaped the religious landscape, the interplay of religion and ethnicity, how religious ideas shape gender roles, the role of religious groups in philanthropic and environmental movements, and the use of new media technologies by religious groups. While some of these may initially appear detached from the political realm, the state plays a role in monitoring, regulating, and managing many aspects of them.</p>	<p>SDG 4, SDG 5, SDG 10, SDG 11, SDG 13, SDG 16</p>

<p>[CHI-3002/ HIS-3511/ SOA-3110] Wealth and Inequality in China (1500 to the Present)</p>	<p>CHI-3 002/ HIS-3 511/ SOA-3 110-1</p>	<p>Among the most vivid images of China's modern history have been the extremes of decadent imperial courts and starving peasants. China's sixteenth-century commercial revolution, in the context of the growing international trade in silver, transformed social and cultural life in every corner of society. Since then, arguments about the distribution of resources and the proper remedy for inequality have been central to political and social movements, especially during the twentieth century. In this course we will examine the economic bases of income inequality in Chinese history, investigate strategies Chinese governments and individuals have used to mitigate rural and urban poverty, and come to appreciate how these economic realities affected people at all levels of Chinese society. Wealth and poverty were experienced differently according to factors including (but not limited to) gender, age, level of education, disability, sexuality, ethnicity, and location. We will read primary sources which illuminate a wide range of perspectives and consider, in conversation with the secondary literature, how to synthesise these materials. The written assessment for this class will be a writing portfolio including that will build towards developing expertise on a single Chinese region or locality. In addition to an annotated bibliography, it will include a research paper or storymap (other final project options may be considered).</p>	<p>SDG 1, SDG 4, SDG 5, SDG 10</p>
<p>[ECO-3630] Public Economics</p>	<p>ECO-3 630-1</p>	<p>This course will cover the role of government in modern economies. We will dig deep into the study of various instruments used to generate government revenue and analyze efficient ways to spend government monies. You will also be exposed to microeconomic models that are used to study the reaction of agents to government policies. This course will serve as a comprehensive introduction to various empirical tools used in modern public economics. Government expenditure, externalities, public goods, taxation, social security programs, are some of the topics that will be covered in this course. Abstract concepts will be mapped to real-world examples to develop your public economics intuition.</p>	<p>SDG 1, SDG 8, SDG 16</p>
<p>[ECO-3660] Economics of Gender</p>	<p>ECO-3 660-1</p>	<p>This course aims at undertaking an economic analysis of the issues affecting women in the economy. The discrimination faced by women in market scenarios, such as those of labour and credit as well as the impact of globalization on women will be studied. Further, the course will explore issues that women face in non-market situations such as bargaining within the household, marriage and fertility and how market and non-market scenarios interact to influence women's well-being. Lastly the roles of education, healthcare, property rights, birth control, political franchise and representation in mitigating gender-based inequalities will be studied. Students would be able to understand and appreciate both market and non-market factors that result in or promote gender based inequalities. They would also be able to critically understand why some policies succeed while others may fail to mitigate gender-based inequalities. Microeconomics I and Econometrics at the undergraduate level are pre-requisites for this course.</p>	<p>SDG 5, SDG 8, SDG 10</p>

<p>[ECO-3671] Economics of Discrimination</p>	<p>ECO-3671-1</p>	<p>This course familiarizes students with theories and empirical tools to understand and measure economic discrimination based on social group identities, such as caste, race, gender, tribal status, ethnicity and so on. The course will focus on evidence related to caste and sex in India.</p> <p>The first part of the course will take students through theories of discrimination such as statistical discrimination and taste for discrimination, based on the work of Kenneth Arrow, Gary Becker and George Akerlof. This will lead to a discussion of the overlap between economics of discrimination and related sub-disciplines that are relatively new but are rapidly expanding, viz., “Identity Economics”, pioneered by George Akerlof and Rachel Kranton, “Feminist Economics”, and “Stratification Economics”.</p> <p>The second section will introduce students to concepts in social psychology such as stereotype threat and implicit bias that produce discriminatory outcomes.</p> <p>The third part of the course introduces students to some of the key methods of empirically gauging discrimination in market settings. This section would familiarize students with decomposition analyses applied to the labour market (what part of the wage gap between two groups is due to differences in abilities, and what part is due to discrimination), using standard techniques from Labour Economics. We would also discuss experimental methods – both field-based as well as lab-based (experiments to gauge discrimination outside the labour market (e.g. housing market), or in the field of charitable giving, or even in labour markets but during the job search process (before applicants find jobs)).</p> <p>Students will be familiarized with literature that applies these methods in the Indian context, particularly to the study of caste and gender discrimination.</p> <p>The final part of the course will deal with policy options to deal with group-based disparities and discrimination, with a focus on affirmative action policies. This section will outline the various types of affirmative action, including quotas or reservation, and discuss debates around affirmative action, focusing on <u>evidence-based research gauging its impact.</u></p>	<p>SDG 5, SDG 8, SDG 10, SDG 16</p>
<p>[ECO-6500] Development Economics</p>	<p>ECO-6500-1</p>	<p>The objective of this course is to familiarize students with a wide range of issues that hold key to the economic development in the contemporary world. This course will follow critical investigation of a set of recent relevant research papers with an emphasis on possible policies and remedies to overcome poverty and inequality. We will begin with a quick re-cap of development theories and transition into micro issues related to development.</p> <p>The focus will be on the relationship between development and institutions, education, gender, social capital and culture. The underlying objective of this course is to familiarize students with the dimensions of policy research to explore the relationship between theory and practice. At the end of the course, students should be able to critically think and carry out evidence backed policy research crucial for economic development. The prerequisite for this course is the understanding of basic econometrics.</p>	<p>SDG 1, SDG 4, SDG 5, SDG 10, SDG 17</p>

[ECO-6645] Social Policy in India	ECO-6 645-1	<p>This course scrutinises India as a welfare state, using the lens of applied microeconomics.</p> <p>We will consider social policy in some key areas: food security; child nutrition; basic education; employment guarantee; social assistance and cash transfers. In addition, we will consider the nature of social exclusion in India, with a special focus on caste.</p> <p>Through its interactive discussion-based format, as well as by giving you the opportunity of engaging in a substantive empirical research project, this course hopes to give you a deep dive into understanding how economic principles interplay with social forces to shape the Indian development experience.</p>	SDG 1, SDG 2, SDG 3, SDG 4, SDG 8, SDG 10, SDG 16
[ENT-1003] Cultivating an Entrepreneurial Mindset	ENT-1 003-1	<p>What are the key ingredients that drive successful start-ups? How do entrepreneurs recognize new ideas and bring them to market? Is an entrepreneurial mindset different from a managerial one?</p> <p>This course will engage with these and similar questions. Students will gain insights into how entrepreneurs think, how they see problems as an opportunity and how they exploit them. The course examines how an entrepreneurial mindset can help identify opportunities and pursue a lifestyle of your choice. We will also discuss how entrepreneurs deal with uncertainty and learn from failure.</p> <p>We will begin by examining several myths surrounding entrepreneurship and identify its risks and opportunities. We will also see the difference between an entrepreneurial and managerial mindset across a range of dimensions. This will be followed by the concept of effectuation i.e., how entrepreneurs often take decisions based on who they are/ what they know/whom they know. The course engages with opportunity recognition behavior to understand how entrepreneurs see patterns that help them connect the dots.</p> <p>During the course, we will examine social and professional networks and how entrepreneurs leverage OPR (other people's resources). We will engage with failure and why entrepreneurs embrace failure while treating it as a learning for their next iteration.</p>	SDG 8, SDG 9
[ENT-1004] Creativity and Design Thinking	ENT-1 004-1	<p>It is often said that "Today, thinking is more important than knowing". Opportunities are what we all look for, and their counterparts—the problems—are what we should solve in daily lives. The dynamic environment of the twenty-first century requires more creative skills from citizens than just analytical skills to manage in the ever-changing work environment.</p> <p>The course is designed to provide an understanding of problem-solving with a touch of creative focus in a systemic framework. The students will be introduced to concepts of creative thinking like convergent and divergent thinking, lateral thinking and brainstorming. Structured techniques such as 6 thinking hats and mind maps will also be practiced. Students will be expected to work on live projects to come up with creative Jugaad solutions to problems that they see around them. Concepts around creativity such as the Medici Effect will also be discussed in class through book readings.</p>	SDG 4, SDG 9

<p>[ENT-1008/ FIN-3011] Accounting and Financial Statements</p>	<p>ENT-1 008/ FIN-3 011-1</p>	<p>Introduction to Accounting and Financial Statement Analysis: In this course, participants will learn the basics of accounting and financial statement analysis. Most importantly, the key interactions between the income statement, balance sheet and the cash flow statement are covered in detail. Participants will then apply the concepts learned to case companies using published financial statements. We will also learn how to make a basic model in Excel. The course uses a series of homework, quizzes and a basic financial model to help learners gain a more comprehensive understanding of the essential concepts of accounting.</p> <p>The coursework introduces bookkeeping fundamentals, accrual accounting, cash flow analysis, financial statement analysis and more.</p>	<p>SDG 4, SDG 8</p>
<p>[ENT-1011] Fundamentals of Marketing</p>	<p>ENT-1 011-1</p>	<p>This course is designed to teach you the fundamentals of marketing keeping in mind an entrepreneurial context. The course assumes no knowledge of marketing, and moves from the basics of defining and capturing value and understanding consumers to key marketing concepts such as segmentation, targeting and positioning, and then culminates in the in-market execution of positioning using a synergistic mix of product development, pricing management, communication and in market execution. The course also looks at brands, brand strategy and brand equity and their impact on consumer value and brand strength. We will look at marketing theory, but with a strong application bias. As we seek to understand how to market products and services, we will reflect on and learn from our experiences as customers and how we are impacted by marketing. TO get the most out of this course, you will be well served by relying on your experiences as a consumer, and for keeping your eyes open and observing other customers as a marketer</p>	<p>SDG 8, SDG 12</p>
<p>[ENT-1012] Essentials of Technology Product Management</p>	<p>ENT-1 012-1</p>	<p>Product management is one of the most sought-after functions in today's organizations, whether in technology product firms or elsewhere. Technology firms differentiate from their competitors based on how user-centered their products are, and non-tech firms such as banks similarly aim to stay competitive by implementing product-based thinking in their technology offerings.</p> <p>Digital product managers who can drive product vision and business growth have hence become critical to modern firms. Initially a Silicon Valley phenomenon, the growing importance of product management – a cross functional discipline which comprises of a deep focus on customers and design, emphasizes the centrality of data in making decisions and the importance of keeping abreast of evolving technological and market dynamics, and utilizes business metrics to evaluate the success of technological innovations – now means that product managers can be found in firms across sectors and industries. The product function is hence a critical differentiator that determines whether a technology product satisfies user needs in a seamless way, ensuring rapid adoption by customers, or becomes a hindrance towards achieving business goals.</p> <p>This product management course will teach important skills necessary to be an effective product manager and build, launch, and grow successful digital products. Key focus areas include assessing customer pain points, designing a compelling product vision, leveraging product analytics, and working effectively across functions, including engineering, UX and senior management. Students will engage in group exercises and case discussions.</p>	<p>SDG 8, SDG 9</p>

<p>[ENT-1013] Data and the Digital Economy</p>	<p>ENT-1013-1</p>	<p>To orient students towards future industrial paradigms with a focus on the digital economy, its impact on global consumer behaviour, and policy implications. The course is designed for a broad student base, emphasizing conceptual understanding and practical applications.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Participants will gain an understanding of the digital economy, and its impact across sectors, and develop the ability to engage with its various elements critically. • Ability to grasp the concepts and vocabulary of the digital economy and the 4th Industrial Revolution, Digital Public Infrastructure in India. • Identification of key skills required to be part of these new paradigms. • Relating the concepts to their domain of interests, whether within or outside engineering. 	<p>SDG 4, SDG 8, SDG 9</p>
<p>[ENT-1014] Quantitative Methods for Entrepreneurs</p>	<p>ENT-1014-1</p>	<p>The course will focus on the importance of mathematics in understanding business solutions. Students will learn how to use mathematical concepts and tools to solve business problems, make better decisions, and launch and grow successful businesses. They will be exposed to a variety of industries and be taught the differences of various metrics. Students will also learn about the entrepreneurial process, from idea generation to market research to business planning.</p>	<p>SDG 4, SDG 8, SDG 9</p>
<p>[ENT-1015] Content Monetisation in the Digital Era</p>	<p>ENT-1015-1</p>	<p>We live in a world where information and content have emerged as powerful entities that shape our daily lives and influence our decisions. The course, "The Evolution of Content Businesses in the Digital Age," will explain to the students the journey of the history of content, explain the dynamics of how content drives creativity, delve into the changing business models of content businesses, understand the deep impacts of ethics on business and society and explore the future prospects of content businesses in the digital age and potential impacts through AI. Every business has a story to tell and understanding impacts of these stories will enable students to have the tools to better prepare themselves in the world of business. The present global environment makes it critical for students and professionals to gain a deep understanding of the architecture of content and why it is important for professionals to be equipped with the tools to navigate business with a clear view on narratives.</p>	<p>SDG 8, SDG 9, SDG 16</p>
<p>[ENT-1016] Jugaad and the Tech Enterprise</p>	<p>ENT-1016-1</p>	<p>This undergraduate course explores the principles, strategies, and practices of frugal innovation/entrepreneurs in high technology sectors.</p> <p>Students will examine how resource-constrained environments can lead to creative and efficient solutions, focusing on technological advancements that deliver high value at a low cost. Students will also get opportunities to learn how to be frugal entrepreneurs in high tech sectors by analyzing examples of such enterprises. Through a combination of lectures, case studies, group projects, and discussions, students will develop a comprehensive understanding of frugal innovation's/entrepreneurship's role in driving technological progress and delivering societal impact.</p> <p>A key component of the course will be student presentations in</p>	<p>SDG 8, SDG 9, SDG 12</p>

		groups analyzing the case of a firm they have found that exemplifies the frugal high-tech approach in an industry.	
[ENT-1017] Demystifying Family Businesses	ENT-1 017-1	<p>From the clothes we wear (Zara, Pantaloons, Raymonds), to the mobiles we carry (Samsung), to the airlines we fly (Spicejet, AirIndia, Vistara), family businesses are all around us. They are the kirana stores we buy our groceries at, the round the corner toy store, and the Malls we frequent.</p> <p>How much do you know about them? Why are they different? Do you belong to one? Are born to such a business family? Will you work in one? Will you advise one? Will you research one as a security analyst or an academician or consultant?</p> <p>This course introduces the students to</p> <ol style="list-style-type: none"> 1) The role of family businesses- from SMEs to large business houses- in nation building, economy, and growth- transformation from manufacturing to services to ML/AI/E-Comm. 2) The dynamics in family businesses, their growth despite the challenges and the road ahead for them. 3) Opportunities and challenges, roles and responsibilities, and aspirations of the next-generation members in a family business. 4) The complexities in family businesses are greater due to the involvement of family members and 'skin in the game'. 	SDG 8, SDG 9

<p>[ENT-2002] Social Entrepreneurs hip and Impact</p>	<p>ENT-2 002-1</p>	<p>This course aims to support students create and build organisations that are ecologically sensitive and socially relevant. In the changing context of the urgent need to handle climate change, environmental degradation, and increasing social inequality, the course walks students through opportunities and challenges for organisations. The course will draw on cases from a wide variety of settings varying from large organisations like Patagonia to smaller startups like Skrap and lessons from the margins -- newspaper vendors, street vendors, traditional arts and crafts -- lessons of management from the unexplored sector of the informal.</p> <p>Through critical readings, analysis of videos, and case discussions, participants will engage with the social and environmental challenges the society is facing. Through deeper engagements with organizations and collectives that have been developing a path of environmentally and socially conscious journeys, participants will set foot on such paths, by developing the possibilities and potentials to create more of such paths, not only at a larger scale of building new organizations but also by incorporating and integrating versatile and pluralistic values and logics of environmentally and socially conscious decision making.</p> <p>In-class discussions will be largely based on the cases and readings assigned to the sessions. This will create a space to learn ways in which collectives and organizations are being built and, further, shaping environmental and social consciousness.</p>	<p>SDG 1, SDG 8, SDG 9, SDG 10, SDG 13, SDG 15, SDG 17</p>
<p>[ENT-2011] Business Analysis and Strategy</p>	<p>ENT-2 011-1</p>	<p>What differentiates a good business from a mediocre one? How do you evaluate the quality of an industry and how can it change over time? Does a particular market entry plan, strategic plan or acquisition make sense? What tools do analysts, consultants, investors or industry professionals use to examine and gain insights into a business opportunity or problem?</p> <p>The goal of this course is to provide students with tools and concepts that have real-world applicability in understanding and addressing business situations. The content is designed to bring frameworks and methods used in today's workplace into the classroom. Whether you choose to pursue a career in consulting, banking, investing, corporate strategy, or journalism, this course will provide you with a foundation that will allow you to analyze a business or an industry situation.</p>	<p>SDG 8, SDG 9</p>
<p>[ENT-2012] Real Estate and Investments</p>	<p>ENT-2 012-1</p>	<p>This introductory course helps the course participants in understanding broad aspects of real estate and the economy around it. The course participants are exposed to the following major topics:</p> <ul style="list-style-type: none"> ● Real Estate Investment ● Property Development ● Management of Assets ● PropTech ● Family Assets and Opportunities in Family Business ● Affordable Housing ● Sustainability in Real Estate <p>The aim of this course is to educate the course participants about the opportunities real estate offers and how best the sector can benefit them.</p>	<p>SDG 1, SDG 8, SDG 9, SDG 11</p>

[ENT-2017] Artificial Intelligence and Data Analytics	ENT-2017-1	The future of work is expected to evolve rapidly. Artificial intelligence is going to drive this change. We are already feeling the impact of AI in several products and services that we use almost daily. For example, Google uses an AI tool to selectively show us advertisements. The income tax department is using A.I. with business intelligence to identify people who have not been paying taxes. The world of medicine is undergoing changes with A.I. being used to identify cancerous cells. Companies are looking to hire data analysts and scientist who can create novel products and solve complex problems. The acute shortage of skilled manpower is being felt globally. Therefore, providing undergraduate students with skills in artificial intelligence and business insights is the need of the hour. This course is designed to teach students the core concepts of data analytics. It is oriented towards undergraduates who may not necessarily have coding skills. The audience is expected to have the willingness to learn and explore. The focus will be to help students create a portfolio of projects where they can demonstrate the application of data analytics	SDG 4, SDG 8, SDG 9
[ENT-2019/ PSY-3163] Branding and Consumer Behaviour	ENT-2019/ PSY-3163-1	How are iconic brands built? What gets them there and how they stay there. How smart marketers influence consumer behaviour to make their brands even stronger. And get more business.	SDG 8, SDG 12
[ENT-2022] Life Design Lab	ENT-2022-1	<p>We are here to build your conscious competency in career and life wayfinding and create a supportive community for conversations about your life.</p> <p>“A well-designed life is a life that is generative—it is constantly creative,productive, changing, and evolving, and one where there is always the possibility of surprise. “(Bill Burnett (Executive Director, D-School, Stanford University), Dave Evans (Lecturer, D-School, Stanford University), Authors of the bestselling book Designing Your Life.)</p> <p>The Designing Your Life (DYL) course is inspired by the bestselling course (being offered for over 15 years) and extensive research at Stanford University and Stanford’s Life Design Lab (200 higher ed institutions have engaged with Stanford’s Life Design lab); is based on the bestselling book of the same name, by Stanford Professors Bill Burnett and Dave Evans;</p> <p>The course is offered under a license through Certified Instructor and Coach, Navyug Mohnot.</p> <p>DYL is a philosophy, framework and process with a set of tried and tested tools and methods based on principles of Design Thinking. The course’s aim is to enable people to figure out where they are now, get ‘unstuck’ and plan what they could do next with their lives.</p>	SDG 4, SDG 8

<p>[ENT-2027] Impact Investing, ESG and Climate</p>	<p>ENT-2 027-1</p>	<p>Over the course of the semester we will aim to give you a 360 degree perspective on what it means to make investment for social and environmental good, a complex topic which we will unpack through two on conceptual foundations, five modules deep diving into different segments ranging from Equity Impact Investing to Outcomes Based Finance and then five modules on key thematic areas like ESG Investing and Social Stock Exchange. The overall objective is to 'think like a development finance investor' and be able craft a social investment strategy of your own. And to introduce you to the range of issues, market dynamics and key players in this space, to enable students to become professionals in the world of social finance. We will be using a combination of industry reports/white papers, articles, videos by industry professionals, guest lectures and case studies developed at Harvard and mini-case studies developed by me personally. All of these resources will be shared on the Google Classroom where we will also encourage you to participate on the discussion boards with specific issues for each lecture topic.</p>	<p>SDG 1, SDG 8, SDG 9, SDG 13, SDG 17</p>
<p>[ENT-2028] Integrated Digital Marketing Strategy</p>	<p>ENT-2 028-1</p>	<p>Integrated digital marketing strategy in 2023 is about how to do we pull, sell and manage loyalty across consumer cohorts. While, today consumers loves authentic brand but they still believe in a fling than a marriage. How do we reach out to this consumer in this cluttered space? How do we keep this consumer engaged with us? What do we do to keep them coming back to us? The complete digital marketing strategy today for any brand lies in 3 simple Cs, now whether you are a budding entrepreneur, a digital manager for a brand or working in a digital agency.</p> <ul style="list-style-type: none"> ● Content : To reach, engage and drive experiences ● Commerce : To pull (and not push) them down the funnel ● Community : To keep them engaged and coming back 	<p>SDG 8, SDG 9</p>
<p>[ENT-2032/ POL-2120] Technology Law and Policy: A New Frontier for Business and Society</p>	<p>ENT-2 032/ POL-2 120-1</p>	<p>Taught by a seasoned global tech lawyer and policy practitioner, this course will explore emerging law and policy issues in the realm of technology – in India and key foreign contexts including the U.S. and Europe. Given the increasingly pervasive nature of technology, these issues bring new and critical implications for a wide variety of professionals and businesses including but not only startups and other entrepreneurial initiatives; for society at large; and for the roles that businesses can play in society. These issues also transcend national boundaries, and routinely reflect and influence complex interactions between different nations. The course will address issues including data privacy; free speech and content moderation; competition; and others – and also distill practical skills and insights that cut across the various substantive issues discussed in the course. In doing so, the course will help prepare students to understand, navigate, and shape tech law and policy as part of the business world and more broadly – in India and globally – drawing from the instructor's first-hand leadership experience in crafting and executing innovative, high-impact strategies in the field.</p>	<p>SDG 8, SDG 9, SDG 16, SDG 17</p>

<p>[ENT-2034/ FIN-3016] Demystifying Investments: Private Equity and Venture Capital</p>	<p>ENT-2 034/ FIN-3 016-1</p>	<p>The rapid growth of Institutional Capital deployed within emerging markets, incl India, has created significant opportunities for entrepreneurs across a variety of sectors, incl the social impact sector. Institutional Capital denotes all types of capital including Grants, Angel, Seed Venture Capital Private Equity, and long-term Hedge Funds. This course will offer students the opportunity to hear of, and participate in, the opportunities and challenges facing institutional investors. The course will include India specific case studies and sharing of experiences of successful investors and entrepreneurs. It covers several industries incl Real Estate, Fin Tech, Social enterprises, and E-commerce.</p> <p>The course is based on the fundamental premise that the personal life & career of every individual is also one of an investor and entrepreneur (everyone has to have an entrepreneur mindset whether salaried or an entrepreneur). Students can apply the same investment principles when taking decisions in professional life – incl. when they decide their career choices (where to invest the time capital of life). And that their professional journey post-graduation on the 4 pillars of any investment: Risk-Return –Investment-Mindset will mirror the life cycle of any enterprise from a startup (risk seeking) to VC to PE (more conservative) to finally being a Listed company where employers will sell and exit if they do not perform (with multiple turnarounds on the journey). While this course uses the field of unlisted investments as an anchor, the paramount learning outcome it seeks to deliver to help the participant build a muscle of identifying and having courage to</p> <p>a) admitting about matters we think we don't know b) identify the matters which are important for you and your success in life and c) building a mental process to go out and understand them and learn. You will also experience the stultifying power of fear of failure and helplessness that inhibits success in any investment decision (incl. your decision to invest time and credits in this course)</p>	<p>SDG 1, SDG 8, SDG 9, SDG 17</p>
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<p>[ENT-2035] Deconstructing Social Sector Systems in India</p>	<p>ENT-2035-1</p>	<p>The development sector in India today is a vibrant space especially for young professionals. There is an increasing openness of governments to civil society, not-for-profit grassroots organisations, social ventures, and professional services/external experts. This has been equally matched by shifting young adult preferences, especially from socially conscious and economically secure backgrounds, who are looking for opportunities to enhance their social contribution through their professional lives. The opportunities to affect social change have therefore grown exponentially – in the form of public sector fellowships, lateral entries into government, social sector/not for profit roles, research and think-tanks, entrepreneurship and start-ups, as well areas like social sector consulting and impact investing.</p> <p>However, even as the inputs (people as well as money) increase manifold into this space, the improvement in outcomes is much slower. The quality of public-sector school education remains poor and successive NAS/ASER reports do not indicate a secular upward trend; even over decades. Public health systems still provide for only 30% of India’s population with 70% people paying out of pocket for healthcare needs. Metrics like IMR/MMR/immunization rates or stunting are barely moving. Despite increasing subsidies and numerous programs, agriculture that engages 45% of India’s workforce, it is not remunerative and holds limited attraction for youth as a talent pool. The average monthly income per agricultural household is just ₹10,218 with just 4-5% annual growth.</p> <p>Where does this dichotomy of increased inputs and yet stagnant outcomes come from? Why do entrepreneurial innovations typically not scale and lead to transformative outcomes? What structural factors lie at the heart of it? How can those who are looking to enter this space understand and begin to tackle this dichotomy from day 1? We hope that this course will help you answer some of these essential questions and better prepare you for a professional career that interacts with this space in any shape or form.</p>	<p>SDG 1, SDG 4, SDG 8, SDG 10, SDG 16</p>
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<p>[ENT-2038] Problem Solving using Microsoft Excel</p>	<p>ENT-2038-1</p>	<p>Microsoft Excel is the most widely used spreadsheet software and is used by people across industries & organizations irrespective of their type and level. In today's world where data is the new oil, data from multiple data sources ultimately lands up in an MS Excel file. The challenge of the professionals of tomorrow will be the ease with which they can solve business problems/questions that come their way.</p> <p>Welcome to the comprehensive course – ‘Problem Solving using Microsoft Excel’. In today's digitally driven world, proficiency in Excel is an indispensable asset, whether you're a student, a professional, an entrepreneur, or someone eager to enhance their data management capabilities. This course is designed to equip you with the knowledge and practical expertise required to navigate Excel with confidence, efficiency, and finesse.</p> <p>Why Excel Skills Matter? Microsoft Excel stands tall as one of the most powerful and versatile spreadsheet applications available, and its impact spans across various industries and domains. From finance to marketing, from engineering to data analysis, Excel empowers users to organize, analyze, and visualize data in ways that drive informed decision-making. Regardless of your background or profession, Excel proficiency is a gateway to unlocking numerous opportunities and streamlining your daily tasks. It allows you to handle large datasets, automate repetitive tasks, create visually compelling charts and graphs, perform complex calculations, and more. Whether you're managing personal finances, conducting business analyses, or preparing academic reports, Excel is the go-to tool for data analysis and presentation.</p>	<p>SDG 4, SDG 8, SDG 9</p>
<p>[ENT-2039] Law and Lawyerly Thinking: An Introduction for Entrepreneurs and Beyond</p>	<p>ENT-2039-1</p>	<p>So you don't want to be a lawyer. Or maybe you do. Who knows, and who cares, because either way, a general understanding of key legal concepts – and the ability to think like a lawyer – will add invaluable to your arsenal as you step out into the real world. This knowledge and skillset will make you a distinctly sharper leader in the business world, because legal issues routinely – and increasingly – strike at the heart of business risks and opportunities, and are integral to overall corporate strategy. And so not just lawyers but a wide range of business executives (including C-suite executives) and their advisors routinely work on legal issues alongside lawyers. Legal roles are increasingly business roles, and vice versa. Therefore, the knowledge and skills this course provides will make you a sharper entrepreneur, or a sharper business executive, or a sharper consultant to businesses across sectors. But that's not all. The benefits extend to countless roles even beyond the business world: you'll be a sharper problem-solver regardless of field. To this end, the course will explore key concepts across several fundamental areas of law including contracts, torts, constitutional, criminal, administrative, competition, and procedural – each of which is applicable across a wide range of professional fields. The course will explore these concepts in two jurisdictions: India and the U.S. The course will also introduce students to thinking (and related) skills fundamental to not just the legal profession but also to the many professional roles (discussed above) that require frequent engagement with the law or with lawyers. These skills include: contract construction and interpretation; analyzing and applying a case; textual interpretation more broadly; analytical writing; persuasive writing; persuasive verbal argument; and highly analytical thinking with unrelenting precision, agility, and creativity.</p>	<p>SDG 4, SDG 8, SDG 16</p>

[ENT-2040] Strategies for Revenue Leadership	ENT-2 040-1	This course is designed for the next generation of leaders. We will address the pain-points of entrepreneurs, CEOs, Chief Growth Managers, Product Managers, and Chief Commercial Officers who seek to master the art and science of growing and sustaining revenue growth in the Enterprise B2B ecosystem. Participants will gain an understanding of go-to-market strategies, product-market messaging, solution selling, deal closure, and sales performance management for scale. The course combines theory, real-world case studies, interactive activities, and expert insights to equip students with the knowledge and skills necessary to drive revenue growth and lead successful organizations.	SDG 8, SDG 9
[ENT-3007/ FIN-3009] Fundamentals of Investing	ENT-3 007/ FIN-3 009-1	The course helps expose the participants to both the practical considerations as well as the underlying theoretical constructs to explore the world of investments and returns. Students will get a framework to make and manage investments both personally and professionally.	SDG 8, SDG 9
[ENT-3011] Strategies for Market Access	ENT-3 011-1	Whether you are a start-up founder, product manager, the marketing manager or a sales head, this introductory course will provide you with real world knowledge and the tools you will need to build a successful business. Students will get a strong foundation and practical understanding with actual techniques and solutions for identifying a market landscape, building a value proposition, understanding the buying process and the role of different stakeholders in the decision making process, and create winning strategies over competition. Explorers on this journey will get exposed to different types of business models and their respective Go-to-Market strategies as well as success models for e-commerce and modern trade. They will get a hands-on experience of building pricing models and experience real in-market situations to appreciate the role of the various levers of business. Some of the other themes that will run through the course will be KPIs for success, Influencer marketing and Lifetime value of a customer.	SDG 8, SDG 9
[ENT-3012/ FIN-3014] Financial Analytics and Artificial Intelligence	ENT-3 012/ FIN-3 014-1	The evolution of computing power along with large amounts of data that is being collected has transformed the world of finance. An example of this is algorithmic trading where an algorithm uses trading data to determine when you should buy or sell a stock in the market. It becomes more interesting when the income tax department assess a lot of data about individual taxpayers and determines that some of the citizens are not paying enough in taxes. The third example is based on the idea of who should be given a credit card. Most people who have high savings qualify for a credit card but what about those people who have low to medium savings. What about students at Ashoka? Many of these decisions in finance, such as selling a stock, obtaining a credit card, and identifying defaulters, are based on technology, mathematical algorithms, and knowledge of finance. A person who masters these 3 fields can work for large companies, set-up their own start-up, trade in the markets, pursue a career in research, become a financial consultant and pursue many more opportunities than what is mentioned here. The course starts with a brief understanding of markets and data that we can obtain for these markets. Then we look at how to use this data to decide if we should buy or sell a stock or bond. After having evaluated it heuristically we try to explore algorithms that can fit the behaviour of the data and perhaps indicate the buy and sell decision. Similarly, we apply this broad principle of identifying the data, examining it and then determining which model should be fitted to different problems in finance including predicting stock price, detecting fraud, providing credit, pricing options, sizing of companies based on financial attributes. Companies worldwide	SDG 8, SDG 9

		are looking for talented people who can understand different parts of finance and apply the right tools and techniques to analyze the products, customers and services. Our goal is to provide students an opportunity to learn these skills and see challenging careers in finance globally. It is oriented towards undergraduates who may not necessarily have coding skills. The audience is expected to have the willingness to learn and explore. The focus will be to help students create a portfolio of projects where they can demonstrate the application of data analytics	
[ENT-3014/ PSY-3164] Branding and Consumer Behaviour (Advanced)	ENT-3 014/ PSY-3 164-1	How are iconic brands built? What gets them there and how they stay there. How smart marketers influence consumer behaviour to make their brands even stronger. And get more business. LEVEL 1: was an introduction to the building blocks of a brand. We covered what is the value of a strong brand, how brands are different from commodities, what is good advertising, how does one uncover consumer insights, basic principles in consumer behaviour, and why every brand today must think like a challenger. LEVEL 2: will focus on learning how to launch a strong brand, build a business with multiple product lines and how does one accelerate business by addressing growth challenges through the full marketing funnel.	SDG 8, SDG 12
[ES-2002/ POL-2069/ SOA-2226] Conservation Policy in the Developing World	ES-20 02/ POL-2 069/ SOA-2 226-1	This course delves into the policies relating to biodiversity conservation in developing countries with a reference to ecological, historical and socio-political contexts. Students will learn to integrate biodiversity concerns with sustainable development and social-ecological concerns. The course will begin with giving an understanding of the processes underlying the loss of biodiversity and ecosystem degradation as well as its consequences for society. The historical and political dimensions of species loss will also be discussed. The essentials of conservation planning and design as currently practiced based on ecological principles will be studied. The course will then turn to critically exploring past and prevalent paradigms and strategies in biodiversity conservation such as strict nature protection, Integrated Conservation and Development (ICDP), community-based conservation, Payment for Ecosystem Services (PES) and ecotourism, with the aid of key case studies. In addition, current debates on wildlife laws and policies in India will be discussed, based on current developments in Forest Conservation Act and Forest Rights Act. The aim of this course is to use perspectives from a variety of disciplines, including ecology, history, political science, economics and sociology, to develop a holistic view of today's biodiversity crisis and its solutions.	SDG 15, SDG 16
[ES-2106/ BIO-2106] Science, Society and Sustainability	ES-21 06/ BIO-2 106-1	This course explores environmental sustainability in the Anthropocene, based on key ecological concepts such as diversity, energy transfer, ecosystems, population growth, food-webs and nutrient cycling. This course will be useful for students who wish to understand the scientific underpinnings of the sustainability concept in contemporary times, and the ways that they are deployed in current socio-political contexts. The course is designed primarily as an introduction to ecological thinking for students from both natural and social sciences, based on analysis of complex environmental debates around climate justice, sustainable harvest, 'rewilding' and urban equity, among others. Theory lectures will be interspersed with class discussions/presentations on current environmental concerns and articles. Articles and books will be prescribed as background reading for each topic. There will be one field outing within Delhi NCR which will form a significant component of learning in this course.	SDG 10, SDG 11, SDG 13, SDG 15

<p>[ES-2108] Crafting a low carbon world: Challenges and Opportunities</p>	<p>ES-2108-1</p>	<p>Climate change is already a reality, but what's the way forward? This is the question that drives policies and practices to envision a low-carbon future. How can we craft a just and inclusive low-carbon world? What are the opportunities that are offered by moving towards a low-carbon world, what are the challenges that need to be addressed, and what new challenges does it pose? This course is inspired by these questions. The course explores how the idea of low carbon is being discussed and implemented in various facets of life and diverse socio-cultural and economic contexts.</p> <p>The course is divided into different modules, and it begins with a brief discussion of the underlying issues, concepts, and debates around the idea of low-carbon society at local and global levels. The thematic modules focus on the low-carbon interventions being offered in different areas such as energy, transportation, ecology, lifestyle, and industries. Each of these modules will discuss the underlying problems that led to the present debate on low-carbon interventions specific to the focus area of the module, various opportunities that are envisioned, and the potential and challenges in different socio-cultural and geographic contexts. Case studies that reflect diverse perspectives will be explored in the course. Further discussions are built on these thematic modules, and the students will be able to critically reflect upon various policy and justice debates around how climate change can be mitigated.</p> <p>Students are encouraged to bring in examples from their experiences and day-to-day life. The classes will include lectures, documentary/video presentations, and a field visit. Additional background material will be provided during the lectures to supplement the readings. The study materials will be a balanced combination of reference materials suitable for students from any stage of their programmes.</p>	<p>SDG 7, SDG 8, SDG 9, SDG 11, SDG 12, SDG 13, SDG 15</p>
<p>[ES-2311] Environments and Livelihoods</p>	<p>ES-2311-1</p>	<p>In both rural and urban areas, the livelihoods of many communities are intricately connected to the environment. Global and local level changes in the environment affect people's livelihoods in different ways. On the other hand, changing livelihoods due to changing policy and socio-economic scenarios also drive environmental changes. This course aims to explore this multi-dimensional and complex relationship between different environments and livelihoods with a focus on the Global South.</p> <p>How do environmental changes drive livelihood changes? How does it affect the livelihood diversity of different communities, including indigenous groups? What are the implications of these livelihood changes to socio-environmental and cultural sustainability? In what ways do the communities build resilience and adapt to these situations? How do livelihood changes affect the environment? What are the social, economic and policy factors that contribute to these livelihood changes? How do civil society organisations and policy-level actions try to overcome these challenges? These are some of the questions explored through this course. The specific areas the course focuses on include climate change, environmental degradation, natural events, changes in land and aquatic ecosystems, biodiversity loss, and water shortages.</p> <p>Students are encouraged to bring in examples from their experiences or knowledge. The classes will include lectures, documentary/video presentations, and a field visit. Additional background material will be provided during the lectures to</p>	<p>SDG 1, SDG 8, SDG 10, SDG 11, SDG 13, SDG 15, SDG 16, SDG 17</p>

		supplement the readings. The study materials will be a balanced combination of reference materials suitable for students from any stage of their programmes.	
[ES-3103/ BIO-3103/ BIO-6203] Communities and Ecosystems	ES-31 03/ BIO-3 103/ BIO-6 203-1	A biological community is a group of species that co-occur, and community ecology aims to study the interactions between such species. In this course, we will explore the state of community ecology today, which appears less as a set of clear-cut facts and more as a continuation of a series of (often heated) debates spanning more than a century regarding the very nature of plant and animal communities. We will then expand our scope and examine interactions between biological communities and their physical environments, which comes under the purview of ecosystem ecology. This course is structured as deep dives into select topics in community and ecosystem ecology, designed to equip students with a holistic understanding of the complexity and interconnectedness of life on earth, and the ability critically analyze research in these disciplines. Topics covered in the course have relevance to diverse applications such as ecosystem management, conservation, climate change mitigation, etc. Initial lectures will recap basic ecological concepts. Some of the topics covered thereafter include: (a) major debates regarding the nature of biological communities: the holism-individualism debate, the density-dependence debate, the ecological assembly-rules debate, and the niche-neutral debate, (b) species coexistence theories, (c) facilitation, a neglected aspect of community interactions, (d) the phylogenetic structure of communities, (e) functional trait ecology, (f) the relationship between biodiversity and ecosystem functioning (productivity, complementarity, selection effects, functional redundancy, etc.), (g) ecosystem resilience (disturbances, regime shifts, alternative stable states, temporal stability, etc.), (h) ecosystem inputs: geology and soils, (i) carbon cycling and carbon budgets, (j) decomposition, (k) nutrient cycling, (l) metacommunities.	SDG 13, SDG 15
[ES-3306/ BIO-3308/ BIO-6308/ ECO-3704] Statistical Models: It's elementary, dear Ashokan	ES-33 06/ BIO-3 308/ BIO-6 308/ ECO-3 704-1	Research problems often present themselves in the form of broken pieces of information. A modern biologist can use multiple tools to make sense of data and uncover signals that help describe how the world works. This course is aimed at providing a toolkit to help research students design field and laboratory studies and link data to models (a description of how the world works). The discussion topics include replication and pseudoreplication, randomisation, sample size and degrees of freedom, orthogonal design, and non-orthogonal observational data. The topics on statistical modelling include parameter estimation, model prediction, overfitting, collinearity, missing data, approaches to choosing models, and model simplification. This course will be taught through lectures and worksheets using the R programming language. The example datasets used in the worksheets will be from ecological, biomedical, and social sciences. Statistical modelling is as much art as it is a craft. Students will be encouraged to think about creative ways to model seemingly disparate datasets. For example, modelling the occupancy of snow leopards in the Himalayan landscapes might be very similar to modelling the occupancy patterns of tuberculosis in Delhi.	SDG 4, SDG 9

<p>[ES-3435/ POL-3049/ SOA-3114] Environment and Social Exclusion</p>	<p>ES-34 35/ POL-3 049/ SOA-3 114-1</p>	<p>This elective course focusses on questions of social exclusion and social justice in environment, with a particular emphasis on race, caste and class. The concept of social exclusion as an analytical framework has become increasingly relevant for an understanding of the notions of environmental inequality, conflicts, rights and justice. The course will capture the social exclusion structures and processes which restrict the access of certain social groups to environmental resources and entitlements. It will explain the different forms of social disadvantage – in village and community, in land and water, in space and commons, in wilderness and conservation – that persist, in multiple variants and with different intensity, across societies and nations. It will locate the agency to groups that either guard their domain of privilege or challenge the system of social inequalities and segmentation. Thus, understanding social exclusion as a condition/outcome as well as a dynamic process, the course will also examine some environmental justice movements. The course will also be contextually and temporally embedded. In the north, for example, along with African-Americans, Latino and indigenous people, the focus has been the changing nature of social exclusion in environment. Accordingly, the relevant focus groups are the new social groups, including the immigrants and ethnic groups. By contrast, in the Indian context, the problem is one of the persistent, multiple exclusion of certain social groups like Dalit affecting their basic environmental access and rights.</p>	<p>SDG 10, SDG 16</p>
<p>[ES-3902/ PSY-6101/ PSY-4162] Advanced Statistics: Strategies for dealing with complex, real-world data</p>	<p>ES-39 02/ PSY-6 101/ PSY-4 162-1</p>	<p>Science progresses by us proposing explanations– ‘hypotheses’–regarding how the world works. We then ask to what degree the hypotheses are supported by data in a process we call ‘hypothesis testing’. Statistics allows us to quantify this degree of support as probabilities. Crucially, the probabilities can be wrong if the assumptions of statistical tests aren’t met. Unfortunately, data commonly encountered in the natural and social sciences often challenge the assumptions of classical statistical methods, increasing the risk of erroneous conclusions being drawn. The course introduces students to advanced statistical techniques to address such challenges. Additionally, the course introduces students to multivariate statistical methods that can be used to analyze multi-dimensional data, which is frequently encountered in most scientific disciplines. Students will receive a boost to their data analysis skills and greater confidence to tackle complex, messy, real-world data and the rigorous peer-review process of many journals.</p> <p>This course is suitable for advanced undergraduate and graduate level students. Initial lectures will recap basic statistical concepts and methods and R programming to bring everyone up to speed. Course topics include Generalized Linear Models (GLM), strategies for detecting and fixing GLM assumption violations, Generalized Least Squares (GLS), Generalized Linear Mixed Models (GLMM), Generalized Additive Models (GAM), Classification and Regression Trees (CART), simulation-based methods, Principal Components Analysis (PCA), Principal Coordinates Analysis (PCoA), Non-metric Multidimensional Scaling (NMDS), Redundancy Analysis (RDA), and multivariate regression.</p> <p>To make concepts easier to grasp, examples will be drawn from the natural and social sciences that reflect the students’ interests, e.g., (a) using a GLMM to test the hypothesis that phosphorous content in lake water affects phytoplankton biomass, (b) using RDA on genomic data to identify which environmental variables drive spatial patterns of genetic variation, and (c) using CART to find the most important socio-economic predictors of maternal</p>	<p>SDG 4, SDG 9</p>

		distress in low-income households. Students can bring datasets and questions; these will be jointly analyzed to illustrate the decision-making process.	
[HIS-2506/ ENG-2901] Eat, Love and Laugh	HIS-2 506/ ENG- 2901-1	Are old Roman and Chinese jokes different from modern ones? How did love and sexuality negotiate caste and class in India? What are the contexts in which love and laughter get associated with food? These are some of the issues that will figure in the course. The course will look at the social histories of consumption and emotions as captured in works like Okakura Kakuzo's The Book of Tea and Mary Beard's Laughter in Ancient Rome – On Joking, Tickling and Cracking Up. The idea is to imbibe emotions and various kinds of food and drink in terms of their own	SDG 5, SDG 10
[HIS-2507] Global Civilizations	HIS-2 507-1	This seminar course examines the developmental history of pre-historic civilizations and complex societies across the world. It surveys various famous as well as not-so-popular cultural traditions and ancient states from across the world, focusing on issues associated with the emergence and development of social, economic and political complexities. We will look into issues like the emergence of sedentism, early villages, the evolution of urban, literate societies, city-states, centralized polities and civilizations. We will evaluate the interaction between humans and their natural and cultural environment to understand the emergence and functioning of complex societies and ancient states across the globe. For example, how do human-environmental interactions, as well as the regional socio-political setups, help in the production, distribution and consumption of resources? How does human-landscape interaction change, and how does changing socio-politics influence such interaction? To what extent did major climatic events influence cultural change and the expression of social complexities? Students should complete the subject with a critical understanding of historical and contemporary theoretical issues in archaeological research and interpretation, concerned with the complexities, to develop an understanding of various methodologies utilised towards these interpretative ends. During this course, we will study the archaeology of civilisations and complex societies like Egypt, Mesopotamia, the Inkas, the Mayans, the Natufians and the Harappans. We will also cover the not-so-popular complex societies like the Poverty Point and the Woodland culture of North America	SDG 4, SDG 11, SDG 16

<p>[HIS-3034/ ES-3020/ POL-3042/ SOA-3058] Nature and Nation</p>	<p>HIS-3 034/ ES-30 20/ POL-3 042/ SOA-3 058-1</p>	<p>This course seeks to ask how nature and nation are related in complex and often contested ways. It may seem obvious that each nation state, and there are now nearly 200 of them, four time as many as in 1914 on the eve of the Great War, each had a flag , a territory, and an anthem. Yet many also have a symbol of nature identified with them. the bison is national animal of the USA but it got protection only when driven to the edge of extinction often by the very classes that had led its slaughter. The tiger is national animal of six Asian nations, and got such status in 1972 in India and new born Bangladesh at the same time. Why does this matter in terms of policies and attitudes and who decides which animal or bird, river or tree, mountain or sea is national or not. More seriously, can nature seen as living space be seen in a uniform way in diverse complex societies with different interest groups, economic or cultural political and social. Nazi Germany valued oaks and wolves, but its obsession with race purity even led to attempts to breed back an extinct wild ox the auroch as symbol of strength. In a very different ways the European bison in post-1918 Poland and in newly independent Angola after 1974, the giant sable antelope was seen as symbol of freedom after long era of alien rule. National parks were symbols of nature and settler culture in apartheid South Africa but while securing Kruger park 1926 on the locked out the black majority: similar processes had unfolded with American Indian peoples in many famous US parks, Does the nation preserve nature or enclose it? Is preservation an act of destruction? Why decides and how what is to stay or not. After all nation states measure power not only via army size but also gross domestic product. What happens if drives for more production come at cost of forests, rivers or wildlife or forms of living in conflict with such plans? This course explores how to think about these.</p> <p>This is designed to look at comparative histories of different countries but is open to all students of natural and social sciences, the humanities, and economics. It is a seminar with readings . An exploration of questions that excite as much as they provoke thought</p>	<p>SDG 13, SDG 15, SDG 16</p>
<p>[HIS-3221] Sonapat and its Surroundings: Sites and Sights</p>	<p>HIS-3 221-1</p>	<p>This locality-based research-cum-teaching course will explore Sonipat and its surrounding areas by investigating various archaeological and historical landscapes. Sighting sites in villages and in urban localities; understanding them in relation to soil, location and riverine proximity; getting hands-on training on how sites are explored, and; using readings for understanding the larger region's changing history and geography are some of the highlights of the course. There will be regular field visits, and collections made in the course of field work.</p>	<p>SDG 4, SDG 11</p>
<p>[HIS-3513/ CHI-3204/ VA-3027/ ENG-3413] Stone, Paper, Bamboo, Silk: Sinophone Textual Cultures</p>	<p>HIS-3 513/ CHI-3 204/ VA-30 27/ ENG- 3413-1</p>	<p>Today, when so much of our daily communication occurs via text or email, it can be difficult to imagine a world in which writing was the preserve of a tiny minority. Chinese characters are frequently cited as the oldest continuous written tradition, beginning over three thousand years ago, but in that time the physical form of the characters and the materials they were written on have transformed over and over again. We will consider what questions these problems raise for historians' use of textual sources by looking at writing as a social, material, and political act. What were the symbolic meanings attributed to writings that most people could not understand? What practical uses could writing serve? How did access to writing intersect with other social hierarchies, like gender and class? Beginning with the invention of writing in the Yellow River region, we will discuss problems such as: the relationship between speech and writing; changes in writing materials; writing for display and writing for</p>	<p>SDG 4, SDG 5, SDG 10</p>

		use; censorship; Chinese characters in non-Chinese societies; and debates over script reform.	
[HIS-3524/ ES-3224/ SOA-3105] Landscapes, Sports, and Modernity: A Global History of Mountains and Mountaineeri ng	HIS-3 524/ ES-32 24/ SOA-3 105-1	<p>Most people today find mountains to be beautiful, majestic, and, serene. In contemporary imaginations, mountains are essential for the planet's survival and indeed our own physical and mental health. But this was not always the case. In pre-modern Europe, for example, mountains were either ignored or depicted in literature as ugly deformities that scarred the Earth's surface. Why did Europeans think of mountains as ugly? How, when, and why did their aesthetic imaginations change to a point where someone like the celebrated polymath John Ruskin could write that "mountains are the beginning and the end of all scenery"? How did European perceptions of mountains differ from that of the peoples and traditions of South Asia and elsewhere? And what role has South Asian history played in shaping modern human relationships with the mountains?</p> <p>This course will take students on a journey from early Asia and pre-modern Europe, to the eighteenth-century when the Alps emerged as objects of adventure, veneration, and scientific experimentation, which in turn, kickstarted two new modern practices— mountain tourism and the world's most literary sport, mountaineering. This course will then explore how these practices were deeply imbricated with colonialism, nationalism, fascism, and masculinity in the nineteenth and the twentieth centuries. The course will end in the late twentieth century where it will focus on commercialization of mountaineering and on issues pertaining to non-European modernity. In other words, this course will take students on a journey from a stage in human history where mountains were at best the abode of gods and spirits, and, at worst, ugly deformities, to a stage where there are now "traffic jams" on Mount Everest.</p> <p>Focused on the Alps and the Himalaya, this interdisciplinary course will offer a new and exciting vantage point for learning about several fundamental issues and concepts in history and the humanities. Students will learn how scholars in the humanities have rehabilitated mountains as a key terrain where modernity is performed, its limits are exposed, and occasionally transcended. They will also learn about the extent to which our knowledge of the world is framed from the perspective of those who live in the "lowlands." Overall, this course will motivate students to think of the history of human interactions with mountains as vital for making sense of what it means to be modern, and, for understanding how we got there.</p>	SDG 4, SDG 11, SDG 13, SDG 15, SDG 16
[HIS-3537/ POL-3108] Kingship and Courtly Culture in the Early Modern World	HIS-3 537/ POL-3 108-1	How did the issue of Queen Elizabeth's gender complicate the nature of her rule in Tudor England? Why did the Qing emperors of China spend large parts of their reign travelling through their realms? How did the architecture of mosques and tombs articulate the power of the sultans of southern India? Why was astrology important in the functioning of Mughal court society? These are some of the questions this course addresses. It looks at a range of monarchs and their royal courts of the early modern world (1500-1800). The course is divided into two parts. The first part focuses on cases drawn from across the world. It understands kingship in terms of the despotism of the Korean king Chongjo, the gender of the Tudor queen Elizabeth, the power-projection of the Ottoman sultans, the mobility of the Qing emperors of China, and the gifts offered by the kings of Europe. The second part of the course focuses on South Asia as a case study. It analyses in particular kingship and courtly culture in the Mughal Empire, the Rajput kingdoms, the Deccan Sultanates, the Maratha Empire, and various other polities. Through this exploration, the course	SDG 4, SDG 5, SDG 10, SDG 16

		unravels how monarchs performed their sovereignty, how norms of comportments created and sustained courtly hierarchies, how gardens, palaces, and texts embodied anxieties and authority of rulers, and so on. By the end of the course, students will have a sound idea about the complex workings of kingship and the dynamics of court society in the early modern world.	
[HIS-3538] Empires, Nomads and Barbarians	HIS-3 538-1	This course will approach the history of ancient India within wider global and comparative frames. It will use primary sources -- textual, archaeological, epigraphic, numismatic and visual -- to explore networks of political, economic, religious and intellectual interaction across Asia, Europe and Africa. What was the nature and outreach of the Achaemenid empire of Iran? Was the invasion of Alexander a minor episode in Indian history? How did the life of the Macedonian conqueror become the stuff of legend? How did the Hellenistic kingdoms interface with the Mauryas? What was the cultural impact of the Indo-Greeks, Indo-Scythians, Indo-Parthians, and Kushanas? How did the Gupta empire interface with the Hunas and Sasanids? Apart from addressing such questions, the course will discuss the evolution of overland and maritime international trade circuits and trade in commodities such as silk, spices and wine. It will explore the travels of Buddhism, reflected in the journeys of Faxian and Xuanzang and the emergence of renowned centres of monasticism and pilgrimage such as Nalanda and Bodh Gaya. It will also examine the travels and localization of Hinduism and Buddhism in Southeast Asian courts. Drawing on anthropological and historical debates related to states, empires, nomads, frontiers and borderlands, the course will explore themes such as the role of migration and nomadism in history, how cultural others become 'barbarians,' what happens when barbarians become rulers, and the dynamic syntheses that occur when cultures meet.	SDG 4, SDG 16

<p>[IR-2041/ POL-2096] The Politics of Peace: Reconstruction and Justice in Post-Conflict Societies</p>	<p>IR-20 41/ POL-2 096-1</p>	<p>In this course, we will aim to impart agency to states, insurgents, aid agencies, and civilians in narratives of post-conflict politics. Specifically, we will explore various cases from around the world to think about the following questions:</p> <ul style="list-style-type: none"> • What are the problems of accountability and issues of individual responsibility in times of war? How have they been dealt with in response to historical conflicts of global significance? • What are the current principles of accountability and mechanisms for enforcing these principles, including truth and reconciliation commissions, international criminal tribunals, and legal actions by third-party countries? • Does international aid help states to protect civilians, engage in hearts and minds, or build military coercive capacities? • How do states that receive peacekeeping to end conflict fare differently in terms of long-term violent outcomes than those that don't? • Why do some rebel groups translate into political parties, while others don't? What are the impacts of insurgent political participation on post-conflict democracy? • What are some domestic obstacles to peacekeeping, reconstruction, and justice? How do conflict-affected groups draw boundaries between retraumatization and accountability in the absence of state processes? <p>In developing answers to these questions, the course will deepen students' grasp of the different methods that have been used to study conflict, including ethnography, interviews, regression analysis, and survey experiments.</p>	<p>SDG 16</p>
<p>[MS-1201] Media, Culture and Society</p>	<p>MS-12 01-1</p>	<p>This gateway course has been created to recognize the utmost need for media literacy in contemporary times. It aims to give students a broad-based understanding of mass media form, be it the newspaper or social media or cinema. It introduces key communication theorists who help reflect on the cultures, within which media emerge in particular ways. An understanding of media in terms of attitudes, consumption and engagement with communities and society, forms the final part of the course.</p>	<p>SDG 5, SDG 16</p>
<p>[MS-2050] Storytelling in the Digital Age (Basic)</p>	<p>MS-2 050-1</p>	<p>This course will focus on the creative process of using digital technology as a medium and a tool of narrating stories, profiles and personal histories. Through workshops, hands-on projects and guided assignments, students will train in the practice of researching, planning, shooting and editing digital video documentaries.</p> <p>In groups and as individual projects, students will create short films, reels, music videos and develop their own talent and skill with scripting, videography, interview, monologue, multimedia visualization, design and editing. They will be encouraged to craft narratives that interest them, reflecting on various aspects of contemporary lives.</p>	<p>SDG 4, SDG 9</p>
<p>[MS-2271/ SOA-2240] Digital Ethnography</p>	<p>MS-22 71/ SOA-2 240-1</p>	<p>Digital ethnography provides an irreplaceable lens to study the lived relationships of digital technologies with human life and cultures, and their constitutive linkages with what it means to be human. While the idea of the digital may be used to refer to binary connections, the computational, electronic, or anything that is internet mediated, ethnographers are interested in the imbrications of these technologies in everyday life and the</p>	<p>SDG 4, SDG 9</p>

		<p>consequences of the digital for the human condition- in online worlds and in their entanglements with lived realities in physical places. Ethnography in other words helps us explore human interactions with digital devices, the making of human connections in cyberspace, coproduction of notions of the real and the virtual, or the conditions of living and being in a digital culture- often called `digitality`. We will examine the terrain of the digital through the lens of such engagements in diverse sites and contexts.</p> <p>The course will be taught over three sections.</p> <p>We first chart some of the conceptual dilemmas in the terrain. How do we understand the `digital'? In what ways may the digital mediate human life and culture? Are they any different from prior mediations?</p> <p>The second section engages with methodological contestations that ethnographers of digital media grapple with. These include existent questions of power, subjectivity, or reflexivity in ethnography in general, but also those that address specific dilemmas in digital ethnography. What does it mean to do ethnography in digital worlds? What may be its analytic advantage to study sociality or politics? Can virtual worlds be studied on their own terms- without ethnographic engagement in the physical worlds that actors in digital places also belong to? What does it mean to conduct multi-sited or multi-timed fieldwork on specific congeries of media practices, forms and agents? How does ethnography help us approach closer towards understandings of digital media in everyday life that is `non-media-centric'? Can the study of media beyond media content, as part of the sensory, embodied and affective routines of everyday life, help us arrive at thicker understandings of the possible role of media in social life and change?</p> <p>Finally, we engage with a range of ethnographic studies of lived histories and vernacular cultures of digital media, exploring local meanings to digital genres of gaming, memes, blogging, or hacking for instance, but also their intersections with existing cultures of class, difference, disability, gender and sexuality etc.</p>	
[MS-3452/ ENG-3416] Cinemas of India: A Feminist Gaze	MS-34 52/ ENG- 3416-1	<p>This course is inspired by feminist production studies scholarship which goes beyond debates on representation of women in film and media texts, and focuses instead on the gendering of work. We will work on developing an understanding of the craft of a range of on-screen and off-screen film practitioners. We will pay close attention to work that is otherwise undervalued and invisibilized. Some of the topics will include: Gender and Stardom; TV, Middle cinema and the "women filmmaker" of 1980s; film editor Renu Saluja and Parallel cinema; feminist documentary. We will also discuss the work of filmmakers in mainstream Bollywood and alternative cinema who experiment with a 'female gaze', as well as the work of groups like Yugantar collective and Ektara collective that challenge notions of auteur-centric authorship.</p>	SDG 4, SDG 5
[MS-3901/ ES-3904] Advanced Primer- Environmenta l Journalism	MS-39 01/ ES-39 04-1	<p>This course focusses on reading the works of environmental journalists, learning from field activists and community media educators engaged in environmental conservation, alongwith developing an understanding of the value of archives and audio/video as a conservation tool. You will be reading environmental journalists primarily including digital editions of a national daily newspaper, a science and environment magazine and annual reports.</p>	SDG 4, SDG 13, SDG 15, SDG 17

<p>[PHI-2830] Introduction to the Philosophy of Art</p>	<p>PHI-2 830-1</p>	<p>Art plays an essential role in our individual and social life. As a matter of fact, works of art have been created from the prehistoric era to modern times. In every period of history, while the general public enjoys their aesthetic experiences, a large number of people are busy creating works of art. Contemporary art is exemplified in diverse forms such as literature, painting, sculpture, architecture, music, theatre, etc. This unique status has made art the subject of inquiry by various disciplines such as history, sociology, literary criticism, etc. Philosophers, however, from antiquity to the contemporary era, tried to raise and answer a set of the most fundamental queries about art. This prolonged philosophical inquiry has led to the formation of what nowadays is called "philosophy of art" or "aesthetics."</p> <p>In this introductory course, we will review some prominent philosophical views about art and try to answer questions like: what is the nature of art? Is it possible to provide a suitable definition for art, in its general sense? What are the artistic characteristics of a work or activity? How can we understand the artistic value of a work? What is the relationship between art and ethics? What are the most important contemporary theories about art and what are the strengths and weaknesses of each? In order to find the best answers, we will discuss the ideas of some great philosophers such as Plato, Aristotle, Hume, Kant, Hegel, Nietzsche, and Derrida.</p> <p>Having a philosophical approach, this course does not require any professional pre-knowledge of any specific art forms.</p>	<p>SDG 4</p>
<p>[PHI-3361] Buddhist Ethics</p>	<p>PHI-3 361-1</p>	<p>What can we learn from Buddhism and Buddhist thinkers about how we should treat each other? This course will explore a variety of answers to this question. We will engage with texts from multiple Buddhist traditions and time periods beginning from some of the earliest Buddhist texts to contemporary work. We will explore texts within the Pali canon and Mahayana sutras, as well as the work of some giants of Buddhist philosophy like Vasubandhu, Buddhaghosa, Śāntideva, and Watsuji Tetsurō. In examining these and other sources, we will explore a variety of ethical issues that are as pressing now (some—more pressing now) as they were when the texts were composed.</p>	<p>SDG 4, SDG 16</p>
<p>[PHI-3776/ POL-3075] War and Violence</p>	<p>PHI-3 776/ POL-3 075-1</p>	<p>Are war and other forms of political violence ever justified? This course focuses on the nature and justification of violence in the context of war and political conflict. Many defenders of just war theory claim that forms of violence which are unjustified if performed by a lone individual are sometimes acceptable when performed by a state or in the name of a political cause. Pacifists, on the other hand, claim that many or all forms of state sponsored or political violence are unjustified. We will examine prominent positions on the justification of violence, and will consider whether specific forms of political violence, such as genocide, are distinctively morally problematic. We will seek philosophical clarity through analysis of key theories and application of these theories to specific conflicts and wars.</p>	<p>SDG 16</p>

<p>[POL-2088/ IR-2043/ POL-3106] Women, War, and Politics: Gender in Politics and in Violence</p>	<p>POL-2 088/ IR-20 43/ POL-3 106-1</p>	<p>This course makes a semester-long case for using gender as an effective lens to understand (a) political participation and representation, and (b) contexts affected by political violence. While it is well-established that male bodies make up the vast majority of decision-makers and participants in quotidian electoral politics, the same logic applies to contexts affected by conflict and war. Conventionally, male bodies are considered to be at the forefront of decision-making about whether to go to war, and on the frontlines of said wars as fighters.</p> <p>In the last few decades, however, these constructions of masculinity and femininity have come to be questioned. Instead, the understanding that gender affects the way in which we see and make sense of the world around us – and that men and women experience and affect wartime and electoral dynamics differently – has come front and center. In the same spirit, we will focus on the role of women in political decision-making and participation; their role both as perpetrators of violence as combatants (and terrorists), as victims and as survivors of male-victimizing atrocities; the militarization of gendered bodies and the impact of gender-based violence in armed conflict.</p> <p>Finally, we will reflect on the gendered aspects of women’s restructuring of economies in male absence, their resistance to political violence, and their role in peacekeeping and rebuilding societies after war. As we cover each theme, we will pay particular attention to what feminists have described as intersectionality and the continuum of violence, from the “private” to the “public” sphere, from the militarization of everyday living to overt violent conflict. In addition, we will pay attention to whether different approaches to tackling gender inequality in South Asian contexts have been effective.</p> <p>Assignments for the course include weekly discussion posts, an in-class midterm assignment and a final paper analyzing a conflict or electoral event through a gendered lens. Additionally, students will be assessed on their preparation for the week’s class through their discussion of assigned readings and their in-class presentations.</p>	<p>SDG 5, SDG 16</p>
<p>[POL-2094] Data Science For Social Science Research</p>	<p>POL-2 094-1</p>	<p>Data science techniques are now central to quantitative research in social sciences. From academics to public policy practitioners to non-profit organizations, all increasingly rely on data science techniques for cleaning and gathering data, conducting data analysis, and presenting the results. For example, multiple datasets often need to be transformed, aggregated, and merged before a more comprehensive analysis can be carried out. Researchers might need to create datasets from scratch by converting a large number of PDFs into machine-readable texts or scraping data from a website, or interacting with an API. These tasks require knowing, among other things – basic data wrangling concepts, techniques for cleaning messy datasets, and the ability to write code that can be replicated and shared with multiple collaborators. This course will provide students with the skills necessary for successfully carrying out quantitative social science research by deploying data science techniques.</p>	<p>SDG 4, SDG 9</p>

<p>[POL-2106] Religion, Modernity, and Secularity in Contemporary Political Theory</p>	<p>POL-2 106-1</p>	<p>This course explores contemporary epistemic interventions related to the concepts of religion, modernity, and secularity as they have come to be scrutinized, contested and reformulated in light of the socio-political experiences of non-Western and post-colonial societies of South Asia, the Middle-East, and Africa. We will engage with contemporary theories and responses to the global condition of the rise of religion under conditions of modernity and colonialism. This course has two main sections: Part 1 is a conceptual and theoretical exploration of debates on religion, modernity and secularity in contemporary political thought, where the Euro-centrism of canonical sociological theories are examined, questioned and challenged; Part 2 looks at various responses to the global condition of the rise and relevance of religion in its relationship to modernity and secularity in countries such as India, Turkey, Egypt, and South Africa.</p>	<p>SDG 4, SDG 16</p>
<p>[POL-2114] Populism in Comparative Perspective: Theoretical and Empirical Approaches</p>	<p>POL-2 114-1</p>	<p>We live in populist times. Today's strongmen, such as Trump, Modi, Bolsonaro, Erdoğan, and Orbán, demonstrate the rising popularity of populist leadership around the world. This has resulted in a significant rise in the number of scholars studying populism in the recent years, and it is now considered as one of the most contentious issues in contemporary political science. Whether it is the rise and popularity of right-wing nationalism in countries such as India, Israel, Italy or Turkey, or the turn to "democratic authoritarianism" in several constitutional democracies in the world today, or the role of social media as decisive in electoral politics in linking the leader to the masses, populism is seen as a central concept to understand all these contemporary challenges. In order to understand the concept and the political practice of populism, we not only need to examine it both in contemporary times and in history, but also the different forms it has assumed in societies as diverse as Hungary, India, the UK, the Philippines, Brazil, Turkey, the United States of America etc. These varied experiences with populism have also resulted in a diversity of approaches to study this phenomenon. This course will introduce students to influential theories of populism as well as empirical experiences of populism in countries such as India, the United States of America, as well as countries in Latin America and Europe. Analysing populism in various countries will help ground theoretical discussions to the empirical realities of populist politics. The syllabus is thus divided in two parts: in Part – I we will study the key approaches and theoretical debates on populism; in Part – II we will study specific case-studies of populism by focussing on countries with a long history and/or recent experience of populism. Throughout the semester, students will be familiarized with the key approaches and theoretical debates on populism, as well as its empirical manifestations in various countries, all the while tracing the conceptual changes and challenges to this concept in its relation to democracy, nationalism and media.</p>	<p>SDG 4, SDG 16</p>

<p>[POL-3102/ PHI-3812/ ECO-3506] Democracy, Decisions, Development: A PPE Perspective</p>	<p>POL-3 102/ PHI-3 812/ ECO-3 506-1</p>	<p>This course is an interdisciplinary course which draws on political science, philosophy, and economics. The idea of the course is that many challenges for society and the practice of social science requires the input of multiple disciplines. We shall look at three broad areas: democracy, decisions, and development.</p> <p>In discussing democracy, we shall ask questions like the following: How do we justify democracy? What kind of democracy should India aspire to be? Given that the chances that your vote will be decisive are miniscule, is it rational to vote? If not, why should one vote and why do people continue to vote? What can results from social choice theory tell us about democracy?</p> <p>Under the heading of decisions, we shall ask questions related to rationality, rational choice theory, and scientific methodology. Does rational choice theory assume an egoistic homo economicus? How can we square rational choice theory with observations of human irrationality and human altruism? Has expected utility theory, on which microeconomics rests, been falsified? What is the purpose of false assumptions in economics and political science?</p> <p>In discussing development, we shall ask questions like the following: What is development? Why are some countries poor and others rich? Does this matter for policy purposes? Should we engage in evidence-based policy? What are the methodological and ethical concerns with evidence-based policy?</p>	<p>SDG 4, SDG 8, SDG 16</p>
<p>[PSY-3083] Psychology of Health and Illness</p>	<p>PSY-3 083-1</p>	<p>The paper is a blend of Critical and Cultural Health Psychology and intends to detail the various theoretical perspectives on health and illness and strategies that promote healing and wellbeing. Health is defined as ‘a way of being’ which is not limited by the absence of malfunction or disease but an experience that is grounded in one’s body and is shaped largely by individual and collective attributions around it. The designed course attempts to address questions like how do we identify and operationalise markers of a healthy living in a context? What are the various ways in which illness(es) can be experienced ? What is the symbiotic relationship of the individual reality and social processes in understanding health and illness?</p>	<p>SDG 3</p>
<p>[SOA-2222/ ES-2439] Anthropology of Disaster and Vulnerability</p>	<p>SOA-2 222/ ES-24 39-1</p>	<p>Marxist geographer Neil Smith famously said – “there’s no such thing as a natural disaster.” He was echoing a generation of environmental geographers and anthropologists who have shown, drawing on political economic and political ecological scholarship, that disasters are a social calculus – both in terms of causes and consequences. Recent years have seen an increased frequency of disasters globally. From mega events such as tsunamis, cyclones, earthquakes and deep water oil spills to “slow disasters” like air pollution, soil erosion, desertification, epidemics, and sea level rise, disasters have become ubiquitous. Climate change has made matters worse, producing greater vulnerability, particularly in the Global South, and deepening the ruts of social differences and inequity.</p> <p>How do we re-conceptualize risk, disaster, and vulnerability in the Anthropocene? What would an anthropological understanding of disaster look like? In what ways is the (capitalist) state implicated in the production of hazardscapes? How might a decolonial approach to disaster look like? These are but some of the many issues this course aims to grapple with. Drawing on an interdisciplinary scholarship, and a number of iconic case studies from around the world, this course will allow students to gain a critical perspective on disaster and vulnerability. We will also go on field trips within Delhi-NCR for a closer look at urban hazards and vulnerability.</p>	<p>SDG 10, SDG 11, SDG 13</p>

<p>[SOA-2239] Borders, Citizenship, and Belonging</p>	<p>SOA-2 239-1</p>	<p>Questions of borders and citizenship are important topics across various disciplines today. This course will discuss national and territorial borders as well as symbolic, cultural and bodily borders and borders of the mind. It will focus on populations who cross borders, or live deterritorialized existences, and how their actions defy strictly political ideas of the border. Territorial borders can spread their influence beyond their immediate vicinity through material forms such as check posts or through unequal citizenship laws. Belonging adds another element to this course, for it explores how people relate to the particular geography or society within whose borders they live or are forced to cross during their lifetime.</p> <p>This course will also explore the conceptual tangle that often results between terms such as borders, boundaries, frontiers, and margins, which seem interchangeable with each other. Whereas borders are understood to be the physical limits of nation-states, and frontiers as porous, flexible zones, boundaries may be symbolic, referring to divides between classes, genders, races, religions or languages. But these are contested categories and their meanings often overlap. People may accept political borders on the surface but morally and practically, transgress them in their everyday life and livelihood activities. Studying borders encourage us not to remain trapped in the search for fixed definitions but to move beyond to understand how they appear and evolve and are crossed and remade. The readings include ethnographies, fiction, social theory and literary essays in order to show the significance of borders in the contemporary world.</p>	<p>SDG 10, SDG 16</p>
<p>[SOA-3131/ ES-3408/ POL-3109] The Social Life of Water</p>	<p>SOA-3 131/ ES-34 08/ POL-3 109-1</p>	<p>To paraphrase Guy Debord, reasoning about water is inseparably reasoning about power. Water flows through circuits of power, both benefitting and dispossessing many along the way. In South Asia, access to water is also deeply tied up with questions of caste, along with other axes of difference, such as gender and class. The social life of water in South Asia is thus complex and polyvalent that calls for a deeper historical, cultural analysis across scales, something that this course aims to achieve.</p> <p>Water is life-giving and non-substitutable. More than a decade ago, in July 2010, the UN General Assembly adopted a resolution that recognized the right to safe and clean drinking water and sanitation as a human right. Yet nearly a billion people in the world still lack access to safe drinking water, and water-related diseases and deaths remain pervasive, particularly in the Global South. At the same time, recent years have witnessed a drastic rise in water grabbing and privatization, as well as mega hydraulic projects, including large dams, waterways, etc., which often create grounds for water-related conflicts and threaten the survival of many.</p> <p>This course will help students gain an in-depth anthropological and political ecological understanding of water, with a special focus on South Asia. Based on a range of interdisciplinary literature, as well as field trips within Delhi-NCR, the course aims to provide students with a deeper epistemological and ontological grounding on water, water governance, and water justice.</p>	<p>SDG 3, SDG 10, SDG 16</p>

<p>[SOA-3134/ SOA-6119] Public Health and Social Power</p>	<p>SOA-3 134/ SOA-6 119-1</p>	<p>“Medicine is a social science, and politics is nothing more than medicine on a grand scale.” The pioneering German physician and anthropologist, Rudolf Virchow’s (1821 – 1902) famous statement makes the powerful point that the study and treatment of the human body and its diseases is inextricably and inevitably also the study and treatment of the social body politic and its afflictions. This should not surprise us: one only needs to consider the dual meaning of the word constitution in our biological and political lives. Or administration (one may administer medicine or a vaccine, just as one also may administer justice.) Or our use of words such as hygiene, pathology, diagnosis, dose, or treatment, and as soon as one does virtually every major medical term has social and political meaning.</p> <p>Following Virchow, this course explores—at multiple scales—the interrelationships of public health and social power. In particular, it investigates the nature and extent of state power, market power, professional power, and power of the people and the ways in which they shape, and are in turn affected by public health and health systems. What is the role of the state in the provision and regulation of public health? What can statutory power achieve and where and why does it fail in the domain of health? How well is the welfare state? How does the commodification of public health and wellbeing occur and what are its possibilities and limits? How do market mechanisms and different healthcare financing and arrangements work? How do associations and collective action (of and by providers, patients, and caregivers, and citizens) affect healthcare provision? Where does professional power derive its authority from and how does it preserve it and at what cost? Where are the lines drawn between the personal, the public, and the private? The formal and the informal? The traditional and the modern? What is lost and found when one tries to understand ‘health seeking behaviour’? How do we grapple with the ethics of clinical trials and drug discovery and distribution? What is an ‘appropriate’ health technology? How do we measure cost-effectiveness? Why are health data and statistics so sensitive? Designed as an intensive reading and discussion-based seminar, course materials will include a range of ethnographic texts, as well as engage with the writing and work of social theorists, clinicians, public health activists, historians, policy researchers, and filmmakers among others. This elective is intended for advanced undergraduates and graduate students, and students will develop and write a research paper on a topic of their choice through the semester.</p>	<p>SDG 3, SDG 10, SDG 16</p>
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<p>[SOA-3137/ SOA-6121] Togetherness: Crowds, Publics, Audiences, and other Collectives</p>	<p>SOA-3 137/ SOA-6 121-1</p>	<p>Togetherness changes people. From trade unions to fan clubs, political opposition parties to angry mobs, getting together gives humans a different force, whether seen as progressive ("activists") or retrograde ("rioters"). Togetherness gives agentive valence to disparate humans, and it is only through taking humans together that we understand "public opinion" or can follow "the people's will." But togetherness also has a dark and dangerous side in which, for instance, "collective justice" might be unconsidered or even murderous. In this course, we examine the possibilities and terrors of the collective.</p> <p>How do collectives come to know themselves as such – as citizens of the same country, members of the same ethnic group, or fans of the same television show? How are people defined by others collectively, whether or not they would agree with the characterization? How can these collectives be studied when they span space and time (in the case of diasporic ethnic groups), or exist only ephemerally (in the case of television audiences)? What analytical frameworks allow groups of people to be recognizable as political subjects or dangerous rioters? We will use a variety of theoretical works and primary sources from history, sociology, anthropology, media studies, and political theory to interrogate the limits and possibilities of imagining collective belonging and collective action. We grapple with 'universalist' theories of crowds, publics, and audiences in order to understand their possible application (or mis-application) in specific contexts. Students are encouraged to use their own research contexts as locations for analyzing collective formations. We will examine television reception, public opinion polls, online communities, grassroots political movements, labour strikes, collective violence and other diverse sites of historic and contemporary togetherness on different scales and in different social locations, both in India and abroad.</p>	<p>SDG 10, SDG 16</p>
<p>[SOA-3207/ ES-3404/ SOA-6114] Cities, Ecology and Equity</p>	<p>SOA-3 207/ ES-34 04/ SOA-6 114-1</p>	<p>Since 2007, more people in the world live in urban than in rural areas. Between slums and smart cities, they inhabit a world of social conflict, ecological crisis, and contending visions of the future. As cities become even more central to social experience and aspiration, we need to understand their place in history and in human imagination. This course looks at cities through three thematic lenses: accumulation, order, and identity. It studies cities in relation to the countryside, tracing flows of people and goods that create wealth and poverty. It examines the spatial politics of managing urban populations, from planning to securitisation. It analyses cities as places where cultural identities – parochial and progressive – are formed and defended. It uses these themes to illuminate the political ecology of cities in the Global South, particularly issues around land, water, waste, and climate change.</p>	<p>SDG 1, SDG 6, SDG 10, SDG 11, SDG 13, SDG 15</p>

<p>[SOA-3208/ POL-3080/ ECO-3505] Understanding Development</p>	<p>SOA-3 208/ POL-3 080/ ECO-3 505-1</p>	<p>Our world is increasingly interconnected economically, politically, and culturally, yet it remains characterized by tremendous diversity in the standards of living observed between, among, and within countries. The gap between the global North and global South is particularly stark as evidenced by just a few distressing indicators: 1.4 billion people live on less than \$1.25 a day; 1.1 billion people have inadequate access to water; 2.6 billion lack basic sanitation; 24,000 children die each day due to poverty. This seminar examines some of the major theories, paradigms, perspectives, concepts and policies that, over the past 60 years, have attempted to explain, predict or otherwise effect change in the global South, including modernization and dependency theory, neoliberalism, human development, post-development, and feminist contributions to development. The course also surveys some contemporary perspectives on the discourse and practice of development, such as participatory development, the “good governance” agenda, and the “institutional turn.” This is a multidisciplinary social science course, drawing on “mainstream” and “critical” literature from development studies, geography, anthropology, and sociology. We should note at the outset that development is not static, and that it has long been impelled by both practical and theoretical concerns. It has also been and continues to be shaped by geopolitical interests and social scientific trends that are not immediately tied to development. Bearing this in mind, we shall seek to answer the following key questions this semester: What is development? How have our ideas about development, its causes, and its objectives changed over time? Why, after 60 years of development, are so many people still suffering from poverty, economic decline, ill health, political insecurity, repression, and powerlessness? Where should we focus our development efforts in the future?</p>	<p>SDG 1, SDG 6, SDG 10, SDG 11, SDG 13, SDG 15</p>
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