

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT(GITAM)  
(Deemed to be University)  
VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with A<sup>++</sup> Grade**



**CURRICULUM AND SYLLABUS**

**OF**

**ULANG01: B.A. English**

**w.e.f. 2021-22 admitted batch**

***(Updated up to May 2024)***

# **Academic Regulations**

**Applicable for the Undergraduate Programmes in the Schools of Business, Humanities  
& Social Sciences, Science, Technology**

**<https://www.gitam.edu/academic-regulations>**

## **VISION AND MISSION OF THE UNIVERSITY**

### **VISION**

To become a global leader in higher education.

### **MISSION**

To impart futuristic and comprehensive education of global standards with a high sense of discipline and social relevance in a serene and invigorating environment

## **VISION AND MISSION OF THE SCHOOL**

### **VISION**

To become a global leader in liberal arts education with value orientation

### **MISSION**

1. To impart education with socio-cultural values
2. To nurture the ideas of equity, equality and democracy
3. To inculcate the notions of human and economic development with a focus on sustainability and health
4. To develop the concepts of peaceful co-existence among diverse peoples and species
5. To inculcate respect for inter-disciplinarity and trans-disciplinarity in education and at work
6. To develop the ethic of thinking globally and acting locally

## ULANG01: B.A. English

(w.e.f. academic year 2021-22 admitted batch)

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

<b>PEO 1</b>	Demonstrate the ability to prepare, organize and deliver content in a variety of formats both in speech and writing for academic and professional use.
<b>PEO 2</b>	Identify relevant print and internet resources for study of select topics, and use them appropriately in writing assignments, presentations and seminars by following standard academic conventions and ethical practices.
<b>PEO 3</b>	Apply suitable critical and theoretical approaches to the study and analysis of select texts.
<b>PEO 4</b>	Gain exposure to representative literary texts in multiple genres from different historical, geographical and cultural contexts.
<b>PEO 5</b>	Relate to people with empathy, employ creative problem-solving strategies and engage meaningfully in a diverse world.

### Mapping of the Mission of the School with the PEOs

	<b>PEO1</b>	<b>PEO2</b>	<b>PEO3</b>	<b>PEO4</b>	<b>PEO5</b>
<b>M1</b>	M	H	M	H	H
<b>M2</b>	M	M	H	H	H
<b>M3</b>	M	L	L	M	H
<b>M4</b>	H	H	L	M	H
<b>M5</b>	H	H	H	H	H
<b>M6</b>	H	H	M	H	H

H – High, M – Medium, L – Low

## PROGRAMME OUTCOMES (POS) AND PROGRAMME SPECIFIC OUTCOMES (PSOS):

At the end of the Programme the students would be able to:

PO1	<b>Critical Thinking:</b> Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	<b>Effective Communication:</b> Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
PO3	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	<b>Effective Citizenship:</b> Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	<b>Environment and Sustainability:</b> Understand the issues of environmental contexts and sustainable development.
PO7	<b>Self-directed and Life-long Learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
PSO1	demonstrate the ability to prepare, organize and deliver content in a variety of formats both in speech and writing for academic and professional use. (PEO 1 & 2)
PSO2	identify relevant print and internet resources for study of select topics, and use them appropriately in writing assignments, presentations and seminars by following standard academic conventions and ethical practices. (PEO 1 & 2)
PSO3	apply suitable critical and theoretical approaches to the study and analysis of select texts. (PEO 1 & 2)
PSO4	gain exposure to representative literary texts in multiple genres from different historical, geographical and cultural contexts. (PEO 2 & 3)

# **Curriculum Structure**

*(Flexible Credit System)*

UNIVERSITY CORE (UC)								
Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Soft Skills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Soft Skills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Soft Skills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)	0	0	2	0	0	1
CLAD20XX	2	Soft skills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Soft skills 6A/6B/6C	0	0	2	0	0	1
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
MFST1001	1	Health and Wellbeing#	0	0	2	0	0	1*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
VEDC1001	1	Venture Development	0	0	0	2	0	2
* Pass/Fail courses # Opt any three courses among the five ^ Online/Swayam/NPTEL Courses								



Soft skills courses 5 and 6								
Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement-1 (Soft skills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation for Higher Education (GRE/ GMAT)-1 (Soft skills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT – 1 (Soft skills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation for Campus Placement-2 (Soft skills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation for Higher Education (GRE/ GMAT)-2 (Soft skills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT – 2 (Soft skills 6C)	0	0	2	0	0	1

Sports Courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2
DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

Club Activity Courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (Participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of the Club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of the Club)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community Service courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services – Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services – Mobilizer	0	0	0	0	2	2

FACULTY CORE (FC)								
Course code	Level	Course title	L	T	P	S	J	C
LANG1031	1	Critical Thinking and Analysis	4	0	0	0	0	4
LANG1041	1	Academic Writing	4	0	0	0	0	4
LANG1151	1	Digital Humanities	4	0	0	0	0	4

English Programme Core (PC)								
Course code	Level	Course Title	L	T	P	J	S	C
LANG1161	1	Reading Literature	3	0	0	0	0	3
LANG1061	1	Foundations of British Literature - 14th and 15th Centuries	4	0	0	0	0	4
LANG1051	1	Evolution of English Language	3	0	0	0	0	3
LANG2001	2	Exploring New Worlds: The 16th Century British Literature	3	0	0	0	0	3
LANG2011	2	Introduction to Cultural Studies	3	0	0	0	0	3
LANG2021	2	British Literature:17th Century	4	0	0	0	0	4
LANG2031	2	British Literature:18th Century	3	0	0	0	0	3
LANG2041	2	Introduction to Indian Writing in English	3	0	0	0	0	3
LANG3001	3	19th Century British Literature	3	0	0	0	0	3
LANG3011	3	20th Century British Literature	3	0	0	0	0	3
LANG3021	3	Introduction to Literary Theory and Criticism	4	0	0	0	0	4
		Internship / Project	0	0	0	0	5	5

<b>English Programme Elective (PE)</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
LANG3041	3	Translating Literature: Theory and Practice	4	0	0	0	0	4
LANG3051	3	English Language Education: Concepts and Practices	4	0	0	0	0	4
LANG3061	3	Introduction to the Theories of Popular Culture	4	0	0	0	0	4
LANG3071	3	Cross Cultural Communication	4	0	0	0	0	4
LANG3081	3	World Literature	4	0	0	0	0	4
LANG3091	3	Fundamentals of Linguistics	4	0	0	0	0	4
LANG3101	3	Popular Culture of Film and Media	4	0	0	0	0	4
LANG3111	3	Content Writing	4	0	0	0	0	4
LANG3121	3	Resistance Literature	4	0	0	0	0	4
LANG3131	3	English Language in India: History, Policy, and Politics	4	0	0	0	0	4
LANG3141	3	Mythology, Folklore, Legends, and Culture	4	0	0	0	0	4
LANG3151	3	Professional Communication	4	0	0	0	0	4
LANG3161	3	Travel Writing	4	0	0	0	0	4
LANG3171	3	Understanding Second Language Acquisition	4	0	0	0	0	4
LANG3181	3	Transmedia Storytelling	4	0	0	0	0	4
LANG3191	3	English Language Learning through Technology	4	0	0	0	0	4
LANG3201	3	Introduction to Bilingualism	4	0	0	0	0	4
<b>Minor from Other Disciplines</b>								
<b>Political Science Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
POLS1011	1	Introduction to Politics	3	0	0	0	0	3
POLS1031	1	Western Political Thought 1	3	0	0	0	0	3
POLS2001	2	Western Political Thought 2	3	0	0	0	0	3
POLS2011	2	Indian Political System	3	0	0	0	0	3
POLS2021	2	International Relations	3	0	0	0	0	3
POLS2031	2	Political Theory	3	0	0	0	0	3
POLS3001	3	Comparative Politics	3	0	0	0	0	3
POLS3011	3	Public Administration	3	0	0	0	0	3

<b>Psychology Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
PSCY1001	1	Introduction to Psychology	3	0	0	0	0	3
PSCY1011	1	Social Psychology	3	0	0	0	0	3
PSYC2001	2	Experimental Psychology	1	1	2	0	0	3
PSYC2011	2	Understanding Psychological Disturbances	3	0	0	0	0	3
PSYC2021	2	Lifespan Development	3	0	0	0	0	3
PSYC2031	2	Psychological Assessment	2	0	2	0	0	3
PSYC3001	3	Counselling Psychology	3	0	0	0	0	3
PSYC3041	3	Yoga and Wellbeing	1	1	2	0	0	3
<b>History Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
HIST1001	1	Ancient India	3	0	0	0	0	3
HIST1021	1	History of Medieval India-1 (1206-1526)	3	0	0	0	0	3
HIST1031	1	Women in Indian History	3	0	0	0	0	3
HIST2001	2	History of Medieval India - 2 (1526-1750)	3	0	0	0	0	3
HIST2011	2	Modern History	3	0	0	0	0	3
HIST2021	2	Glimpses of World History	3	0	0	0	0	3
HIST2031	2	Indian National Movement	3	0	0	0	0	3
HIST3011	3	Science and Technology in India-A Historical Perspective	3	0	0	0	0	3
<b>Kuchipudi Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	1	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	2	Intermediate Kuchipudi	2	0	2	0	0	3
FPEA2021	2	Advanced Kuchipudi	2	0	2	0	0	3
FPEA2011	2	<i>Sāttvikabhinaya</i> Kuchipudi	2	0	2	0	0	3
FPEA3001	3	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	3	Improvisation in Kuchipudi	2	0	2	0	0	3
FPEA3021	3	Cross-cultural Dance Studies	3	0	0	0	0	3

<b>Mohiniyattam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2031	2	Introduction to Mohiniyattam	2	0	2	0	0	3
FPEA2041	2	Intermediate Mohiniyattam	1	0	4	0	0	3
FPEA3031	3	Advanced Mohiniyattam	1	0	4	0	0	3
FPEA2051	2	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
FPEA3041	3	Mohiniyattam Performance	1	0	4	0	0	3
FPEA3051	3	Improvisation in Mohiniyattam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3
<b>Bharatanatyam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2061	2	Introduction to Bharatanatyam	2	0	2	0	0	3
FPEA2071	2	Intermediate Bharatanatyam	1	0	4	0	0	3
FPEA3071	3	Advanced Bharatanatyam	1	0	4	0	0	3
FPEA2081	2	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
FPEA3081	3	Bharatanatyam Performance	1	0	4	0	0	3
FPEA3091	3	Improvisation in Bharatanatyam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3
<b>Indology Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1051	1	Introduction to Indology	3	0	0	0	0	3
FPEA1061	1	Vedic Literature and Mythology	3	0	0	0	0	3
FPEA2121	2	Religion and Religiosity in India	3	0	0	0	0	3
FPEA2131	2	Introduction to Indian Philosophy	3	0	0	0	0	3
FPEA2141	2	Introduction to Temple Architecture and Iconography	3	0	0	0	0	3
FPEA2151	2	Ancient Indian Social Structure	3	0	0	0	0	3
FPEA3131	3	Ancient Indian Knowledge Systems	3	0	0	0	0	3
FPEA3141	3	Global Indian Culture and Folk studies	3	0	0	0	0	3

<b>English Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
LANG1161	1	Reading Literature	3	0	0	0	0	3
LANG1051	1	Evolution of English Language	3	0	0	0	0	3
LANG2001	2	Exploring New Worlds: The 16th Century British Literature	3	0	0	0	0	3
LANG2011	2	Introduction to Cultural Studies	3	0	0	0	0	3
LANG2031	2	British Literature: 18th Century	3	0	0	0	0	3
LANG6061	6	Indian Writing in English	3	0	0	0	0	3
LANG3001	3	19th Century British Literature	3	0	0	0	0	3
LANG3011	3	20th Century British Literature	3	0	0	0	0	3
<b>Music Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3

**Courses Identified for English Minor**

<b>S. No.</b>	<b>Semester</b>	<b>Course</b>	<b>Credits</b>
1	I	Reading Literature	3
2	II	Evolution of English Language	3
3	III	Exploring New Worlds: The 16 <sup>th</sup> Century British Literature	3
4	III	Introduction to Cultural Studies	3
5	IV	Indian Writing in English	3
6	IV	British Literature: 18 <sup>th</sup> Century	3
7	V	19 <sup>th</sup> Century British Literature	3
8	VI	20 <sup>th</sup> Century British Literature	3
		<b>Total Credits</b>	<b>24</b>

**Courses Identified for English Concentration / Electives**

<b>S. No.</b>	<b>Semester</b>	<b>Course</b>	<b>Credits</b>
1	I	Reading Literature	3
2	II	Evolution of English Language	3
3	III	Introduction to Cultural Studies	3
4	IV	Indian Writing in English	3
5	IV	British Literature: 18 <sup>th</sup> Century	3
		<b>Total Credits</b>	<b>15</b>

**Students pursuing 4<sup>th</sup> year of the B.A. English programme need to choose Honours course from the following table respectively.**

**Honours Courses**

Minimum number of credits to be earned is 40, out of which 8 credits must be earned through Minor Enhancement courses.

Minor Enhancement course to be chosen in the specialization the student has studied the Minor.

Course Code	Level	Course Title	L	T	P	S	J	C
LANG4001	400	<a href="#">Marginality and Literature</a>	4	0	0	0	0	4
LANG4011	400	<a href="#">English Language Planning &amp; Policy in India</a>	4	0	0	0	0	4
LANG4021	400	<a href="#">Bodies, Selves and Subjectivity</a>	4	0	0	0	0	4
LANG4031	400	<a href="#">Literature and Comparative Methods</a>	4	0	0	0	0	4
LANG4041	400	<a href="#">Language Teaching and Technology #</a>	4	0	0	0	0	4
LANG4071	400	<a href="#">Translating Literature: Theory and Practice</a>	4	0	0	0	0	4
LANG4081	400	<a href="#">Overview of Development of ELT Materials</a>	4	0	0	0	0	4
LANG4092	400	<a href="#">Language through Literature #</a>	4	0	0	0	0	4
LANG4101	400	<a href="#">Visual Culture</a>	4	0	0	0	0	4
<b>Total</b>								<b>32</b>

# Opt Any 1 out of 2 Courses

**Minor Enhancement Courses**

<b>Economics</b>								
Course Code	Level	Course Title	L	T	P	S	J	C
ECON3161	300	<a href="#">Paradigms in Economics #</a>	4	0	0	0	0	4
ECON3221	300	<a href="#">New institutional Economics #</a>	4	0	0	0	0	4
ECON3231	300	<a href="#">Economics of Social Issues *</a>	4	0	0	0	0	4
ECON3251	300	<a href="#">Behavioral Economics *</a>	4	0	0	0	0	4
# Opt Any One Course								
* Opt Any One Course								

<b>English (Opt Any Two Courses)</b>								
Course Code	Level	Course Title	L	T	P	S	J	C
LANG4001	400	<a href="#">Marginality and Literature</a>	4	0	0	0	0	4
LANG4021	400	<a href="#">Bodies, Selves and Subjectivity</a>	4	0	0	0	0	4
LANG4051	400	<a href="#">Popular Culture</a>	4	0	0	0	0	4
LANG4061	400	<a href="#">Folk Culture</a>	4	0	0	0	0	4



<b>Mass Communication</b>								
<b>Course Code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
MSTU4011	400	<a href="#">Digital Divide and Inclusive Policies in India</a>	4	0	0	0	0	4
MSTU4041	400	<a href="#">Mass Media and Digital Cultures</a>	4	0	0	0	0	4

<b>Visual Communication</b>								
<b>Course Code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
MSTU4221	400	<a href="#">Sound Design for Films</a>	1	0	6	0	0	4
MSTU4231	400	<a href="#">Techniques of Cinematography</a>	0	0	8	0	0	4

<b>Psychology</b>								
<b>Course Code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
PSYC4021	400	<a href="#">Psychology of Innovation</a>	4	0	0	0	0	4
PSYC3181	300	<a href="#">Political Psychology</a>	4	0	0	0	0	4

<b>Sociology</b>								
<b>Course Code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
SOCY4041	400	<a href="#">Education and Society</a>	4	0	0	0	0	4
SOCY4081	400	<a href="#">Theorising Everyday Life</a>	4	0	0	0	0	4

<b>History</b>								
<b>Course Code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
HIST4061	400	<a href="#">Writing Social History</a>	4	0	0	0	0	4
HIST4031	400	<a href="#">History of Labour and Capital</a>	4	0	0	0	0	4

## CREDIT STRUCTURE

BA Programme consists of courses which could be grouped under University Core (UC), Faculty Core (FC), Major/Programme Core (PC), Major/Programme Electives (PE) and Open Electives (OE) as the below breakup.

Stream	3-Year Program		4-Year Program (Honours)	
	Credits	Percentage	Credits	Percentage
University Core	12	10%	12	7.50%
Faculty Core	12	10%	12	7.50%
Program core	41	34%	73	45.62%
Program Electives	16	13%	16	10%
Minor	24	20%	32	20%
Open Electives	15	13%	15	9.38%
<b>Total Credits</b>	<b>120</b>	<b>100%</b>	<b>160</b>	<b>100%</b>

Each course is assigned a certain number of credits depending upon the number of contact hours (lectures/tutorials/practical) per week. In general,

- **Theory:** A student attending classroom lecture/ tutorial/ skill development activity of 50 minutes' duration per week, spread over the entire semester is awarded one credit.
- **Practical:** A student attending a minimum of 100 minutes per week of laboratory session/ practical is awarded - one credit.
- **Project Work:** A student working for 50 minutes of project work per week with 3 hours of work performed independent of the instructor during the entire semester is awarded - one credit
- **Internship:** 8 hours in a day for four weeks is required for earning internship credits

**COURSE - PO MAPPING**

Course code	Course Name	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
LANG1161	Reading Literature	H	M	L	M	H	M	H	H	M	M	H
LANG1061	Foundations of British Literature - 14th and 15th Centuries	L	M	L	L	H	L	H	M	H	M	H
LANG1051	Evolution of English Language	M	H	L	L	M	L	M	M	M	L	L
LANG2001	Exploring New Worlds: The 16th Century British Literature	L	M	L	L	H	L	H	M	H	M	H
LANG2011	Introduction to Cultural Studies	H	M	H	H	H	M	H	H	M	H	H
LANG2021	British Literature: 17th Century	L	M	L	L	H	L	H	M	H	M	H
LANG2031	British Literature: 18th Century	L	M	L	L	H	L	H	M	H	M	H
LANG2041	Introduction to Indian Writing in English	M	M	M	H	M	H	M	M	H	H	H
LANG3001	19th Century British Literature	L	M	L	L	H	L	H	M	H	M	H
LANG3011	20th Century British Literature	L	M	L	L	H	L	H	M	H	M	H

LANG3021	Introduction to Literary Theory and Criticism	H	H	H	M	H	M	H	H	H	H	M
LANG3041	Translating Literature: Theory and Practice	H	H	M	M	H	M	H	M	H	M	L
LANG3051	English Language Education: Concepts and Practices	H	H	M	L	M	L	H	H	H	L	L
LANG3061	Introduction to the Theories of Popular Culture	H	H	M	M	M	M	H	H	H	M	M
LANG3071	Cross Cultural Communication	M	H	H	M	H	L	H	H	M	H	H
LANG3081	World Literature	M	H	M	M	M	M	H	H	M	H	H
LANG3091	Fundamentals of Linguistics	M	H	L	L	L	L	H	M	H	H	L
LANG3101	Popular Culture of Film and Media	H	H	M	H	H	M	H	H	H	H	M
LANG3111	Content Writing	H	H	H	M	H	L	H	H	H	M	L
LANG3121	Resistance Literature	H	H	H	H	H	H	H	H	H	H	H
LANG3131	English Language in India: History, Policy and Politics	H	M	M	M	M	L	H	H	H	H	L
LANG3141	Mythology, Folklore, Legends and Culture	H	M	M	M	M	M	H	H	H	H	M

LANG3151	Professional Communication	H	H	H	H	H	L	H	H	H	L	L
LANG3161	Travel Writing	H	M	H	H	H	H	H	H	H	M	M
LANG3171	Understanding Second Language Acquisition	H	H	M	M	M	L	H	H	H	L	L
LANG3181	Transmedia Storytelling	H	H	H	H	H	L	H	H	H	H	H
LANG3191	English Language Learning through Technology	M	H	H	M	M	L	H	H	H	L	L
LANG3201	Introduction to Bilingualism	H	H	H	H	M	L	H	H	H	L	L

H- High Correlation, M – Medium Correlation, L- Low Correlation

## **Syllabus**

## **University Core**

CSEN1001	IT PRODUCTIVITY TOOLS	L	T	P	S	J	C
		0	0	2	0	0	1
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Familiarity with Computer system and its operation.						

**Course Description:**

*This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.*

**Course Educational Objectives:**

- to impart the skill in preparing technical documents of professional quality using docs, sheets and forms
- to involve the student in preparation of websites, analyzing data and acquaint the student with the skill of processing audio, images, documents etc.

**10 hours**

**List of Experiments:**

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyze the results of an examination student wise, teacher wise, course wise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: [www.draw.io](http://www.draw.io) or smartdraw
10. Create a website of his interest.



### **Textbooks:**

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>  
Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics  
Fourth Edition ISBN-13: 978-1449319274

### **References**

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

### **Course Outcomes:**

1. Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
2. Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
3. Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
4. Create simple diagrams / charts using online tools like: [www.draw.io](http://www.draw.io) .
5. Manage documents, presentations, spreadsheets and websites in collaborative mode.

### Co-Po Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1					2				1	1	
CO2					2				1	1	
CO3	2	1	1		2				1	1	
CO4					2				1	1	
CO5					2				3	3	

**Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation**

**APPROVED IN:**

**BOS :06-09-2021**

**ACADEMIC COUNCIL:17-09-201**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Emotional Intelligence and reasoning skills are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD1001</b>	<b>EMOTIONAL INTELLIGENCE &amp; REASONING SKILLS (SOFT SKILLS 1)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas, and methods to solve questions in reasoning and data sufficiency*

**Course Educational Objectives:**

- Use EI to relate more effectively to themselves, their colleagues and to others. Apply self-awareness and self-assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
- Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
- Manage conflicts and work in teams in an emotionally intelligent manner.
- Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

**List of Activities & Tasks for Assessment:**

<b>Unit</b>	<b>Topics</b>	<b>Hours</b>
1	Self-Awareness & Self-Regulation: Introduction to Emotional Intelligence, <i>Self-Awareness: Self-Motivation, Accurate Self-Assessment (SWOT Analysis), Self-Regulation: Self Control, Trustworthiness &amp; Adaptability</i>	3

2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Students will be able to relate more effectively to themselves, their colleagues and to others
2. Students will be able to set their short term and long term goals and better manage their time
3. Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
4. Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3				3				
CO2		3	3				3				
CO3		3	3				3				
CO4	3						3				
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-201**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Emotional Intelligence and reasoning skills are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD1011</b>	<b>LEADERSHIP SKILLS &amp; QUANTITATIVE APTITUDE (SOFT SKILLS 2)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Communication Skills is having the ability to convey information to others so that messages are understood, and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.*

**Course Educational Objectives:**

- Learn and apply, through different individual and group activities, different ideas, and skills to communicate in a positive and impressive manner.
- Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
- Apply different concepts in numbers, numerical computation, and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
- Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

**List of Activities & Tasks for Assessment:**

<b>Unit</b>	<b>Topics</b>	<b>Hours</b>
1	Communication Skills: The Communication Process, Elements of Interpersonal Communication, Non-Verbal Communication: Body Language, Posture, Eye Contact, Smile, Tone of Voice, Barriers to	5

	Communication. Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non-Judgmental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	
2	Focus on Audience Needs, focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3
4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I: Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problem on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line- graphs, Pie-graphs, Boxplots, Scatterplots and Data Sufficiency	3
8	Mental Ability: Series (Number, Letter and Alphanumeric), Analogy (Number, Letter and Alphanumeric) and Classifications	3

### References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

### Course Outcomes:

1. Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/

presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.

2. Students will be able to apply the rational model of problem solving and decision making in their problem solving and decision-making efforts.
3. Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
4. Students will be able to solve questions based on data interpretation, progressions, and series.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3				3				
CO2		3	3				3				
CO3	3						2				
CO4	3						2				
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Leadership and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.



<b>CLAD1021</b>	<b>VERBAL ABILITY &amp; QUANTITATIVE ABILITY (SOFT SKILLS 3)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes, and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.*

**Course Educational Objectives:**

- List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc.
- Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, Para jumbles, etc. that are frequently asked in various competitive exams and admission tests.
- Solve different types of questions based on vocabulary, such as word analogy; structure, grammar, and verbal reasoning; introduce common errors and their detection and correction.
- Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2- & 3-dimensional mensuration.

**List of Activities & Tasks for Assessment:**

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.
4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>		2					2				
<b>CO2</b>		2					2				
<b>CO3</b>	3						2				
<b>CO4</b>	3						2				
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

English language and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD1031</b>	<b>PRACTICING VERBAL ABILITY &amp; QUANTITATIVE APTITUDE (SOFT SKILLS 4)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability), Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies ( Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.*

**Course Educational Objectives:**

- Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
- Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
- Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability), Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of basesystem (7, 24), Clocks (Base 24), Calendars (Base 7))
- Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)

**List of Activities & Tasks for Assessment:**

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
2. Error Detection: Tenses and their Uses
3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses

4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & WordOrder, and Degrees of Comparison
5. Combinatorics: Permutations & Combinations, Probability
6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>							3				
<b>CO2</b>							3				
<b>CO3</b>	3						3				
<b>CO4</b>	3						3				
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

English language and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD2001</b>	<b>PREPARATION FOR CAMPUS PLACEMENT -1 (SOFT SKILLS 5A)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.*

**Course Educational Objectives:**

Prepare the students for their upcoming/ ongoing campus recruitment drives.

**List of Activities & Tasks for Assessment:**

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practicing Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		1					3				
CO2		3					3				
CO3	3						3				
CO4	3						3				
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for campus placement tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.



<b>CLAD2011</b>	<b>PREPARATION FOR HIGHER EDUCATION (GRE/ GMAT)-1 (SOFT SKILLS 5B)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve questions from all four broad areas of GRE/ GMAT
- Orient the students for GRE/ GMAT through mock tests

**List of Activities & Tasks for Assessment:**

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, TextCompletion, Sentence Correction, Critical Reasoning
2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
3. Analytical Writing Assessment: Issue/ Argument
4. Integrated Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3			2			3				
<b>CO2</b>	3			2			3				
<b>CO3</b>											
<b>CO4</b>											
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for GRE/GMAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD2021	PREPARATION FOR CAT/ MAT – 1 (SOFT SKILLS 5C)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve questions from all four relevant areas of CAT/ XAT/MAT, etc.
- Orient the students for CAT/ XAT, etc. through mock tests

**List of Activities & Tasks for Assessment:**

1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation: Data Interpretation and Data Sufficiency
3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3			2			3				
CO2	3			2			3				
CO3											
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for CAT/ MAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD2031	PREPARATION FOR CAMPUS PLACEMENT-2 (SOFT SKILLS 6A)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude, and logical reasoning.*

**Course Educational Objectives:**

- To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
- To sharpen the test-taking skills in all four major areas of all campus drives

**List of Activities & Tasks for Assessment:**

1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning II: Logical and Verbal Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3				3				
CO2							3				
CO3							3				
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for campus placement tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD2041</b>	<b>PREPARATION FOR HIGHER EDUCATION (GRE/GMAT)-2 (SOFT SKILLS 6B)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
- Orient the students for GRE/ GMAT through mock tests

**List of Activities & Tasks for Assessment:**

1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
3. Analytical Writing Assessment II: Issue/ Argument
4. Integrated Reasoning II

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	2						3				
<b>CO2</b>	2						3				
<b>CO3</b>											
<b>CO4</b>											
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for GRE/GMAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.



CLAD2051	PREPARATION FOR CAT/ MAT – 2 (SOFT SKILLS 6C)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

**List of Activities & Tasks for Assessment:**

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2			2			3				
CO2	2			2			3				
CO3											
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for CAT/ MAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>DOSL1001</b>	<b>CLUB ACTIVITY – PARTICIPANT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.*

**Course Educational Objectives:**

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Participation in various club-based activities
2. Weekly reflection paper
3. Portfolio (on social media using an Instagram account)
4. Two learning papers (one per semester)

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. YouTube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

1. Identify personal interest areas
2. Learn from diverse perspectives and experiences
3. Gain exposure to various activities and opportunities for extra-curricular activities
4. Learn to manage time effectively
5. gain confidence

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

Note: 1 - Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

This course recognizes student participation in non-academic events and activities which focus on inclusive partnerships and collaborations with all stakeholders by using all sustainable means to promote lifelong learning.

DOSL1011	CLUB ACTIVITY – MEMBER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.



DOSL1021	CLUB ACTIVITY – LEADER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course encourages and recognizes student members' work in leading the student organization through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students(Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSL1031</b>	<b>CLUB ACTIVITY – COMPETITOR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course encourages and recognizes student members' work in leading the student organization through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities

15. Other club activities organized by student clubs

**List of Activities:**

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3	3	3	3	2		2				
<b>CO2</b>	3		3		2		2				
<b>CO3</b>		3	2		3	2					
<b>CO4</b>		3	3		2		3				
<b>CO5</b>	3		3		2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSL1041</b>	<b>COMMUNITY SERVICES - VOLUNTEER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behaviour and community values.*

**Course Educational Objectives:**

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

**List of Community Service Activities:**

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

**List of Activities:**

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

**Text Books:**

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References:**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and SherylWuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

**Course Outcomes:**

1. Experience of volunteering in a variety of Community service activities
2. Gaining empathy for lesser privileged sections of society by experience
3. Understanding the process of generating community awareness
4. Understanding Disaster management and relief through training and experience
5. Developing environmental and sustainability awareness

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3					2				
CO2		3	3				2				
CO3				3	3	2	2				
CO4		3	3								
CO5	3		3				3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation



**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSL1051</b>	<b>COMMUNITY SERVICES - MOBILIZER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.*

**Course Educational Objectives:**

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

**List of Community Service Activities:**

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

**List of Activities:**

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an Instagram account)
4. Two learning papers (one per semester)

**Textbooks:**

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References:**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non- government community service organizations

**Course Outcomes:**

1. Experience of mobilizing and executing Community service activities
2. Providing opportunities for community service volunteering for other fellow students
3. Understanding the process of mobilizing cash, kind and volunteer support
4. Building leadership and management skills
5. Building empathy and citizenship behavior

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3					2				
CO2		3	3				2				
CO3				3	3	2	2				
CO4		3	3								
CO5	3		3				3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSP1001</b>	<b>BADMINTON</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>OSP1011</b>	<b>CHESS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

**References:**

1. International Chess Federation (FIDE) Handbook

**Course Outcomes:**

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.



<b>DOSP1021</b>	<b>CARROM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Carrom - History and development
2. Rules of the Game, Board components & dimensions
3. Fundamental Skills - Carrom: - Striking
4. Gameplay – General
5. Preparatory Drills and Fun Games
6. Game Variations: Singles/ Doubles/ Mixed
7. Preparatory Drills and Fun Games

**References:**

1. Indian Carrom Federation Handbook - Laws

**Course Outcomes:**

1. Learn to play Carrom
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1031</b>	<b>FOOTBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1041</b>	<b>VOLLEYBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1051</b>	<b>KABADDI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

**References:**

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

**Course Outcomes:**

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.



<b>DOSP1061</b>	<b>KHO KHO</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kho Kho - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills: Sitting, giving Kho, Pole dive
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Running, sitting
6. Gameplay: Running strategies, ring method, chain method
7. Preparatory Drills and Fun Games

**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

1. Learn to play Kho Kho
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1071</b>	<b>TABLE TENNIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Table Tennis - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - TT: Grips - Racket, ball
4. Stances and footwork
5. TT Gameplay- Forehand, Backhand, Side Spin, High Toss. Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick, Loop Drive.
6. Preparatory Drills and Fun Games
7. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the International Table Tennis Federation (ITTF)

**Course Outcomes:**

1. Learn to play Table Tennis
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1081</b>	<b>HANDBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Handball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Handball: Throwing, Ball control, Movement
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Gameplay: Shots, throws, movements, attack, defense
7. Preparatory Drills and Fun Games

**References:**

1. International Handball Federation - Rules of the Game & Regulations

**Course Outcomes:**

1. Learn to play Handball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1091</b>	<b>BASKETBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

**References:**

1. FIBA Basketball Official Rules

**Course Outcomes:**

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.



<b>DOSP1101</b>	<b>TENNIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Tennis - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Tennis: Grips - Racket, ball
4. Stances and footwork
5. Gameplay- Forehand, Backhand, Service, volley, smash
6. Preparatory Drills and Fun Games
7. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the International Tennis Federation (ITF)

**Course Outcomes:**

1. Learn to play Tennis
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

DOSP1111	THROWBALL	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3		3	3				2				
CO4					2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>ENVS1001</b>	<b>ENVIRONMENTAL STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3*</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.*

**Course Educational Objectives:**

- To impart knowledge on natural resources and its associated problems.
- To familiarize learners about ecosystem, biodiversity, and their conservation.
- To introduce learners about environment pollution.
- To acquaint learners on different social issues such as conservation of water, green building concept.
- To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
- To make learners understand about the importance of field visit.

**UNIT 1                      Multidisciplinary nature of environmental studies & Natural Resources                      10 hours**

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

**Ecosystem:** Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

**Biodiversity:** Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity:

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

**UNIT 3 Environmental Pollution 10 hours**

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity:

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

**UNIT 4 Social Issues and the Environment 10 hours**

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

**UNIT 5 Human Population and the Environment and Environment Protection Act and Field work 10 hours**

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

**Textbook(s):**

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses- Universities Press,India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age InternationalPublishers Edition-VI. 2018.

3. Dave D Katewa S.S. Textbook of Environmental Studies, 2<sup>nd</sup> Edition. Cengage Learning India. 2012.

**Additional Reading:**

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

**Reference Book(s):**

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6<sup>th</sup> Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5<sup>th</sup> edition. 2005.

**Journal(s):**

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

**Website(s):**

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf> From Climate Science to Action | Coursera

**Course Outcomes:**

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

**CO-PO Mapping:**

	PO2	PO1	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2							2		
CO2		2				1		2		
CO3			1						1	
CO4				2						1
CO5	1								1	
CO6					2					1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN: BOS**

**BOS: 04-07-22**

**ACADEMIC COUNCIL:14-07-22**

**SDG No. & Statement:**

1. SDG-6-Clean water and Sanitation
2. SDG-7-Affordable and clean energy
3. SDG-13 - Climate change
4. SDG-14 - Life below water
5. SDG-15 - Life on Land

**SDG Justification:**

1. The learner will understand the importance of clean water and sanitation through this course and apply in their daily activities – SDG-6
2. The learner will make use of renewable resources to reduce pollution achieves SDG-7
3. The learner will understand present situation in climate change and takes appropriate steps to combat climate change – SDG-13
4. The learner will understand the existence of life below water – SDG-14
5. The learner will understand to promote sustainable terrestrial ecosystem – SDG15



FINA3001	PERSONAL FINANCIAL PLANNING	L	T	P	S	J	C
		0	0	2	0	0	1*
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Risk Management in personal financing Fundamentals of Investing Personal and Family Financial Planning Introduction to Personal Finance Portfolio Selection and Risk Management						

**Course Description:**

*Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non- medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.*

*This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.*

**Course Educational Objectives:**

- To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
- To provide students with knowledge on terms, techniques to evaluate investment avenues.
- To build the skill set of the student to enable them to file their tax returns.

**UNIT 1 Basics of Financial Planning**

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

## **UNIT 2**

### **Risk and Insurance Management**

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

## **UNIT 3**

### **Investment Products and Measuring Investment Returns**

**Investment Products:** Small Saving Instruments, Fixed Income Instruments, Alternate Investments, Direct Equity

**Measuring Investment Returns:** Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

## **UNIT 4 Retirement Planning**

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

## **UNIT 5 Tax Planning**

Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

### **Textbooks:**

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

### **References:**

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

**Course Outcomes:**

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	0	0	1	0	0	3	1	1	3
CO2	2	2	0	0	1	1	1	3	1	1	2
CO3	3	2	1	0	1	0	0	3	2	2	3
CO4	3	2	0	1	1	0	1	2	2	3	2
CO5	3	3	0	1	1	1	2	1	2	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 01-02-2022**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

**SDG Justification:**

<b>LANG1001</b>	<b>COMMUNICATION SKILLS IN ENGLISH - BEGINNERS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2*</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.*

**Course Educational Objectives:**

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)
- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)
- Help learners apply their knowledge and language skills to make mini oral presentations and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary, and grammatical structures. (Bloom's Taxonomy Level/s:3)
- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

**List of Activities & Tasks for Assessment:**

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others
13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays, and sharing feedback

**References:**

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP

6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reading, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP. Intermediate. CUP.

**Online References:**

- [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
- <https://eslflow.com/>
- <https://www.englishclub.com/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://dictionary.cambridge.org/>
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
- <https://freerice.com/categories/english-vocabulary>

**Course Outcomes:**

1. Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
2. Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)
3. Speak clearly with some confidence on matters related to his/her interests and academic work and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
4. Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)
5. Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	0	2	2	3	0	0	0				
<b>CO2</b>	0	2	2	3	0	0	0				
<b>CO3</b>	0	0	0	3	0	0	0				
<b>CO4</b>	0	0	0	3	0	0	0				
<b>CO5</b>	0	4	2	0	2	2	4				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

SDG No. 4: Statement: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course aims to remove inequalities among admitted students with regard to basic communication skills in English and provide them communication as well as learning skills that are useful throughout their lives.

<b>LANG1011</b>	<b>COMMUNICATION SKILLS IN ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.*

**Course Educational Objectives:**

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion.



Corrective individual feedback would be given to the learners on their writing. (Bloom

**List of Tasks and Activities:**

S.No.	Tasks	Activities
1	Listening to subject related short discussions/explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection / Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a con text (i.e. Identifying the situation and different roles and enacting theirroles)
3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa -Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa -Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends andfamily in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/ phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks

8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationale for the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback

15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback
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**Reference Books:**

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. FoundationBooks. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

**Online Resources:**

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

**Course Outcomes:**

1. Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
2. "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons

for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"

3. Make short presentations on a limited range of general topics using slides, and engage in smallgroup discussions sharing experiences/views on familiar contemporary issues and give reasonsfor choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
4. Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjectsof interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
5. Reflect on others' performance, give peer feedback on fellow learners' presentations, responsesto writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	0	3	0	3	0	3	0				
<b>CO2</b>	0	2	0	3	2	2	0				
<b>CO3</b>	4	3	3	3	3	3	4				
<b>CO4</b>	0	3	3	3	3	3	0				
<b>CO5</b>	5	0	5	0	0	0	0				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

SDG No. 4: Statement: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course aims to remove inequalities among admitted students with regard to basic communication skills in English and provide them communication as well as learning skills that are useful throughout their lives.

LANG1021	ADVANCED COMMUNICATION SKILLS IN ENGLISH	L	T	P	S	J	C
		0	0	4	0	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.*

**Course Educational Objectives:**

- Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s: 2 & 3)
- Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
- Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their

communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

**List of Activities & Tasks for Assessment:**

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a longtext/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post- reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflectionand brief presentation of thoughts/ideas/opinions on the themeof the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well- known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/ modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/ debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentativeessays).	3

6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/ magazine articles/ blog posts on current social issues, listening to talks/ discussions/ debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 - 4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/ counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2
9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/ strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/ teacher)	2

12	Writing a short reflective report of an event - incident/ meeting/ celebration	Writing a report on meetings/ celebrations/ events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

**Reference Books:**

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)
4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards with an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.



6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

**Online Resources:**

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

**Course Outcomes:**

1. Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
2. Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widelyaccepted conventions. (Bloom's Taxonomy Level/s: 3)
3. Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
4. Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
5. Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	0	2	2	0	2	2	0				
CO2	3	3	0	3	0	0	3				
CO3	2	4	0	4	2	2	0				
CO4	3	4	0	4	0	0	3				
CO5	0	4	0	4	0	0	0				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

SDG No. 4: Statement: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course aims to remove inequalities among admitted students with regard to basic communication skills in English and provide them communication as well as learning skills that are useful throughout their lives.

MFST1001	HEALTH & WELLBEING	L	T	P	S	J	C
		0	0	2	0	0	1*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.*

**Course Educational Objectives:**

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

**UNIT 1**

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

**UNIT 2**

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

**UNIT 3**

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

#### **UNIT 4**

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

#### **Course Outcomes:**

By the end of the course, student will

1. Learn the role of nutrition and diet in maintaining a good health
2. understand how the exercise, sports and physical activities will improve health
3. learn mindfulness practices for reducing stress
4. know the importance of yoga and meditation

#### **APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

#### **SDG No. & Statement:**

#### **SDG Justification:**





**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	3	3	3	3	3	2	2
CO2	3	3	2	3	2	3	3	3	3	2	3
CO3	3	3	3	2	3	2	2	3	3	2	2
CO4	3	2	2	3	3	2	2	3	3	2	3
CO5	3	3	2	2	3	3	3	3	3	3	2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

<b>POLS1001</b>	<b>INDIAN CONSTITUTION AND HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2*</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course analyses the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.*

**Course Educational Objectives:**

- To introduce constitutional history of India.
- To explain the process of making Indian constitution
- To analyze Fundamental of Rights, Duties and other principles in constitution
- To create familiarity with political developments which shaped the constitution.

**UNIT 1**

**India as a Nation**

**6 hours**

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108.  
Doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1.

*The Politics of Idea since independence*, New Delhi: Cambridge University Press. Pp. 1-30.

**UNIT 2**

**Understanding the Constitution**

**6 hours**

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. Pp. 15-27.





Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy,"

*Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. Pp. 1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. Pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

### **Recommended Readings:**

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011. Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

**Course Outcomes:**

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	1	2	2	3	3	2	3	1	2
CO2	1	1	2	1	2	2	3	2	3	1	2
CO3	1	2	1	2	2	2	3	1	3	1	1
CO4	1	1	1	2	2	2	3	1	3	1	1
CO5	1	1	1	2	2	2	3	2	3	1	2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

<b>VEDC1001</b>	<b>VENTURE DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*India as part of its “Make in India” initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country. This common course (university core) for all the disciplines is a foundation on venture development. It is an experiential course that starts with students discovering their deeper self in terms of how they might contribute to society by creating exciting new products and services that can become the basis of real businesses. The students learn about the emerging areas of knowledge that are the foundations of any successful company. They will learn how to develop insight into the problems and desires of different types of target customers, and from this, to identify the design drivers for a specific innovation. Students will learn specific design methods for new products and services. The students will learn that as important as the product or service itself, is a strategy for monetizing the innovation – for generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward. This course is aimed to be the beginning of what might be the most important journey of personal and career discovery so far in a student’s life, one with lasting impact. This is not just a course, but potentially, an important milestone in life that a student remembers warmly in the years to come.*

**Course Educational Objectives:**

Students have the opportunity to:

- Discover who they are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.

**UNIT 1**
**PERSONAL DISCOVERY**
**4 hours**

Personal Values, Excite &amp; Excel, Build a Team, Define Purpose, Mission Statement

**UNIT 2**

**IDEATION**

**10 hours**

Ideation & Impact, User Insights - Frameworks, Customer Interviews, Interpreting Results

**UNIT 3**

**SOLUTION DISCOVERY**

**8 hours**

Concept Design, Competitive Analysis, Product Line Strategy, Prototyping Solutions, Reality Check

**UNIT 4**

**BUSINESS MODEL DISCOVERY**

**4 hours**

Understand the Industry, Types of Business Model, Define Revenue Models, Define Operating Models, Define Customer Journey, Validate Business Model

**UNIT 5**

**DISCOVERY INTEGRATION**

**4 hours**

Define Company Impact, Create Value, Tell Your Story

**Textbooks:**

1. Meyer and Lee, "Personal Discovery through Entrepreneurship", The Institute for Enterprise Growth, LLC. Boston, MA., USA.

**References:**

1. Adi Ignatius (Editor-in-Chief), "Harvard Business Review", Harvard Business Publishing, Brighton, Massachusetts, 2021

**Course Outcomes:**

1. Identify one's values, strengths and weaknesses and their will to contribute to the society
2. Formulate an idea and validate it with customers
3. Demonstrate prototyping and analyse the competition for the product
4. Create business models for revenue generation and sustainability of their business
5. Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1						3	1				
CO2		3		3	1	3	2				
CO3	1	3	3		3		3				
CO4					1	1	3				
CO5					3	3					

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.

17. The course is developed in collaboration with North-eastern University, USA and the training for the champions is being by North-eastern University.

**Faculty Core**

LANG1031	CRITICAL THINKING AND ANALYSIS	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

This course focuses on the development of critical thinking skills related to Humanities and Social Sciences. This course dissects the components of arguments and helps students to interpret them based on their perspectives. This course combines theory and practice aimed at developing skills such as active learning, higher-order thinking, reflection and interpersonal communication which are crucial competencies in becoming an independent, self-directed thinkers and learners. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, clear and analytical thinking and developing effective argumentation.

**Course Objectives:**

- Inform students of the importance and function of critical thinking.
- Introduce a variety of thinking tools to improve critical thinking.
- Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
- Emphasise the importance of evidence to support claims in arguments.
- Highlight logical fallacies in moral, political, and scientific arguments.
- Foster the development of arguments with sound and persuasive reasoning
- Identify psychological and philosophical barriers to logical and critical thinking.
- Nurture critical thinking in communication and writing.

**1. The Basics**

## 1.1. The Nature and Importance of Critical Thinking

1.2 Identifying Arguments and Distinguishing them from Claims and Explanations:  
Objective Claims and Subjective Judgements, Truth and Knowledge



- 1.3 Psychological and Philosophical Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism, Scepticism
- 1.4 Making Sense of Arguments: Judging Arguments, Finding Missing Parts, Argument Patterns

## **2. Reason and Reasoning**

- 2.1 How to Reason Logically
- 2.2 Reasons for Belief and Doubt: Dealing with Conflicting Claims, Experience and Evidence, Not to Fool Ourselves, Misleading Comparisons
- 2.3 Fallacies and Persuaders: Irrelevant and Unacceptable Premises, Rhetoric of Persuaders, Stereotyping

## **3. Arguments**

- 3.1 Identifying Arguments, Arguments and Non-Arguments
- 3.2 Deductive Reasoning, Connectives and Truth Values, Checking for Validity, Proof of Validity, The Square of Opposition, Categorical Equivalence
- 3.3 Inductive Reasoning: Enumerative Induction, Analogical Induction, Casual Arguments

## **4. Explanations**

- 4.1 Inference to the Best Explanation: Inferences, Theories of Consistency, Theories of Criteria, Identifying Good Theories
- 4.2 Judging Scientific Theories: The Scientific Method, Testing and Judging Theories, Science and Weird Theories, Making Weird Mistakes, Judging Weird Theories
- 4.3 Critical Thinking, Morality and Law: Moral Premises, Legal Reasoning, A Coherent Worldview
- 4.4 Writing with Appropriate Precision (Logical Reasoning)

## **5. Critical Thinking in Humanities and Social Sciences**

- 5.1 Culture of Inquisitiveness and Models of Inquiry
- 5.2 Nature of Good Questioning: Questioning Texts
- 5.3 Interpreting the Text: Indispensability of Interpretation, Schools of Interpretation

### **Textbook:**

- 1. Lewis Vaughn, The Power of Critical Thinking, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

## Readings

1. Alec Fisher, *Critical Thinking: An Introduction Second Edition*. Cambridge University Press, 2001.
2. Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.
3. James Shiveley, "Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues' Libraries United, 2009.
4. John Barell, *Developing More Curious Minds*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.
5. Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.
6. Madhu Chanda Sen. *An Introduction to Critical Thinking*. Pearson Publications, 2010.  
Richard Epstein, *Critical Thinking*. Wadsworth Publishing, 2005.
7. S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?'" , in L. Alcoff
8. and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.
9. Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.
10. Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran
11. Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.
12. Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

**Course Learning Outcomes:**

The students could be able to:

1. Understand the difference between 'thinking' and 'critical thinking'.
2. Analyse arguments and argumentation.
3. Identify characteristics of human cognition that interfere with critical thinking.
4. Understand the nuances related to subjectivity and objectivity.
5. Differentiate between deductive and inductive arguments.
6. Recognize logical fallacies and other rhetorical devices, and distinguish between fallacious, nonargumentative.
7. Describe the components and assess the credibility of sources and claims.

**APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course involves exploring and identifying befitting technological applications in the English language classroom and integrating them with teaching and learning to promote collaborative learning.

LANG1041	ACADEMIC WRITING	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description

This course is designed to help undergraduate students develop writing composition, argument, and writing skills that will enable them to improve their written abilities for higher studies and academic endeavours.

### Course Objectives

This course aims to help students to:

- Understand and differentiate text and writing types, moods and tones ,
- Critically analyse texts, research and use findings to write and compose essays,
- Identify and analyse various writing techniques and their functions,
- Familiarise with conventions of academic writing.

### Unit I: Introduction to the Process of writing and Genres

- Types of Writing - Descriptive, Persuasive, analytical
- Mood and tone of Writing
- Importance of Vocabulary and language
- Different purposes and different writings - Report, Analysis, Proposal, Evaluation, Resume, Email, business letter

### Essential Reading

- 1) "What is Academic Writing?" By L Lennie Irvin
- 2) Genres and Special Assignment (Relevant portions) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

### Activities

- Quiz on vocabulary,
- Email writing,
- Report writing,
- Resume building.

### Unit II: Tools of Writing

- Understanding of the topic
- Gathering of information and Assimilation
- Summary, Paraphrase and Notes

- Paragraph formation and division
- Structuring a write up into essays

### Essential Reading

- 1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/writing\\_about\\_fiction/pre\\_writing.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html)
- 2) Research and Sources (section 35-42) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

### Activities

- Oral presentations,
- Summarising,
- Paraphrasing,
- Note making.

### Unit III: Writing Essays

- How to form essays - Addressing questions, Addressing issues/topics,
- How to use research - other's work, review, using quotations
- Building your arguments and points; development and linking of sections

### Essential Reading

- 1) Introduction from *A Students' Writing Guide: How to plan and Write Successful Essays* by Gordon Taylor.
- 2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

### Activities

- Writing assignments - Essays (from draft to final in 3 stages)

### Unit IV: Writing a Review

- Literature review - commenting on existing literature
- Comparative writing - use of multiple sources, tracing trajectory of scholarship.

### Essential Reading

- 1) Different discipline specific reviews for different programme of students

### Activities

- Review of cinema/ book

### Unit V: Ethical Aspects of Academic Writing

- What is Citation style?
- How many types of citation styles are there?
- Commonly used styles in Humanities and Social Sciences
- What is plagiarism and how to avoid

### Essential Reading

- MLA & APA documentation and Format from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

### Activities

- MCQ test on citation style

### Reference Readings

1. Browne, Neil M and Stuart Keely. *Asking the Right Questions*, 11th Ed. Pearson. 2014.
2. Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8<sup>th</sup> Ed. Bedford. 1999.
3. Berger, John. *Ways of Seeing*. Penguin Books. 1972.
4. Terrinoni, Enrico. *Working on Texts: Reading Literature Critically*. Universal Publishers, 2012.  
Abams, M . *A Glossary of Literary Terms*. 7th Ed. Heinle & Heinle,1999.
5. Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.
6. Hogue, Ann. *First Steps in Academic Writing. 2nd Ed*. Pearson- Longman. 2008.
7. Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.
8. *Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.
9. Textual Analysis. Bauer, Martin W., Biquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014
10. *Critical thinking skills: Identifying, analysing and evaluating arguments*. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.
11. *Understanding Arguments An Introduction to Informal Logic*. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.
12. *Theory into Practice: An Introduction to Literary Criticism*, Ann B. Dobie. Wadsworth, Cengage Learning. 2012
13. *Fiction Reading On Head And Heart*. Bilyson D. Alejo , Connie Lou G. Balnao & Luisa B. Aquino. International Journal of English and Literature ISSN 2249-6912 Vol.3, Issue 1, 89-98. 2013.
14. *Reading, Hearing, And Seeing Poetry Performed*. Michelle C. Hilscher And Gerald C. Cupchik; Empirical Studies Of The Arts, Vol. 23(1) 47-6. 2005.
15. *A Textbook for the Study of Poetry*, F.M. Connel. 1913.
16. *A Practical Guide to Academic Writing for International Students*. Routledge.2018.
17. *A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

## Course Learning Outcomes

After completing the course, students will be able to:

1. Analyse a text in relation to its structure and persuasive tactics used by the author
2. Critique and illustrate the figurative devices and structural aspects of a literary text
3. Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc)
4. Evaluate, relate and use conventions of academic writing
5. Create critical, analytical and descriptive essays on given topics
6. Compose writing suitable for academic purposes following style sheet conventions

### APPROVED IN:

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

### SDG No. & Statement:

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

### SDG Justification:

The course involves exploring and identifying befitting technological applications in the English language classroom and integrating them with teaching and learning to promote collaborative learning.

<b>LANG1151</b>	<b>Digital Humanities</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

### Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

### Course Objectives

- Familiarise notions of “humanities,” “humanities computing,” and “digital humanities”
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

### Unit I: Digital Humanities: Origin

What is Digital Humanities? What is its connection with Humanities?

Why should one do digital Humanities?

The main milestones in the history of digital research in

the humanities The Transdisciplinary Nature of Digital

Humanities

Digital Humanities and the Limits of Text

### Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/13>
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital\_Humanities*, MIT Press, 2012, p. 3-26



## **Unit II: Impact of Big Data on Human Societies**

How to do Digital Humanities? Analytical parameters and Terminologies Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data Political, Social and Cultural Structures in Data Game Based learning and the Digital Humanities

### **Essential Reading**

- Boyd, Dana and Crawford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.
- Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

## **Unit III: Digitization**

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why? Digital Historicism and the Historicity of Digital Texts Digitization: The Challenge of a new kind of archival system

### **Essential Reading**

- Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

## **Unit IV Humanities, Space and Meaning**

What is the Spatial Turn? How it mediates with humanities and meaning making?  
What does it mean for humanities in digital space?

Information Ethics Data and Discourse

Biofeedback, Space and Place The Production of the commons

### **Essential Reading**

- Jo Guldi, "What is the Spatial Turn?" Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011.  
<http://spatial.scholarslab.org/spatial-turn/>

## Unit V Digital Humanities: A Critical Analysis

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital

Humanities Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

### Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/55>
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, *Digital Humanities Quarterly* 7, no. 1 (2013). <http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html>

### Suggested Readings:

1. Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.
2. Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) <http://dhdebates.gc.cuny.edu/debates/text/20>
3. Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" <http://dhdebates.gc.cuny.edu/debates/text/16>
4. Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*.
5. John Wiley & Sons, 2017.
6. Bethany Nowviskie, "Skunk in the Library." <http://www.nowviskie.org/2011/a-skunk-in-the-library/>.
7. Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.
8. Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledge, 2015. Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.
9. Daniel Apollon, Claire Bélisle, and Philippe Régner (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
10. Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University of Illinois Press, 2019.

12. Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.
13. Gairola, Roopika Risam and Rahul K. South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon. Delhi: Routledge, 2020.
14. Gold, Matthew, editor. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.
15. John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" <http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/>
16. Joshua Rothman, "An Attempt to Discover the Laws of Literature," *New Yorker* (March 20, 2014). <http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-of-literature>.
17. Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.

### **Course Outcomes**

After pursuing the course, students will be able to –

1. Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
2. Familiarise themselves with latest methods of digital computation and its impact and usages
3. Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
4. Realise the domain of and significance of digital Humanities in its terminologies and methods
5. Familiarise themselves with new analytical methods facilitated by Digital Humanities

### **APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

SDG No. & Statement:

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG Justification:

The course involves exploring and identifying befitting technological applications in the English language classroom and integrating them with teaching and learning to promote collaborative learning.

**Programme Core**

<b>LANG1161</b>	<b>READING LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

### Course Description

Reading Literature aims to introduce early graduate students to English literature and its various genres, styles and forms. With a tangential reference to the historical chronology of the development of genres, the course proposes to focus on the stylistic devices and interpretative possibilities that make literature unique as a discipline. Besides familiarity with literary style and content analysis, students are expected to develop a literary sensibility aiding their critical engagement with literature through this course.

### Course Educational Objectives:

This course aims to –

1. Familiarise students with literary use of language and literary devices
2. Introduce students with different genres, their evolutions
3. Train students with different interpretative and reading techniques
4. Make students aware of the disciplinary values of literature

#### **UNIT 1** **Language and Literature** **9 hours**

Concepts: What is literary; Use of language – the syntax and the poetic; Polyphony of Text - Single and multiple voices/perspectives.

#### **Essential Readings**

1. Ruskin Bond “Eyes of the Cat”
2. Langston Hughes “Dreams”
3. Emily Dickinson “Because I could not Stop for Death”
4. Laura Bohannon “Shakespeare in the Bush”

#### **UNIT 2** **Literature and Ideology** **9 hours**

Concepts - Power, hegemony, coercion, propaganda, state apparatus, interpellation, discourse, location of culture and use of irony, satire or figures of speech like paradox

#### **Essential Readings**

1. George Orwell “A Hanging”
2. Hansda Sowvendra Shekhar “The Adivasi will not Dance”

### **UNIT 3**

### **Reading Poetry**

**9 hours**

Concepts: Prosody: Rhythm, Meter – Rhyme - Alliteration, Assonance – Diction. Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet.

Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Ghazal, Prose Poetry, Narrative poetry, Performance Poetry.

#### **Essential Readings**

\*The following list of texts are not for detailed study but to provide a sample study of the different forms of poetry. They are to read along with the discussion on the forms from M H Abrams which is the primary text for this Module. Assignments are to be made focussing not on the text but the concepts.

1. Select portions from A Glossary of Literary terms by M H Abrams (7<sup>th</sup> Edition)
2. Sonnet: William Shakespeare- Shall I Compare thee to a Summer's Day; Milton - On His Blindness
3. Ballad: William Butler Yeats - The Song of Wandering Aengus
4. Ode: P B Shelley - Ode to the West wind
5. Elegy: Thomas Gray – Elegy Written in a Country Churchyard
6. Dramatic Monologue: Robert Browning: My Last Duchess
7. Metaphysical: Andrew Marvell – To His Coy Mistress
8. Epic: Milton – Invocation stanzas Paradise Lost
9. Mock Epic – Alexander Pope – Bellinda's Toilet Scene from The Rape of the Lock
10. Free Verse: T S Eliot - The Love Song of J. Alfred Prufrock
11. Performance Poetry: Rafeef Ziadah - We Teach Life Sir

### **Reading Prose**

**9 hours**

### **UNIT 4**

Concepts: Evolution and functions of Prose – Early translations - homilies- bible translations- Discourse of usefulness- Elizabethan prose-tracts, pamphlets and treatises- eighteenth-century prose – Victorian and modern prose; the world of fiction.

#### **Essential Readings**

\*The following texts are not for detailed study but substantiate the above concepts. Assignments are to be made focussing not on the text but the concepts.

1. John Lyly To The Gentlemen Readers (from Euphues The Anatomy of Wit)
2. Francis Bacon "Of Studies"
3. Jonathan Edwards "Sinners in the Hands of an Angry God"
4. Charles Dickens "The Period" (from A Tale of Two Cities)

### **UNIT 5**

### **Readers and Writers of literature**

**9 hours**

Concepts: Reading and readers; Authority and voice; Implied Author, Text; Transactional-affective-subjective and psychological readings.

#### **Essential Readings**

1. Michel De Certeau "Reading As Poaching"
2. Wolfgang Iser "Interaction between text and Reader"
3. Assata Shakur "Love is a contraband in Hell"

### Textbooks:

Essential readings are listed after each unit.

### Reference Readings:

- *A Concise Companion to Literary Forms*. Emerald, 2013.
- Barthes. Roland. "The Death of the Author" from *Work - Music -Text*. London. Fontana. 1977.
- Bernard Blackstone. *Practical English Prosody: A Handbook for Students*. Longman, 2009.
- Bennet, Andrew and Nicholas Royle. *Readers and Reading*. Routledge. 1995.
- Booth, W. C. *The Rhetoric of fiction*. University of Chicago. 1961.
- Doris Lessing: On not winning the Nobel Prize (Nobel Lecture, December 7,2007)
- Iser, Wolfgang. *The act of reading: A theory of aesthetic response*. Baltimore: Johns Hopkins University Press.1978.
- Rajiv Patke, *Postcolonial Poetry in English*. Oxford: OUP, 2006.
- Tom Furniss and Michael Bath. *Reading Poetry- An Introduction*. London: Prentice Hall, 1996.

### Course Outcomes

After pursuing this course, students will be able to –

- 1) Identify and discuss literary use of language with references to syntactical variations as well as figures of speeches
- 2) Identify the use of different rhythm, meter and their purpose and connection with the content
- 3) Appreciate poetic or prose works for their linguistic as well literary qualities
- 4) Identify and appreciate different genres of poetry and prose
- 5) Critically engage with the idea of reading as well as writers

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	1	3		1	3	2	1	1
CO2	1	1	2		3		1	3	2	1	1
CO3	2	1	2		3		1	2	1	3	3
CO4	2	1	1		3		1	1	1	1	3
CO5	2	2	2	1	3	1	1	3	2	3	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

4. The course provides exposure to the basic concepts and understanding of the genres, literary techniques, tools of analysis, and approaches to literature, which would be useful throughout his/her career for the student.



<b>LANG1061</b>	<b>FOUNDATIONS: BRITISH LITERATURE -14<sup>TH</sup> AND 15<sup>TH</sup> CENTURIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Acquaintance with the basic genres and the outline of the history of English literature						

### Course Description:

This course aims to introduce the students to two centuries of immensely influential beginnings of English Literature. Since some of the influences are long lasting and felt strongly as late as in the twentieth century, it is necessary for a student to understand them through some representative texts of the time. It was a time of flux. In poetry, prose and drama, the literature in England was beginning to find its own voice, albeit not without the influence of the then richer French and Italian traditions. Religious dogma was being questioned. Apart from the literary contribution of the clerics committed to infuse and sustain societal morality, myth and religious allegory were also giving way to a secular social commentary, and a realistic portrayal of the society devoid of didacticism. With the advent of the establishment of the printing press, a standard language was beginning to emerge. Chaucer stands out as the most original poet of the age, and as the harbinger of excellence in English literature.

### Course Educational Objectives:

The objectives of the course are:

1. To familiarise the students with the sources of traditions in English Literature in the 14<sup>th</sup> and the 15<sup>th</sup> century
2. To enable them to understand the various literary and socio-political influences on the writers of the age,
3. To provide them an understanding of the distinct features of various genres of English Literature,
4. And to inculcate in them the skills and knowledge necessary to critically examine and appreciate the literary texts of various genres.
5. Facilitate an understanding of the literature of this period in its socio-cultural context

#### UNIT 1

#### Overview of the age

**9 hours**

Historical Background – Rule of Richard II – Black Death – Kentish Peasants’ Revolt – Rise of Burgher Class – Religious Schism – Influence of classical literature in Greek and Latin; the Norman influence - Anglo-Norman literature; nature of literature produced during this period; the socio-political background to the two centuries under discussion.

**Essential Reading:**

- Excerpts relevant to the two centuries from David Daiches. *A Critical History Of English Literature - Volume I & II*. Kolkata: Supernova Publishers, 2011.
- Excerpts relevant to the two centuries from Edward Albert, *History of English Literature*, New Delhi: OUP, 2017.

**UNIT 2** **14<sup>th</sup> Century** **9 hours**

Flourishing and rivalry of dialects -Transition from Middle English to Modern English- The Rise of Vernacular Tradition and Modern English Verse: Medieval influences, Classical influences; Rise of alliterative verse; Ballad, Allegory, Satire; John Wycliffe and seeds of Reformation; John Gower and the Peasants' Revolt; Geoffrey Chaucer

**Essential Reading:**

- William Langland: Extracts from *The Vision of Piers the Plowman*
- ? : *Sir Gawayne and the Grene Knight*,
- Selections from Julian of Norwich, *Sixteen Revelations of Divine Love*,

**UNIT 3** **14<sup>th</sup> Century - Geoffrey Chaucer** **9 hours**

Formation of English poetry – Lyrical and allegorical poems – French and Italian influences – *The Canterbury Tales*

- Geoffrey Chaucer: Prologue to The Wife of Bath, from the *Canterbury Tales*

**UNIT 4** **15<sup>th</sup> Century** **9 hours**

Wars of Roses – Post-Chaucerian decadence – the Old Ballads - William Dunbar – John Skelton

**Essential Reading:**

John Skelton – The Prologue to *The Bowge of Court*

**UNIT 5** **Unit V: Drama and Prose** **9 hours**

Origins of Drama – Minstrels – Church practices - Miracle and Morality Plays - William Caxton's contribution – Establishment of Printing Press in England 1476 – Emergence of Standard English – Translation of the Bible

**Essential Reading:**

- Selections from Sir Thomas Malory, *Le Morte Darthur* 15<sup>th</sup> century
- Anonymous: *Everyman*

**Textbooks:**

Unit-wise Essential Readings are mentioned after each Unit.

**References:**

1. David Daiches. *A Critical History Of English Literature - Volume I & II*. Kolkata: Supernova Publishers, 2011.
2. Edward Albert. *History of English Literature*. New Delhi: OUP, 2017.

3. M.H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Noida: Cengage India, 11<sup>th</sup> Edition, 2015.
4. Maureen Quilligan. *The Language Of Allegory: Defining The Genre*. New York: Cornell University Press, 1992.
5. John Hollander. *Rhyme`s Reason – A Guide to English Verse*. New Haven: Yale University Press, 2015.
6. Ian Johnson (Ed.). *Geoffrey Chaucer in Context*. Cambridge: Cambridge University Press, 2019.
7. Peter Ackroyd. *Foundation: The History of England Vol.I*. New York: Picador, 2011.

**Course Outcomes:**

Students of this course are required to demonstrate that they:

1. Understand the tradition of English literature in the 14th to 15th centuries. (Bloom’s Taxonomy Level 2)
2. Develop a clear understanding of literary and socio-political influences of the age that provides the basis for the texts suggested (Bloom’s Taxonomy Level 2)
3. Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts (Bloom’s Taxonomy Levels 3 & 4)
4. Appreciate and analyze the texts in the larger socio-political and religious contexts of the time. (Bloom’s Taxonomy Levels 4 & 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	3	1		1		2	1	1	3	3
CO2	3	1	3		2		2	1	1	3	3
CO3		2	3	2	3	2	3	2	2	1	3
CO4	2							1	1	2	3
CO5	2		3		3		2	2	1	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

4. The course provides exposure to theoretical approaches and analytical skills that are applicable in other contexts in the rest of the career of the student.

<b>LANG1051</b>	<b>EVOLUTION OF ENGLISH LANGUAGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

This course aims to provide students with a foundation in the origin, growth and development of the English language. It emphasizes certain major historical events and the socio-political factors that influenced language change. The course also creates awareness about the changes brought about in the language system over a period of time that have shaped present-day English. It throws light on the current debates around the present status and function of the English language vis-a-vis a lingua franca, colonial and neocolonial tool. The course also introduces the concept of ‘Englishes’.

**Course Educational Objectives:**

Students have the opportunity to:

- Offer insights into the fascinating story of the English language and stimulate interest among the students to learn about its function as a global lingua franca, and motivate them to explore literature produced across the ages.
- Enable students to study the growth and development of the English Language from its Anglo-Saxon roots to its present status by gaining knowledge about the significant features of Old English, Middle English, Early Modern English, and Modern English and major changes in sounds, grammar and literature.
- Provide a basic framework of critical analysis to encourage students to relate changes in the language to the socio-political contexts in which those changes occur.
- Help students understand how linguists use the Comparative Method to reconstruct old forms of languages to study changes across history and learn about how the language has evolved over time.
- Equip students with the skills to use the texts provided as well as look for and identify authentic resources to gather information and explore the subject on their own.

**UNIT 1                      Origins of human language - speculation and theories                      8 hours**

The development of language as a major cultural phenomenon; how human language originated: speculation, theories and the challenges of finding evidence (theories of sources: divine, genetic, natural sound, social interaction, physical adaptation, and tool- making; a few theories with disparaging nicknames: the Bow-Wow theory, the Ding-Dong theory, The Pooh-Pooh theory, the Gesture theory, Ye-Ho-Ho theory)



### Textbooks:

- Wood, F T. (2000). *An Outline History of the English Language*. Chennai, TN: Macmillan India Ltd.
- Yule, G. (2010) *Origins of Language, The study of Language*. CUP:Cambridge
- Crystal, D. (2003). *English as a global language*. New York: Cambridge University Press

### References:

- Baugh, A. C., & Cable, T. (2002). *A History of the English Language*. London: Routledge.
- Beal, Joan 2004. *English in modern times 1700-1945*. London: Arnold.
- Blake, N. (1996): *A History of the English Language*. London, Macmillan.
- Bradley, H. (1964). *The Making of English*. New York, NY: Macmillan & Co. Ltd.
- Burnley, David 2000. *The history of the English language. A sourcebook*. 2nd edition. London: Longman.
- Crystal, D. (2004). *Language and the Internet*. Cambridge: Cambridge University Press.
- Crystal, D. (2004). *The Language Revolution*. Malden, MA: Polity Press.
- Coupland, Nicolas (ed.). *Handbook on Language and Globalization*. Oxford:Blackwell, 77-100.
- D Macedo, D, B Dendrinis, & P Gounari. (2003). *The Hegemony of English (Chapter III)*. New York: Routledge.
- Freeborn, Dennis 2006. *From Old English to Standard English*. 3rd edition. London: Palgrave Macmillan.
- Majhanovich, S. English as a Tool of Neo-Colonialism and Globalization in Asian Contexts in (Eds.) Hébert, Y. & Ali A. Abdi (2013). *Critical Perspectives on International Education*. (pp. 249-261). Rotterdam: SensePublishers
- Mitchell, Bruce 1995. *An invitation to Old English and Anglo-Saxon England*. Oxford: Basil Blackwell.
- Ngũgĩ wa Thiong’o, (1994). *Decolonising the Mind: The Politics of Language in African Literature*. Zimbabwe Publishing House
- Pennycook, A. (1998). *English and the discourse of Colonialism (Chapter 3)*. London and Newyork: Routledge
- Phillipson, R. (1992). *Linguistic Imperialism*. New Delhi: Oxford University Press
- Phillipson, R. English in Globalisation, a Lingua Franca or a Lingua Frankensteinia? *TESOL Quarterly*, Vol. 43, No. 2 (June 2009), pp. 335-339
- Skutnabb-Kangas, Tove and Phillipson, Robert (2010). The politics of language in globalisation: maintenance, marginalization, or murder. In Coupland, Nicolas (ed.). *Handbook on Language and Globalization*. Oxford:Blackwell, 77-100.
- Yule, G. (2010) *Origins of Language, The study of Language*. CUP:Cambridge
- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press.
- <https://www.dawn.com/news/1028971>
- [https://www.tesol.org/docs/books/bk\\_ELTD\\_EIL\\_097](https://www.tesol.org/docs/books/bk_ELTD_EIL_097)
- <https://harpers.org/wp-content/uploads/HarpersMagazine-2001-04-0070913.pdf>

**Course Outcomes:**

1. Understand the events and conditions that led to the origin and evolution of the English language
2. Identify the major stages in the evolution of the English language and demonstrate an understanding of how the current state of the English language has resulted from several historical changes.
3. Critically examine certain significant diachronic changes in English from Old English to present-day English, and situate those in their socio-political contexts
4. Demonstrate an awareness of different approaches to the study of the history of the English language.
5. Share knowledge and insights through classroom presentations based on independent reading on topics of interest from selected texts and web resources

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3										2
<b>CO2</b>		2									2
<b>CO3</b>										2	
<b>CO4</b>			3							3	
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:  
BOS :28/03/22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
17. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.
17. The course is introduced to the undergraduate students to make them aware of how English language in India has evolved and reached the present status. The students will also understand how the evolution of English language in India has undergone many changes over the years.

<b>LANG2001</b>	<b>EXPLORING NEW WORLDS: THE 16<sup>TH</sup> CENTURY BRITISH LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

This course introduces students to a variety of 16th century British literary works. It takes into account various genre specific writings such as poetry, prose and Plays that define the history and culture of Britain. One of the larger objectives of this course is to locate the significance of 16th century British literature that shaped its history and offered new models of thinking - philosophical and scientific explorations. Besides, the course also emphasizes on the writings that represent humanist philosophy, change and zeal for new identity

**Course Educational Objectives:**

The objectives of the course are:

1. Introduce and familiarise the students with 16th century British historical and literary epoch
2. Provide a comprehensive understanding of various literary genres
3. Explain major themes and explore critical perspectives highlighted in the writings
4. Inculcate the skills and knowledge necessary to critically examine and appreciate the literary texts of various genres.

**UNIT 1** Overview of the age **8 hours**  
 Humanism, Scientific Inquiry, The Reformation in England, English Renaissance, Puritanism, Age of Discovery/ Exploration, the New World, The “Chain of Being” in Elizabethan works; Early Jacobean writers

**Essential Reading:**

- The Norton Anthology of English Literature, Vol. B: The Sixteenth Century/The Early Seventeenth Century, 9th ed. Edited by Julia Reidhead et al. New York: Norton, 2012. (Introductory excerpt)
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press, 2000. Chapter 3

**16<sup>th</sup> Century Poetry** **9 hours**

**UNIT 2**  
 Transitional Elizabethan poetry, trajectory of poetic forms from the renaissance to the early seventeenth century, Elizabethan Sonnet and Sonneteers, Songs and lyrics in Elizabethan poetry, Pastoral poetry, Major poets of the age



**Essential Reading:**

- Sir Philip Sidney, "The Bargain"
- William Shakespeare, Sonnet 116 "Let me not to the marriage of true minds"
- Edmund Spenser, Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...', Sonnet LVII 'Sweet warrior...', Sonnet LXXV 'One day I wrote her name...'

**UNIT 3** **16<sup>th</sup> century Prose** **9 hours**  
Renaissance; Chapman's translation of Homer; satires; rise of prose; philosophical thought of the age, empiricism, the rise of merchant class, the Copernican Revolution; Reformation of English Church – religious attitudes of the age, the writer in society

**Essential Reading:**

- Extracts from Richard Hakluyt, *Principal Navigations, Voyages, and Discoveries of the English Nation*
- Philip Sidney, Excerpts from "The Defense of Poesy"
- Francis Bacon, "Of Boldness"

**UNIT 4** **16<sup>th</sup> Century Theatre –I** **9 hours**  
Diversity of patronage, humanism and popular taste, theatrical language, traditions of classical play, Farce, revelry and masque; the Elizabethan stage, university wits

**Essential Reading:**

- John Webster, *The Duchess of Malfi*

**UNIT 5** **16<sup>th</sup> Century Theatre –II** **9 hours**  
**Module V: 9Hours**  
Revenge tragedy, historical play, humours comedy; complex themes of Elizabethan plays

**Essential Reading:**

- William Shakespeare, *Julius Caesar*

**Suggested Readings for the Course**

1. David Daiches. *A Critical History Of English Literature - Volume I & II*. Kolkata: Supernova Publishers, 2011.
2. Edward Albert, *History of English Literature*, New Delhi: OUP, 2017.
3. Orgel, Stephen. "What is a Text?" *Staging the Renaissance: Reinterpretations of Elizabethan and Jacobean Drama*. Ed. David Scott Kastan and Peter Stallybrass. New York: Routledge, 1991. 83-87.
4. Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
5. Streitberger, W. R. "Personnel and Professionalization." *A New History of Early English Drama*. Ed. John D. Cox and David Scott Kastan. New York: Columbia UP, 1997.

6. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
7. M.H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Noida: Cengage India, 11<sup>th</sup> Edition, 2015.
8. Bevington, David (gen. ed.) *English Renaissance Drama: A Norton Anthology*. New York: W.W. Norton, 2002.

### Course Outcomes

Students of this course are required to demonstrate that they:

1. Understand the important literary trends in the 16<sup>th</sup> century and early 17<sup>th</sup> century English literature. (Bloom's Taxonomy Level 2)
2. Demonstrate a comprehensive understanding of various literary genres (Bloom's Taxonomy Level 2)
3. Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts (Bloom's Taxonomy Levels 3 & 4)
4. Appreciate and analyze the texts in the larger socio-political and religious contexts of the time. (Bloom's Taxonomy Levels 4 & 5)
5. Develop an understanding of the relationship between culture and history (Bloom's Taxonomy Levels 4 & 5)

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1			1						2	3	3
CO2									2	2	3
CO3	2				3		3	1	1	2	3
CO4		3	3					1	3	3	2
CO5				1		1				2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:** Academic Council

**BOS : 28.03.2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

### SDG No. & Statement:

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

### SDG Justification:

The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.

LANG2041	INTRODUCTION TO INDIAN WRITING IN ENGLISH	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course introduces the wide array of literary writings produced in English by Indian authors. It takes the stock of literary genres (Prose, Poetry, Fiction, Short-fiction and Drama) in which Indian writing in English flourished. The course contextualizes the beginnings of Indian writing and locates its significance as well in the contemporary literary field. While locating its significance, the course emphasizes various socio-historical, cultural and political conjunctures of the time in which the text is produced and evaluates the text/s in order to understand various interpretations, themes, motivations and so on.*

**Course Educational Objectives:**

1. To introduce and outline the emergence of Indian writing in English by locating its significance
2. To discuss and describe various texts under several literary genres and locate their socio-historical, cultural, political and literary significance
3. To analyse and examine various themes presented in the literary texts
4. To develop various literary interpretations of the text/s
5. To compare and critique the literary text/s in order to develop students' perspectives

**UNIT 1**

**Prose**

**9 hours**

19th & 20th century Indian National movements; Major discourses and forms of Indian prose in English; Major writers, postcolonial criticism in prose and its reception.

**Essential Readings:**

Rammohan Roy, "Letter to Lord Amherst"

M.K. Gandhi, "What is Swaraj?" from *Hind Swaraj*

Salman Rushdie, "Imaginary Homelands" in *Imaginary Homelands: Essays and Criticism*

**UNIT 2**

**Poetry**

**8 hours**

Socio-political context; literary style and preoccupations, language in use; notable poets and poetic works; critical understanding of Indian poetry in English.

**Essential Readings:**

Toru Dutt: "Our Casuarina Tree"

A. K. Ramanujan: "Small-Scale Reflections on a Great House"

Eunice de Souza: "Women in Dutch Painting"

Mamang Dai: "The Voice of Mountains"

Robin Ngangom: "To Pacha"  
Kamala Das: "An Introduction"  
Temsula Ao: "Nowhere Boatman"

**UNIT 3**

**Drama**

**9 hours**

Socio-political context; literary style and preoccupations, language and dramatic techniques in use; notable playwrights and dramatic works; critical understanding of Indian drama in English.

**Essential Readings:**

Asif Currimbhoy: *The Refugee*  
Mahesh Dattani: *Final Solutions*

**UNIT 4**

**Fiction**

**9 hours**

Socio-political context; literary style and preoccupations, language and fictional strategies in use; notable authors and works; critical understanding of Indian fiction in English

**Essential Readings:**

Raja Rao: *Kanthapura*  
Khushwant Singh: *Train to Pakistan*  
Amitav Ghosh: *The Hungry Tide*

**UNIT 5**

**Short Fiction**

**6 hours**

Socio-political context; literary style and preoccupations, language and fictional strategies in use; notable authors and works; critical understanding of Indian short-fiction in English.

**Essential Readings:**

R.K. Narayan: "Selvi"  
Mulk Raj Anand: "The Barber's Trade Union"  
Ruth P Jhvala: "An Experience of India"  
Sashi Deshpande: "'A Liberated Woman"  
Jhumpa Lahiri: "The Treatment of Bibi Halder"

**Reference Readings:**

1. Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. OUP, 2000.
2. *Twice-born Fiction: Themes and Techniques in Indian Novel in English*. Pencraft International, 2001 (1974:Heinemann).
3. Gopla, Priyamvada. *The Indian English Novel: Nation, History and Narration*. OUP, 2009.
4. Chaudhuri, Rosinka. *The Literary Thing: History, Poetry, and the Making of a Modern Literary Culture*. OUP, 2017.
5. *...Freedom and Beefstakes*. Orient Blackswan, 2012.
6. Deshpande, Sashi. *Collected Stories*. Penguin Books, 2003.

7. Ramanan, Mohan and Pingali Sailaja. *English and the Indian Short Story*. Orient Longman, 2000.
8. Viswanathan, Gauri. *Masks of Conquest*. Columbia University Press, 2015 ed.

### Course Outcomes

After completing the course, students will be able to:

1. Understand and interpret Indian writing in English in its cultural, socio-political significance (Bloom's Taxonomy Level 1 & 2)
2. Gain a comprehensive understanding of the movement from traditional and imitative modes of representation as seen in the early poetry and novels, to recent modes of experimentation. (Bloom's Taxonomy Level 1 & 2)
3. Examine and analyse Indian Writing in English across genres (Bloom's Taxonomy Level 3 & 4)
4. Develop literary interpretations and produce argumentative essays on the readings provided (Bloom's Taxonomy Level 5 & 6)
5. Familiarise the students with the richness of Indian Culture (Bloom's Taxonomy Level 1)

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	1	2	1	2	1	2	2	3
CO2	2	3	2	0	2	0	2	1	1	2	2
CO3	2	2	3	2	2	1	2	1	1	2	3
CO4	2	1	1	2	2	0	2	1	1	2	1
CO5	2	2	3	1	2	1	2	1	1	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement: SDG 16**

Peace and Justice Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

#### SDG Justification:

By relating to people with empathy, employing creative problem-solving strategies and engaging meaningfully in a diverse world will create inclusive societies for sustainable development.

<b>LANG2021</b>	<b>BRITISH LITERATURE: 17th CENTURY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	Exploring New Worlds: The 16 <sup>th</sup> Century British Literature						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The seventeenth century in Britain is known as an age of revolution. It was an age of inquiry on a variety of subjects such as faith, reason, and authority in religion, metaphysics, ethics, politics, economics, and natural science. The cultural and literary developments of this period mark the transition of Britain, from a feudal to a modern society. This course is designed to study the wide range of cultural expressions and changes of the period through the major texts written and published during the time.*

**Course Educational Objectives:**

1. Familiarise the student with the social, political and cultural background of the age
2. Introduce the major writers and their popular works
3. Develop a critical approach to the study and appreciation of literature produced during this period
4. Evaluate the literature of this period in broader contexts
5. Gain a comprehensive understanding of the literary and cultural developments of the 17th century and thereby be able to better understand the cultural and literary productions of the centuries that followed.

**UNIT 1**

**Historical Background**

**9 hours**

Religious and Secular Thought, The Mock Epic and Satire, The Comedy of Manners, Rise of Periodical Essay and Novel, Women in the 17th Century

**Essential Readings:**

- A Critical History of English Literature by David Daiches - The 17th century
- A History of English Literature by Compton-Rickett - excerpt on 17th century literature

**UNIT 2**

**Poetry-17th Century**

**8 hours**

Major poets and significant works; characteristic features; heroic couplet; Metaphysical conceit, pastoral elegy- classical roots, Milton; the puritan ideal; neoclassicism, wit and satire.

**Essential Reading**

- William Shakespeare (1564-1616): Sonnet 116 “Let me not to the marriage of true minds”

- John Donne (1572-1631): "The Sunne Rising"
- John Milton (1608-1674): "On his Blindness"
- John Dryden (1631-1700): "Dreams"

### **UNIT 3**

### **Drama - 17th Century**

**9 hours**

Theatre- English Interregnum, Restoration in English Drama, Heroic drama, Restoration comedy, women playwrights

#### **Essential Reading**

- William Wycherley (1670-1729): "The Country Wife"
- Ben Jonson (1532-1637): "Volpone"

### **UNIT 4**

### **Prose - 17th Century**

**9 hours**

Major authors and significant works; characteristic features; the Age of Milton; Prose during Restoration, Modern English Prose, the scientific ideal.

#### **Essential Reading**

- Francis Bacon ( 1561 - 1626) : "Of Truth", "Of Studies"
- John Milton (1608-1674) : " Of Education"
- Thomas Hobbes (1588-1679) : "Leviathan" - Chapter 12 and 13.

### **UNIT 5**

### **Women in the 17th Century**

**6 hours**

Major women writers in the seventeenth century, Female authorship- situation of women, writing and publishing as a woman.

#### **Essential Reading:**

- Aphra Behn (1640 – 1689) : "Oroonoko"
- Katherine Philips (1631-1664): "A Friend"
- Lady Mary Wroth (1587–1653) : "Love's Victory"

#### **Reference books:**

John Dryden (1631-1700) : "Mac Flecknoe"

George Herbert (1593 – 1633) : " The Collar"

Henry Vaughn (1621 – 1695) : " Friends Departed"

Seventeenth-Century British Poetry, 1603-1660 by John P. Rumrich (Editor, University of Texas at Austin), Gregory Chaplin (Editor, Bridgewater State College)

John Webster (1580-1632): "The White Devil"

Thomas Middleton (1612-1627): " Women Beware Women"

Francis Beaumont & John Fletcher (1603-1625): "A King and No King"

John Milton (1608- 1674) : “Comus”

Sir William Temple (1628-99): “Memoirs”

John Bunyan (1628-88): “Pilgrim’s Progress”

Samuel Pepys (1633-1703): “The Diary of Samuel Pepys”

Lord Halifax (1633-95): “Miscellanies”

### Course Outcomes

Upon the successful completion of the course the student will be able to -

1. Understand the political, social and cultural concerns of the age and reasons that shaped the major texts of the 17th century (Bloom’s Taxonomy Level 2)
2. Identify the major literary genres which were popular during the period (Bloom’s Taxonomy Level 3)
3. Identify some of the period’s major literary genres, such as the Shakespearean sonnet, metaphysical poetry and the Gothic novel (Bloom’s Taxonomy Level 3)
4. Analyse critically; poetry, drama, prose and fiction written in the 17th century. (Bloom’s Taxonomy Level 4)
5. Demonstrate an understanding of the literary devices used in the texts (Bloom’s Taxonomy Levels 4 & 5)

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	0	2	1	2	1	2	2	2
CO2	1	3	2	0	2	0	1	1	1	2	2
CO3	2	3	2	1	1	2	1	1	1	2	3
CO4	2	1	1	2	2	0	2	1	1	2	2
CO5	2	2	3	1	2	1	2	1	1	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

### APPROVED IN:

BOS : 28-03- 2022

ACADEMIC COUNCIL: 22nd AC (01-04-022)

### SDG No. & Statement: SDG 16

Peace and Justice Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

### SDG Justification:

By relating to people with empathy, employing creative problem-solving strategies and engaging meaningfully in a diverse world will create inclusive societies for sustainable development.



<b>LANG2031</b>	<b>BRITISH LITERATURE: 18TH CENTURY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The eighteenth century, also referred to as the Age of Reason, was marked by two main impulses - reason and passion. The period emphasised on pursuit for order, scientific knowledge, religious fervour, sentiment and sensibility. The literature of the period was driven by rational impulse that fostered satire, wit and plain prose. This course is designed to study the cult of wit, satire and argument as is evident in the works of major writers in England during the time.

**Course Educational Objectives:**

1. Familiarise the student with the social, political and cultural background of the age
2. Introduce the major writers and their popular works
3. Develop a critical approach to the study and appreciation of literature produced during this period
4. Evaluate the literature of this period in broader contexts

**UNIT 1**

**9 hours**

**Historical Background:** The long eighteenth century- development of modern literature, satire and sentiment, political poetry, plays of wit, the rise of the novel, philosophical prose, the first periodicals, the Industrial Revolution, French Revolution, elements of Enlightenment

**\*Essential Reading**

- "The Augustan Age" from A Critical History of English Literature by David Daiches

**Additional reading/ Reference books:**

- The Pelican Guide to English Literature by Boris Ford
- A History of English Literature by Compton-Rickett
- English Literature in Context by Paul Poplawski
- A History of English Literature by Michael Alexander
- A Short History of English Literature by Pramod K Nayar
- A History of Eighteenth-Century British Literature by John Richetti

**UNIT 2**

**Poetry-18th Century: Poetry**

**9 hours**

Major poets and significant works; characteristic features; mock epic- scope beyond mock heroic, satire on various themes; Ode- Horatian & Pindaric; Elegy, Ballad, Lyric, select examples.

**\*Essential Reading**

Alexander Pope (1688 -1744): "Ode on Solitude"

Thomas Gray (1716 -1771): "Elegy written in a Country Churchyard"

Samuel Johnson (1709-1784): "Friendship"

**\*Additional Reading/ Reference books:**

- Oliver Goldsmith (1728 –1774): "Memory"
- William Cowper (1731-1800): "Comparison"
- 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

**UNIT 3**

**Prose**

**9 hours**

Major authors and significant works; characteristic features; the Age of Reason/ Enlightenment; the periodical essay; the scientific ideal; philosophical empiricism; diaries, biographies and letters. Rise of the novel and its major proponents.

**\*Essential Reading**

- Joseph Addison (1672-1719): "Adventures of a Shilling" (From my own Apartment. *The Tatler*, No: 249 1710)
- Richard Steele (1672-1729): "Fashionable Hours" (from *The Tatler*)
- (from *The Battle of the Books*) "THE BOOKSELLER TO THE READER", "THE PREFACE OF THE AUTHOR", "A FULL AND TRUE ACCOUNT OF THE BATTLE FOUGHT LAST FRIDAY BETWEEN THE ANCIENT AND THE MODERN BOOKS IN SAINT JAMES'S LIBRARY"

**Additional reading/reference books:**

- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV),
- 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984)
- Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10

**UNIT 4 Drama**

**9 hours**

Major playwrights and significant works; characteristic features; return of monarchy and Restoration drama; the primary 18th century theatrical form; Melodrama and One act plays

**\*Essential Reading:**

Oliver Goldsmith (1728-1774): *She Stoops to Conquer*

Richard Brinsley Sheridan (1751 – 7 July 1816): *School for Scandal*

**Additional Reading/Reference Books:**

- John Webster (1580-1632) : "The Duchess of Malfi"
- Aphra Behn (1640 – 1689) : "The Rover"
- John Dryden(1631-1700) : 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996)
- "Restoration Drama". *Theatre History*. 2 Mar. 2008  
<[http://www.theatrehistory.com/british/restoration\\_drama\\_001.html](http://www.theatrehistory.com/british/restoration_drama_001.html)>.

#### **UNIT 5**

#### **Fiction/short fiction**

**9 hours**

Development of the novel- cultural materialism and the rise of the novel, modernity in English novel, the revolutionary novel, the novel of sensibility, Gothic novel,

#### **Essential Reading:**

- Daniel Defoe (1660-1731) : "Robinson Crusoe"

#### **Additional Reading/Reference Books:**

- Samuel Richardson (1689-1761): "Pamela"
- Henry Fielding (1707-1754): "Tom Jones"
- Ann Radcliffe (1764-1823): "The Mysteries of Udolpho"
- Watt, Ian. *The Rise of the Novel*. London: Chatto, 1957.
- Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth- Century English Fiction*. New York: Norton, 1990.
- Spencer, Jane. *The Rise of the Woman Novelist from Aphra Behn to Jane Austen*. New York: Blackwell, 1986.
- Keymer, Thomas, and Jon Mee, eds. *The Cambridge Companion to English Literature 1740-1830*. New York: Cambridge UP, 2004.

#### **Course Outcome**

Upon the successful completion of the course the student will be able to -

1. Understand the political, social and cultural concerns of the age and reasons that shaped the major texts of the 18th century (Bloom's Taxonomy Level 2)
2. Understand the prominence of logic and reason in the 18th century British literature.(Bloom's Taxonomy Level 2)
3. Identify the major literary genres which were popular during the period (Bloom's Taxonomy Level 3)
4. Analyse critically; poetry, drama, prose and fiction written in the 18th century. (Bloom's Taxonomy Level 4)
5. Demonstrate an understanding of the literary devices used in the texts (Bloom's Taxonomy Levels 4 & 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1		2						3		2
CO2			1					2		3	1
CO3					3		3		2		
CO4		2		1			3	2			
CO5				1					2		3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:** Academic Council

**BOS : 28.03.2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:**

The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.

LANG2011	INTRODUCTION TO CULTURAL STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

The discipline of Cultural Studies has grown massive over a period of time. It has become one of the significant fields of critical inquiry in India and abroad. Keeping in mind it's ever growing significance, this course is designed to familiarize and introduce the discipline of Cultural Studies to the students at the undergraduate level. The primary objective of this course is to outline what constitutes Cultural Studies and dig deep into making sense of how various concepts (Culture, Democracy, Ethnicity, Nationalism, Caste and so on) act as power structures in the contemporary socio-political society. Besides, the course aims to provide a comprehensive understanding of history and theoretical foundations of Cultural Studies with the help of essential readings.

**Course Educational Objectives:**

Students have the opportunity to:

- familiarize with the discipline of Cultural Studies and locate its significance as interdisciplinary
- Explain the major concepts within Cultural Studies and create interest among students to relate and contemplate
- Acquire a comprehensive understanding of history and theoretical foundations of Cultural studies and train students to develop a critical perspective
- Analyse the Cultural Studies framework which connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)
- Explore and examine culture, cultural identities and politics of production across various human historical conditions

**UNIT 1                      The Basics of Cultural Studies**

**8 hours**

History and evolution of Cultural Studies; Strategies of defining Cultural Studies; Circuits of culture; Forms of Culture; Future shapes of Cultural Studies: directions; Two events: emergence of political subjectivities in India; Meanings of culture; Tradition and modernity; Culture and development; Globalization and local cultures; National cultures

**UNIT 2 Major Concepts in Cultural Studies 8 hours**

Prescribed major concepts under essential readings are understood as sub-topics for this unit

**UNIT 3 Cultural Studies and Postcolonial Discourse: Imperialism, Race and Identity 8 hours**

Orientalism – European and Oriental discourse; Discussion on culture; Discussion on imperialism; Colonialism; Racial discrimination; White supremacy; Black identity; humanness

**UNIT 4 Cultural Studies and the Discourse of Nationalism 8 hours**

The concept of nation and its various definitions; Nation and states; Imagined nationality/nationalities; Modern Indian historiography; Historical sociology of Nation and nationalism in India

**UNIT 5 Cultural Studies and the Discourse of Gender and Caste 8 hr**

Patriarchy as social disease; Patriarchy as political system; Patriarchy as culture; feminist discourse; Ambedkar's critique of social reform in India; Untouchability and caste; Hinduism, caste system and caste discrimination; propositions to annihilate caste

**Textbooks:**

1. Storey, John. *What Is Cultural Studies – A Reader*. New York: St. Martin's Press, 1997
2. Barker, Chris and Jane Emma: *Cultural Studies: Theory and Practice*. London: Sage Publications, 2008
3. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. New York: OUP, 1976
4. Bell, Hooks. *Feminist Theory From Margin to Centre*. Boston: South End Press, 1990

**References:**

1. M. Madhava Prasad: "Cultural Studies in India: Reasons and a History" – From the research journal of Centre for the Study of Culture and Society (pp. 153-170)
2. Richard Johnson: "What Is Cultural Studies Anyway?" – From John Storey's *What Is Cultural Studies – A Reader* (pp. 75-114)
3. Edward Said: *Culture and Imperialism* – Introductory excerpt (pp. xiii-xxxv)
4. Frantz Fanon: *Black Skin, White Masks* – Introductory excerpt (pp. 9-16)
5. Benedict Anderson: *Imagined Communities* – Preface (pp. xi-xv) and introductory excerpt (pp. 1-8)
6. G. Aloysius: Chapter I – "Introduction: Historical Sociology and the Study of Nation and Nationalism in India" (pp. 1-21) – from *Nationalism without a Nation in India*
7. Bell Hooks: "Understanding Patriarchy" (pp. 1-4) – From Bell Hooks's *The Will to Change*
8. Dr. B. R. Ambedkar: "Annihilation of Caste" (pp. 37-80) – From Dr. B. R. Ambedkar's *Writings and Speeches Vol. 1* (ed. Vasant Moon)

**Course Outcomes:**

1. Appreciate and critic the significance of Cultural Studies as interdisciplinary
2. Assess various significant concepts within Cultural Studies and develop a comprehensive understanding of the same
3. Identify key theorists and terms in Cultural Studies
4. Demonstrate a knowledge of key texts and topics related to Cultural Studies
5. Evaluate the context of Cultural Studies as critical inquiry into power structures and ideology

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	2			3	2		3	
CO2		3	3		3	2			2	3	2
CO3		3		2			3		3		
CO4					3		3	3	3		3
CO5				3	3	3				3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-03- 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.
5. The course is developed with certain topics in mind which introduces gender issues and aspires to bring public awareness of the female subjectivity

<b>LANG3001</b>	<b>19<sup>TH</sup> CENTURY BRITISH LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides an introduction to and a survey of nineteenth century British literature and thought. It aims to introduce the students to the romantic and victorian aesthetics and sensibility by familiarising them with industrialisation and its discontents, colonisation and encounter with new cultures and literary preoccupations with the ideas of beauty and decay, wonder and despair and so on.*

**Course Educational Objectives:**

Students have the opportunity to:

1. Explain the aesthetics and political connotations of 19th century British literature.
2. Analyse the use of language, tropes and literary styles prevalent in the 19th century British literature.
3. Demonstrate how ideas of beauty, decay and critical consciousness informed 19th century British literary production.
4. Demonstrate an understanding of such literary terms, themes, strategies, and issues as are relevant to the works being studied
5. Express their understanding of the relationship between literature and the historical/cultural contexts in which it was written

**UNIT 1**

**19th CENTURY NON-FICTION**

**7 hours**

Socio-political context of 19th century England; Major discourses in socio-political realm; notable literary movements- authors and poets; prose style, reception and critical understanding of 19th century English society and literature.

**Essential Readings:**

Mary Wollstonecraft: "Writers who have rendered women objects of pity, bordering on contempt" from A Vindication of The Rights of Women  
 Charles Lamb: "Old China"  
 John Stuart Mill, "Of the Liberty of Thought and Discussion" from *On Liberty*



**UNIT 2**

**ROMANTIC POETRY**

**9 hours**

Socio-political context; literary style and preoccupations; language in use, notable poets and poetic works; critical understanding of romantic poetry.

**Essential Readings:**

William Wordsworth: "Ode: Intimations of Immortality"

Samuel Taylor Coleridge: "Kubla Khan"

John Keats: "Ode to Autumn"

Percy Bysshe Shelley: "Ode to the Westwind", "Ozymandias"

William Blake: "London", "The Tyger"

**UNIT 3**

**ROMANTIC FICTION**

**10 hours**

Socio-political context; literary style and preoccupations, language in use; notable authors and works; critical understanding of romantic fiction.

**Essential Readings:**

Jane Austen: Pride and Prejudice

Mary Shelley: Frankenstein

**UNIT 4**

**VICTORIAN POETRY**

**9 hours**

Socio-political context; literary style and preoccupations, language in use; notable poets and poetic works; critical understanding of Victorian poetry.

**Essential Readings:**

Robert Browning: "My Last Duchess"

C G Rossetti: "Shut Out"

Elizabeth Barret Browning: "The Cry of the Children"

Matthew Arnold: "Dover Beach"

**UNIT 5**

**VICTORIAN FICTION**

**10 hour**

Socio-political context; literary style and preoccupations, language in use; notable authors and works; critical understanding of Victorian fiction.

**Essential Readings:**

Charles Dickens: Oliver Twist

Thomas Hardy: The Mayor of Casterbridge

**References:**

1. Abrams, MH. *The Mirror and the Lamp*. OUP, 1953.
2. Kelly, Gary. *English Fiction of The Romantic Period 1789-1830*. Routledge, 2016.
3. Mclane, Maureen and James Chandler. *The Cambridge Companion to British Romantic 3. Poetry*. CUP, 2008.
4. Goldstein, Laurence. *Ruins and Empire: The Evolution of a theme in Augustan and Romantic Literature*. University of Pittsburgh Press, 1977.
5. Man, Paul De. *The Rhetoric of Romanticism*. Columbia University Press, 1984.
6. Bowra, C M. *The Romantic Imagination*. OUP, 1950.
7. Clark, Kitson G. *The Making of Victorian England*. Routledge, 2013(1962).
8. Richards, Thomas. *The Commodity Culture of Victorian England: Advertising and Spectacle 1851-1914*. Stanford University Press, 1990.
9. Gilmour, Robin. *The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-90*. Routledge, 2013 (1993).
10. Ward, Ian. *Sex, Crime and Literature in Victorian England*. Bloomsbury, 2014.
11. Armstrong, Isobel. *Victorian Poetry: Poetry, Poets and Politics*. Routledge, 2002.

**Course Outcomes:**

After completing this course, the students will be able to:

1. Interpret the defining aesthetic concerns of 19th century British poetry and prose. (Bloom's Taxonomy Level 1 & 2)
2. Explain the major concerns of 19th century British literature. (Bloom's Taxonomy Level 3 & 4)
3. Demonstrate an understanding of the relevance of literature of the period to the broader history of British literature and to contemporary culture. (Bloom's Taxonomy Level 3)
4. Critically evaluate 19th century British literature in the context of 19th century socio-political events. (Bloom's Taxonomy Level 4 & 5)
5. Compose critical commentary of different 19th century British literary genres. (Bloom's Taxonomy Level 5 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3								2
CO2	2	2		1		2	2	2	1		
CO3	3		3		2			2	1		
CO4			2		3		3			2	2
CO5	3	3			3		3		2	3	

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.

8. The course is developed to promote employment opportunities to all the learners.

	PROJECT	L	T	P	S	J	C
		0	0	0	5	0	5
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students’ knowledge and skills.

**Course Educational Objectives::**

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

**UNIT 1:** Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

**UNIT 2:** Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

**UNIT 3:** Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

**UNIT 4:** The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

**UNIT 5:** Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

**Course Outcomes:**

By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

**Programme Elective**

<b>LANG3041</b>	<b>TRANSLATING LITERATURE: THEORY AND PRACTICE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course is designed to introduce and familiarize students with Indian vernacular literary texts with an emphasis on its translations into English. While introducing the literary texts from multiple language backgrounds and emphasizing on its translations, the course takes into consideration the larger process of translation and engages with theoretical formulations to demonstrate the basic aspects of translation. To achieve this the course is divided into five modules including discussion on selected translated poetry, prose (Novel and Short-story), drama and a practical exposure to the act of translation and critical analysis of the process. As for evaluation/assessment the course adopts continuous evaluation strategy which includes presentations, peer reviews, discussions, translating literary texts from the source language to English and so on.*

**Course Educational Objectives:**

- To highlight the historical overview of Translation, its meaning, nature and the process.
- To introduce various Indian vernacular literary texts translated into English and discuss its significance.
- To outline the significance of translated poetry, prose and plays and familiarise with the challenges of genre specific translatability, adaptability and reception.
- To promote students to translating a literary text of their choice from one's own mother-tongue into English and assess/evaluate its effectiveness and challenges faced while translating.

<b>UNIT 1</b>	<b>The Role of Translation</b>	<b>9 hours</b>
Historical Overview; Meaning and nature of translation; Translatability; Translation theory		
<b>UNIT 2</b>	<b>Poetry in Translation</b>	<b>9 hours</b>
Poetic spirit; Language and thought; interpretation and relatability		
<b>UNIT 3</b>	<b>Prose in Translation</b>	<b>9 hours</b>
Prose and prosaic translation - historical background and meanings		
<b>UNIT 4</b>	<b>Drama in Translation</b>	<b>9 hours</b>
Acceptability and adaptability in the translation of drama		

**UNIT 5**

**Translation in Practice**

**9 hours**

Selecting a source text (short-story, poem, Novel etc.) from one's own mother tongue and translating it into English

**Textbooks:**

1. Walter Benjamin: "The Task of the Translator"
2. Sujit Mukherjee: "Transcreating Translation: An Indian Mode"
3. Lawrence Venuti: "Invisibility" - from *The Translator's Invisibility*
4. Ali Sardar Jafri: *Nivalah/Morsel* (Urdu), English Trans. Kathleen Grant Jaeger and Baidar Bakht ( from *The Oxford Anthology of Modern Indian Poetry*, 2006)
5. Namdeo Dhasal: *Stonemasons, My Father and Me* (Marathi, 1975); English trans. Vinay Dharwadkar ( from *The Oxford Anthology of Modern Indian Poetry*, 2006)
6. N. Revathi Devi: *This Night* (Telugu, 1951); English trans. Narayan Rao and A. K. Ramanujan ( from *The Oxford Anthology of Modern Indian Poetry*, 2006)
7. A K Ramanujan & Vivek Dharwadkar: Introduction from *The Oxford Anthology of Modern Indian Poetry*, 2006.
8. Baby Kamble: *Jina Amucha/The Prisons We Broke* (autobiography, 2018/IIInd ed.); English Trans. Maya Pandit
9. Maya Pandit: Translator's note from *Jina Amucha/The Prisons We Broke*
10. Mahashweta Devi: *Breast Stories* (short-story, 1997) – from *Breast Stories* (Collection of short stories); English trans. Gayatri Spivak
11. Gayatri Chakraborty Spivak: introduction from *Breast Stories*.
12. Lakshmi Holmström : "Translator's Introduction" from *Bama's Sangati*, Tr. Lakshmi Holmström, New Delhi: OUP, 2005.
13. Vijay Tendulkar: *Silence! The Court is in Session* (Originally published as *Shantata! Court Chalu Ahe* in Marathi 1963; OUP 2017)
14. Vijay Tendulkar: Preface from *Collected Plays in Translation*, OUP, 2003.

**References/OnlineResources:**

1. *Vimuktha* (Telugu novel by Volga); English trans. T. Vijay Kumar as *The Liberation of Sita* (2016)
2. Dipak P Ganmote: *Cultural Implication in Proverbs and Sayings in Vijay Tendulkar's Silence! The Court is in Session*.
3. <http://www.languageinindia.com/nov2018/dipakproverbssilenetendulkar.pdf>



**Course Outcomes:**

1. Outline and appreciate the uniqueness of Indian Vernacular languages and literature composed in them (Bloom’s Taxonomy Level 1 & 2)
2. Identify various literary traditions from India and contextualize its socio-historical, cultural and political underpinnings within which the literature is produced (Bloom’s Taxonomy Level 2 & 3)
3. Critically engage with the challenges of translations from Indian languages, particularly into English (Bloom’s Taxonomy Level 3 & 4)
4. Translate literary or Non-literary texts and engage with theoretical concepts. (Bloom’s Taxonomy Level 5 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	2	3	3	1	3	1	2	2	3	2	2
<b>CO2</b>	3	2	3	1	3	1	2	2	2	2	3
<b>CO3</b>	3	2	3	1	2	1	2	2	2	3	2
<b>CO4</b>	2	2	2	2	3	1	2	2	2	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-03- 2022**

**ACADEMIC COUNCIL: 22<sup>nd</sup> AC (01-04-2022)**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:**

4. The course promotes, with the help of celebrated vernacular literature translated into English notions of value and self/other and a instills a sense of criticality crucial for equitable and consistent pursuit of knowledge.

16. The course, with the help of celebrated vernacular literature translated into English familiarises students with crucial vernacular versus standard debates of language policy and many significant ideas of sociopolitical, economic significance ideas that inhabit the domain of vernacular and imparts insights into policy making, institutionality and inclusivity.



**UNIT 3**

**Understanding Classroom Instruction**

**5 hours**

Definition and Purpose; Methods, Approaches, and Techniques: Structural Approach, Communicative Approach, and Humanistic Approach; Methods of Teaching: English- Grammar-translation Method, Audio-lingual Method, Direct Method, Communicative Language Teaching, Task-based Language Teaching, Eclectic Method

**UNIT 4**

**Language and the Four Skills**

**6 hours**

Language Skills and Sub-Skills; Process and Types of Listening; Context, Pronunciation, Stress, and Intonation in Teaching Speaking; Teaching Reading: Bottom-up and Top-down Model; Interactive Approach; Techniques and Strategies of Reading; Approaches to Teaching Writing Skills: Product Approach, Process Approach, Process-genre approach; Teaching Grammar; Teaching Vocabulary

**UNIT 5**

**Assessing Learning**

**6 hours**

Concept of Testing, Assessment, and Evaluation; Difference between Testing, Assessment, and Evaluation; Purpose and Types of Testing: Validity and Reliability; Purpose and Types of Evaluation: Continuous Evaluation, End-term Evaluation; Purpose and Types of Assessment: Formative and Summative Assessment

**Text Books:**

1. Thornbury, S. (2006). *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Germany: Macmillan. (Reading of specified terms)
2. Richards, J. C. (2015). *Key Issues in Language Teaching*. Germany: Cambridge University Press. (Part-1: Chapter - 1, 2 & Part-2: Chapter – 5)
3. Graddol, D. (2010). *English next India: the future of English in India*. British Council. (Part-2 & Part-3)
4. Tomlinson, B. (2011). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press. (Glossary of basic terms)
5. Candlin, C. N., Widdowson, H. G., Nunan, D. (1988). *Syllabus Design*. Hong Kong: OUP Oxford. (Section-1, 3, 4, & 8)
6. Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United Kingdom: Cambridge University Press. (Section-4)
7. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Netherlands: Prentice-Hall. (Chapter-V)
8. Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United Kingdom: Cambridge University Press. (Section-1)
9. Saraswathi, V. (2004). *English Language Teaching: Principles & Practice*. India: Orient BlackSwan. (Unit-V)

10. Richards, J. C. (2015). *Key Issues in Language Teaching*. Germany: Cambridge University Press. (Part-3)
11. Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press. (Chapters 6,7,9 &10)
12. McNamara, T., Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T. (1999). *Dictionary of Language Testing*. United Kingdom: Cambridge University Press. (Specified Concepts)
13. Bachman, P. o. A. L. L. F., Bachman, L. F., Savignon, S. J. (1990). *Fundamental Considerations in Language Testing* (Oxford Applied Linguistics). Oxford: OUP Oxford. (Chapter – 2, 3, 6, & 7)

#### References:

1. Douglas, D. (2014). *Understanding Language Testing*. United Kingdom: Taylor & Francis.
2. Harwood, Nigel. (2010). *English Language Teaching Materials: Theory and Practice*. Germany: Cambridge University Press.
3. Kochhar, S. K. (1992). *Methods And Techniques Of Teaching*. India: Sterling Publishers Private Limited.
4. Lennon, P. (2020). *The Foundations of Teaching English as a Foreign Language*. United Kingdom: Taylor & Francis.
5. McDonough, J., Shaw, C. (2012). *Materials and Methods in ELT*. Germany: Wiley.
6. Mujumdar, A. (2019). *Teaching English as a Second Language: Theory and Praxis*. India: SAGE Publications.
7. Nunan, D. (2000). *Language Teaching Methodology: A Textbook for Teachers*. Hong Kong: Open University of Hong Kong Press.
8. Widdowson, H. G., Nunan, D., Candlin, C. N. (1988). *Syllabus Design*. Hong Kong: OUP Oxford.

#### Course Outcomes:

- Develop a set of principles to guide their practice as English language teachers.
- Explore a range of pedagogical options available for the teaching of skills in the classroom.
- Critically analyze components of different language teaching methods and approaches.
- Identify rationale, techniques and activities involved in each language teaching approach and method.
- Analyze various types of language testing, assessment, and evaluation.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	0	1	0	1	1	2	1	0	0	1	2
CO2	0	0	0	2	1	0	0	0	0	0	3
CO3	0	0	0	2	1	0	0	0	0	0	2
CO4	0	1	0	2	1	0	0	0	1	0	1
CO5	0	0	0	2	1	0	0	3	1	0	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

**SDG - 4; Quality Education**

**Statement:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course provides the student with concepts and principles that are useful throughout his/her career as English language educator.

LANG3061	INTRODUCTION TO THE THEORIES OF POPULAR CULTURE	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	Introduction to Cultural Studies						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

Mass Culture or Popular Culture in a society is often understood as a mere commodity for mass entertainment. However, this course envisages to approach and study Popular Culture as an indicator of cultural values in any society. Popular Culture also produces significant cultural meanings. This course proposes to introduce theories of Popular Culture to the undergraduate students so as to enable them to understand how the production and consumption of popular culture shapes our everyday life. Power and ideology are interwoven in all cultural forms. Hence the study of the fundamental theories of Popular Culture will provide theoretical tools to the students to understand popular culture as a site of ongoing political and social struggle.

**Course Educational Objectives:**

1. To provide an in depth introduction to the fundamental theories of Popular Culture.
2. Enable students to use critical theories to understand the society
3. To help the students understand the invisible power structures in our everyday life

**UNIT 1 Fundamentals of Popular Culture 6 hours**

Definitions of Popular Culture, Mass Culture and Society, High Culture and Low Culture, and Americanization of Popular Culture.

**UNIT 2 Culture Industry 7 hours**

Culture Industry and Popular Music, Adorno's theory of Culture Industry, Frankfurt School and Critical Theory, and Walter Benjamin and Critique of Frankfurt School.

**UNIT 3 Semiotics and Popular Culture 5 hours**

Structuralism, Culture and Myth, Semiology, Roland Barthes and Semiotics.

**UNIT 4 Marxism and Popular Culture 6 hours**

Althusser's theory of ideology, Gramsci's concept of hegemony, Marxism and political economy, Marxism and Popular Culture.

**UNIT 5 Postmodernism and Contemporary Theoretical Developments 6 hours**

Contemporary popular culture and postmodernism, Feminism and Popular Culture, Popular Culture in India.

**Textbooks:**

1. Mike Featherstone (2007), *Consumer Culture and Postmodernism*, Sage Publications.
2. Angela McRobbie (1991), *Feminism and Youth Culture: From 'Jackie' to 'Just Seventeen'*.
3. Deepa Sreenivas (2013) *Sculpting the Middle Class History, Masculinity and the Amar Chitra Katha*, Routledge India.

**References:**

1. Axel Honneth, Espen Hammer, Peter E Gordon (2018) *The Routledge Companion to the Frankfurt School*, Routledge.
2. Collins, J. (1989) *Uncommon Cultures: Popular Culture and Post-modernism*, New York and London, Routledge.
3. Dyer, G. (1982) *Advertising as Communication*, London and New York, Methuen.
4. Storey J. (2021) *Cultural Theory and Popular Culture An Introduction*, Routledge.
5. Hutcheon, L. (1989) *The Politics of Postmodernism*, London, Routledge.

**Course Outcomes:**

Upon the successful completion of this course, students will be able to;

1. Understand how popular culture engages with social inequalities and power structures in a society. (Bloom's Taxonomy Level 2)
2. Apply theories to address problems concerning contemporary societies. (Bloom's Taxonomy Level 3)
3. Analyze and critically evaluate Popular Culture using various theoretical approaches. (Bloom's Taxonomy Level 5)
4. Integrate individual cultural experience into the learning process. (Bloom's Taxonomy Level 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	0	2	1	2	2	2	0	1	2
CO2	3	0	2	1	2	1	1	1	0	1	2
CO3	1	3	2	2	0	0	0	1	2	2	3
CO4	2	3	0	3	1	1	2	2	1	2	2
CO5	3	3	1	1	0	0	1	1	1	3	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28.03.2022**

**SDG No. & Statement:**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:**

The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.



LANG3071	CROSS CULTURAL COMMUNICATION	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course is designed to prepare graduate students for careers as international professionals. It focuses on the cultural factors that influence communication in international/intercultural relations as well as the rules and customs that prescribe behaviour. It aims at developing an individual's intellectual appreciation for cultural differences and sensitivity regarding intercultural interactions.

**Course Educational Objectives:**

Students have the opportunity to:

- explore cultural self-awareness and the dynamics that arise in interactions between people from different cultures
- understand how communication processes differ among cultures
- identify challenges that arise from these differences in intercultural interactions and learn ways to address them.
- enhance the importance of the roles of context and power in studying intercultural communication.
- acquire knowledge, skills and attitudes that increase intercultural competence

**UNIT 1 FOUNDATIONS OF INTERCULTURAL COMMUNICATION 12 hours**

Overview of culture and society; concept of diversity; defining 'intercultural communication'; variations in personal, social, and cultural identity; exploring 'Who am I?'; awareness of one's own and other's cultural identities; goals of intercultural learning; significance of understanding intercultural communication; dimensions of intercultural interactions

**Essential Reading:**

- Chapter-I Part-I: Kurylo, Anastacia, ed. *Inter/cultural communication: Representation and construction of culture*. Sage Publications, 2012.
- Chapter-I: Ahrndt, Shannon. *Intercultural Communication*. (2020).

**UNIT 2** **EXPLORATION AND ANALYSIS** **12 hours**

Contextualizing Cultural Identities; Exploration of narratives and metaphors; cultural baggage; cultural barriers; levels of identity in interaction; identifying differences in interaction; media representation of select cultures and its impact; responding to diverse identities; social perceptions of stereotypes; prejudice and intergroup contact discrimination; culture lag and culture shock

**Essential Reading:**

- Chapter-I Part-II: Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2017.
- Chapter-XI: Samovar, Larry A., et al. *Communication between Cultures*. CENGAGE Learning. 2017

**UNIT 3** **UNDERSTANDING BEHAVIOURS AND CONTEXT** **12 hours**

Analysis of cultural relativism and ethnocentrism; Sapir-Whorf hypothesis (linguistic relativism) and its impact; sources of intercultural misunderstanding; variations and perceptions of communication behaviours; taxonomies for understanding context, space, values, time and other contextual factors (hi-low context, proxemics, monochronic-polychronic, silence)

**Essential Reading:**

- Chapter-III Part-II: Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2017.
- Chapter-IX: Samovar, Larry A., et al. *Communication between Cultures*. CENGAGE Learning. 2017

**UNIT 4** **BENEFITS OF INTERCULTURAL COMMUNICATION** **12 hours**

Benefits of intercultural applications; implications in personal life, business and education; exposure to and application of leading frameworks and levels of analysis; strategies for successful intercultural interactions; ways to communicate non verbally across cultures; Intercultural competence; linking culture and communication

**Essential Reading:**

- Chapter-IX: Jackson, Jane. *Introducing language and intercultural communication*. Routledge, 2014.
- Chapter-VII: Martin, J.N., & Nakayama, T.K. *Intercultural Communication in Contexts*. Boston: McGraw Hill. 7th Edition. 2017.

**UNIT 5** **CULTIVATING INTERCULTURAL ADAPTATION** **12 hours**

Descriptions of culture shock; understanding its dynamics and coping mechanism; the process of acculturation; exposure and appreciation: cross-cultural complexity; cultural assumptions, expectations; engaging in adaptation processes; growth outcomes in cross-cultural transitions; avoiding cultural faux pas; appreciating diversity

**Essential Reading:**

- Chapter-XII: Neuliep, James W. *Intercultural communication: A contextual approach*. Sage Publications, 2020.
- Chapter-VIII: Jackson, Jane. *Introducing language and intercultural communication*. Routledge, 2014.

**References:**

1. Kurylo, Anastacia, ed. *Inter/cultural communication: Representation and construction of culture*. Sage Publications, 2012.
2. Ahrndt, Shannon. *Intercultural Communication*. (2020).
3. Martin, J.N., & Nakayama, T.K. *Intercultural Communication in Contexts*. Boston: McGraw Hill. 7th Edition. 2017.
4. Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2017.
5. Samovar, Larry A., et al. *Communication between Cultures*. CENGAGE Learning. 2017
6. Jackson, Jane. *Introducing language and intercultural communication*. Routledge, 2014.
7. Neuliep, James W. *Intercultural communication: A contextual approach*. Sage Publications, 2020

**Course Outcomes:**

1. Analyze aspects of culture, values and behaviours that affect intercultural communication to develop ways to improve inter-communication skills (L4)
2. Understand communication practices in different cultural contexts to recognize differences between different styles of communication (L2)
3. Examine the development of stereotyping and prejudice and their effect on communication (L3)
4. Analyze the challenges and opportunities of cross-cultural communication in order to make decisions informed by cultural cues (L4)
5. Reflect critically on individual communication strengths and growth areas in order to set professional goals for working in international, intercultural settings (L3)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	0	1	3	0	0	3	0	2	3	3	2
CO2	0	0	3	1	2	3	0	2	2	2	3
CO3	0	0	2	3	2	3	1	3	2	2	3
CO4	1	0	2	0	3	3	2	2	3	3	2
CO5	0	2	3	3	0	2	0	3	2	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

4. The course involves understanding oneself and the dynamics that arise in interactions between people from different cultures, thus making it possible for every individual to contribute to a progressive and healthy society.

8. The course aims to help students understand the importance of intercultural communication, which can lead to new and better employment opportunities and provide greater economic security.

LANG3081	WORLD LITERATURE	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

The course aims to introduce students of literature to contemporary and older classics from across the world. The classics are grouped thematically to suggest a certain universality of human experience beyond national identities, in spite of, or because of, their authentic portrayal of the specific cultures each of them represent. It is hoped that the course would open up their minds to receive literary experience from wherever it comes from and to appreciate the variety of linguistic and technical expression of reality.

**Course Educational Objectives:**

Students have the opportunity to:

- Familiarize with the concept of world literature as well as other related concepts
- Enable themselves to nurture a sensibility to appreciate literature from across the world and recognise the universality of certain human experiences
- Demonstrate the knowledge of the historical and cultural context of the literature from regions other than one's own
- Interpret and analyse world literature in its local and global context

**UNIT 1****Introduction****8 hours**

The evolution of the concept of World Literature; Issues concerning inclusiveness and cosmopolitanism, literary production; Role of economic globalisation in the expansion of the concept of World Literature; theories of cultural production and world-systems; Issues surrounding translation

**UNIT 2****Moral Dilemmas, Alienation and Exile****8 hours****UNIT 3****History, Politics, Biography and Subversion****8 hours****UNIT 4****Memory, Displacement and Diaspora****8 hours****UNIT 5****Exclusion, Slavery, Race, Caste, and Culture****8 hours**

**Textbooks:**

1. Camus, Albert. *The Stranger*. Vintage International. 1989
2. Mafouz, Naguib. *Palace Walk*. Anchor. 2011
3. Ba, Mariama. *So Long a Letter*. Waveland Pr Inc. 2012
4. Bulawayo, NoViolet. *We Need New Names*. RHUK. 2013
5. Darwish, Mohmud. "A Lover from Palestine." 1966
6. Morrison, Toni. *Beloved*. Vintage International. 2004
7. Kalyana Rao, G. *Untouchable Spring*. Orient BlackSwan. 2010

**References:**

1. Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.
2. David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.
3. Lillian Herlands Hornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.
4. Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.
5. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.

**Course Outcomes:**

1. Explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya
2. Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
3. Analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
4. Evaluate literary texts in their local and global contexts.
5. Develop a critical perspective on world literatures' significance and functionality.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	2	3				2			2	2
CO2			3					1		2	3
CO3				2	3		2		1	3	3
CO4				2	3	2		2			3
CO5			3	3	3		3	2		3	

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

- 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

- 4. The course involves understanding oneself and the dynamics that arise in interactions between people from different cultures, thus making it possible for every individual to contribute to a progressive and healthy society.
- 8. The course aims to help students understand the importance of intercultural communication, which can lead to new and better employment opportunities and provide greater economic security.

LANG3091	FUNDAMENTALS OF LINGUISTICS	L	T	P	J	S	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

The course introduces the students to the various branches of linguistics such as Phonetics and Phonology, Morphology, Syntax and Semantics. It covers the basic concepts and approaches in these branches and aims to lay the foundation for further study in any specialization in linguistics. It is hoped that equipped with the fundamental concepts with regard to the various dimensions of language, the student will be able to become aware of the nuances of any language and examine them.

**Course Educational Objectives:**

The course aims to:

- Make the students understand what linguistics is and how linguistics is a scientific study of language.
- To stimulate curiosity about language, what it reveals about the human mind, and the human cultures it reflects.
- To increase ability in critical thinking, analysis, problem-solving, hypothesis formulation and evaluation, and written expression.
- To formalize linguistic facts into concise rules and diagrams.
- To make the students think and question popular beliefs about language and determine whether they have any scientific validity.

**UNIT 1****Introduction to Linguistics****12 hours**

Introduction to Linguistics and its branches: phonetics and phonology, morphology, syntax and semantics.

**Essential reading:**

Verma and Krishnaswamy: *Modern Linguistics: An Introduction*. (Section I pp 1-5; pp 16-17)  
Chomsky, N. (1968): *Language in Mind*. Harcourt Brace Jovanovich. New York

**UNIT 2****Introduction to Phonetics****12 hours**

Introduction: Phonetics as a study of speech sounds; aims and scope of phonetics, branches of phonetics, speech organs and their functions, mechanisms of speech production, airstream mechanism; place of articulation and manner of articulation.



**Essential reading:**

Catford, J.C. 1990, *A Practical introduction to Phonetics*. Oxford: Clarendon Press.  
Hockett, C.F. 1958, *A Course in Modern Linguistics*, New Delhi. Oxford & IBH. Ch.7,8,77,12.

**UNIT 3 Introduction to Morphology 12 hours**

Introduction: The study of word structure and word formation.

Types of morphological processes: cliticization, conversion, clipping, blends, backformation, acronyms, onomatopoeia.

**Essential reading:**

Katamba, F (1993): *Morphology*. Macmillan, London (Chapter 2, pp. 17-39).  
Bauer, L. (1988): *Introducing Linguistic Morphology*. Edinburgh University Press, Edinburgh.

**UNIT 4 Introduction to Syntax 12 hours**

Introduction: phrase, clause, constituent, transitivity.

Approaches; phrase structure grammar, transformational model; x-bar theory, NP Movement and Wh-movement and exercises.

**Essential reading:**

Radford, Andrew. (1988). *Transformational Grammar*. Cambridge University Press. (Chapter 9).  
Chomsky, N. (1968): *Language in Mind*. Harcourt Brace Jovanovich. New York.

**UNIT 5 Introduction to Semantics 12 hours**

Introduction: The study of meaning; elements of meaning and sources of meaning; introduction to pragmatics.

**Essential reading:**

Palmer, F.R. (1981). *Semantics*. Cambridge: Cambridge University press. Chapters 4 and 5.

Prakasham, V. and A. Abbi. (1986). *Semantic Theories and Language Teaching*. New Delhi: Allied Publishers. Pp. 56-92.

L – 30; Total Hours – 60

**References:**

1. Bauer, L. 1988. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press. Pp. 7-41 and 73-87.
2. Catford, J.C. 1988. *Practical Introduction to Phonetics*. Oxford: Oxford University Press.
3. Hudson, Richard. 1998. *English Grammar*. London and New York: Routledge. Chapters 1-6, 8 and 9.
4. Radford, A. 1988. *Transformational Grammar*. Cambridge: CUP.
5. Saeed, John. 1997. *Semantics*. Blackwell: Oxford. Chs. 3, 4, 7 and 8.

**Course Outcomes:**

1. The students will have a fundamental understanding of the basic nature, branches and history of linguistic inquiry.
2. The students will be able to transcribe the words in English into the IPA
3. The students will be able to account for the incorrect sentences in English.
4. The students will be able to understand of the structure of language, specifically its morphological subsystems. Develop understanding of morphophonemic processes in language.
5. The students will be able to understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2			2		1	1	2		1
CO2				3	1	1	1	1		2	3
CO3					1		1	1			
CO4					1	1	3	1	2		
CO5					1	1	3	1		2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :<< date >>28.3.22**

**ACADEMIC COUNCIL: <<date>> 01.04.22**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.
16. The course plays a major role in creating, interpreting and understanding the SDG 16 goal to promote inclusive societies as well as in its execution process.

<b>LANG3101</b>	<b>POPULAR CULTURES OF FILM AND MEDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	Introduction to Cultural Studies						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

This course is designed to analyze the basic patterns and pillars of popular culture as they are used and revealed in certain media to present to masses the basic institutions and ideological interpretations of it. The course provides opportunities to read literature and watch movies to explore socio-cultural and literary and theory issues in films and media. The course presents theoretical inputs to understand the role of popular culture in postcolonial nations and explores issues of identity and identity construction critically. It also introduces the necessary technical knowledge needed to understand the film making. The course explores the context and content of the new media.

**Course Educational Objectives:**

The course aims to-

- Overview popular culture and its various forms
- Locates the popular cultural forms in the postcolonial nation
- Looks into the role of popular cultural forms in the construction of identity
- Overviews the aspect of representation in popular film and media
- Provide basic technical knowledge to understand a film and media advertising
- Provide framework to understand the new media

<b>UNIT 1</b>	<b>Introduction</b>	<b>6 hours</b>
<b>Defining Popular culture</b>		
Defining Popular Culture. Aspect and forms of popular culture		
<b>UNIT 2</b>	<b>Postcolonial India representation/ identity</b>	<b>7 hours</b>
Viewing: Anand Patwardhan, <i>In the Name of God: Ram Ke Naam</i>		
<b>UNIT 3</b>		<b>5 hours</b>
Viewing and Discussion: John Berger, "Ways of Seeing"		
<b>UNIT 4</b>	<b>Cinema</b>	<b>6 hours</b>
Film Form: Concept & Principle; Shot: Mise-en-scene & Composition; Aspects of mise-en-scene; Realism & Mise-en-scene		

**UNIT 5**

**New Media**

**6 hours**

Viewing and Discussion: Nosedive, Black Mirror (2016), social media apps (Facebook, Twitter, Whatsapp, Snapchat etc.)

**Textbooks:**

- Langdon Winner, "Do Artifacts Have Politics?" *Daedalus*, 1980, Vol. 109, No. 1, 121-136.
- Yochai Benkler, Helen Nissenbaum, "Commons-Based Peer Production and Virtue," *Journal of Political Philosophy*, 2006.
- Fred Turner, "Burning Man at Google: A Cultural Infrastructure for New Media Production," *New Media & Society*, April 2009.

**References:**

1. Gay, Paul du, Stuart Hall, Linda Janes, Anders Koed Madsen, Hugh Mackay, Keith Negus. *Introduction. Doing Cultural Studies. The Story of the Sony Walkman*. (SAGE. April 2013).
2. Hall, S. "Cultural Studies: Two Paradigms" in *What is cultural studies: A reader ed Storey, J.* (Arnold Publications: 1997)
3. Bismillah, A. "Guest is God" in *A Matter of Taste: The Penguin Book of Indian Writing on Food* (Ed) Noneanjana S. Roy. (Penguin Books: 2004)
4. Amin, Shahid (2004): "On Representing the Musalman," *Sarai Reader: Crisis/Media*, pp. 92-97.
5. Nicolas Jaoul, (2006) "Learning the Use of Symbolic Means: Dalits, Ambedkar Statues and the State in Uttar Pradesh." *Economic Political Weekly*: June
6. C.K.Janu, Extracts from *Mother Forest*
7. Virginius Xaxa, "Tribes as Indigenous Peoples: Discourse and Adivasi Consciousness. *Economic and Political Weekly* Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595.
8. Barthes, Roland. (1972). *Mythologies*. New York: Noonday Press. (MYTH Today to "The Signification", 109 – 126

**Course Outcomes:**

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

- Develop understanding of patterns and processes in popular culture and their interaction with local and global cultures.(Bloom’s Taxonomy Levels 1 & 2)
- Demonstrate understanding of the interconnectedness and diversity of popular cultures of film and other media (Bloom's Taxonomy Levels 2 & 3)
- Devise analytical, practical, or creative responses to the issues in films and media. (Bloom’s Taxonomy Levels 4, 5 & 6)
- Understand and analyse films from technical as well as cultural perspectives (Bloom’s Taxonomy Levels 2 & 3)
- Critically review the context and content of new media. (Bloom’s Taxonomy Levels 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	2	3	2	2	2	3	2	1
CO2	3	3	2	1	2	2	3	2	2	0	2
CO3	2	3	3	1	3	3	2	3	2	1	1
CO4	1	2	2	2	2	1	1	2	1	0	1
CO5	2	0	3	3	3	0	0	3	0	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :28.03.2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:** The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.

LANG3111	CONTENT WRITING	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is designed to enable students to express themselves with clarity through written communication. It introduces them to the content writing processes and procedures to help them become a better content writer. It covers various facets related to content writing and includes tips and methods to improve one's content.*

**Course Educational Objectives:**

Students have the opportunity to:

1. develop students writing skills and improve qualities to make them better writers
2. build student's trust and connection with their audience to gain authority as a writer
3. introduce students to a variety of tools to facilitate their writing
4. help students differentiate content development for different purposes
5. help build e-portfolio and establish themselves as writers online

**UNIT 1****Introduction****12 hours**

Define content writing; Importance of content writing; Types and aspects of content writing; Writing for online versus offline; Different techniques for writing; Role of a content writer; Skills required for writing quality content; Content writing as a career option

**Essential Reading:**

- Chapter-I: Redish, Janice Ginny. *Letting go of the words: Writing web content that works*. Morgan Kaufmann, 2007.
- Chapter-I: Mill, David. *Content is King: writing and editing online*. Routledge, 2005.

**UNIT 2****Understanding Audience****12 hours**

Understand content strategy; Know your reader: build credibility; Keys to understanding the audience; Connect with readers; Creating Personas; Branding/Marketing content; Using content experiences; Developing tone and voice

**Essential Reading:**

- Chapter-I: Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web: Content Strategy Web \_p2*. New Riders, 2012.
- Interlude-I: Redish, Janice Ginny. *Letting go of the words: Writing web content that works*. Morgan Kaufmann, 2007.

### UNIT 3

### Content Writing Tools

12 hours

Writing productivity tools; Collaborative writing tools; Editing tools: Grammarly, Hemingway; Keyword Planner; Blog topic generators; Headline Analyzer; Canva; Working with images, adding motion and sound; Elements of SEO

#### Essential Reading:

- Chapter-III: Felder, Lynda. *Writing for the Web: Creating compelling web content using words, pictures, and sound*. Que Publishing, 2011.
- Chapter-III: Enge, Eric, et al. *The Art of SEO-Mastering Search Engine Optimization*. O'Reilly Media, Inc., 2015.

### UNIT 4

### Content Development

12 hours

Website content planning and design; using relevant and credible content from authentic sources; outsourcing vs. in-house creation; creating share-worthy content; writing for search engines, ads, websites, social media, and e-commerce sites; legal aspects of content writing; avoiding plagiarism

#### Essential Reading:

- Chapter-II: Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web: Content Strategy Web \_p2*. New Riders, 2012.
- Chapter-IV: Mill, David. *Content is King: writing and editing online*. Routledge, 2005.

### UNIT 5

### Creating e-Portfolio:

12 hours

Create effective headline; choose a website builder; create content with captions; revise, edit and proofread content; maintenance, relevance and appeal; create reflective e-portfolio; usability testing; publish; connect with professional communities

#### Essential Reading:

- Chapter-II: Montgomery, Kathleen K., and David A. Wiley. *Building e-portfolios using PowerPoint: A guide for educators*. Sage, 2008.

Chapter-V: Montgomery, Kathleen K., and David A. Wiley. *Building e-portfolios using PowerPoint: A guide for educators*. Sage, 2008

#### References:

1. Mill, David. *Content is King: writing and editing online*. Routledge, 2005.
2. Redish, Janice Ginny. *Letting go of the words: Writing web content that works*. Morgan Kaufmann, 2007.
3. Felder, Lynda. *Writing for the Web: Creating compelling web content using words, pictures, and sound*. Que Publishing, 2011.
4. Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web: Content Strategy Web \_p2*. New Riders, 2012.
5. Handley, Ann. *Everybody writes your go-to guide to creating ridiculously good content*. John Wiley & Sons, 2014.
6. Enge, Eric, et al. *The Art of SEO-Mastering Search Engine Optimization*. O'Reilly Media, Inc., 2015.
7. Montgomery, Kathleen K., and David A. Wiley. *Building e-portfolios using PowerPoint: A guide for educators*. Sage, 2008.

### Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the process involved in good content writing (L2)
2. Identify target audience and accordingly design the content (L3)
3. Evaluate and use various writing tools to develop content (L3)
4. Develop content ideas through different techniques (L4)
5. Understand and apply techniques learned to create an e-portfolio (L4)

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1				3				3			
CO2		3	2								
CO3									3		
CO4				1	2	3	3				
CO5									3		

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

**BOS :28.03.2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

#### SDG No. & Statement:

16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:** The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.



<b>LANG3011</b>	<b>20TH CENTURY BRITISH LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides an introduction to and a survey of twentieth century British literature and thought. It aims to introduce the students to the focal shift of modern aesthetics and sensibility and familiarises students with preoccupations with the ideas of body and labour, race and gender, war and so on.*

**Course Educational Objectives:**

- Explain the aesthetics and political connotations of 20th century British literature.
- Analyse the use of language, tropes and literary styles prevalent in the 20th century British literature.
- Demonstrate how ideas of self and self-criticism challenged as well established 20<sup>th</sup> century British literary production.

**UNIT 1**

**Introduction**

**9 hours**

Socio-political context of 20th century England; Major discourses in sociopolitical realm; notable literary movements- authors and poets; prose style, reception and critical understanding of 20th century English society and literature.

**UNIT 2**

**20<sup>th</sup> century British Poetry**

**9 hours**

Sociopolitical context; literary style and preoccupations, language in use; notable poets and poetic works; critical understanding of 20th century British poetry.

**UNIT 3**

**20th Century British Non-fictional Prose**

**9 hours**

20th century England and gender rights; gender roles and literature; gendered criticism of canon; 20th century British prose and its reception.

**UNIT 4**

**20th century British Drama**

**9 hours**

Sociopolitical context; literary style and preoccupations; language and dramatic techniques in use; notable playwrights and dramatic works; critical understanding of 20th century British Plays.

**UNIT 5**

**20th century British Fiction**

**9 hours**

Sociopolitical context; literary style and preoccupations, language and fictional strategies in use; notable authors and works; critical understanding of 20th century British fiction.

**Text Books:**

1. Peter Nicholls, "Introduction: Of a Certain Tone", in Peter Nicholls, *Modernisms: A Literary Guide*, London/Berkeley; Los Angeles: Palgrave Macmillan/University of California Press, 1995.
2. Patrick Parrinder, "Science and knowledge at the beginning of the twentieth century: versions of the modern Enlightenment", in Laura Marcus and Peter Nicholls (Ed.), *The Cambridge History of Twentieth Century English Literature*, Cambridge: Cambridge University Press, 2004.
3. W B Yeats: "Among Schoolchildren"
4. Wilfred Owen: "Strange Meeting"
5. T.S. Eliot: "The Hollow Men"
6. Ezra Pound: "In a Station of the Metro"; "The Return"
7. Ted Hughes: "Hawk Roosting"
8. W H Auden: "Lullaby"
9. Dylan Thomas: "Fern Hill"
10. Stevie Smith "Not waving but drowning"
11. Carol Ann Duffy: "Prayer"
12. Virginia Woolf (1882-1941): *Room of One's Own*
13. J M Synge: *Riders to the Sea*
14. Harold Pinter: *The Mountain Language*
15. Tom Stoppard: *Indian Ink*
16. James Joyce: *The Dead*
17. George Orwell: *Ninety Eighty Four*
18. Zadie Smith: *White Teeth*

**References:**

1. Peter Nicholls, *Modernisms: A Literary Guide*,
2. Laura Marcus and Peter Nicholls (Ed.), *The Cambridge History of Twentieth Century English Literature*

**Course Outcomes:**

At the end of the course the student will be able to:

1. Interpret the shifting aesthetic concerns of 20th century British poetry and prose. (Bloom's Taxonomy Level 1 & 2)
2. Explain the major concerns of 20th century British literature. (Bloom's Taxonomy Level 3 & 4)
3. Critically evaluate 20th century British literature in the parameters of 20th century critical thought. (Bloom's Taxonomy Level 4 & 5)
4. Create critical commentary of different 20th century British literary genres. (Bloom's Taxonomy Level 5 & 6)

**CO- PO Mapping:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	3	1	2	2	2	2	2
CO2	2	2	2	1	3	1	2	2	2	2	2
CO3	3	2	3	1	3	1	2	2	2	2	2
CO4	2	2	2	2	3	1	2	2	2	2	2
CO5	3	1	1	1	1	1	1	3	1	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :28.03.2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:** The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.



**UNIT 3**

**Author, Authority and Ideology on Trial**

**12 hours**

Author, Authority and Ideology on Trial: The Reader Response, Marxism and Psychoanalytic Theory; the Frankfurt School of Critical Theory

- Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- Sigmund Freud, "Creative Writers and day-dreaming" in David Lodge, *20th Century Literary Criticism*, Longman, 1991, pp.36-42.
- Wolfgang Iser, "The reading process: a phenomenological approach", in *Modern Criticism and Theory: A Reader*, eds. David Lodge with Nigel Wood (Harlow: Pearson Education, 2000) pp. 188–205.

**UNIT 4**

**Patterns and Beyond**

**8 hours**

Structuralism, Poststructuralism; Beyond the canon: New Historicism

- Tzvetan Todorov, "The typology of detective fiction", in *Modern Criticism and Theory: A Reader*, eds. David Lodge with Nigel Wood (Harlow: Pearson Education, 2000) pp.137-144.
- Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, eds. David Lodge with Nigel Wood (Harlow: Pearson Education, 2000) pp. 88–103.
- Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.
- Stephen Greenblatt, "The circulation of social energy", in *Modern Criticism and Theory: A Reader*, eds. David Lodge with Nigel Wood (Harlow: Pearson Education, 2000) pp. 494–511.

**UNIT 5**

**Against exclusionary politics**

**15 hours**

Postcolonialism, Feminism, Black and Dalit Aesthetics/Subaltern Studies, Theory Now

- Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.
- Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

### Essential Reading:

- Excerpts from S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.)
- Book X of Plato's Republic
- Aristotle (Chapters 1 & 2 from *Poetics*)
  
- Longinus: Excerpts from 'On the Sublime'

### Suggested Readings

1. S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.
2. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.
3. Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.
4. Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.
5. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009
6. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971.
7. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963.

### Course Outcomes:

Upon successful completion of this course:

1. Students will become familiar with important literary and critical theories. (Bloom's Taxonomy Level 2)
2. Students will be introduced to critical concepts which are important in contemporary times. (Bloom's Taxonomy Level 2)
3. This course will help students to develop skills which are essential for meaningful reading, comprehension and analysis of literary texts. (Bloom's Taxonomy Levels 3 & 4)
4. Students will be able to apply critical theories to various forms of literary texts and social issues. (Bloom's Taxonomy Level 4)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3		1		3				
CO2		3	3	3	2		2		2		
CO3	1	3		3	2		3		1	2	
CO4	3		2		1	1	2	1		2	
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-3-2022**

**ACADEMIC COUNCIL: 1-4-2022**

**SDG No. & Statement:**

- 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- 8. Decent Work and Economic Growth

**SDG Justification:**

- 4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.
- 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

LANG3121	RESISTANCE LITERATURE	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	Familiarity with Resistance literature and its political-cultural implications						

**Course Description:**

*This course provides an introduction to the theoretical framework of Resistance literature which emerged through the writings of Latin American, Middle-eastern and African critics such as Ghassan Kanafani, Ngugi Wa Thiongo. It provides a survey of resistance literature and thought that aimed to create a conscious cultural challenge to imperial hegemony. Students will be familiarized with resistance literature from different continents and their political as well as cultural implications.*

**Course Educational Objectives:**

- Explain the aesthetics and political connotations of resistance literature.
- Analyse the core arguments prevalent in the resistance literature.
- Demonstrate how ideas of national culture, postcolonialism, populism and hegemony are problematised by the oeuvre of resistance literature.
- Expose and discuss the notion of resistance in diverse literary texts
- Compare, critique, and express the significant narratives of resistance.

**UNIT 1** **Introduction** **8 hours**  
Emergence, Terminologies and Theories

**UNIT 2** **Americas and Africa** **8 hours**  
Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from the given geographic locations.

**UNIT 3** **Europe & Middle-east** **9 hours**  
Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from the given geographic locations



**UNIT 4**

**India Propulsion**

**9 hours**

Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from India.

**UNIT 5**

**Russia & Australia**

**9 hours**

Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from the given geographic locations.

**Text Books/Essential Readings:**

1. "Resistance Literature: The Theoretical-Historical Context" by Barbara Harlowe from Resistance Literature.
2. "Literature in Schools" by Ngugi Wa Thiong'o from Studies in African Literature: Writers in Politics.
3. "The Forethought" by W E B Du Bois from The Souls of Black Folk
4. *Things Fall Apart* by Chinua Achebe
5. *In the Castle of My Skin* by George Lamming
6. "Problems of Underdevelopment" by Nicolás Guillén
7. "Still I Rise" by Maya Angelou
8. "Guatemala 1958- Funeral For a Bird" by Arturo Arias
9. *Mother Courage and Her Children* by Bertolt Brecht
10. "Identity Card" by Mahmoud Darwish
11. "The Wound" by Adonis aka Ali Ahamad Said Esbar
12. *Karukku* by Bama
13. "Toba Tek Singh", "The Dog of Titwall" & "The Price of Freedom" by Saadat Hasan Manto; from the collection *Mottled Dawn: 15 Sketches and Stories of Partition*.
14. "November is the Month of Migration" by Hansda Sowvendra Sekhar in *The Adivasi will not Dance*.
15. "The Last Song" by Temsula Ao in *These Hills Called Home: Stories from a War Zone*.
16. "Dawn of Freedom" by Faiz Ahmad Faiz
17. *Mother* by Maxim Gorky
18. "Journey" by Patricia Grace
19. "The Past" by Oodgeroo Noonucal (formerly Kath Walker)

**Reference Readings:**

1. Fanon, Frantz. "On National Culture" from *The Wretched of the Earth*. Penguin UK, 2001 (1961).
2. Whalen, Lachlan. *Contemporary Irish republican Prison Writing: Writing And Resistance*. Palgrave Macmillan. New York. 2007.
3. Thiong'o, Ngugi Wa. *Writers in Politics*. Heinemann. London. 1981.
4. Farag, Joseph R. *Politics and Palestinian Literature in Exile: Gender, Aesthetics and Resistance in the short story*. IB Tauris. London. 2017.
5. Harlowe, Barbara. *Resistance Literature*. 1987.

6. Washington, Sylvia Ba. *The Concept of Negritude in the Poetry of Leopold Sedar Senghor*. Princeton University press. 1973.
7. Kanafani, Ghassan. *Palenstine’s Children: Returning to Haifa and other short stories*. Tran. Barbara Harlowe and Karen E Railey. Lynne Reinner. London and Colorado. 2000.

**Course Outcomes**

At the end of the course, the students will be able to:

1. Interpret the critical arguments on which theoretical understanding of resistance literature is based. (Bloom’s Taxonomy Level 1 & 2)
2. Explain the major aesthetic concerns and designs of cultural resistance as present in the body of resistance literature. (Bloom’s Taxonomy Level 2 & 3)
3. Critically evaluate resistance literature in the parameters of concerned theoretical strands. (Bloom’s Taxonomy Level 4 & 5)
4. Compose critical commentary on varied resistance literature and identify similar texts from different times and locales. (Bloom’s Taxonomy Level 5 & 6)
5. Compare and express (write/presentation) critical understanding of resistance literature (Bloom’s Texonomy Level 5 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2	PSO3	PSO4
CO1		2	2								
CO2				1	3						
CO3							3	3			
CO4				2						2	
CO5				1	2					2	

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-03- 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

**SDG 4: Quality Education** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG 16: Peace and Justice Strong Institutions** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:**

The students will be able to comprehend, reflect and shape their personal opinions and approach toward diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.). they will also develop the idea of justice and their shared sense of humanity.

LANG3131	English Language in India: History, Policy and Politics	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

The course introduces the history of the English language in India. By tracing the history of English in India the course would highlight the debates around the question of language in general and English language in particular from colonial times to the present. It tries to comprehend the various roles that English has performed and still is performing in the contexts of pre 1947 and post 1947. The course highlights various discourses around the English language such as language learning, linguistic ideology, medium of education, question of official language and language as a tool for socio economic empowerment

**Course Educational Objectives:**

Students have the opportunity to:

- Provide a comprehensive history of English language policy in India from colonial times to the present
- Equip the students with the skills to understand the impact of socio-political and cultural issues on English language policy and English education in India
- Equip students with the critical skills to analyse various discourses surrounding English language in India
- Discuss the history of English language and its emergence in India
- Train students to review the discourse of English for social, political and cultural perspectives

**UNIT 1****Origins of English in India:****10 hours**

The exploration and transportation phase and consolidation phase - Anglicism vs Orientalism debate on Language Policy; Some Important Pre-Independence Landmarks: Macaulay's Minute-a critique; Woods Despatch (1854); Indian Education Commission (1882); (Licensing Act, 1823)

**UNIT 2****The dissemination phase****12 hours**

Indian Universities Commission (1902); the government of India resolution of 1904 English as an instrument of unification and destruction; the government of India Resolution of 1913; Calcutta University Commission (1917-19); The Swadeshi movement

**UNIT 3**

**Identity Phase**

**13 hours**

Landmarks in English Education in India after Independence: Radhakrishnan Commission (University Education Commission, 1948); Secondary Education Commission (Mudaliar 1953); Official Languages Commission (1956-58); recommendation of anti-hindi movement; Chief Minister's conference, 1961 (recommendations of three language formula) Official Language Amendment Act (1967)

**UNIT 4**

**Progression Phase**

**13 hours**

The Education Commission (Kothari Commission, 1964-6); National Policy on Education (1968) ; policy statement on the development of languages; National Education Policy (1986); Acharya Ramamurthy Commission (1990); Curriculum Development Commission; Revised National Policy of Education (1992); National Curriculum Framework (2000); The National Knowledge Commission Report (2006- 10); NEP 2019

**UNIT 5**

**Official theoretical Position on teaching (Indian) Languages**

**12 hours**

Official theoretical Position on teaching (Indian) Languages; Roles of English in India; colonial, postcolonial, globalisation and neoliberalism contexts; English and contemporary debates: Dalit /tribal contexts, globalisation contexts.

L – 15; Total Hours – 60

**Textbooks:**

- Krishnaswamy, N & Lalitha Krishnaswamy. (2006). *The story of English in India*. Delhi: Foundation Books(Cambridge University Press).
- Aggarwal, J.C. (2018). *Landmarks in the History of Modern Indian Education* . New Delhi: Vikas Publishing House Pvt Ltd.
- A. Uma, K.Suneetha Rani & D.Murali Manohar (eds.). *English in the Dalit Context*. Delhi: Orient BlackSwan .
- Pennycook, A. (1998). *English and the discourse of Colonialism (Chapter 3)*. London and Newyork: Routledge
- Sonntag, S. K. (2015). Narratives of globalization in Language politics in India. In Ricento Thomas (Ed.). *Language Policy and Political Economy* (pp. 209-227.). New York: Oxford University Press.

**References:**

- Mukherjee, A. (2009). *This gift of English to India: English Education and formation of alternative hegemonies in India*. Delhi: Orient Blakc Swan
- Agnihotri.R.K., & Khanna, A.L. (1995). *English language teaching in India: Issues and innovations*. New Delhi: Sage Publications.
- Hinz, A. (2012). *On the Development of the English Language in India*.

**Course Outcomes:**

1. Understand the history of English language and English education at the conjunction of various socio-political and cultural issues and contexts.
2. Demonstrate a comprehensive knowledge of history of English in India Bloom's Taxonomy Level 2)
3. Apply the knowledge of socio-political and cultural issues on English language policy, in particular and education in India, in general (Bloom's Taxonomy Level 3)
4. Analyse the English language and its emergence in India (Bloom's Taxonomy Level 3)
5. Critically review the discourse of English from socio-political and cultural perspectives (Bloom's Taxonomy Levels 4, 5 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2										2
CO2		3									2
CO3							3	2			
CO4											2
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28/03/22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

17. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.

17. The course is developed to explore the history of English in India. This helps the students to find the different phases through which English has developed.

<b>LANG3141</b>	<b>MYTHOLOGY, FOLKLORE, LEGENDS, AND CULTURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	Introduction to Cultural Studies						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

There are stories that have been in currency for thousands of years from the beginning of time. These stories helped humans to make sense of the culture and society around. It provided them with an identity. Beginning with an overview of mythology, folklore and legends the course would explore different kinds of myths and legends entailing age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. The course also provides frameworks to read, understand and analyse the universality and social significance of myths, folklore and legends and how these shape the culture and values of a society that are reflected in everyday practice

**Course Educational Objectives:**

The course aims to

1. Distinguish myth, folklore and legends
2. Provide an overview of the typology of myths, folklores and legends
3. Provides a context to understand myths, folklore and legends in literature and culture of everyday.
4. Establishes a connectivity between history and the present through the genres of myth, folklore and legends
5. Explores the use of legends in the present day context

**UNIT 1****6 hours**

Defining Myth, Folklore, Fairy tales; Types of Myths, legends, folktales and fairy tales

**UNIT 2****7 hours**

Characteristics of hero; types of hero and heroine stories; Hero's journey  
Discussion of The Legend of King Arthur and his Knights and The Legend of Joan of Arc (Film, 2019)

**UNIT 3****5 hours**

Myths and legends as basis for cultural activities; Myths providing meaning to everyday life and resistance

A discussion of Wole Soyinka: A Dance of the Forests and NGugi Wa Thiong'o: Devil on the cross

**UNIT 4**

**6 hours**

Comparative mythology; language in the origin of myth or legend; structure of myth and legend

A discussion of Ramayanas: Valmiki version, Bhuddhist version, Jain Version, Malay Version, Thai Version, Burmese Version

**UNIT 5**

**6 hours**

Urban legends; cryptids; mythological cities

Discussion of Batman and Superman (films); Phenomenon of Stone man and Zombies (Films): I am Legend / Dawn of the dead

**Textbooks:**

1. Legendry and the Rhetoric of Truth by Elliot Oring. Journal of American Folklore, 121(480). 2008
2. Caveat Lector: Fake News as Folklore by Russell Frank. Journal of American Folklore, 128(509). 2015
3. The transmission and persistence of 'urban legends': Sociological application of age-structured epidemic models By Andrew Noymer. Journal of Mathematical Sociology, 25(3). 2001

**References:**

1. Parallel Myths, J. F. Bierlein (Ballantine 1994)
2. Anthology of Classical Myth, S. Trzaskoma, R. Scott Smith, S. Brunet (Hackett 2004)
3. The Classic Fairy Tales, M. Tatar (Norton 1999)
4. "The Idea of the Hero", S. Schwartz, The English Journal, vol. 58, no. 1 (1969), 82-86.
5. "The Trickster as Selfish Buffoon and Culture Hero", M. Carroll; *Ethos*, vol. 12, no. 2 (1984), pp. 105- 131.

**Course Outcomes:**

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

1. Understand and distinguish between myth, folklore and legend (Blooms Taxonomy Levels 1 & 2)
2. understand the characteristics of hero of myths and legends (Bloom's Taxonomy Levels 1 & 2)
3. relate the myth and legends to everyday activities (Bloom's Taxonomy Level 3)
4. compare mythologies in various localities (Bloom's Taxonomy Levels 2 & 3)
5. critically review various genres of literature and films (Bloom's Taxonomy Levels 4, 5 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	2	0	0	2	2	1	3	1
CO2	2	2	3	0	1	0	3	3	1	2	2
CO3	2	0	1	2	3	0	2	3	1	1	1
CO4	1	3	0	2	2	3	1	2	1	3	1
CO5	3	2	1	1	0	1	1	1	1	3	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28.03.2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:** 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:** The students will be able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.



LANG3151	PROFESSIONAL COMMUNICATION	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	English Language Education: Concepts and Practices						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

### Course Description

The course introduces students to contemporary strategies of successful communication in professional contexts. Students will learn how to analyze the audience, situation, and medium to create messages that respond to practical challenges and build productive relationships. Students will also develop sensitivity to language and tone, learn to organize and convey ideas and information, and select the best means to accomplish their intended purposes.

### Course Educational Objectives:

1. enhance employability and orient students towards grooming as a professional
2. enhance interpersonal communication skills and develop self-confidence
3. develop sensitivity to language and tone, and learn to organise, convey ideas, and information textually and orally
4. understand how audience and context influence message construction and delivery
5. create professional documents to communicate and produce clear and concise writing

#### UNIT 1 Communication Foundations 9 hours

Definition, Meaning and Features of Communication; General, Professional and Technical Communication; Importance of Professional Communication; Types of Communication: Verbal and Nonverbal; Communication Styles: Formal and Informal, Passive, Aggressive, Passive-Aggressive, Assertive; Purposes and Audience: Making First Impression

#### Essential Reading:

- Chapter-I: Introduction to Communication Studies - Jones, Richard. Communication in the real world: An introduction to communication studies. The Saylor Foundation, 2013.
- Part-I: Dutt, P. Kiranmai, and Geetha Rajeevan. *Basic Communication Skills*. Foundation Books, 2007

#### UNIT 2 Communication Strategies 9 hours

Seven C's of Effective Communication; Barriers to Communication; Improving Listening Competence; Effective Interpersonal Communications; Persuasive and Credible Communication: Persuasion vs Manipulation, Credibility in Persuasion, Elements of Credibility, Language of Trust; Speaking Professionally: In-Person, Online and On the Phone

**Essential Reading:**

- Chapter-II: Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.
- Part-VII: Ashman, Melissa. *Introduction to Professional Communications*, 2018.

**UNIT 3 Building Professional Image 9 hours**

Perceiving and Presenting Self; Building Professional Image on Social Networking Platforms, Etiquettes of using Social Networking Sites; Networking for Career Success: Power of Professional Communities, Explore and Building Personal and Professional Communities; Functions of Professional Communication

**Essential Reading:**

- Chapter-II: P. Dutt, P. Kiranmai, and Geetha Rajeevan. *Basic Communication Skills*. Foundation Books, 2007.
- Chapter-XIV: Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.

**UNIT 4 Organizational Communication 9 hours**

Internal and External Communication; Informal and Formal Channels: Letter, Email, Reports; Flow of Communication: Downward, Upward, Lateral and Horizontal; Spoken and Written Communication: Identifying Purposes and Audience; Language Use for Various Situations: Purpose, Word Choice, Conciseness, Medium, Tone and Style

**Essential Reading:**

- Chapter-II: Hamilton, Cheryl. *Communicating for Results: A guide for business and the professions*. Cengage Learning, 2013.
- Part-IV: Ashman, Melissa. *Introduction to Professional Communications*. 2018.

**UNIT 5 Working with Others 9 hours**

Intercultural Communication; Creating Cultural Awareness; Understanding Professional Etiquette; Professional Ethics, Behaviours and Boundaries; Developing Group Communication, Understanding Group Dynamics, Team Work Environment; Levels of Communication: Personal, Interpersonal, Organizational, Mass communication

**Essential Reading:**

- Chapter-I: Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.
- Chapter-X: Hamilton, Cheryl. *Communicating for Results: A guide for business and the professions*. Cengage Learning, 2013.

**Coursera Course**

- Engaging in Persuasive and Credible Communication - National University of Singapore
- Establishing a Professional 'Self' through Effective Intercultural Communication - National University of Singapore

### Suggested Reading

Akua Ahyia Adu-Oppong & Emmanuel Agyin-Birikorang. *Communication in the Workplace: Guidelines for Improving Effectiveness*. GJCMP. Vol.3(5): 208-213. 2014.

Ashman, Melissa. *Introduction to Professional Communications*, 2018.

Dutt, P. Kiranmai, and Geetha Rajeevan. *Basic Communication Skills*. Foundation Books, 2007

Jones, Richard. *Communication in the real world: An introduction to communication studies*. The Saylor Foundation, 2013.

Hamilton, Cheryl. *Communicating for Results: A guide for business and the professions*. Cengage Learning, 2013.

Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.

### Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand key concepts and practice the basic skills for communication (L2)
2. Analyse the types and components of office communication strategies (L4)
3. Evaluate the personality factors and social factors that affect professional space (L4)
4. Understand and apply professional writing structure and techniques (L3)
5. Evaluate the relevance of self-readiness for the professional world (L4)

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	0	3	1	0	1	0	0	3	1
CO2	3	0	0	3	1	0	0	0	0	3	2
CO3	2	0	0	3	1	0	0	0	0	3	1
CO4	3	1	0	3	1	0	0	0	1	3	1
CO5	3	0	0	3	1	0	0	0	1	3	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

#### SDG No. & Statement:

**SDG - 4; Quality Education**

#### Statement:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

#### SDG Justification:

The different aspects and dimensions of professional communication learnt by the student will be useful throughout his/her career as an effective communicator and influencer.

LANG3161	TRAVEL WRITING	L	T	P	S	J	C
		4	0	0	0	0	0
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description

The course examines travel literature as a broad and popular genre of nonfiction prose writing that covers stories of travel, adventure, and exploration. The texts for study and discussion cover a wide range of styles, including the literary, the journalistic, and the conversational, produced by writers from different periods and different parts of the world. Learners would be exposed to travel writing as well as scholarly works on travel literature from books, academic journals, blogs and other web resources. Travel writing is seen as a dynamic and engaging area of study that contributes to cultural learning for integration into our knowledge systems. A workshop module allows learners to apply the knowledge they gain and practice their skills as each of them produces a travel narrative based on personal experience.

### Course Educational Objectives:

1. Provide knowledge and insights into travel writing as a literary genre.
2. Help learners develop their ability to critically analyse different kinds of travel narratives.
3. Train learners to discuss the texts studied, present their insights, critique peer presentations, and review peer writing.
4. Equip learners with the strategies to improve their writing skills
5. Enable learners to produce an original travel narrative in the form of creative non-fictional prose

### UNIT 1

### Introduction

9 hours

Travel writing: different types - histories, guide books, personal narratives, accounts of exploration and adventure; travel writing as a literary genre; historical perspective and significance: early travel accounts, the era of geographic explorations; scientific, educational, philosophical, and literary value of travel accounts

#### Essential Reading:

Iyer, Pico. (2000, March 18). *Why we travel*. Pico Iyer Journeys.

<https://picoiyerjourneys.com/2000/03/18/why-we-travel/>

Battuta, Ibn. *The Court of Muhammed bin Tughlaq* from *City Improbable: An Anthology of Writings on Delhi*. (Ed) Kushwant Singh (2010). Penguin Books. pp 11 - 16

Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra', Chapter 10 in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184

## UNIT 2

### People and places

9 hours

Facts, perceptions and observations; urge to gain exposure to diverse cultures; migration for living; geographical, cultural, political, economic and other aspects

#### Essential Reading:

Kierman, V. (2006). "Nagadatta" from *Volga to Ganga*. Pilgrims Publishing. Translation of Rahul Sankrityayan's Hindi Book. pp 111 to 128 Available at <https://archive.org/details/VolgaToGanga-English/page/n133/mode/2up>

Orwell, George. Shooting an Elephant. (Essay) Available at <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/shooting-an-elephant/>

Larkin, E. (2006). *Finding George Orwell in Burma* (5th Paperback Edition). Penguin Books. (An excerpt: Prologue)

Tagore, Rabindranath. Letter dated 20 September 1930 from *Letters from Russia*. Viswa Bharati. 1960.

#### Reference Reading:

Grimes, W. (2005, June 10). *Finding George Orwell in Burma*. The New York Times. <https://www.nytimes.com/2005/06/10/arts/finding-george-orwell-in-burma.html>

## UNIT 3

### Identity and representation

9 hours

The self and the other; women and travel: experiences and unique challenges; the past and the present; the tourist and the locals

#### Essential Reading:

Conlon, F., Emerick, I., & Tessian, H. C. (2001). *A Woman Alone: Travel Tales from Around the Globe*. Seal Press.

Balton, Casey 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and the Other* (Routledge, 2012), pp.1-29

**UNIT 4**

**The process and the experience**

**9 hours**

Travel as a metaphor for life; travel as a transformative experience; insights, opinions, bias and more; different approaches to travel literature; concepts of freedom; ideas of inclusion; acceptance of diversity

**Essential Reading:**

Guevara, C., & Wright, A. (1995). *The Motorcycle Diaries: A Journey around South America*

Stagg, Guy (2018). *The Crossway*. Picador.

**UNIT 5**

**A writing workshop**

**9 hours**

Armchair travel; issues and challenges of travel writing in a globalised and digitised world; the internet and the democratisation of publishing through digital technologies

Writing a travel narrative: Storyboard (project planning); writing, editing, proofreading and posting the work; reading and critiquing peer writing; writing a short review of one of the texts.

**Reference Reading:**

Borich, Barrie Jean. "What is Creative Nonfiction?" <http://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/>

Mewshaw, M. (2005). Travel, Travel Writing, and the Literature of Travel. *South Central Review*, 22(2), 2-10. Retrieved April 12, 2021, from <http://www.jstor.org/stable/40039867>

**Activities**

Discussing and critiquing relevant texts; making presentations and writing essays based on critical analysis of texts; planning and producing one original travel narrative; regular peer and instructor feedback

**Suggested Reading**

1. Botton, D. A. (2004). *The Art of Travel* (Illustrated ed.). Vintage.
2. Farley, D. (2020, October 8). *Ba Le: The History Behind This Hoi An Noodle Dish*. AFAR. <https://www.afar.com/magazine/vietnams-bowl-of-secrets>
3. Harris, K. (2019). *Lands of Lost Borders: A Journey on the Silk Road* (Reprint ed.). Dey Street Books.
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

5. Moon, W. L. H., & Heat-Moon, W. L. (1999). *Blue Highways: A Journey into America* (1<sup>st</sup> Back Bay pbk. ed). Back Bay Books.
6. Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*. Westland, 2013
7. Pastan, L. (2012). *Traveling Light: Poems* (1st ed.). W. W. Norton & Company.
8. Sebald, W. G., & Hulse, M. (2016). *The Rings of Saturn* (Reprint ed.). New Directions.
9. Singh, K. (2001). *City Improbable: An Anthology of Writings on Delhi*. Viking.
10. Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP,2002) pp, 225-241

### Course Outcomes

By the end of this course, learners should be able to -

1. read the selected texts and demonstrate their understanding of different kinds of travel writing and the varied purposes of the authors by making classroom presentations (Bloom's Taxonomy Level/s: 2, 3, 4)
2. critically analyse the texts studied, engage in meaningful discussions that examine the texts from various perspectives, and write short essays on specific topics (Bloom's Taxonomy Level/s: 3, 4)
3. provide constructive peer feedback on presentations and papers written as part of the course requirements (Bloom's Taxonomy Level/s: 4, 5)
4. learn, reflect and improve their writing strategies for a creative piece (Bloom's Taxonomy 3,4)
5. produce one original travel narrative based on personal experience (Bloom's Taxonomy Level/s: 3,6)

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	0	3	1	0	1	0	0	3	1
CO2	3	0	0	3	1	0	0	0	0	3	2
CO3	2	0	0	3	1	0	0	0	0	3	1
CO4	3	1	0	3	1	0	0	0	1	3	1
CO5	3	0	0	3	1	0	0	0	1	3	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

#### SDG No. & Statement:

**SDG - 4; Quality Education**

#### Statement:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

#### SDG Justification:

Travel writing not only hones the student's creative and narrative writing skills, it also broadens his/her perspective about cultural diversity.

LANG3171	UNDERSTANDING SECOND LANGUAGE ACQUISITION	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	English Language Education: Concepts and Practices						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

This course will prepare the students to understand the process of acquiring the second language and aspects of learning English and take informed decisions to handle their language acquisition/learning and learning contexts, analyze the relevance of language teaching and testing materials, understand patterns in the use of the second language and the errors thereof across learners of different age groups and different first languages.

**Course Educational Objectives:**

This course aims to help students to;

1. Understand the process of language acquisition (1 and 2)
2. Compare the learning/acquisition of L1 and L2 (2 and 3)
3. Understand and apply the theories of language acquisition to real time learning (3)
4. Analyse the issues and prospects of bi/multilingual learners (2 and 3)
5. Critically relate their understanding of L1 and L2 language learning theories in diverse classroom (3 and 4)

**UNIT 1****Key Concepts in SLA****6 hours**

Understanding first and second language, understanding distinctions and overlaps between acquisition and learning; Understanding theories of language acquisition; Overview of the stages of a child's language acquisition process; understanding Role of Universal Grammar & different models; Age and Critical Period Hypothesis. SL learning and instruction.

**UNIT 2****Theories of Language Acquisition****7 hours**

Behaviouristic approach to language acquisition, Cognitivist approach to language acquisition, constructivist theory of language acquisition, understanding psycho-linguistic approach to SLA, Krashen's Hypothesis: Input Hypothesis, input- intake- output, Role of natural vs. classroom contexts.



**UNIT 3**

**Understanding the Bilingual learner**

**5 hours**

Bilingualism and the bilingual learner of a second language, the state of Interlanguage, Mother Tongue Influence on SLA, Scaffolding, acculturation and Fossilization, theories of competence and performance: communicative competence, linguistic competence, socio-linguistic competence, strategic competence in relation to L2 learning, understanding the Dual-iceberg theory.

**UNIT 4**

**Language and Cognition**

**6 hours**

Understanding cognition as a faculty, cognitive processing (input-intake-output), stages of Bloom's Taxonomy, Socio-cultural theory of learning, Second language learning and language transfer; Role of cross-linguistic factors: familiarity, exposure, output, errors, cultural variations; formation of pidgin and creole

**UNIT 5**

**Factors affecting Language acquisition and Learning**

**6 hours**

Relevance of Cognitive factors and affective factors to stages of learning; Attitude, self-esteem, Aptitude, Motivation, learning environment, exposure, Learning strategies, Individual difference; Role of non-linguistic factors; Role of society/community in SL learning; Role of classroom instruction-explicit and implicit instruction.

**Text Books:**

1. White, L. (1996). Universal Grammar and second language acquisition: current trends and new directions. In Ritchie, W and Bhatia, T. (eds). *Handbook of Second Language Acquisition*. San Diego: Academic Press, pp 85- 120.
2. White, L. (1990). Second language acquisition and Universal Grammar', *Studies in Second Language Acquisition*, 12, pp 121-133.
3. Tavakoli, H (2013). *A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition*, Rahnama Press.
4. Archibald, J. (2020). *Second Language Acquisition and Linguistics Theory*, Blackwell, Pp 130-155
5. Hummel, K. M. (2013), *Introducing Second Language Acquisition: Perspectives and Practices*, Wiley .
6. Krashen, S. (1994). The Input Hypothesis and its rivals, in Ellis, N. (ed.) *Implicit and Explicit Learning of Languages*, Academic Press, London ( Chapter-1)
7. Baker, C., & Prys Jones, S. P. (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon, UK: Multilingual Matters. (Chapter 1)

8. Ortega, L. (2013). *Understanding Second Language Acquisition*. Chapter 3. Routledge: NewYork.
9. Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language learning journal*, 28(1): 29-39.
10. Mitchell, R. & Myles, F. (1996). *Second Language Learning Theories*. Chapter 4. Hodder Arnold: London
11. Peggy A. Ertmer and Timothy J. Newby. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*, 26 (2) Pp 43 – 71.
12. Susan Gass, Jennifer Behney, Luke Plonsky (2013), *Second Language Acquisition: An Introductory Course*, Routledge.

**References:**

1. Atkinson, D. (2011b). 'Introduction: cognitivism and second language acquisition' in Atkinson, D. (ed.).
2. Ellis, R. (1985), *Understanding second language acquisition*, OUP
3. Ellis, R. & Roberts, C. (1987), 'Two approaches for investigating second language acquisition', in Ellis, R. (ed.), *Second Language Acquisition in Context*, Oxford, Pergamon
4. White, L. (2000), *Second language acquisition: from initial stage to final stage*, in J.A.
5. Doughty, C., & Long, M. (Eds.) (2003). *The handbook of second language acquisition*. Maldin, Oxford, Melbourne, and Berlin: Blackwell.
6. Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
7. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press, Oxford.
8. Krashen, S. (1980), The input hypothesis. In Alatis, J. (ed.) *Current issues in bilingual education*, pp. 168-80. Georgetown University Press, Washington, D.C.
9. Krashen, S. (1985). *The Input Hypothesis: issues and implications*. Longman, New York
10. Krashen, S. (1991), '-The input hypothesis: an update', in J. Alatis (ed.), *Georgetown Round Table*, Washington DC, USA; 409-431
11. Larsen-Freeman, D. & Strom, V. (1977) *The construction of a second language acquisition index of development*. *Language Learning* 27:123-34
12. Larsen-Freeman, D. & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. Longman, London & New York.
13. Wong Fillmore, L. (1979). Individual differences in second language acquisition. In C. Fillmore, D. Kempler & W. Wang (eds). *Individual Differences in Language Ability and Language Behaviour*. New York: Academic Press.

**Course Outcomes:**

- Understand the difference between first language and second language
- Reflect on and relate the overview of language development of a child
- analysing and understanding the aspect of a bilingual learner, factors like MTI and related concepts
- Analyse and compare various schools of SLA theories
- Analyzing and relating affective factors of bilingual and linguistically diverse/deprived learners

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	0	1	0	1	1	0	1	0	0	1	1
CO2	0	0	0	0	1	0	0	0	0	0	2
CO3	0	0	0	1	1	0	0	0	0	0	1
CO4	0	1	0	1	1	0	0	0	1	0	3
CO5	0	0	0	0	1	0	0	0	1	0	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

**SDG - 4; Quality Education**

**Statement:**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The language acquisition principles and process learnt by the student will be useful throughout his/her career as language educator.

LANG3181	TRANSMEDIA STORYTELLING	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description

Transmedia storytelling is the practice of designing, sharing, and participating in a cohesive story experience across multiple traditional and digital delivery platforms - for the purposes of entertainment, advertising and marketing, and social change. The course aims at gaining an understanding of leading industry storytelling practices in contemporary culture using digital and emerging technologies. This course will help to design a strategy for developing and telling your own transmedia story.

### Course Educational Objectives:

The course aims to

1. Introduce to the concept of transmedia and transmedia storytelling
2. Provide an overview of the strategies of storytelling
3. Understand and critically analyse the aspects of storytelling
4. Explore the concept of transmedia audience and strategies to engage with them successfully
5. Equip the students with the strategies to understand and analyse user experience

### Unit I: Defining Transmedia Storytelling?

The anatomy of story and the importance of developing a narrative,

Use of different technologies

Some examples of contemporary transmedia storytelling.

### Essential readings

- Ryan Javanshir , Beth Carroll, David Millard. (2020) **Structural patterns for transmedia storytelling** (<https://doi.org/10.1371/journal.pone.0225910>)
- <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0225910>
- Scolari C. A., "Transmedia Storytelling: Implicit Consumers, Narrative Worlds, and Branding in Contemporary Media Production," vol. 3, pp. 586–606, 2009.
- [http://henryjenkins.org/blog/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/blog/2007/03/transmedia_storytelling_101.html)

This module is accompanied with some videos available online.

## **UNIT II: Creative Ideas Generation - Building a Storyworld**

Creative thinking techniques to help develop a cohesive and rich story narrative.

Models of creative thinking, along with different tools and techniques that can help expand narrative into a storyworld

### **Essential reading**

- M. Ryan and J. Thon, *Introduction. "Story worlds across Media Storyworlds across Media,"* 2014
- L. Klastrup and S. Tosca, "Transmedial worlds—Rethinking cyberworld design Transmedial Worlds—Rethinking Cyberworld Design," no. December 2004, 2014.
- Herman, D. (2013). Approaches to narrative worldmaking. In *Doing narrative research* (pp. 176-196). SAGE Publications, Ltd, <https://www.doi.org/10.4135/9781526402271>

## **Unit III: Understanding a Transmedia Audience**

Different audiences that engage with elements of a transmedia experience

This module explores the concepts of ethnography and participatory design as a means of identifying, engaging, and learning from your audience, to help you to focus your strategy to better meet their needs.

### **Essential readings**

- Maud Derbaix, Dominique Bourgeon-Renault, Elodie Jarrier, Christine Petr. Transmedia Experience and Narrative Transportation. *Journal of Marketing Trends, International Marketing Trends Conference, 2017, 4 (2), pp.39-48.*
- A. Phillips, *A creators guide to transmedia storytelling: how to captivate and engage audiences across multiple platforms.* McGraw-Hill Education, 2012

## **Unit IV: The Transmedia User Experience**

Strategies to capture people's imagination and continue to engage them in multiple facets of the larger storyworld

Designing a transmedia strategy at the convergence of narrative, audience, and technology and the effect of these three on the strategy

Frameworks to design and evaluate engaging, persuasive and enjoyable transmedia user experiences.

### **Essential readings**

- A. Phillips, *A creator's guide to transmedia storytelling: how to captivate and engage audiences across multiple platforms.* McGraw-Hill Education, 2012
- Sienna Sun, *Transmedia storytelling and service*

- [https://medium.com/@siennasun\\_80451/transmedia-storytelling-and-service-design-bc653f279483](https://medium.com/@siennasun_80451/transmedia-storytelling-and-service-design-bc653f279483)

### **Unit V: Using Creative Technologies**

Evaluation and design strategies for different technologies in a transmedia storytelling context.

creative uses of technology in storytelling, and exploring how emerging digital technologies such as virtual reality (VR) and augmented reality (AR) are creating new possibilities for narrative personalisation and audience immersion in a story.

#### **Essential Reading**

- Melanie Schiller, *Transmedia Storytelling: New Practices and Audiences in Stories* edited by Ian Christie and Annie van den Oever. Amsterdam University Press

#### **Recommended Reading**

Jenkins, Henry (2007). "Transmedia Storytelling 101." The official weblog:  
[http://henryjenkins.org/blog/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/blog/2007/03/transmedia_storytelling_101.html)

Jenkins, Henry (2007). "Transmedia 202: Further Reflections." The official weblog:  
[http://henryjenkins.org/blog/2011/08/defining\\_transmedia\\_further\\_re.html?rq=radical%20intertextuality](http://henryjenkins.org/blog/2011/08/defining_transmedia_further_re.html?rq=radical%20intertextuality)

Jenkins, Henry (2007). *Convergence Culture: Where Old and New Media Collide*. New York University Press.

Scaff, Julian (2014). "UX Design Thinking for Transmedia." The official weblog:  
<https://jscaff.com/2014/10/14/ux-design-thinking-for-transmedia-by-julian-scaff/>

Sienna Sun, *Transmedia storytelling and service*  
[https://medium.com/@siennasun\\_80451/transmedia-storytelling-and-service-design-bc653f279483](https://medium.com/@siennasun_80451/transmedia-storytelling-and-service-design-bc653f279483)

#### **Course Outcomes**

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

1. Understand the concept of storytelling across various medias (Bloom's Taxonomy Levels 1 & 2)
2. Structure and shape ideas into structured narratives and complex story worlds (Bloom's Taxonomy Levels 4, 5 & 6)
3. Identify, understand, and engage different audiences in transmedia stories (Bloom's Taxonomy Levels 2 & 3)
4. Create cohesive user experiences across different platforms (Bloom's Taxonomy Level 5)
5. Analyse and evaluate existing and emerging technologies vis-a-vis platforms sharing the story with the world (Bloom's Taxonomy Levels 4 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	0	3	1	0	1	0	0	3	1
CO2	3	0	0	3	1	0	0	0	0	3	1
CO3	2	0	0	3	1	0	0	0	0	3	1
CO4	3	1	0	3	1	0	0	0	1	3	1
CO5	3	0	0	3	1	0	0	0	1	3	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28 March 2022**

**ACADEMIC COUNCIL: 22nd AC (01-04-022)**

**SDG No. & Statement:**

**SDG - 4; Quality Education**

**Statement:**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Transmedia storytelling provides the theory and skills to the student necessary for him/her throughout their professional career.

LANG3191	ENGLISH LANGUAGE LEARNING THROUGH TECHNOLOGY	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course explores the use of technology in the English language classroom. It aims to utilize the current technological applications and integrate them for the improvement of English language learning, professional communication and collaboration.

**Course Educational Objectives:**

Students have the opportunity to:

1. To acquire knowledge, skills and abilities necessary to explore technology and its integration in the English language classroom.
2. To introduce students to different technology enabled tools and get equipped with a technology enriched learning environment.
3. To enhance practical application of technology skills in the English language classroom that is reflective of improving learners' LSRW Skills, Grammar and Vocabulary Development.
4. To explore and learn assessments and evaluation also to achieve competence in English language for respective career domains.
5. To train students in investigating, evaluating and utilizing contemporary digital tools to support learning in a professional as well as friendly environment.

**UNIT 1 Understanding Digital Learning Environment 12 hours**

Information and Communication Technology (ICT); ICT in learning English; Advantages and disadvantages of ICT in English language learning; Learner Characteristics, Skill Requirements; Netiquette Guidelines, Ethical Issues and Privacy Concerns

**UNIT 2 Virtual Classroom Practices 12 hours**

Hybrid Learning Environment, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), Massive Open Online Courses (MOOC), Open Educational Resources (OERs), Learning Management System (LMS), Synchronous and Asynchronous Learning, Web 2.0 Tools.

**UNIT 3 Focus on Language Skills (Listening, Speaking and Vocabulary) 12 hours**

Language Learning through Digital Storytelling, Digital Presentations, Voice Threads, Virtual Conference, Teleconferencing, Digital Vocabulary, E-dictionaries, Podcast, Vodcast, Ted-talk, Music, Movies, Gamification.



**UNIT 4**                      **Focus on Language Skills (Reading, Writing and Grammar)**                      **12 hours**

Language Learning through Digital Text, Digital Writing, Discussion Boards/ Forums; Interactive Whiteboard, Visual Data and Reporting, Collaborative Writing Tasks, Automated Writing Evaluation.

**UNIT 5**                                      **Assessing Language skills**                                      **12 hours**

Language Assessments/ Tests/ Quizzes in the Digital Age; Computer Assisted Language Testing (CALT); Internet Based Testing (IBT); English Proficiency Tests: TOEFL, IELTS, Cambridge ESOL Examinations; e-Portfolios.

**Textbooks:**

1. Carole A. Chapale (2019), *The Handbook of Technology and Second Language Teaching and Learning*, Wiley-Blackwell.
2. Sharma, P. & Barret, B. (2007). *Blended learning: Using technology in and beyond the language classroom*, Macmillan.

**References:**

1. Jung, Sei-Hwa (2006). *The Use of ICT in Learning English As An International Language*.
2. Thorne, S. L. *Mediating Technologies and Second Language Learning*. In J. Coiro, M. Warschauer, Mark and Carla Meskill. "Technology and Second Language Teaching." *Handbook of Undergraduate Second Language Education*. New Jersey: Lawrence Erlbaum, 2000. 303-18. Print.
3. Connect Safely.org—a forum for parents, teens, experts to discuss safe socializing on the fixed and mobile Web: [www.connectsafely.org](http://www.connectsafely.org)
4. Sutherland, Rosamund, *Using computers to enhance learning: integrating ICT into everyday classroom practice*.
5. Gitsaki, C. & Taylor, R. P. (2000), *Internet English: WWW-based communication activities*. New York: OUP.
6. David Blakesley (2011), *Writing: A Manual for the Digital Age*, Brief, Wadsworth Publishing Co Inc.
7. Lily I-Wen Su, Cyril J. Weir, et al. (2019), *English Language Proficiency Testing in Asia: A New Paradigm Bridging Global and Local Contexts*, Routledge.
8. Bob Godwin-Jones (2001), *Emerging Technologies: Language Testing Tools and Technologies*, *Language Learning and Technology*, Vo. 5 (2), 8-13, Commonwealth University.
9. Nick Clark, *Testing English as a Foreign Language for University Admissions*, *World Education News & Reviews*, Oct. 1, 2014.
10. *Study Abroad: What Are English Language Proficiency Tests*, NDTV Education, July 17, 2017.
11. Babak Ghasemi A, Masoud Hashemi (2011), *ICT: Newwave in English language learning/teaching*, *Procedia Social and Behavioral Sciences*, 15, 3098-3102.

12. Alma Mintu-Wimsatt, Alma Mintu-Wimsatt, Hector R. Lozada (2010), Netiquette: Make it Part of Your Syllabus, MERLOT Journal of Online Learning and Teaching, Vo. 6 (1), 264-267.
13. Philip Hubbard (2020), An Invitation to CALL, Foundations of Computer Assisted Language Learning, Unit 1, Linguistics Department, Stanford University.
14. Langer de Ramirez (2010), Empower English Language Learners with Tools of the Web, (Chapter 1), Sage Publications.
15. Larry Ferlazzo (2016), "All-Time" Best Web Tools For English Language Learners, www.britishcouncil.org.
16. Godwin-Jones, R. (2008). Emerging technologies - Web-writing 2.0: Enabling, documenting, and assessing writing online. Language Learning and Technology, 12(2), 7-13.
17. Suzanne Julian, Digital texts and Reading Strategies, Tips and Trends, Instructional Technologies Committee, Spring 2018.

**Course Outcomes:**

Upon successful completion of this course, learners will be able to

1. Apply different online resources for improving listening skills and speaking skills and utilize them for professional communication. (Bloom's Taxonomy Level 3)
2. Discover, and analyze the use of appropriate grammar and vocabulary activities to promote creativity and fun learning in the language classroom. (Bloom's Taxonomy Levels 2 & 3)
3. Recognize the ways to critically evaluate appropriate reading texts and also incorporate collaborative writing tasks to be successful in the digital society. (Bloom's Taxonomy Levels 4 & 5)
4. To understand the assessments and evaluation and gain proficiency in English language skills for successful career prospects. (Bloom's Taxonomy Levels 1 & 2)
5. Investigate, evaluate and effectively utilize current and emerging digital tools to support learning in a legal, ethical and safe environment. (Bloom's Taxonomy Levels 3, 4, 5 & 6)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1			1	3		2	1	2	2		
CO2				1	1	2					
CO3		2		1	1	2	2		1	1	1
CO4		1	1		1	2		1			
CO5						2	1		2		

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course involves exploring and identifying befitting technological applications in the English language classroom and integrating them with teaching and learning to promote collaborative learning.

LANG3201	INTRODUCTION TO BILINGUALISM	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

The course seeks to provide a general introduction to bilingualism and bilingual education. It covers the rationale, principles, and applications of a bilingual philosophy of learning, and considers cognitive, social, and political aspects of bilingualism. The course will also examine how bilingualism is defined and developed. It also, focusses on the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for bilinguals and society as a whole.

**Course Educational Objectives:**

Students have the opportunity to:

- provide foundations on concepts of bilingual education
- help students understand the development of bilingualism
- create an awareness of types of bilingualism and its framework and cognition
- examine the sociolinguistic perspective on how society can contribute to, or hinder, bilingualism <sup>[1]</sup><sub>[SEP]</sub>
- create an awareness on issues of language planning and language policy that can affect bilinguals and bilingualism <sup>[1]</sup><sub>[SEP]</sub>

**UNIT 1****FOUNDATIONS OF BILINGUAL EDUCATION****12 hours**

Definitions & characteristics; Bilingual ability: four language abilities: minimal, maximum and balanced bilinguals: Two views of bilinguals: Semilingualism/Double Semilingualism: Conversational fluency and academic language competence; Geopolitics and language orientations

**Essential Reading:**

- Chapter I: Bilingualism: Definitions & Distinctions. Colin Baker - Foundations of Bilingual Education and Bilingualism, 2001. Pg.15-29
- Part I: 1. Introducing Bilingual education. Ofelia Garcia - Bilingual Education in the 21st Century-A Global Perspective, 2009. Pg.16-25



**References:**

1. Foundations of Bilingual Education and Bilingualism, Colin Baker, Multilingual Matters<sup>[L]<sub>SEP</sub>]</sup>
2. Bilingual Education in the 21st Century: A Global Perspective, Ofelia Garcia, Wiley-Blackwell

**Course Outcomes:**

- Demonstrate distinction between bilingualism as an individual characteristic and bilingualism in a social group, community, region or country
- Outline the different major routes to becoming bilingual and understand some of the central issues involved
- Demonstrate an understanding of the types and processes of a bilingual’s cognition and the theoretical frameworks for bilingual education today
- Analyze the significance of language communities, language contact, language change and language conflict
- Understand concepts, principles and ideologies and analyze the importance of language policies and planning in bilingual education

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	0	0	0	2	3	3	1	3	2
CO2	0	3	0	0	1	2	3	2	3	3	2
CO3	3	3	0	0	1	0	3	3	1	2	3
CO4	3	3	1	0	2	0	3	2	2	3	2
CO5	3	3	2	0	3	2	3	2	3	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28 March 2022**

**ACADEMIC COUNCIL: 1 April 2022**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

4. The course aims to create awareness of bilingualism and cognition to make a difference in young people's lives by helping them learn the skills necessary to become well-rounded individuals.
8. The course focuses on education and language planning issues for bilinguals and society. Countries that actively nurture different languages reap various rewards, from more successful exports to a more innovative workforce, because linguistic diversity has a powerful economic impact.

## **Minor Program in Dance (Kuchipudi)**

### Requirements for Minor in Dance (Kuchipudi)

Students wishing to minor in Kuchipudi Dance must complete the 8 Minor Core Courses in the Dance curriculum. All Courses will have a Continuous Assessment Component of 100 Marks. These courses are in the table below.

<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	Intermediate Kuchipudi	1	0	4	0	0	3
FPEA2021	Advanced Kuchipudi	1	0	4	0	0	3
FPEA2011	Kuchipudi Sattvikabhinaya	2	0	2	0	0	3
FPEA3001	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	Kuchipudi Improvisation	2	0	2	0	0	3
FPEA3021	Cross-Cultural Dance Studies	3	0	0	0	0	3



FPEA1001	INTRODUCTION TO INDIAN DANCE	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course is an Introduction to the history of Dance in India, with special reference to traditional art forms. The dance history of India is analyzed through the cultural, political, and economic lens. This course acknowledges the contexts in which various dance forms emerged, revived, and thrived. The course also provides an overview of the content and context of the eight classical dance forms of India.*

**Course Educational Objectives:**

- Understand the cultural history of India
- Awareness about the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions of India
- Interpret dance as a medium of communication
- Perform the basics movements of some classical and folk dances of India
- Awareness about the dance forms existing in modern times.

**UNIT 1**

Introduction to the dance history of India through the lens of social, political, and cultural contexts.

- Dance in pre-historic era
- Dance in proto-historic era
- Treatises on dance
- Bhakti Movement
- British era
- Theory and technique



FPEA1011	INTRODUCTION TO KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to the basic technique of Kuchipudi dance which includes basics steps, Jatis in Chaturasra Jaati, and an item Koutvam/Jati swaram/Sabdam.*

**Course Educational Objectives:**

- Understand the basic techniques of Kuchipudi.
- Perform the basics movements of Kuchipudi.
- Understand the pedagogical structure of Kuchipudi.

**UNIT 1 Saamu (Traditional exercises), First half steps**

Warm up routine with traditional exercises like Dandelu, Baskeelu, Gunjeelu.

Basic positions of legs, arms and feet required for Kuchipudi stance.

Steps that introduces different foot positions:

Sama paada (flat foot), Kuncita paada (heel raised with toe ball in contact to the group) and Ancita paada (flexed foot where heel is in contact with the group and toe is raised)

**UNIT 2 Second half-steps**

Introduction to complex sequences of steps

Introduction to steps in different *tā lams*.

Teermanams or finishings.

**UNIT 3 First half Jatis**

What is a Jati? What is a Jaati? What are different talas?

Selected Jatis in Chaturasra Jaati



FPEA2001	INTERMEDIATE KUCHIPUDI	L	T	P	S	J	C
		1	0	4	0	0	3
<b>Pre-requisite</b>	Introduction to Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course is the continuation to previous course Introduction to Kuchipudi.*

**Course Educational Objectives:**

- Understand the basic techniques of Kuchipudi.
- Perform the basics movements of Kuchipudi.
- Understand the pedagogical structure of Kuchipudi.

**UNIT 1 Chaturasra Jati Jathis**

- Review
- Jatis in the meter of 'Four'.

**UNIT 2 Tisra Jati Jatis**

- What is Tisra Jati?
- Selected Jatis from Tisram.

**UNIT 3 Misra Jati Jatis**

- What is Misra Jaati?
- Jatis from Misra Jaati.

**UNIT 4 Gestural Vocabulary**

- Devata Hastas according to Abhinaya Darpana
- Bandhavaya Hastas according to Abhinaya Darpana

**UNIT 5 Item**

- Introduction to the background of the item.
- Item – Keertana/ Thillana

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Execute the repertoire of Kuchipudi

FPEA2021	ADVANCED KUCHIPUDI	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is continuation to the previous course and also increases the complexity in Jati patterns and items.*

**Course Educational Objectives:**

- To enhance strength and stamina.
- To understand the advanced techniques of Kuchipudi.

**UNIT 1 Sankeerna Jati Jatis**

- What is Sankeerna Jaati?
- Two jatis from Sankeerna Jati.

**UNIT 2 Principle Techniques of Kuchipudi**

- Review of basics in correlation to Principle techniques of Kuchipudi

**UNIT 3 Conditioning for Dance**

- Anatomy of the body
- Pilates
- Yoga
- Leg work and balance

**UNIT 4 Stamina**

- Aerobic Exercise
- Cardio-vascular endurance – continuous practice without breaks
- Anerobic Exercise
- For speed and endurance - HIIT training

**UNIT 5**

- Advanced Item - Tarangam

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference.
2. Understand different body movements, their roots and execution.
3. Execute the repertoire of Kuchipudi.

<b>FPEA2011</b>	<b>SATTVIKABHINAYA IN KUCHIPUDI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	Intermediate Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to Navarasas or the nine histrionic emotions.*

**Course Educational Objectives:**

- Understand the basic techniques of emotional representation (Theory and Practical)
- Understand the pedagogical structure of Kuchipudi.

**UNIT 1 Introduction to the Rasa Theory of Natya Sastra**

- Rasa Sutra
- Sthayi Bhavas
- Nava rasas

**UNIT 2 Technique of Abhinaya**

- Drishti Bhedas
- Siro Bhedas
- Greeva Bhedas
- Eye Exercises

**UNIT 3 Demonstration of Navarasas through real-life situations**

- Creating the scene to suit the rasa – Theory
- Execution of the scene created theoretically

**UNIT 4**

- Abhinaya – Javali & Vachikabhinaya - Solo

**UNIT 5**

- Abhinaya – Javali & Vachikabhinaya – Partnering/ Group

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Kuchipudi.

FPEA3001	KUCHIPUDI PERFORMANCE	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Advanced Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Performance is a critical aspect of any art form. This course introduces students to the performance elements of dance like spatial awareness, makeup, lights, attitude, and aesthetics.*

**Course Educational Objectives:**

- Understand the advanced techniques of Kuchipudi.
- Perform the repertoire of Kuchipudi.
- Understand the technicalities of a stage presentation

**UNIT 1**

- Spatial awareness in dance through group choreography

**UNIT 2**

- Makeup for dance

**UNIT 3**

- Makeup for dance

**UNIT 4**

- Beauty, grace and lines – an aesthetic investigation of dance

**UNIT 5**

- Attitude – a performer quality

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Kuchipudi.
4. Incorporate modern presentational techniques into the traditional art form



FPEA3011	IMPROVISATION IN KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Sattvikabhinaya in Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Improvisation in dance is the process of spontaneously creating movement. After providing the vocabulary of Indian dance in previous courses, students are encouraged to find their expression in movements spontaneously with the help of several exercises of rhythm and music.*

**Course Educational Objectives:**

- Understand the advanced techniques of Kuchipudi
- Assimilate skill training and apply it creatively

**UNIT 1**

Rhythm – Introduction of Five *Jaatis* or meters in dance

**UNIT 2**

Music and Movement quality

**UNIT 3**

Space and movement

**UNIT 4**

Nritta/ Pure Dance Improvisation

**UNIT 5**

Abhinaya Improvisation

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Kuchipudi as medium of self-expression and creative communication

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Introduction to Indian Dance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to different dance forms across the world. Each dance form is examined on how they expressed their cultural, ethnic, racial, and political background in their movement. All the dance forms are compared and contrasted through their histories.*

**Course Educational Objectives:**

- Understand the cultural history of different forms of dance
- Awareness of the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions

**UNIT 1**

- Introduction

**UNIT 2**

- Ballet and Modern

**UNIT 3**

- African and Hip-hop

**UNIT 4**

- Flamenco and Kathak

**UNIT 5**

- Cultural Appropriation

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

**Minor program in dance - Mohiniyattam**

<b>Mohiniyattam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2031	2	Introduction to Mohiniyattam	2	0	2	0	0	3
FPEA2041	2	Intermediate Mohiniyattam	1	0	4	0	0	3
FPEA3031	3	Advanced Mohiniyattam	1	0	4	0	0	3
FPEA2051	2	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
FPEA3041	3	Mohiniyattam Performance	1	0	4	0	0	3
FPEA3051	3	Improvisation in Mohiniyattam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3

FPEA1001	INTRODUCTION TO INDIAN DANCE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description:

*This course is an introduction to the history of dance in India, with special reference to traditional arts forms.*

*The dance history of India is analyzed through the cultural, social, political and economic lens.*

*This course acknowledges the contexts in which various dance forms emerged, evolved, revived, and thrived. The course also provides an overview of the content and context of the eight classical dance forms of India.*

### Course Educational Objectives:

- Explain the cultural history of India.
- Analyse the impact of political and economic conditions on the art in each region in India.
- Explain brief histories of 8 classical dance forms of India.
- Explain the content, repertoire and Aṅgārya of the eight classical dance forms of India.
- Differentiate between dance drama tradition and solo tradition.

### UNIT 1

**10 hours**

Introduction to the dance history of India through the lens of social, political, and cultural contexts.

1. Dance in pre-historic era
2. Dance in proto-historic era
3. Treatises on dance
4. Bhakti Movement
5. British era
6. Theory and technique

### UNIT 2

**9 hours**

The Role of courts and temples in the history of dance

forms. Court Dance, Temple Dance

Great patrons of Indian Dance (Maratha kings of Tanjore, Swati Tirunal, Mughals)

**UNIT 3**

**10 hours**

- Dance Drama Traditions
- What are dance drama traditions?
- Natya Sastra and dance dramas
- Kathakali – overview
- Kuchipudi – overview
- Manipuri – overview
- Sattriya – Overview

**UNIT 4**

**10 hours**

- Solo Traditions
- what is a solo tradition?
- Bharatanatyam – Overview
- Kathak – Overview
- Odissi – Overview
- Mohiniattam - Overview

**UNIT 5**

**9 hours**

- Dance forms and their state in post-independent India
- Neo-classical dance forms and their inspiration
- Changes in content, context of the Indian dance forms.

**Textbooks:**

1. Vatsyayan, Kapila. "The Theory and Technique of Classical Indian Dancing." *Artibus Asiae*, vol. 29, no. 2/3, Artibus Asixae Publishers, 1967, pp. 229–38, <https://doi.org/10.2307/3250274>.

**References:**

1. Vatsyayan, K. *Indian Classical Dance*. 1974.
2. Putchá, Rumya S. "Between History and Historiography: The Origins of Classical Kuchipudi Dance." *Dance Research Journal*, vol. 45, no. 3, 2013, pp. 91–110., doi:10.1017/S0149767713000260.
4. Ohtani, Kimiko. "'Bharata Nāṭyam', Rebirth of Dance in India." *Studia Musicologica Academiae Scientiarum Hungaricae*, vol. 33, no. 1/4, Akadémiai Kiadó, 1991, pp. 301–08, <https://doi.org/10.2307/902452>.

6. Walker, M. "Revival and Reinvention in India's Kathak Dance". MUSiCultures, vol. 37, Feb. 2010,
7. <https://journals.lib.unb.ca/index.php/MC/article/view/20234>.
8. Pukhrambam, L. D. (2014). GENESIS OF MANIPURI DANCE: A PERSPECTIVE. IRJMSH, 5(6).
9. Abhinayadarpana of Nandikesvara – Manmohan Ghosh  
Abhinayadarpana of Nandikesvara – Appa Rao.Mirror of Gesture –  
Ananda Coomarasvamy

### **Course Outcomes**

1. Understand what dance is and the importance of dance-related texts in tracing history.
2. Elaborate how dance changed, evolved with different political rulers.
3. Know the basic elements that comprise Indian Classical Dance (Nritta, Nritya)
4. Understand dance forms that evolved out of temples.
5. Illustrate the brief histories of solo dance traditions and dance drama traditions.





**UNIT 4**                      **Angika abhinaya in Natyasastra [Chapter 8] and**                      **10 hours**  
**Cholkkettu**

1. Kandabhedas [Neck movements]
2. Sirobhedas [Head movements]
3. Drishtibhedas [Eye movements]
4. Padabhedas [Feet movements]
5. First part of Introductory item Cholkkettu

**UNIT 5**                      **Learning Cholkkettu and A Jatiswaram with**                      **10 hours**  
**Music**

1. Final part of Cholkkettu
2. Jatiswaram [Raag - Chenjurutty]
3. Dance music

**Text Books**

1. Manomohan Ghosh, *Natyasastra*, Vol;1 and 2, Chaukamba Surbharati Prakashan, 2016. Nalanda Chapters VIII, X.
2. Kanak Rele, *Mohiniyattam- The Lyrical Dance*, Nalanda Dance Research Centre, 1992.
3. Nirmala Paniker, *Hand Gestures of Hastalakshana Deepika in Mohiniyattam*, Natana Kairali, 2007

**Course Outcomes:**

1. Demonstrate the basic stance [Vaishakaha sthana] of Mohiniyattam.
2. Understand and perform the body kinetics of Mohiniyattam
3. Demonstrate basics steps and Teermana adavus
4. Show the gestural vocabulary of Mohiniyattam.
5. Perform the basic Tala patterns
6. Perform a basic item of Mohiniyattam.

FPEA2041	INTERMEDIATE MOHINIYATTAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is a continuation of Introduction to Mohiniyattam*

**Course Educational Objectives:**

1. Revising the Basic Adavus 3 sets
2. Introduction to Satvikabhinaya
3. Mudra viniyoga- Mudrakhya, Kataka and Mushti
4. Learning a Varnam

**UNIT 1**

**10 hours**

Revising the Basic Adavus 3 sets

- Sthiram
- Asthiram
- Chalitam

**UNIT 2**

**Introduction to Satvikabhinaya**

**9 hours**

- Chapter 6 of Natyasastra

**UNIT 3**

**Mudra viniyoga- Mudrakhya, Kataka and Mushti**

**10 hours**

- Introducing different hand gestures from one pattern

**UNIT 4**

**10 hours**

- Learning a Varnam [First half]

**UNIT 5**

**9 hours**

- Varnam [Second half]

**TextBooks:**

1. Manomohan Ghosh, Natyasastra, Vol;1 and 2, Chaukamba Surbharati Prakashan, 2016. Nalanda Chapters VIII, X.
2. Kanak Rele, Mohiniyattam- The Lyrical Dance, Nalanda Dance Research Centre, 1992.
3. Nirmala Paniker, Hand Gestures of Hastalakshana Deepika in Mohiniyattam, Natana Kairali, 2007

**Course Outcomes:**

1. Get a good understanding in basics
2. Introduction to Abhinaya
3. Understanding different variations of hand gestures
4. Perform a major item in the repertoire

FPEA3031	ADVANCED MOHINIYATTAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Intermediate Mohiniyattam						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course helps to understand the repertoire, tala and choreography techniques in Mohiniyattam.*

**Course Educational Objectives:**

- Understanding the repertoire of Mohiniyattam.
- Pancha jaatis in Taala [Practical]
- Eye exercises and Nrittahastas in Natyasastra
- Padam [Ahiri]
- Self choreography of an Abhinaya piece.

<b>UNIT - I</b>	Repertoire of Mohiniyattam 1. Cholkettu 2. Jatiswaram 3. Varnam 4. Padam	<b>Hours :10</b>
<b>UNIT - II</b>	Pancha jatis in Tala [Practical] Different tala patterns	<b>Hours :10</b>
<b>UNIT - III</b>	Eye exercise and Nrittahastas	<b>Hours : 9</b>
<b>UNIT - IV</b>	Learning a padam [Ahari]	<b>Hours : 10</b>
<b>UNIT - V</b>	Self choreography [Abhinaya]	<b>Hours : 9</b>

**Course Outcomes:**

1. Learning how to perform a full repertoire
2. Advanced learning of tala
3. More fundamental topics like eye practices, nrittahastas from Natyasastra
4. Learning a padam
5. Creating and performing a self made abhinaya oriented item in Mohiniyattam.

<b>FPEA2051</b>	<b>SATVIKABHINAYA IN MOHINIYATTAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Advanced Mohiniyattam</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course is to introduce about the satvikabhinaya and the Rasa Theory in Natyasastra. It also introduces the last item of a Mohiniyattam repertoire which is Tillana.*

**Course Educational Objectives:**

- Introduction to the Rasa theory of Natyasastra
- Understanding Navarasa through real life situations
- Learning a Tillana [First half]
- Tillana [Second half]
- Attitude – a performer quality

<b>UNIT 1</b>	<b>Introduction to Rasa Theory</b>	<b>10 hours</b>
	1.Navarasas 2.Sthayibhavas 3.Sanchari bhavas 4.What is Bhava?	
<b>UNIT 2</b>		<b>9 hours</b>
	Understanding Navarasa through real life situations.	
<b>UNIT 3</b>		<b>10 hours</b>
	Learning a Tillana [First half]	
<b>UNIT 4</b>		<b>10 hours</b>
	Learning a Tillana [second half]	
<b>UNIT 5</b>		<b>9 hours</b>
	Attitude – A performer quality	

**Course Outcomes:**

1. Understand rasa and bhava
2. Connecting real life situations helps to understand and easily deliver the navarasas.
3. By learning a Tillana the understanding of intricate footworks will be more specific.
4. Learn the quality of a performer written by Bharata

FPEA3041	MOHINIYATTAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Advanced Mohiniyattam						
Co-requisite	None						
Preferable exposure	None						

### Course Description:

*Performance is a critical aspect of any art form. This course introduces students to the performance elements of dance like spatial awareness, body flexibility, makeup, lights, attitude, and aesthetics.*

### Course Educational Objectives:

1. Spatial awareness in dance through group choreography
2. Makeup for dance
3. Play of lights – the role of lights in dance
4. Beauty, grace and movements – an aesthetic investigation of dance
5. Understanding yoga for body flexibility

<b>UNIT 1</b>	<b>10 hours</b>
Time and space in a performance	
<b>UNIT 2</b>	<b>9 hours</b>
Make-up for Dance	
<b>UNIT 3</b>	<b>10 hours</b>
The role of lights in dance	
<b>UNIT 4</b>	<b>9 hours</b>
An aesthetic investigation on Dance	
<b>UNIT 5</b>	<b>10 hours</b>
Understanding Yoga	

### Course Outcomes:

1. Group choreography helps to get proper awareness on space and time in dance
2. Learning dance make-up
3. Learning about lighting and its settings for a performance
4. In-depth learning about the beauty and grace in a performance
5. Practicing yoga through dance.

<b>FPEA3051</b>	<b>IMPROVISATION IN MOHINIYATTAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Satvikabhinaya in Mohiniyattam</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*Improvisation in dance is the process of spontaneously creating movement. After providing the vocabulary of Indian dance in Satvikabhinaya Mohiniyattam, students are encouraged to find their creative expression in movements spontaneously with the help of several exercises of rhythm and music.*

**Course Educational Objectives:**

1. Rhythm – Introduction of Five Jaatis or meters in dance
2. Music and Movement
3. Space and movement
4. Nritha/ Pure Dance Improvisation
5. Abhinaya Improvisation

<b>UNIT 1</b>	<b>10 hours</b>
Rhythm – the jaatis or meters in dance	
<b>UNIT 2</b>	<b>10 hours</b>
Music and movement	
<b>UNIT 3</b>	<b>9 hours</b>
Space and movement	
<b>UNIT 4</b>	<b>10 hours</b>
Nritha improvisation in Mohiniyattam	
<b>UNIT 5</b>	<b>9 hours</b>
Abhinaya improvisation in Mohiniyattam	

**Course Outcomes:**

1. Different rhythmic patterns in dance
2. Co- relation of music and dance
3. Awareness of dancing space
4. Creative improvisation in Nritha
5. Creative improvisation in Abhinaya

<b>FPEA3021</b>	<b>CROSS-CULTURAL DANCE STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indian dance</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course introduces students to different dance forms across the world. Each dance form is examined on how they expressed their cultural, ethnic, racial, and political background in their movement. All the dance forms are compared and contrasted through their histories.*

**Course Educational Objectives:**

1. Introduction
2. Ballet and Modern dance
3. African and Hip-hop
4. Flamenco and Kathak
5. Cultural Appropriation

<b>UNIT 1</b>	<b>10 hours</b>
Introduction to cross-culture	
<b>UNIT 2</b>	<b>9 hours</b>
Ballet and Modern dance	
<b>UNIT 3</b>	<b>9 hours</b>
African and Hip-hop	
<b>UNIT 4</b>	<b>10 hours</b>
Flamenco and Kathak	
<b>UNIT 5</b>	<b>10 hours</b>
Cultural appropriation	

**Course Outcomes:**

1. Introduction to cross-cultural studies
2. Understanding Russian ballet and Modern dance
3. Overview of African dance and Hip-hop
4. Understanding the comparison of Flamenco and Kathak
5. Learn, how different cultures across the world appropriates each other.



## **Minor Program in Dance (Bharatanatyam)**

<b>Bharatanatyam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	0	0	0	0	3
FPEA2061	2	Introduction to Bharatanatyam	2	0	2	0	0	3
FPEA2071	2	Intermediate Bharatanatyam	1	0	4	0	0	3
FPEA3071	3	Advanced Bharatanatyam	2	0	2	0	0	3
FPEA2081	2	Sattvikabhinaya in Bharatanatyam	1	0	4	0	0	3
FPEA3081	3	Bharatanatyam Performance	1	0	4	0	0	3
FPEA3091	3	Improvisation in Bharatanatyam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3

FPEA1001	INTRODUCTION TO INDIAN DANCE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course introduces the cultural and socio-political history in which Indian dance forms emerged, evolved, revived, and thrived.

**Course Educational Objectives:**

- Understand the cultural history of India
- Awareness about the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions of India
- Interpret dance as a medium of communication
- Perform the basics movements of some classical and folk dances of India
- Awareness about the dance forms existing in modern times.

**UNIT 1**

**8 hours**

Introduction to the dance history of India: Dance in pre-historic and proto-historic eras, Bhakti Movement, Treatises on dance, British era, Modern era

**UNIT 2**

**6 hours**

The role of courts and temples in the patronage of different art forms: Court Dance, Temple Dance, Great patrons of Indian Dance (Pallavas, Pandyas, Cheras, Chozhas, Vijayanagara empire, Maratha kings of Tanjore, Swati Tirunal, Mughals)

**UNIT 3**

**Marga Traditions**

**10 hours**

Classical and Folk traditions of India: Meaning of classical and folk in the context of dance, Differences between folk and classical dances, Overview of classical dance traditions, Overview of folk-dance traditions

**UNIT 4**

**Desi traditions**

**10 hours**

Overview of the technique of Indian dances: Understanding the dancing body, The idea of space in dance, Gesture language in Indian dance, Emotions and their expressions

**UNIT 5**

**8 hours**

Dance forms in post-independent India, Neo-classical dance forms and their inspiration, Changes in content and context of the Indian dance forms. Changes in content and context of the Indian dance forms.

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Elucidate the artistic history of India using the context of culture, occupation and society
2. Differentiate between classical and folk forms of dance
3. Place dance as a medium of information and ideological transference
4. Analyze the changes occurred in the various dance forms over time
5. Understand different body movements, their roots and execution
6. Execute the fundamental techniques of different dance traditions of India

FPEA2061	INTRODUCTION TO BHARAHARATANATYAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course introduces students to the basic technique of Bharatanatyam dance which includes basics steps called *adavus*, and an invocatory items of *Allarippu and Jathiswaram*.

**Course Educational Objectives:**

1. Understand the basic techniques of Bharatanatyam
2. Perform the basics movements of Bharatanatyam
3. Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Thattadavu, Naatadavu, Paraval adavu, Korvai adavu

**UNIT 2**

- Kudhitthumettadavu, Kutthadavu, Sarrukal adavu

**UNIT 3**

- Mandi adavu, Theermanam adavu

**UNIT 4**

- Gestural Vocabulary of Indian Dance – Asamyuta and Samyuta hastas

**UNIT 5**

- Allarippu, Jathiswaram

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Execute the fundamental techniques of Bharatanatyam

FPEA2071	INTERMEDIATE BHARAHARATANATYAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Introduction to Bharatanatyam						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is a continuation of Introduction to Bharaharatanatyam.*

**Course Educational Objectives:**

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Thattumettu adavu, Meetadavu

**UNIT 2**

- Karthari adavu, Utplavana adavu, Brahmari adavu

**UNIT 3**

- Kavuthuvam/Shabdham

**UNIT 4**

- Gestural Vocabulary of Indian Dance – Devata Hastas, Bandhavya Hastas

**UNIT 5**

- Varnam – Purvaangam

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution  
Execute the repertoire of Bharatanatyam

<b>FPEA3071</b>	<b>ADVANCED BHARAHARATANATYAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	Intermediate Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course is a continuation of Advanced Bharatanatyam*

**Course Educational Objectives:**

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Mandala bhedha, Sthanaka bhedha

**UNIT 2**

- Padam/Ashtapadi

**UNIT 3**

- Keerthanam/Kriti

**UNIT 4**

- Thillana

**UNIT 5**

- Introduction to Chaari bhedha

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Execute the repertoire of Bharatanatyam

FPEA2081	SAHIVIKABHINAYA N BHARATANATYAM	L	T	P	S	J	C
		1	0	4	0	0	3
<b>Pre-requisite</b>	Advanced Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to Navarasas or the nine histrionic emotions.*

**Course Educational Objectives:**

- Understand the basic techniques of emotional representation
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Varnam – Uttaraangam

**UNIT 2**

- Introduction to the Rasa Theory of Natya Sastra

**UNIT 3**

- Drishti Bhedas, Siro Bhedas, Greeva Bhedas, Eye Exercises

**UNIT 4**

- Demonstration of Navarasas through real-life situations

**UNIT 5**

- Abhinaya – Javali

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Bharatanatyam



FPEA3081	BHARATANATYAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3
<b>Pre-requisite</b>	Sāttvikabhinaya in Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Performance is a critical aspect of any art form. This course introduces students to the performance elements of dance like spatial awareness, makeup, lights, attitude, and aesthetics.*

**Course Educational Objectives:**

- Understand the advanced techniques of Bharatanatyam
- Perform the repertoire of Bharatanatyam
- Understand the technicalities of a stage presentation

**UNIT 1**

- Spatial awareness in dance through group choreography

**UNIT 2**

- Makeup for dance

**UNIT 3**

- Play of lights – the role of lights in dance

**UNIT 4**

- Beauty, grace and lines – an aesthetic investigation of dance

**UNIT 5**

- Attitude – a performer quality

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Bharatanatyam
4. Incorporate modern presentational techniques into the traditional art form

FPEA3091	IMPROVISATION IN BHARATANATYAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	Sāttvikabhinaya in Bharatanatyam						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Improvisation in dance is the process of spontaneously creating movement. After providing the vocabulary of Indian dance in Bharatanatyam, students are encouraged to find their creative expression in movements spontaneously with the help of several exercises of rhythm and music.*

**Course Educational Objectives:**

- Understand the advanced techniques of Bharatanatyam
- Assimilate skill training and apply it creatively

**UNIT 1**

- Rhythm – Introduction of Five Jaatis or meters in dance

**UNIT 2**

- Music and Movement quality

**UNIT 3**

- Space and movement

**UNIT 4**

- Nritta/ Pure Dance Improvisation

**UNIT 5**

- Abhinaya Improvisation

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Bharatanatyam as medium of self-expression and creative communication

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Introduction to Indian Dance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to different dance forms across the world. Each dance form is examined on how they expressed their cultural, ethnic, racial, and political background in their movement. All the dance forms are compared and contrasted through their histories.*

**Course Educational Objectives:**

- Understand the cultural history different forms of dance
- Awareness about the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions

**UNIT 1**

- Introduction

**UNIT 2**

- Ballet and Modern Dance

**UNIT 3**

- African and Hip-hop

**UNIT 4**

- Flamenco and Kathak

**UNIT 5**

- Cultural Appropriation

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between idegenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

## **Minor Program in Indology**

**Requirements for Minor in Indology**

Students wishing to minor in Indology must complete the 8 Minor Core Courses in the Indology curriculum. All Courses will have a Continuous Assessment Component of 70 Marks and a Semester End Examination for 30 marks. These courses are in the table below.

Course Code	Course Title	Course Type	L	T	P	J	S	C
FPEA1051	Introduction to Indology	T	3	0	0	0	0	3
FPEA1061	Vedic Literature and Mythology	T	3	0	0	0	0	3
FPEA2121	Religion and Religiosity in India	T	3	0	0	0	0	3
FPEA2131	Introduction to Indian Philosophy	T	3	0	0	0	0	3
FPEA2141	Introduction to Temple Architecture and Iconography	T	3	0	0	0	0	3
FPEA2151	Ancient Indian Social Structure	T	3	0	0	0	0	3
FPEA3131	Ancient Indian Knowledge Systems	T	3	0	0	0	0	3
FPEA3141	Global Indian Culture and Folk studies	T	3	0	0	0	0	3
<b>Total Credits</b>								<b>24</b>

FPEA1051	INTRODUCTION TO INDOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is an Introduction to Indology or Indic thought in general. This course will focus on the basic understanding about the importance of Indology studies and will also give a comprehensive understanding regarding the pre and proto history of India. In this course, a strong background in Indology will be built upon by providing deeper knowledge of important aspects of India in its historical, societal, cultural and literary contexts. Focussing on the Geography of the Greater India, the multifaceted advantages that Bharata Khanda had due to its immense natural resources' availability and a fundamental introduction to Indian Archaeology will be provided. The important aspects of the Indus Valley Civilization and the different stages and history of exclusively the Harappan Culture will be studied to gain a comprehensive understanding regarding the great civilization that the Bharata Desha has from the earliest times.*

**Course Educational Objectives:**

1. To explain the concept of Oriental Studies and its importance
2. Gain a comprehensive understanding of the history of Indological studies
3. Gain knowledge about the historical aspects of India
4. Analyze the differences between Culture and Civilization and the role they play
5. Summarize the history and the contributions of the Indus Valley Civilization

**UNIT 1** Indic thought **9 hours**

- Introduction to Oriental Studies
- Definitions of Culture
- Difference between Culture and Civilization
- Scholars of Indology

**UNIT 2** **Bharata Varsha/Bharata Khanda** **9 hours**

- Geography of Greater India
- Geographical importance of Jambudweepa
- Geographical background of Indian Culture
- Regional Structure of India in relation to Language and History

- Mahajanapadas – emergence from Janapadas; 16 Mahajanapadas; Significance of each Kingdom; Political Structure; Gana Sanghas; Decline of Mahajanapadas

**UNIT 3** **Pre- History of Bharat Desha** **9 hours**

- Paleolithic Age – 3 phases and Time line; Geography; human way of life; Technology used; Social Organization; Arts in this age; Inventions; Belief Systems and Religions
- Mesolithic age - Time line; Geography; Human way of life; inventions; Social organization; Tools and Technology; Sites; Religion and Belief Systems
- Neolithic ages – Time line; origins and regional development; Social Organization; Religion and Belief Systems; Arts; Tools and technology; Inventions; Sites

**UNIT 4** **Indian Archaeology** **9 hours**

- Introduction – History; Purpose; Methods; Different disciplines
- Importance of Archaeology –Historical Understanding; Research; Analysis; Documentation
- Archaeology in India – Origin; Different Ages Sites; Post Independence Sites; Importance; Organizations
- Important contributors to Indian Archaeology

**UNIT 5** **Proto History of Bharata Desha** **10 hours**

- Introduction to Indus Valley Civilization – Timeline; geography; Discovery and History
- Important Sites; Technology and Tools; Inventions; Arts and Crafts; Religion and Belief System
- Myth of the Aryan Invasion
- Harappan Culture – History, Stages and importance of sites

**Reference Books**

1. Subash Chandra Dash, & Damodar Mahapatra Shastri. (2005). *Facets of Indology: Mahamahopadhyaya Pandit Damodhar Mahapatra Shastri commemoration volume*. Pratibha Prakashan.
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3. Trautmann, T. R. (2016). *India: brief history of a civilization*. Oxford University Press.
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16. Ghosh, A. 1990. *Encyclopaedia of Indian Archaeology. Volumes I and II*. New Delhi: Munshiram Manoharlal.
17. Khanna, A. (n.d.). *Archaeology of India* (1992<sup>nd</sup> ed.) [Review of *Archaeology of India*]. Clarion Books.
18. Chanda, R., & India. (1998). *The Indus valley in the Vedic period*. Director General, Archaeological Survey Of India.
19. S Kalyanaraman, & India. (2008). *Vedic River Sarasvati and Hindu civilization*. Aryan Books International In Association With Sarasvati Research And Educational Trust.
20. Shereen Ratnagar. (2015). *Understanding Harappa civilization in the greater Indus valley*. New Delhi Tulika Books.



**Course Outcomes**

1. Understand the importance of Indic thought
2. Appraise the research and academic study that happened so far in the field of Indology.
3. Understand the pre and proto history of Greater India.
4. Articulate the historical, societal, cultural and literary vastness of Bharata Desha.
5. Acquire sufficient knowledge about the Indus Valley Civilization.
6. Connect and trace the ancient geography of Greater India.

<b>FPEA1061</b>	<b>VEDIC LITERATURE AND MYTHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course will give the students a deeper understanding regarding the Vedic Literature. Detailed knowledge will be imparted regarding Hindu, Buddhist and Jaina traditions and the intellectual history of India. The different divisions in the Vedic Literature and its different branches will be discussed upon in this course. The Itihasas, Puranas and the Upa Puranas that take a major seat in the Literary genius of the country will also be discussed upon in this course. A further understanding of the Mahakavyas along with a comprehensive history of Sanskrit and Pali Literatures will also be discussed in this course for much appreciation of the Literature. This course will also provide the learners with a basic understanding about the origin of Sanskrit Drama, one of the oldest theatrical traditions of the World and also the different Ancient Sanskrit Dramas and Dramatists and some important texts in Sanskrit.*

**Course Educational Objectives:**

- Define the concepts of Veda and the various branches and categories of it.
- Interpret and compare the Shaiva, Vasihnava and Shakta traditions.
- Explain the concept of Itihasa and Puranas and Illustrate their importance.
- Teach the History of Sanskrit and Pali languages and their fundamental Literatures.
- Teach the history and articulate the historicity of the Ancient Sanskrit Drama.

**UNIT 1**

**Introduction to Indian Literature**

**9 hours**

- Introduction to Indian Literature
- Oral Literature – Shruthi; Smriti; Vedic Period; Sanskrit language
- Shaiva Literature – Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Vaishnava Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Sakta Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works

<b>UNIT 2</b>	<b>Shruti Literature</b>	<b>11 hours</b>
	<ul style="list-style-type: none"><li>• Vedas – Categories and Contents; Chronology; Transmission</li><li>• Samhithas, Brahmanas, Aranyakas – Nature and Importance; Forms and Divisions; Contents</li><li>• Upanishads – etymology; Nature; Different Upanishads; Importance; Major Themes</li><li>• Upa Vedas – Origin; Etymology; Importance; Different Upa Vedas</li></ul>	
<b>UNIT 3</b>	<b>Smriti Literature</b>	<b>9 hours</b>
	<ul style="list-style-type: none"><li>• Vedangas – Origin; Etymology; Importance; Different Vedangas</li><li>• Itihasa – Etymology; Cosmogony; Different Yugas; Jaina and Buddhist Tradition; Ramayana; Mahabharata</li><li>• Purana – Etymology; Importance; 18 Maha Puranas; Timelines; Content</li><li>• Upa Purana – Etymology; Definitions and Numbers; major Upa Puranas; Sthala, Kula and Minor Upa Puranas; Sectarian Divisions</li></ul>	
<b>UNIT 4</b>	<b>Sanskrit and Pali Literature</b>	<b>9 hours</b>
	<ul style="list-style-type: none"><li>• Arsha Mahakavyas – Meaning; Characteristics; Important Classics and their content</li><li>• History of Sanskrit Literature – Vedic; Epic; Kavya; Scientific Literature</li><li>• History of Prakrit Literature – Etymology; Grammar; Prevalence; Literature</li></ul>	
<b>UNIT 5</b>	<b>Sangam and other Dravidian Literature</b>	<b>9 hours</b>
	<ul style="list-style-type: none"><li>• History of Sangam Literature – Timeline; three different Sangams; significance; Literatures; Post Sangam Period overview</li><li>• History of Pali Literature – Origin; Tipitika; Early Texts; Texts composed in different countries; Commentaries; Historical Chronicles; Treatises; Anthologies</li><li>• Introduction to Dravidian Literature – History; phases; Tamil Literature; Telugu Literature; Kannada Literature; Malayalam Literature</li></ul>	

### Reference Books

1. Vasudev Vishnu Mirashi. (1975). *Literary and historical studies in indology*.
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5. Gonda, J. (1975). *A history of Indian literature. Volume I, Veda and Upanishads. Fasc. 1, Vedic literature : Saṃhitās and Brāhmaṇas*. O. Harrassowitz.
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8. William Joseph Wilkins. (1979). *Hindu mythology, Vedic and Puranic*. Rupa & Co.
9. Arthur Anthony Macdonell. (2015). *A history of Sanskrit literature*. Life Span Publishers And Distributors.
10. Keith, A. (1961). *A History of sanskrit literature*. Oxford Oxford University Press.
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13. SjobergA. F., & Dravidian University. (2009). *Dravidian language and culture : selected essays*. Dravidian University.
14. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.

### **Course Outcomes:**

After the successful completion of this Course, the students would be able to:

1. Understand the fundamental concepts of Vedas and its different divisions. L2
2. Understand the different literatures that exist in the Shaiva, Vaishnava and the Sakta traditions in the country. L2
3. Understand the different Itihasas and Puranas and the importance that they carry in the contemporary world too. L2
4. Acquire a fair understanding regarding the history of Sanskrit and Pali Literatures. L2
5. Appreciate the great Ancient Sanskrit Drama tradition the country has. L3

<b>FPEA2121</b>	<b>RELIGION AND RELIGIOSITY IN INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Vedic Literature and Mythology</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will focus on understanding the religio-philosophical culture of India. The Rise and development of the religion in the country and the religion that has been labelled at a very later stage that has been present since time immemorial as Sanatana Dharma will be introduced to the students. The Rig Vedic Deities and the Vedic Rituals that were part of the Sanatana Dharma and the basic Vedic Theology will be taught on a fundamental level. The different traditions of Divine belief systems that were followed from ancient times like the Shaivism, Vaishnavism, Shaktism and Veera Shaivism will be discussed in this course. Buddhism and Jainism that has also originated in India and their history and different sects will be understood in this course. Bhakti movement that brought in a great revolution in terms of understanding of the religious belief systems will be also understood at a deeper level in this course.

**Course Educational Objectives:**

1. Teach the students the aspects of religio-philosophical culture of India.
2. Summarize the origin and the development of Religion in the country and the social conditions that led to it.
3. Compare and contrast the different sects in the Hindu pantheon.
4. Discuss about the Buddhist and Jaina traditions that later shaped as Religions.
5. Demonstrate the importance of the Bhakti and Sufi movements and also understand their history.

**UNIT 1**

**Introduction**

**9 hours**

- Rise and development of the concept of Religion – Origin; Timelines; Eternal Law; Vedic Religion; Belief Systems
- Hinduism as a way of life – Sanatana Dharma

**UNIT 2** **Vedic Religion** **9 hours**

- Rig Vedic and Atharvana Vedic Dieties
- Vedic Theology – Origins and development; Belief Systems; Nature of God; Brahmanism; Characteristics
- Vedic Rituals – Fire Rituals; Soma Rituals; Yagya; Sacrifices
- Concept of Tantras and Yantras – Etymology; Origins; Nature and Purpose; Beliefs and Practices; Mantras and Yantras

**UNIT 3** **Different paths in Sanatana Dharma** **12 hours**

- Shaivism – Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Vaishnavism - Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Shaktism - Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Veera Shaivism - Etymology; Origins; History; Basaveshwara and different Leaders; Philosophy; Practices

**UNIT 4** **Other Religions in India** **9 hours**

- Buddhism – Origin of Buddhism; Gautama Buddha and his life; the four noble truths; the eight-fold path; Division in Buddhism and various sects – Mahayana, Hinayana, Teravada and Vajrayana; Spread of Buddhism in Sri Lanka and East Asia; Decline of Buddhism in India.
- Jainism – Origin of Jainism; Thirthankaras; Vardhamana Mahavira and his life; doctrines of Jainism; Division in Jainism – Svethambaras and Digambaras; Decline of Jainism in India.

**UNIT 5** **Religious Movements** **9 hours**

- Bhakti Movement – Origins; History; Alwars and Nayanars; Textual Roots; Philosophy; Social impact; Different Preachers; influence on Arts; influence on other religions
- Sufi Movement – Etymology; Origins and History; Aims and Objectives; Practices; Texts; Different Saints

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18. Sharma, K. (2015). *Bhakti and the bhakti movement : a new perspective : a study in the history of ideas*. Munshiram Manoharlal Publishes Pvt. Ltd.
19. Heehs, P. (2002). *Indian religions : a historical reader of spiritual expression and experience*. New York University Press.
20. Mahesh Vikram Singh, & Brjabhūshaṇa Śrīvāstava. (2011). *Bhakti and Sufi movement*. Centrum Press.

**Course Outcomes:**

After the successful completion of the Course, the students will be able to:

1. Understand the concept and history of religion in India. L2
2. Understand the Vedic and ancient rituals. L2
3. Acquire a fundamental understanding about the different sects of Shaiva, Vaishnava, Shakta and Veera Shaiva traditions. L3
4. Gain a basic knowledge about the Buddhist and Jaina Traditions as religions and their different branches. L2
5. Understand the history and the importance of Bhakti and Sufi Movements in India. L2



<b>FPEA2131</b>	<b>INTRODUCTION TO INDIAN PHILOSOPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Religion and Religiosity in India</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will focus on understanding and explaining about the different philosophical systems of India. Starting with understanding the history of Indian Philosophy and it being an integral and internal part of Sanatana Dharma or the later Hindu religion will be discussed. The main part of Indian Philosophy of Vedanta and its different attributes will be taught along with an Introduction to Bhagavad Gita and Prasthanatrayi. The different orthodox and heterodox philosophies along with a brief introduction of their progenitors will be taught in this course. Along with the Hindu Philosophies in the contemporary language, the Buddhist and the Jaina philosophies that originated on this land will also be taught and understood.

**Course Educational Objectives:**

1. Teach about the general definitions and Principles of Philosophy
2. Summarize and categorize the history of Indian Philosophy.
3. Contrast the differences between the different Schools of Indian Philosophy.
4. Demonstrate the vision of Vedantic knowledge
5. Interpret the importance of Bhagavad Gita and the Prasthanatrayi
6. Establish the origins of the different philosophies from India along with the lives of their respective progenitors.

**UNIT 1 Introduction 9 hours**

- Introduction and Definitions of Philosophy – Etymology; History; Definitions; Branches
- Rise of Philosophical Schools in India – Origins and History; Common Themes; Orthodox Schools; Heterodox Schools
- 6 Darshanas of Indian Philosophy – Samkhya; Yoga; Nyaya; Vaisesika; Purva Mimamsa; Uttara Mimamsa
- Nastika Schools of Indian Philosophy – Buddha; Jaina; Ajnana; Ajivika; Charvaka

**UNIT 2** **Vedanta** **9 hours**

- Introduction to Uttara Mimamsa/Vedanta – Etymology; History; Significance; Metaphysical characteristics; Different Schools; Influence
- Introduction to Bhagavad Gita – Nomenclature; Authorship; Significance; Themes and Contents; Philosophy; Commentaries and Translations
- Prasthanathrayi – Etymology; History and Significance

**UNIT 3** **Indian Philosophies** **10 hours**

- Sri Shankaracharya's Advaita Philosophy – Etymology; History; Shankaracharya's Life; Metaphysical concepts; Nature and God; Concept of Liberation; Texts; Influence; Establishment of Mathas; Lineage
- Sri Ramanujacharya's Visistadvaita Philosophy – Etymology; History; Ramanujacharya's Life: Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Temples; Lineage
- Sri Madhvacharya's Dvaita Philosophy – Etymology; History; Madhvacharya's Life; Dvaita as a revolution; Metaphysical concepts; nature of God; Concept of Liberation; Texts. Udupi Krishna Temple; Lineage

**UNIT 4** **Indian Philosophies – II** **10 hours**

- Sri Nimbarka's Dviatadvaita Philosophy – Etymology; History; Nimbarka's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Vallabhacharya's Shuddhadvaita Philosophy - Etymology; History; Vallabhacharya's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Chaitanya Mahaprabhu's Achintya Bheda Abheda Philosophy - Etymology; History; Chaitanya Mahaprabhu's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage

**UNIT 5** **Introduction to Buddhist and Jaina Philosophies** **10 hours**

- Introduction to Buddhist Philosophy – Origins; History; Early Buddhism; Texts; Different Buddhist Schools
- Introduction to Jaina Philosophy – Origins; History; Metaphysical concept; Basic Constituents of Reality; Ethics; Texts

### **Reference Books**

1. S Radhakrishnan. (1923). *Indian philosophy*. London, G. Allen & Unwin, Ltd.; New York, The Macmillan Company.
2. Frauwallner, E., & Bedekar, V. M. (2008). *History of Indian philosophy*. Motilal Banarsidass Publishers.
3. Gotshalk, R. (1998). *The beginnings of philosophy in India*. University Press of America.
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9. R Balasubramanian, Project Of History Of Indian Science, Philosophy, And Culture, & Civilizations, I. (2010). *Advaita Vedānta*. Centre For Studies In Civilizations ; Delhi.
10. C R Srīnivāsa Ayyangār. (1909). *The life and teachings of Sri Ramanujacharya*. R. Venkateshwar.
11. Sharma, B. N. K., & Philosophy, I. (1996). *Dvaita philosophy as expounded by Śrī Madhvācārya*. Radhakrishnan Institute For Advanced Study In Philosophy, University Of Madras.
12. Srinivasachari, P. N. (1996). *The Philosophy of Bhedābheda*. Adyar Library.
13. Narain, K. (2004). *The philosophy of the Vāllabha school of Vedānta*. Indological Research Centre.
14. Vinoda Thakura, S. Bh. (n.d.). *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)* (2016th ed.) [Review of *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)*]. Nitai Gaur Chandra Deva Trust.
15. Surendranath Dasgupta. (2012). *A history of Indian philosophy. 1, Philosophy of Buddhist, Jaina and Six Systems of indian thought*. Motilal Banarsidass.
16. Potter, K. H. (2002). *Encyclopedia of Indian philosophies / 8. Buddhist philosophy from 100 to 350 A.D.* Motilal Banarsidass.
17. Virchand Raghavji Gandhi, & Desai, K. (2009). *The Jaina philosophy*. World Jain Confederation.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Gain a brief understanding regarding Philosophy in general and Indian Philosophy in particular.
2. Understand the history of Indian Philosophy.
3. Acquire knowledge about the six schools of Indian Philosophy.
4. Gain insights into the Vedantic Intellectual treasure from a bird's eye view.
5. Understand the importance of Bhagavad Gita and the Prasthanatrayi.
6. Gain a brief knowledge about the different philosophies that originated in India along with their Progenitors.

<b>FPEA2141</b>	<b>INTRODUCTION TO TEMPLE ARCHITECTURE AND ICONOGRAPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indology, Introduction to Indian Philosophy</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course teaches about the Temple as the nucleus of Indian Culture. The historical origins of the temple and the structures that existed before the actual temples came into existence will be understood. The different structures that exist in India in terms of the physical appearance of the temple and the philosophies that they carry within them will also be taught along with the regional differences that the temple architectures carried with them. Examples of some of the important temples in the South, East, West and North parts of the country will be discussed upon. The influences of the temple architectures upon each other and also the influence of Islam on the Hindu temple structures will be discussed. Along with the external temple's structures, the iconography of some of the Gods and Goddess in the Hindu pantheon will be understood along with the inner philosophy. These iconographies sometimes carry with them mythological stories and some deep belief systems that are a part of the Sanatana Dharma and the various Iconographies of the Buddhist and the Jaina traditions will also be discussed in this course.

**Course Educational Objectives:**

- Teach the history and the concept of Temples in India along with their structures and designs
- Define the temple architectural concepts and their meanings and background.
- Explain the different Iconographies of the deities in the Hindu pantheon and the concept of Monotheism
- Teach the Buddhist Iconography
- Teach the Jaina Iconography

**UNIT 1**

**Introduction**

**9 hours**

- Concept of Temples in India – Origins; History; Phases; Important Dynasties; Significance; Social Functions; Philosophy
- Stupas, Chaityas and Viharas – Origins; History; Nomenclature; Influences; Sites in India
- Different types of Temple Structures – Dravida; Nagara; Vesara; Commonalities and Differences; Internal and External divisions

**UNIT 2** **Temple Architectures** **10 hours**

- Dravida Architecture – Origins; History; Influences of Different Periods; Characteristics; Philosophy; Examples
- Nagara Architecture – Origins; History; Characteristics; Different types; Philosophy; Examples
- Vesara Architecture – Origins; History; Characteristics; Philosophy; Examples
- Influence of Islamic Architecture on Temples – History; Societal and Cultural Conditions; Architectural Achievements; Attributes; Examples
- Brihadeeshwara Temple, Konark Sun Temple, Kailashanth Temple, Modhera Sun Temple.

**UNIT 3** **Hindu Iconography – I** **10 hours**

- Shaiva Iconography – Origins; History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shiva Iconography
- Linga worship and Iconographic features of Shiva-Linga, Images of pacific forms of Shiva, Images of terrific forms of Shiva, Nataraja
- Vaishnava Iconography – Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Vishnu Iconography
- Concept of twenty-four forms of Vishnu, Images of ten incarnations of Vishnu.

**UNIT 4** **Hindu Iconography – II** **10 hours**

- Shakti Iconography - Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shakti Iconography; Saraswathi; Lakshmi; Parvathi; Lalitha Tripura Sundari; Kali; Different regional Goddesses; Grama Devatas
- Iconography as a source of Cultural History, Literary sources for the study of Indian Iconography – Puranas, Agamas, Tantras, Shilpashastra works etc., Archaeological sources – epigraphical and sculptural

**UNIT 5** **Other Iconographies** **9 hours**

- Antiquity and characteristics of Buddha Iconography – Origins and History; Scriptures; Descriptions; Metaphysical concepts; Four Postures; Hindu Mythology – Dasavathara Icon; Characteristics
- Antiquity and characteristics of Jain Images – Origin and History; Tirthankaras; Yakshas and Yakshinis; Dikpalakas and Navagrahas; Asanas and Mudras; Characteristics

**Reference Books**

1. Thapar, R. (2021). *Indian cultures as heritage : contemporary pasts*. Seagull Books.
2. Kapila Vatsyayan, & Coomaraswamy, A. K. (2006). *The cultural heritage of India. Vol. 7, The arts. Part 1*. The Ramakrishna Mission Institute Of Culture.

3. K Mavali Rajan, & And, C. (2018). *Facets of temple culture : perspectives on religious and social traditions in early medieval India*. Kaveri Books.
4. Vijay Kumar, S. (n.d.). *Temples in India (Origin And Development Stages)* (S. Gupta, Ed.; 2016th ed.) [Review of *Temples in India (Origin And Development Stages)*]. DK Printworld Pvt. Ltd.
5. Meister, M. W., Dhaky, M. A., & American, P. (1983). *Encyclopaedia of Indian temple architecture*. American Institute Of Indian Studies.
6. Hardy, A. (2007). *The temple architecture of India*. Wiley.
7. Fredrick William Bunce. (2004). *Islamic tombs in India : the iconography and genesis of their design*. D.K. Printworld.
8. Ramachandran Nagaswamy. (2012). *Vedic roots of Hindu iconography*. Kaveri Books.
9. C Sivaramamurti. (1994). *Nataraja in art, thought and literature*. National Museum Of New Delhi.
10. Capra, F. (2010). *The Tao of physics an exploration of the parallels between modern physics and Eastern mysticism*. Boston Shambhala.
11. Banerjea, J. (1949). *The Development of Hindu Iconography* [Doctoral Thesis *The Development of Hindu Iconography*].
12. M Krishna Kumari. (2017). *Iconography, art, religion and culture : visualizing the past*. B.R. Publishing Corporation.
13. Narasimhan, L., Dave, R. M., & Ananthacharya Indological Research Institute. (2007). *A study of Vaikhānasa iconography*. Ananthacharya Indological Research Institute.
14. Werner, K. (n.d.). *Symbols in Art and Religion (The Indian and the Comparative Prespective)* (1991st ed.) [Review of *Symbols in Art and Religion (The Indian and the Comparative Prespective)*].
15. Rao, G. (1993). *Elements of Hindu iconography / 1,2*. Motilal Banarsidass.
16. Devdutt Pattanaik. (2016). *Devdutt Pattanaik : 7 Secrets Of Shiva/7 Secrets Of The Goddess/ 7 Secrets Of Vishnu*.
17. Shivaji Panikkar. (1997). *Saptamātrkā worship and sculptures : an iconological interpretation of conflicts and resolutions in the storied Brāhmanical icons*. D.K. Printworld.
18. Ramesh Shankar Gupte. (1980). *Iconography of the Hindus, Buddhists, and Jains*. D.B. Taraporevala Sons.
19. Benoytosh Bhattacharyya. (2013). *The Indian Buddhist iconography: mainly based on The Sadhanamala and cognate tantric texts of rituals*. Cosmo.
20. Coomaraswamy, A. K. (1972). *Elements of Buddhist iconography*. New Delhi Manoharlal.
21. Vyas, R. T., & Umakant Premanand Shah. (1995). *Studies in Jaina art and iconography and allied subjects in honour of Dr. U.P. Shah*. Abhinav Publications.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the history and the concept of temples along with the structures that were constructed before the temples came into existence. L2
2. Identify the different temple structures across the country and the meanings that they carry. L4
3. Understand the reason for the iconography that came into existence and the different iconographies of Shiva, Vishnu and Sakti along with some of the mythological stories that they carry with them will be discussed in this course. L2
4. Acquire knowledge about the Buddhist iconography in India and connect dots between the Hindu and Buddhist Iconography. L3
5. Acquire knowledge about the Jaina iconography in India and connect the dots between the Hindu, Buddhist and Jaina Iconographies of India. L3



<b>FPEA2151</b>	<b>ANCIENT INDIAN SOCIAL STRUCTURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indian Philosophy</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will understand how the society looked like in India from Ancient times and the social and political conditions that evolved and led the society to be in that current form. The influence of the kingdoms and their belief systems and the different aspects of the social life in Ancient India will be understood in this course. The 16 rituals and the marriage system in the Ancient India will be understood on a fundamental level. The family structure that further comes along with the 16 rituals and the marriage system and the way the different relations were understood in the ancient India will also be discussed in this course. This will get into the information regarding the status of women in the society in general and also in the different caste systems after they came into picture will also be understood and insights will be gained into that.

**Course Educational Objectives:**

1. Teach the aspects of the social and the political structures of Ancient India on which the social systems are built.
2. Explain about the different rituals that are performed that have scientific reasons as well
3. Teach about the structure of the family system in Ancient Indian Society.
4. Demonstrate the status of Ancient Indian Women and the values that were present.
5. Teach about the matriarchal and patriarchal systems from Ancient India

**UNIT 1 Introduction 9 hours**

1. Aspects of Social and Political Evolution in India
2. Aspects of Social Life in Ancient India
3. Character System to Caste System

**UNIT 2 Ritual Systems 9 hours**

1. 16 rituals – Purpose of Samskaras; Cultural and Spiritual; Prenatal; Childhood; Educational; Marriage; Death
2. Marriage System – Origins; Ancient Society; Beliefs and Sentiments; Different types

- UNIT 3** **Social Structure** **9 hours**
1. Early Society in Ancient India – History; Structure; Significance; Cultural Beliefs; Transitions
  2. Family Structure in Ancient India

- UNIT 4** **Women in Ancient Indian Society** **9 hours**
1. Status of Women in Ancient India – Women’s position in Ancient India; Position of Women in Hindu Dharma; Female infanticide and Female Foeticide in Ancient India; Male and Female ratio; Patriarchal Oppression; textual references; Ancient Women and Education; Ancient Women and Politics
  2. Status of Women in different varna systems – Brahmana; Kshatriya; Vyshya; Shudra

- UNIT 5** **Social Systems** **12 hours**
1. Matriarchal and Patriarchal Systems – Origins; History; Different phases; Cultural reasons; Political reasons; Social reasons;
  2. Varna and Ashrama System – Systems of Varna and Ashrama; Prakriti Gunas; Different Ashramas; Significance in Human life; Organization

### **Reference Books**

1. Romila Thapar, & Orient Longman. (2016). *Ancient Indian social history : some interpretations*. Orient Blackswan.
2. S K Verma, Dr. (2012). *History of ancient and early medieval India*. Manglam Publishers & Distributors.
3. Ekta Singh. (2009). *Caste system in India : a historical perspective*. Kalpaz Publications.
4. Bhattacharyya, N. N. (2005). *Ancient Indian rituals and their social contents*. Manohar.
5. Pattnaik, D. (n.d.). *Marriage (100 Stories Around India’s Favourite Ritual)* (2021st ed.) [Review of *Marriage (100 Stories Around India’s Favourite Ritual)*]. RUPA Publications INdia Pvt. Ltd.
6. Jamison, S. W. (1996). *Sacrificed wife/sacrificer’s wife : women, ritual, and hospitality in ancient India*. Oxford University.
7. Upinder Singh. (n.d.). *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)* (2013th ed.) [Review of *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)*]. Pearson Pvt. Ltd.
8. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
9. Banerji, S. C. (n.d.). *Society in Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)* (2007th ed.) [Review of *Society in*

*Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources]*. DK Printworld Pvt. Ltd.

10. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
11. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute of Culture.
12. Kane, P. V. 1941. *History of Dharmashastra*. Vol. II, Part I. Pune: Bhandarkar Oriental Research Institute
13. Altekar, A. S. 1973. *Position of Women in Hindu Civilization*. Delhi: MLBD. 3. Karandikar, S. V. 1928.
14. *Hindu Exogamy*. Bombay: Advocate of India Press.
15. Roy, K. (2001). *Women in early Indian societies*. New Delhi Manohar.
  
16. Olivelle, P. (2004). *The Asrama system: the history and hermeneutics of a Religious Institution*. Munshiram Manoharlal.
17. C Gasquoine Hartley, Eveleigh, & Clay, R. (1914). *The position of woman in primitive society: a study of the matriarchy*. Eveleigh Nash, London and Bungay.
18. Sita Anantha Raman. (2009). *Women in India: a social and cultural history*. Praeger.

### **Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the aspects of social and political structures in the early India along with the rise of the caste system from the character system. L2
2. Acquire knowledge about the 16 rituals that were performed and the system of marriage in the early Indian society. L3
3. Understand the family structure of the Ancient India and the society values that were present in Ancient India and their belief systems. L2
4. Gain knowledge about the status of women in the society in general and also the Brahminical system. L3
5. Understand the matriarchal and patriarchal systems that existed in Ancient India in different parts and the Ashrama system that was prevalent in Ancient India for a proper training of young people. L2

<b>FPEA3131</b>	<b>ANCIENT INDIAN KNOWLEDGE SYSTEMS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will teach the vast knowledge systems from the Bharata khanda and the students will understand some of the different Shastras that originated in India. The mode of Ancient Education System and the different institutions that provided it as a University set up and as an ashrama background will also be explained. This course will also focus on the origins and history of Indian Music, Dance and Theatre from a mythological and historical perspectives and will also explain about the different genres in them individually along with the traditions. The knowledge systems of India that have been documented in Manuscripts, Inscriptions and Epigraphy will also be taught in this course on a basic level and this course will understand the great contributions of Science and Technology by our Rishis (Sages) to the World.

**Course Educational Objectives:**

1. Teach the structure of the Ancient Indian Education System and the different ways in which it was extended.
2. Demonstrate the different Shastras that are in place in the Indian Knowledge systems.
3. Teach the origins of the different Arts forms of India from both the Historical and Mythological perspectives.
4. Evaluate the contributions of the Ancient Indian Science and Technology
5. Teach about the importance of manuscripts, inscriptions and epigraphy in the documentation of the history and the knowledge systems of the country.

- UNIT 1** **Ancient Indian Education System** **9 hours**
- Ancient Indian Education System – Origins; History; Salient features; Sources; Gurukulas; Viharas; universities; Nalanda; Takshashila; Role of Community
  - Some important Shastras – Natya Sastra, Artha Sastra, Yoga Sutras, Vastu Sastra, Shilpa Sastra and Ayurveda.

- UNIT 2** **Indian Music** **9 hours**
- Origin of Indian Music – Introduction; Nature; Major phases; Treatises; Important Contributors; Carnatic Music; Hindustani Music
  - Different types of Indian Musical instruments – Ghana; Tanthri; Avanaddha; Sushira with examples
- UNIT 3** **Indian Dance** **9 hours**
- The origin and development of Indian dance. The Three forms of Nartan-Natya – Nritta and Nritya art – Mythological origins; Anthropological origins; Different phases
  - Indian Aesthetics – Philosophical background; Rasa Theory of Natya Shastra; Commentaries
- UNIT 4** **Indian Drama** **9 hours**
- Origin of Indian Drama – Natya – Origin; History; Mythological Origins; Social origins; Influences; Texts; Characteristics; Dasha Roopaka
  - Natya Mela and Nattuva Mela – Concepts and Characteristics; Development; Cultural and Social Conditions; Performances; Classical Dance forms
- UNIT 5** **Science and Technology** **12 hours**
- Ancient Science and Mathematics – Vedic Origins; Different Traditions; Number Systems; Contributions; Kerala School of Madhava; Astronomy and Astrology; Inventions
  - Manuscripts, Inscriptions and Epigraphy

### **Reference Books**

1. Mookerji, R. K. (n.d.). *Ancient Indian Education System* (1947th ed.) [Review of *Ancient Indian Education System*]. Macmillan and Co. Ltd.
2. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.
3. S'rī Vāchaspati, & Gairola. (1962). *The Artha Śāstra of Kauṭilya and the Cāṇakya-sūtra*. Varanasi Chowkhamba Vidya Bhawan.
4. H Hoskins, Ia. (n.d.). *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali* (2004th ed.) [Review of *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali*]. The Theosophical Publishing House.
5. Vadrevu Suryanarayana Murty. (1977). *Introduction to vastu sastra*. Suryanarayana Murty.
6. Balarāma Śrīvāstava. (1985). *Nature of Indian aesthetics*. India.

7. Valiathan, M. S. (2013). *An introduction to ayurveda*. Universities Press.
8. Vijaylaxmi, M. (n.d.). *Indian Music: Its Origin, History and Characteristics* (2010th ed.) [Review of *Indian Music: Its Origin, History and Characteristics*]. Sanjay Prakashan.
9. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.
  
10. Venkataraman, L., & Pasricha, A. (2014). *Indian classical dance : tradition in transition*. Roli Books.
11. K Vatsyayan. (1974). *Indian classical dance*.
12. Kanti Chandra Pandey. (1972). *Comparative aesthetics ... / 2, Indian aesthetics. 2nd edition*. Chowkhamba Sanskrit Series Office.
13. Surendra Sheodas Barlingay. (2016). *A modern introduction to Indian aesthetic theory : the development from Bharata to Jagannātha*. Dk Printworld.
  
14. Kapila Vatsyayan. (1997). *The square and the circle of the Indian arts*. Abhinav Publications.
15. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
16. Kapila Vatsyayan. (2005). *Traditional Indian theatre : multiple streams*. National Book Trust, India.
17. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
18. The cultural heritage of India / 6, Science and technology. (2000). Ramakrishna Mission Institute Of Culture.
19. Sadasiva Biswal, & Bidyutlatā Rāya. (2009). *Vedic science and technology*. D.K. Printworld.
20. Jaggi, O. P. (1969). *History of science and technology in India*. Delhi, -73.
21. T S Bhanu Murthy. (2009). *A modern introduction to ancient Indian mathematics*. New Age International.
22. Bhujang Ramrao Bobade. (2017). *Manuscriptology and museology*. B.R. Publishing Corporation.
23. Ramakrishna, D., S Sudarsana Sarma, & Śrī Vēṅkaṭēśvara Vēda Viśva Vidyālayamu. (2009). *A study of Sanskrit inscriptions in Andhra Pradesh*. Sri Venkateswara Vedic University.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the mode of the Ancient Indian Education System and the different Universities and Ashramas that provided it.
2. Acquire knowledge about some of the different Shastras of the Indian Knowledge Systems.
3. Gain insights into the origin of different Performing Arts genres of India, Music, Dance and Theatre from both the historical and Mythological perspectives.
4. Understand the contributions of Ancient Science and Technology to the World.
5. Understand the importance of manuscripts, inscriptions and epigraphy in the documentation of the history and the knowledge systems of the country.

<b>FPEA3141</b>	<b>GLOBAL INDIAN CULTURE AND FOLK STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indology, Ancient Indian Knowledge Systems</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course as the final one will focus on the understanding of the influence of Indian Culture as whole in the neighbouring countries of India in general and South East Asian countries in particular. The course will give insights to the students in the geography of the greater India that had the South East Asian countries as part of it and the political achievements of the rulers of India that ruled the South East Asian countries and the Sea routes that were established by them and the trade that took place. This course will also focus on the impact of the art and architecture in South East Asian Countries and will focus on Indonesia and Cambodia in particular as examples for the traditions of India and the mythological stories that still exist in these countries with uninterrupted continuity. This course will also be an appreciation course for the architectural remains of the South East Asian countries that reflect the culture of India and will also explain about the different folk traditions in India in the performing Arts perspectives.

**Course Educational Objectives:**

1. Teach and identify the Geography of Greater India
2. Establish the relations between India and the Central Asia from a cultural and historical perspectives.
3. Demonstrate the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Establish the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Teach about the different Folk traditions of India.

**UNIT 1**

**Introduction**

**9 hours**

- South East Asian Countries as part of Greater India – History; Dynasties; Geography; Trade and Commerce
- India and Central Asia – History; Trade and Commerce; Cultural and Religious Exchanges



**UNIT 2** **Impact and Influences** **9 hours**

- Impact of Indian Culture on society, art and architecture in South East Asian Countries
- Evidences for the extension of Indian Culture in the neighboring countries – Literary and archaeological

**UNIT 3** **Political Achievements in South East Asian Countries** **9 hours**

- Political achievements of Indian rulers in the South East Asian countries – Early empires and Kingdoms; Influences; Timelines
- Art and architectural remains in the South East Asian countries

**UNIT 4** **Indian Mythology in South East Asian Countries** **9 hours**

- Indonesia – Indian influence on society, Religion, art and architecture Influence of Ramayana and Mahabharata on the Indonesian literature.
- Indian Mythology in Cambodia

**UNIT 5** **Folklore Studies** **12 hours**

- Introduction to Indian Folk traditions
- Folk Theatre of India – Origins and History; Some important Folk Theatre forms; Significance
- Folk Music of India - Origins and History; Some important Folk Music forms; Significance
- Folk Dances of India - Origins and History; Some important Folk Dance forms; Significance

**Reference Books**

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15. Coomaraswamy, A. K. (2008). *Introduction to Indian art*. Munshiram Manoharlal Publishers.
16. Bandi Ramakrishna Reddy, & University. (2001). *Dravidian folk and tribal lore : [papers presented at the National Seminar on Dravidian Folk and Tribal Lore ; held at Kuppam during 8-10 May 2000]*. Dravidian University.

**Course Outcomes:**

After the successful completion of this Unit, the students will be able to:

1. Understand the geography of the Greater India that had the current South Asian countries as a part of it.
2. Understand the relations between India and the Central Asia from a cultural and historical perspectives.
3. Understand the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Identify the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Gain knowledge about the different folk traditions in India from the genre of Performing Arts.

**Minor Program in Music (Carnatic)**

<b>Music Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3

FPEA1021	INTRODUCTION TO CARNATIC MUSIC	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is an Introduction to Music, its technical terms, forms etc. Carnatic Music is taken as a mainstream in the course. This course acknowledges all the other forms of music and gives brief view of them. This course helps to get a brief idea of Carnatic Music which is one the major musical forms of South Indian Music.*

**Course Educational Objectives:**

- Understand the basic elements in Carnatic Music.
- Understand the historical importance of Carnatic music.
- Understand importance of basics and technicalities in Carnatic music
- Understand and perform basic notation format in Carnatic Music.
- Awareness of the basic structure of Carnatic Music

**UNIT 1                      Technical terms in Carnatic Music**

- Musical terms
  - a. Nada
  - b. Sruti
  - c. Swara and Swara nomenclature
  - d. Raga
  - e. Arohana and Avarohana
  - f. Sthayi
  - g. Tala and names of sapta talas and 35 tala scheme
- Musicography

**Module Learning Outcomes**

Students would be able to:

- Understand what music is.
- Explain basic technical terms in Carnatic music
- Explain and understand the basic notation structure.

**UNIT 2 Musical Instruments and their Classifications**

- Stringed
- Wind
- Percussion
- Monophonous and polyphonous
- Sruti and sangeeta vadyas
- Explaining parts of Instrument with diagram
- Module Learning Outcomes
- Students would be able to:
- Elaborate the different instruments and details of it.
- Explain structure of instruments in detail.

**UNIT 3 Raga and Raga Classification**

- Module Learning Outcomes

**UNIT 4 Basics of Carnatic Music (Practicum)**

- Swara exercises
  - a. Sarali varsais in all 3 degree speeds
  - b. Janta varsais in all 3 degree speeds
  - c. Dhatu varsais in all 3 degree speeds

**UNIT 5 Basics of Carnatic Music (Practicum)**

- Madhya Stayi and tara stayi varsais
- Swara gnana exercises
- Nottu swaras
- Composing Small phrases

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Understand the importance of Music and develop interest on the art form.
2. Elaborate briefly one of the major forms of South Indian Music i.e. Carnatic Music
3. Differentiate between two major classical forms i.e. Hindustani and Carnatic and also other forms.
4. Understand the different swarasthanas and be able to explain them
5. Understand the basic terminology and technicality

FPEA1031	CARNATIC MUSIC I	L	T	P	S	J	C
		0	0	3	0	0	3
<b>Pre-requisite</b>	Introduction to Music						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces to the main fundamentals of Carnatic Music which includes Alankaras, Geethams and practice in three speeds with the tala. Swara exercises and vocal exercises will be included along with the syllabus for more in understanding.*

**Course Educational Objectives:**

- Understand in depth technicalities of Tala which is one of the main part.
- Understand the basic notation system.
- Understand and perform the basic level of Carnatic Music
- Understand the structure of tala and its system
- Execute the speeds of tala and build strong foundation

**UNIT 1 Alankaras – Introduction to Sapta Talas**

Learning and Understanding Sapta Talas with Jathis

- 1:2 Alankaras 1 to 3
- 1:3 Second Speed for the Alankaras 1 to 3
- 1:4 Third Speed for the same

**Alankaras – Continuation**

**UNIT 2**

- 2:1 Alankaras 4 and 5
- 2:2 Alankaras 6 and 7
- 2:3 Second Speed for the Alankaras 4 and 5
- 2:4 Second Speed for 6 and 7 alankara

**Alankaras – Learning of three speeds**

**UNIT 3**

- 3:1 practice of sapta talas and jathis
- 3:2 Second Speed for all the Alankaras
- 3:3 Third speed for 1 to 5 alankaras
- 3:4 Third Speed for 6 and 7 alankara

**Geethalu – Introduction**

**UNIT 4**

- 4:1 Malahari geetham - 1
- 4:2 Malahari geetham – 2
- 4:3 Malahari geetham – 3
- 4:4 Malahari geetham – 4

**UNIT 5**

**Geethalu – continuation**

- 5:1 Sankarabharana geetham
- 5:2 Mohana geetham
- 5:3 Kalyani geetham
- 5:4 Kambhoji geetham

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Understand the importance of the tala
2. Differentiate the swarasthanas and also try to sing and explain them
3. Demonstrate the three speeds along with the tala
4. Perform different talas and explain them
5. Understand the relation of sahitya and swara



FPEA1041	CARNATIC MUSIC II	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Carnatic music I						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course is the continuation to previous course with more theory and practical for better understanding of the classical form. This course also gives a brief knowledge about other technicalities in Carnatic music.*

**Course Educational Objectives:**

1. Understand the structure of different forms included in Carnatic Music
2. Understand the historical elements of the musical forms.
3. Understand contributions of the vaggeyakaras and their works.
4. Understand the Music as an art and its importance.
5. Awareness of in-depth technicalities included in the Carnatic Music.

**UNIT 1**

**Musical Forms**

- Geetham
- Swarajati
- Varnam
- Kriti
- Keertana

**UNIT 2**

**Life Sketch and contribution of the following vaggeyakaras**

- Thyagaraja swamy
- Muttuswamy Deekshitar
- Syama Sastry
- Patnam Subrahmanya Iyer
- Swathi tirunal
- Sadasiva Brahmendra Swamy

**UNIT 3**

**Technicalities of Music**

- 72 Melakarta Scheme – Katapayadi formula
- Acoustics
- Raga Trayodasa Lakshanas

**UNIT 4**

**Practical - I**

- Swarajati – Bilahari
- Swarajati – Khamas

**UNIT 5**

**Practical - II**

- Introduction to Varnam
- Mohana Varnam – Swaram and Sahityam

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. Understand and explain different musical forms and its importance.
2. Explain the works and lives of the vageyakaras.
3. Explain the technical elements in Carnatic Music.
4. Perform and explain basics of Carnatic music
5. Understand the depth and importance of Carnatic music.

FPEA2091	COMPOSITIONS IN CARNATIC MUSIC	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is continuation to the previous course and also introduces to the next form called kriti. Students will be able to explore and learn the new form and how it is composed and sung.*

**Course Educational Objectives:**

- To understand the concept of kriti
- To understand the varnam better
- To understand the swarasthanas more easily based on the raga
- Understand the historical movements and contributions of legends of Carnatic Music
- Execute learnt basics in the next level

**UNIT 1**

- Learning of Sankarabharana Varnam

**UNIT 2**

- Learning of Kalyani Varnam

**UNIT 3**

- 2 simple compositions of Thyagaraja Swamy

**UNIT 4**

- 2 Simple compositions of Muttuswamy Deekshitar

**UNIT 5**

- 2 compositions of Syama Sastry

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. To demonstrate the relation of swara and sahitya
2. To demonstrate the swaras and the way of presenting them based on the ragas
3. To understand the contributions and literacy work of the vaggeyakaras
4. Understand the raga bhava.
5. Perform the compositions

<b>FPEA2101</b>	<b>CARNATIC AND OTHER MUSICAL FORMS (THEORY + PRACTICUM)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course helps the student to understand the other musical forms along with carnatic music. This course gives brief of north Indian music which is Hindustani classical and also brief of other forms in carnatic music.*

**Course Educational Objectives:**

- To understand other classical art form
- To understand the characteristics of other forms of carnatic
- To understand the psychological aspects of music
- To understand philosophical approach in music
- To understand what pancharatnam and its compositions style

**UNIT 1** Lakshnam of the following North Indian Music

- Dhruvad
- Khayal
- Thumri
- Dhamar
- Tarana
- Tappa
- Dadra
- Gazal

**UNIT 2** Lakshana of the following musical forms

- Ragamalika
- Padam
- Javali
- Thillana
- Ashtapadi
- Tarangam

**UNIT 3**

- Psychology and Philosophy of Music

**UNIT 4**

- Learning of Pancharatnam in Nata Raga

**UNIT 5**

- Simple kritis of other composers

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. To demonstrate the different styles in Hindustani music
2. To understand and differentiate other forms
3. To understand and experience the psychological aspects in music
4. To explain the philosophy involved in the art form
5. Understand music as part of communication and its relation with body and soul

FPEA2111	OTHER MUSIC COMPOSITIONS	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course gives the students best learning experience of learning the simple forms of music.*

**Course Educational Objectives:**

- Understand the different style of compositions available
- Understand the historical elements of the compositions
- Perform each form that is learnt
- Understand the relation of composition and the elements that are included
- Explain the difference of the style

**UNIT 1 Learning the following forms**

- Ashtapadi
- Tarangam

**UNIT 2 Learning of the following forms**

- Thillana
- Divya nama sankeertanas

**UNIT 3 Learning of the following**

- Lakshana geetham
- Bhajan
- Western note of deekshitar

**UNIT 4 Learning of the following**

- Padam
- Javali

**UNIT 5 Learning of the following**

- Patriotic song
- Light music
- Folk music

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. To perform the different composition
2. Explain the relation of the soul of the composition
3. Explain raga bhava in the form
4. Understand each form of composition and their history
5. Explain the difference of the composition styles

<b>FPEA3111</b>	<b>OTHER COMPOSERS (THEORY + PRACTICUM)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course gives the brief of other important vageyakaras woc wrote popular compositions and also learns few of them. This course also gives basic fundamental technicalities of western music.and also folk music.*

**Course Educational Objectives:**

- To understand other important composers
- To understand the basic technicalities of western music
- To understand folk music
- To understand swaras and notate them accordingly
- Understand raga and notate based on the raga

**UNIT 1 Life sketches of the following composers**

- Annamacharya
- Ramadasu
- Kshetrayya
- Narayana theertha
- Purandara dasu
- Jayadeva

**UNIT 2**

Elementary principles of Western music

**UNIT 3**

Folk Music and its Characteristics

**UNIT 4**

Learning the following compositions

**UNIT 5 Writing of notation**

- Ability to notate a varnam
- Creating own swara phrases in the ragas learnt with talam



**Course Outcomes:**

After successful completion of the course the student will be able to:

1. To demonstrate and explain western music
2. Ability to explain the importance of folk
3. To explain the composers and their contribution
4. To be able to notate the swaram or simple composition
5. Understand the correlation of swara and sahitya

<b>FPEA3121</b>	<b>PERFORMING CARNATIC MUSIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This concert paper is equivalent to project. Student will be exposed to the basic concert style of singing, stage performance and how to put forth the compositions perfectly according to the concert style.*

*Students will also learn to write notation with basic technicalities that they learnt which helps them to explore more of it.*

**Course Educational Objectives:**

- Understand the main elements that build Carnatic Music
- Understand how a concert is structured
- Explain each element of Manodharma Sangeetha
- Understand the relation of every element included to form a composition
- Understand the performance

**UNIT 1**

- Manodhrama Sangeetam and ability to notate a kriti

**UNIT 2**

- Adi Tala Varnam in two speeds with Talam

**UNIT 3**

- Any 2 simple kritis

**UNIT 4**

- Any two of the musical forms – Padam, Javali, Bhajan, Thillana, Annamacharya keertana, Ramadasu keertana, Divyanama Sankeertana

**UNIT 5**

- Patriotic, Folk music, Western note, Light music

**Course Outcomes:**

After successful completion of the course the student will be able to:

1. To explain the manodhrama and its aspects involved in carnatic music
2. To demonstrate every form of carnatic by performing it
3. To demonstate the structure of concert
4. Ability of structure the concert
5. Explain the relation of each every important element of Carnatic music