

**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**

**UPSYC01: B.A. Psychology**

**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 liberal arts education with value orientation

### **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 trader 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

## UPSYC01: B.A. Psychology

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

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	Gaining an ability on the fundamentals of core psychological concepts that are designed and aimed at students overall understanding of the subject
PEO 2	Enhancing their career skills in the field of psychology.
PEO 3	Will be competent for the domain specific jobs, both at academic and industry level
PEO 4	Shall be able to plan analyze and implement appropriate psychological techniques for the wellbeing of the society.
PEO 5	Execute appropriate psychological assessments in variety of settings
PEO 6	Demonstrate an understanding on ethical guidelines associated to testing and assessment tools
PEO 7	Gain knowledge on the therapeutics and interventions associated to various behavioral, emotional, and cognitive issues.
PEO 8	To know the application and limitations of complimentary health care practices

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

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
<b>M1</b>	3	2	2	1	2	3	3	3
<b>M2</b>	3	3	2	2	1	3	2	2
<b>M3</b>	1	2	2	2	1	2	1	2
<b>M4</b>	1	3	3	3	3	2	3	2
<b>M5</b>	2	3	3	3	3	2	3	3
<b>M6</b>	1	2	3	3	2	3	3	3

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	Critical Thinking: 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	Effective Communication: 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	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Effective Citizenship: 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	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
PSO1	To analyze the key concepts and theoretical approaches in psychology and use scientific reasoning to evaluate psychological phenomena
PSO2	To interpret, predict and apply psychological principles to personal, social, and organizational issues.
PSO3	To make appropriate use of psychological concepts, theories, and research findings to design and plan interventions to individual, social, and cultural issues in different psychology domains.
PSO4	To effectively plan and execute a career in psychology applied to Clinical, Organizational and other applied areas in Psychology.

# **Curriculum Structure**

*(Flexible Credit System)*

UNIVERSITY CORE (UC)								
Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools <sup>^</sup>	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 <sup>^</sup>	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

Psychology Programme Core (PC)								
Course code	Level	Course Title	L	T	P	J	S	C
PSYC1001	1	Introduction to Psychology	3	0	0	0	0	3
PSYC1011	1	Social Psychology	3	0	0	0	0	3
PSYC1021	1	Development of Psychological Thought	4	0	0	0	0	4
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
PSYC3021	3	Behavioral Economics	4	0	0	0	0	4
PSYC3031	3	Biological Psychology	4	0	0	0	0	4
PSYC3041	3	Yoga and Wellbeing	1	1	2	0	0	3
PROJ3777	3	Project	0	0	0	0	5	5

<b>Psychology 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>
PSYC3051	3	Clinical Psychology	4	0	0	0	0	4
PSYC3061	3	Psychology of Organization	4	0	0	0	0	4
PSYC3071	3	Health Psychology	4	0	0	0	0	4
PSYC3081	3	Cyber Psychology	4	0	0	0	0	4
PSYC3091	3	Community Psychology	4	0	0	0	0	4
PSYC3101	3	Forensic Psychology	4	0	0	0	0	4
PSYC3111	3	Enhancing Wellbeing	4	0	0	0	0	4
PSYC3121	3	Sports Psychology	4	0	0	0	0	4

<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>
PSYC1001	1	Introduction to Psychology	3	0	0	0	0	3
PSYC1011	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>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>Economics 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>
ECON1001	1	Microeconomic Theory	3	0	0	0	0	3
ECON1011	1	Macroeconomic Theory	3	0	0	0	0	3
ECON2001	2	Theory of Public Finance	3	0	0	0	0	3
ECON2011	2	Development Economics	3	0	0	0	0	3
ECON2021	2	International Economics	3	0	0	0	0	3
ECON2031	2	Indian Economy-I	3	0	0	0	0	3
ECON3011	3	Indian Economy-II	3	0	0	0	0	3
ECON3031	3	History of Economic Thought	3	0	0	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
Students wishing to minor in Psychology must complete the 8 Minor Core Courses in the Psychology curriculum. These courses are mentioned in the Table of Minor Courses in Economics.								

**Students pursuing 4<sup>th</sup> year of the B.A. Psychology programme need to choose either Honours or Honours with Research courses from the following tables 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
PSYC4001	400	<a href="#">Systems and Theories of Psychology</a>	4	0	0	0	0	4
PSYC4011	400	<a href="#">Qualitative Research Methods</a>	4	0	0	0	0	4
PSYC4021	400	<a href="#">Psychology of Innovation *</a>	4	0	0	0	0	4
PSYC4041	400	<a href="#">Quantitative Research Methods</a>	4	0	0	0	0	4
PSYC4061	400	<a href="#">Educational Psychology</a>	4	0	0	0	0	4
PSYC3161	300	<a href="#">Crisis Intervention</a>	4	0	0	0	0	4
PSYC6101	600	<a href="#">Applied Cognitive Psychology</a>	4	0	0	0	0	4
PSYC3181	300	<a href="#">Political Psychology *</a>	4	0	0	0	0	4
<b>Total</b>								<b>32</b>

\* Minor Enhancement Courses

### Honours with Research Courses

**Minimum number of credits to be earned is 40 out of which 20 credits must be earned through Research Project / Dissertation and 8 credit must be earned through Minor Enhancement course.**

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
PSYC4011	400	<a href="#">Qualitative Research Methods</a>	4	0	0	0	0	4
PSYC4091	400	<a href="#">Statistics for Psychology</a>	4	0	0	0	0	4
PSYC4041	400	<a href="#">Quantitative Research Methods</a>	4	0	0	0	0	4
DIST4888	400	Dissertation - I	0	0	0	0	8	4
PSYC4061	400	<a href="#">Educational Psychology</a>	4	0	0	0	0	4
PSYC6101	600	<a href="#">Applied Cognitive Psychology</a>	4	0	0	0	0	4
DIST4999	400	Dissertation – II	0	0	0	0	16	8
<b>Total</b>								<b>32</b>

### 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>								
Course Code	Level	Course Title	L	T	P	S	J	C
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>								
Course Code	Level	Course Title	L	T	P	S	J	C
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>								
Course Code	Level	Course Title	L	T	P	S	J	C
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>								
Course Code	Level	Course Title	L	T	P	S	J	C
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



History								
Course Code	Level	Course Title	L	T	P	S	J	C
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.

B.A. Economics Program Structure for 3-year and 4-year B.A. Program						
Stream	3-Year Program		4-Year Program (Honours)		4-Year Program (Honours with Research)	
	Credits	Percentage	Credits	Percentage	Credits	Percentage
University Core	12	10%	12	7.50%	12	7.50%
Faculty Core	12	10%	12	7.50%	24	15%
Program core	41	34%	73	45.62%	61	38.12%
Program Electives	16	13%	16	10%	16	10%
Minor	24	20%	32	20%	32	20%
Open Electives	15	13%	15	9.38%	15	9.38%
<b>Total Credits</b>	<b>120</b>	<b>100%</b>	<b>160</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 Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
Introduction to Psychology	3	3	3	2	3	2	3	3	3	2	3
Social Psychology	3	3	3	3	3	3	3	3	3	3	3
Development of Psychological Thought	3	3	3	2	3	2	3	3	3	2	3
Experimental Psychology	3	2	2	2	3	2	3	3	3	3	3
Understanding Psychological Disturbances	3	3	3	3	3	3	3	3	3	3	3
Life Span Development	3	3	3	2	3	3	3	3	3	3	3
Psychological Assessment	3	3	3	2	3	2	3	3	3	3	3
Counselling Psychology	3	3	3	3	3	2	3	3	3	3	3
Behavioural Economics	3	3	3	2	2	2	3	3	3	3	3
Clinical Psychology	3	3	3	3	3	2	3	3	3	3	3
Psychology of Organizations	3	3	3	3	3	2	3	3	3	3	3
Health Psychology	3	3	3	3	3	3	3	3	3	3	3
Cyber Psychology	3	3	3	3	3	3	3	3	3	3	3
Biological Psychology	3	3	3	2	2	2	3	3	3	3	3
Yoga and Wellbeing	3	3	3	3	3	3	3	3	3	3	3
Community Psychology	3	3	3	3	3	3	3	3	3	3	3
Forensic Psychology	3	3	3	2	2	2	3	3	3	2	3
Enhancing Wellbeing	3	3	3	3	3	3	3	3	3	3	3
Sports Psychology	3	3	3	2	2	2	3	3	3	3	3

3-H- High Correlation,2-M – Medium Correlation,1-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 a 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 smart draw
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.

CLAD1021	VERBAL ABILITY & QUANTITATIVE ABILITY (SOFT SKILLS 3)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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
CO1							3				
CO2							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:**

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

CLAD2001	PREPARATION FOR CAMPUS PLACEMENT -1 (SOFT SKILLS 5A)	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 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
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 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 IMS etc.
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.

<b>DOSL1011</b>	<b>CLUB ACTIVITY – MEMBER OF THE CLUB</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 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.

<b>DOSL1021</b>	<b>CLUB ACTIVITY – LEADER OF THE CLUB</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

- 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
<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>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
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>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	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>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.



<b>DOSP1111</b>	<b>THROWBALL</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 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:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<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	Note-making (group work), Discussion, Feedback

	peers and instructor.	
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 rationalize 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

**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/zig4scw>
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 small group discussions sharing experiences/views on familiar contemporary issues and give reasons for 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 subjects of 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, responses to 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.

<b>LANG1021</b>	<b>ADVANCED 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 (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	Reading newspaper/ magazine articles/ blog posts on current social	1

	delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	issues, listening to talks/ discussions/ debates etc. and participating in role-plays using expressions appropriate to the context.	
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
<b>CO1</b>	0	2	2	0	2	2	0				
<b>CO2</b>	3	3	0	3	0	0	3				
<b>CO3</b>	2	4	0	4	2	2	0				
<b>CO4</b>	3	4	0	4	0	0	3				
<b>CO5</b>	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:**

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

**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 & 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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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.

LANG1151	Digital Humanities	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 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,*
9. *training, research*. Taylor & Francis, 2016.
10. Daniel Apollon, Claire Bélisle, and Philippe Régner (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
11. Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University Illinois of 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**

PSYC1001	INTRODUCTION TO PSYCHOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This paper is to introduce the students to the basic foundations of Psychology and give them an understanding about the applications of Psychology. An overview of important concepts and theories which define Psychology as behavioural science is given so as to enable the students to understand the basic tenets of Psychology.*

**Course Educational Objectives:**

1. Understand about the history, origin of psychology, its different branches and their applied aspects.
2. Gain a comprehensive foundation of Psychology as it applies to different behavioural domains.
3. Analyze the basic theories, principles, and concepts of psychology as they relate to behaviors and mental processes.
4. Understand well established theories of cognitive and affective domains such as attention, perception, memory, learning, thinking, motivation and emotions.
5. Analyze and be able to be more accommodative of people with different styles of behaviour and thinking processes.

**UNIT 1**

**Introduction**

**9 hours**

Definition, Historical Antecedents, Scope, Schools and Methods of Psychology, Sub-fields, Psychology in modern India.

**UNIT 2**

**Attention & Sensation; Perception**

**9 hours**

**Attention & Sensation** - Sensation, Concept of threshold, Absolute and Differential; Signal detection and vigilance; Attention: Factors Influencing Attention including set and characteristics of stimulus.

**Perception** - Definition and concept; Principles of Perceptual Organization; factors in perception; Depth Perception; Perceptual Constancy; Illusions; Distortions in perception; Extrasensory Perception.

**UNIT 3** **Motivation and Emotions; personality** **9 hours**

**Motivation and Emotions** - Motivation and Emotions – Definition and types; theories of Motivation and Emotions – Maslow’s theory, James Lange, Cannon-Bard, Cognitive Theories; Factors influencing motivation and emotions.

**Personality** - Definition and Nature; theories of personality – Trait, Type, and Psychoanalytic

**UNIT 4** **Learning; Memory & Forgetting** **9 hours**

**Learning** - Nature and factors in learning; Theories of Learning – Behavioural, Cognitive and Social Learning; Learning processes: transfer of training; Learning enhancement techniques.

**Memory & Forgetting** - Nature and types of memory; Multi-store Model, Levels of Processing; Theories of forgetting: Decay, interference and retrieval failure, Amnesia: Anterograde and Retrograde; Strategies to enhance memory.

**UNIT 5** **Intelligence; Thinking & Problem solving** **9 hours**

**Intelligence** – Definition, Nature, theories – Spearman, Cattell, Thurston, Gardner.

**Thinking and Problem Solving** - Piaget’s theory of cognitive development; Concept formation processes, Reasoning and Problem Solving, Creative thinking and Fostering Creativity; Factors Influencing Decision Making and Judgment.

**Text Books:**

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2010). *Psychology*: South Asian Edition. New Delhi: Pearson Education.

**References:**

1. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2010). *Psychology*: South Asian Edition. New Delhi: Pearson Education.
2. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
3. Mishra B.K. (2013) *Psychology: The Study of Human Behaviour*. New Delhi: PHI learning Pvt. Ltd.
4. The Journal of General Psychology
5. <https://www.coursera.org/learn/introduction-psychology?#about>

**Course Outcomes:**

At the end of the course the student will be able to:

1. Understand the history and scope of psychology and different schools of psychology
2. Understand the basic processes of sensation and perception
3. Explore the factors influencing motivation, emotion and summarize the theories of personality
4. Understand learning, memory and forgetting

5. Understand the phenomenon of intelligence, thinking and problem solving

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	2	3	3	2	2	2	3	3	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	3
<b>CO3</b>	2	3	3	2	2	1	3	3	3	3	3
<b>CO4</b>	2	3	3	3	1	1	3	3	3	3	3
<b>CO5</b>	3	2	3	3	2	2	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

**SDG 4:** Ensure an inclusive and equitable quality education and promoting lifelong learning opportunities for all.

**Statement:**The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.

PSYC1011	SOCIAL PSYCHOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Psychology						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course provides an overview of the major concepts and perspectives in the field of social psychology. It introduces concepts and methods in application of psychological principles to interpersonal interaction. It also exposes the students to social issues of a contemporary nature and facilitates a psychological understanding of these issues.*

**Course Educational Objectives:**

1. To develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society
2. To understand realm of social influence and behaviour, as to how individuals think, feel, and behave in social situations.
3. To identify theories of social behavioral phenomena and explore its influence on social behaviour.
4. To explore group dynamics from a psychological perspective.
5. To interpret social issues in the context of social psychological principles.

**UNIT 1 Introduction 9 hours**

**Introduction:** Definition, Nature, Origin and Development, Scope of social psychology; Social Psychology in Indian context; Methods of Studying Social Behaviour; Applications; Relationship with other disciplines in social sciences

**UNIT 2 Understanding and evaluating the social world 9 hours**

Self and its processes: Self- concept, Self-esteem, and self-presentation; Social identity and its functions; Social Cognition, Social Perception; Attitudes, Attitude-behaviour link, Strategies for attitude change; Attribution: Concept, Attribution theories and bias.

**UNIT 3 Social interaction and Influence 9 hours**

**Social interaction and Influence:** Interpersonal attraction and its determinants; Pro-Social Behaviour: concept and theories; Aggression: concept and theories; Social influence – Obedience, Destructive Obedience, Conformity, Compliance.

**UNIT 4** **Group Dynamics and Inter-group relations** **9 hours**

**Group Dynamics and Inter-group relations:** Nature of groups; Group Dynamics and Intergroup Relations; Group Influence: Leadership, decision making; Nature of intergroup relation-prejudice, discrimination, group stereotypes; intergroup conflict, conflict resolution techniques.

**UNIT 5** **Social Issues** **9 hours**

Social Justice: Nature and Principles; Social Integration, the problem of caste, class, religion and language conflicts, psychological strategies for handling the conflicts, measures to achieve social integration; Disadvantaged groups: indicators and consequences; Disasters and Public Health; Environmental Psychology.

**Text Books:**

1. Baron, R.A., & Branscombe, N. R., (2012). Social Psychology. Moduleed States of America: Pearson Education.
2. Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

**References:**

1. Mishra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological
2. Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
4. Deaux. K & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing
5. Kassin, S., Fein, S., & Markus, H.R. (2008). Social psychology. New York: Houghton Mifflin.

**Course Outcomes:**

1. Understand the role of social psychology and its importance
2. Understand the importance of social perception and social cognition
3. Examine the impact of social influence on person's behaviour
4. Understand the importance of group and leadership in social life
5. Understand the importance of social integration in society and principles of social justice

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	2
<b>CO2</b>	3	3	3	3	3	2	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	2	3	3	3	3	3
<b>CO4</b>	3	2	3	3	2	2	3	2	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

**SDG 4:** Ensure an inclusive and equitable quality education and promoting lifelong learning opportunities for all.

**Statement:** The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.

**SDG Justification:**

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PSYC1021	DEVELOPMENT OF PSYCHOLOGICAL THOUGHT	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This paper is to introduce to the students the basic historical perspective of psychology and give them an understanding about the emergence of Psychology as a subject. An overview of important philosophical traditions and different systems of psychology, such as Structuralism, Functionalism Behaviorism and Psychoanalysis etc., are necessary for a student of psychology to understand its roots. Detailed discussion about pioneers in Psychology such as Wilhelm Wundt, Edward Titchner, William James, J.B. Watson and others and their contributions to this field and differences in their approaches pave a foundation for learning Psychology.*

**Course Educational Objectives:**

1. To review the major systems and theories of psychology
2. To survey the development of evolutionary and comparative psychology and its contribution to Psychology
3. To know the growth of psychology as academic discipline
4. To critically review the schools of psychology
5. To know the application and limitations of psychological paradigms

**UNIT 1 Introduction To Concepts In Philosophy 12 hours**

Introduction to concepts of philosophy, science, causality and explanations, mechanism and psychology as a science. Introduction to Pre-Scientific Psychology: An overview of various traditions: Greek & Dualism.

**UNIT 2 The Theory Of Evolution 12 hours**

Evolutionism and comparative psychology, evolution and human behaviour, evolution in social sciences.

**UNIT 3 Schools Of Psychology 12 hours**

Structuralism: Titchner & Wundt and Functionalism William James. Sigmund Freud and Psychoanalysis. Neo- Freudian & Humanist Movement: Jung, Adler; Humanistic Psychologies, Erikson and Identity

**UNIT 4** **Schools Of Psychology** **12 hours**

Behaviorism: Watson & Thorndike; Classical Conditioning; Operant Conditioning.  
Gestalt school: Laws of Perception; Phi Phenomenon.

**UNIT 5** **Current Psychological Paradigms** **12 hours**

Cognitive Neuroscience; Development of Psychological Thought in India: The Concepts of Mind, Self and Person

**Text Books:**

1. A History of Psychology: Main Currents in Psychological Thought by Leahey, T. H., 6/e, 2004, Pearson
2. Handbook of Indian psychology by Rao K.R., Paranjpe, A.C. and Dalal, A.K., 2008 Cambridge University Press, New Delhi, India

**References:**

1. Cognitive Anomalies, Consciousness and Yoga. by Rao, K.R., 2010, Cambridge University press, New Delhi: India
2. Theoretical issues in psychology: An introduction by Bem, S., & Looren de Jong, H., 2006, SAGE London

**Course Outcomes:**

1. Understand the concept of science, philosophy and classical Greek thoughts
2. Understand evolution and its importance
3. Understand the contributions of various schools of thoughts from structuralism to psychoanalytic
4. Understand the contributions of Behaviorism and Gestalt school of thought
5. Analyze current psychological paradigms and psychological thought in India

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	3	3	1	2	1	2	3	3	2	2
<b>CO2</b>	3	2	2	1	1	1	2	3	3	2	2
<b>CO3</b>	3	2	3	2	1	1	2	3	3	3	2
<b>CO4</b>	3	3	3	2	2	1	3	3	3	2	2
<b>CO5</b>	3	3	3	2	3	2	3	3	3	2	3

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

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PSYC2001	EXPERIMENTAL PSYCHOLOGY	L	T	P	S	J	C
		1	1	2	0	0	3
Pre-requisite	Introduction to Psychology						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This is one of the practical papers, and in this paper, students are introduced to laboratory research for the first time. Students will learn about theoretical concepts related to cognitive psychology and conduct experiments on the concepts learnt in theory classes during this course. Students will learn every step related to laboratory research. They will be taught different aspects related to a problem, hypothesis, subjects, controlling of different variables, recording of data, and finally, discussing the results and stating conclusions about the experiment. This paper has excellent implications in shaping the students' interests, as a proper understanding of different aspects of laboratory research will develop an insight into research. Thus, this paper is a foundation for creating research interest.*

**Course Educational Objectives:**

1. To provide theoretical knowledge about concepts in cognitive psychology and to give training in planning and to conduct experiments
2. To nurture the skill of observation.
3. To facilitate understanding of psychological constructs and their application to problem-solving.
4. To use experimental apparatus and write up reports
5. To analyze, score, interpret and record the data generated from the experiments.

**Record: Conduction of Experiments**

1. The student is required to conduct 10 experiments, at least one from each UNIT, and write detailed reports of these experiments.
2. Demonstration experiments by the teacher: All the 10 experiments chosen from the syllabus given below

**UNIT 1** **Perception** **5 hours**

Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance, and movement; Illusions

**UNIT 2** **Learning** **5 hours**

Models and theories of learning; learning paradigms; skill acquisition and transfer of learning.

<b>UNIT 3</b>	<b>Memory</b>	<b>5 hours</b>
Models of memory: Types of memory; Levels of processing, Forgetting, Improving memory		
<b>UNIT 4</b>	<b>Experiments on Perception and Attention</b>	<b>15 hours</b>
I Illusion in perception		
ii Size constancy		
iii Reaction time – simple, discriminative, choice		
<b>UNIT 5</b>	<b>Experiments on Learning and Memory</b>	<b>15 hours</b>
i. Trial and error vs insight		
ii. Interference in learning		
iii. Serial vs paired-associate learning.		
iv. Transfer in learning.		
v. Short-term memory		
vi. Mnemonic strategy and memory		
vii. Recall and Recognition.		
viii. Immediate memory and meaningfulness		
ix. Memory for associated and associated words		
x. Memory for unattended material.		
xi. Repetition and rehearsal in memory		

**Text Books:**

1. Atkinson & Hilgard's Introduction to Psychology by Smith, E.E., Nolen-Hoeksema, S., Frederickson,
2. B.L., Loftus, G.R., Bem, D. J., & Maren, S. (Eds.). 14th Ed., 2003. Thomson-Wadsworth, Bangalore

**References:**

1. Psychology by Baron, R.A. Prentice Hall of India, New Delhi.
2. Experimental Psychology: A Case Approach by Solso, Robert L. & MacLin, M. Kimberly, 7/e, Education
3. Experimental Psychology by Sameena Banu, 2010, Pearson, New Delhi

**Course Outcomes:**

1. Understand basic theoretical knowledge in cognitive psychology
2. Able to conduct research using the techniques and apparatus appropriate to experimentation in the psychology laboratory.
3. Analyze and understand aspects on how to control different variables in an experiment.
4. Able to write a brief report on their experiments. This practice will help them in writing research papers systematically.
5. Students can evaluate and interpret research and communicate research findings.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PS O 1	PS O 2	PS O 3	PS O 4
<b>CO1</b>	3	3	2	1	2	1	3	3	3	3	2
<b>CO2</b>	3	3	2	1	2	1	3	3	3	2	2
<b>CO3</b>	3	3	2	1	2	1	2	3	3	3	3
<b>CO4</b>	3	3	1	1	2	1	3	2	3	3	2
<b>CO5</b>	3	3	1	1	2	1	3	3	3	3	3

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

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**BOS :**

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

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**UNIT 4                      Developmental Disorders (Clinical Picture and Dynamics)                      9 hours**

Intellectual disability, Autism spectrum disorders, ADHD, and Specific Learning Disabilities

**UNIT 5                      Substance-related disorders and eating disorders                      9 hours**

a) Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and Dynamics)

b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa

**Text Books:**

1. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology 11th Ed.).NY: John Wiley
2. Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

**References:**

1. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.
2. Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
3. Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers
4. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional
5. approach. New Delhi: Cengage learning.

**Course Outcomes:**

After this course, students should be able to:

1. Understand abnormal behaviors and various manifestations of psychopathology
2. Understand the models of causality for different psychological disorders
3. Identify different psychiatric disorders by their phenomenology
4. Demonstrate an understanding of the ways in which psychological disorders are manifested in a variety of settings
5. Develop an understanding about collecting information and diagnosing a psychological disturbance



**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	2	3	2	1	1	1	3	3	3	2	3
<b>CO2</b>	3	3	3	1	1	1	3	3	3	2	3
<b>CO3</b>	3	2	2	2	1	1	3	3	3	3	3
<b>CO4</b>	2	2	2	1	1	1	2	3	2	2	3
<b>CO5</b>	3	3	3	3	1	1	3	3	3	3	3

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

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PSYC2021	LIFE SPAN DEVELOPMENT	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Psychology						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

Life span development is the scientific study of how people change and stay the same over time. This field of study examines the patterns of growth, change, and stability in behavior occurring throughout the life span.

**Course Educational Objectives:**

1. To provide a conceptual foundation of human development through the life span.
2. To understand the nuances of normal human development and psychological aspects
3. To understand various periods of life span
4. To understand physical, cognitive, language, emotional and moral development at various stages of life.
5. To understand human development in Indian context.

**UNIT 1 Introduction 9 hours**

Introduction a) Concept of Human Development b) Theories - Psychosexual theory, Psychosocial theory, Piaget and Vygotsky's Cognitive Theories, Learning theories, Kohlberg's theory of moral development, Research designs

**UNIT 2 Genes, Environment and Development 9 hours**

Genes, Environment and Development: Individual and species heredity; Genetic and environmental influences; individual differences; Heredity and environment.

**UNIT 3 Periods of Life Span Development 9 hours**

a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood -Early, Middle and Late adulthood including end of life.

**UNIT 4 Domains of Human Development 9 hours**

a) Physical Development b) Cognitive development c) Language development d) Emotional development e) Moral development f) Personality development g) Gender Roles and Sexuality h) including last stages of life

**UNIT 5**

**Socio-Cultural Contexts for Human Development**

**9 hours**

a) Family b) Peers, Media & Schooling c) Human Development in the Indian context, Child development, and the Indian perspective

**Text Books:**

1. Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill.  
Saraswathi, T.S. (2003)
2. Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

**References:**

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice-Hall.
2. Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
3. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
4. Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
5. Developmental Psychology by Shafer, D. 7<sup>th</sup> ed. Cengage

**Course Outcomes:**

After this course on LSD, the students should be able to :

- 1) Demonstrate understanding of issues and problems related to human change during the life cycle.
- 2) Demonstrate knowledge of theories of development throughout the lifespan, including processes of growth and change in children and adolescents and main life transitions which adults may be expected to experience.
- 3) Demonstrate knowledge of the significant factors affecting individuals throughout the lifespan.
- 4) Articulate theoretical perspectives on child, adolescent, and adult development and apply them to the understanding of the problems throughout the lifespan
- 5) Understand the sociocultural contexts of human development.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	2	3	2	2	2	2	3	3	2	2	3
<b>CO2</b>	2	3	2	1	2	1	3	3	3	3	3
<b>CO3</b>	2	3	2	1	2	1	3	3	3	2	2
<b>CO4</b>	3	3	1	2	2	1	3	3	3	3	3
<b>CO5</b>	3	3	2	3	3	1	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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PSYC2031	PSYCHOLOGICAL ASSESSMENT	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	Experimental Psychology						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course introduces the concept of testing and assessment with reference to theory and practice. The course focuses on assessment methods of contemporary usage and provides for a conceptual understanding of the constructs measured.

**Course Educational Objectives:**

1. To educate the students about the concept and measurement of individual differences.
2. To impart knowledge regarding different psychological measures for the assessment of individual differences.
3. To understand the nature of individual differences and measures on personality
4. To understand the concept of intelligence and measurement of intelligence
5. To understand the application of psychological tests.

**UNIT 1 Introduction 9 hours**

Meaning and purpose of Psychological Testing and Assessment: History, Principles of Assessment; types of Psychological tests; use, misuse and limitations of Psychological tests; Ethical considerations.

**UNIT 2 Psychological Testing 9 hours**

Nature of Individual Differences; Characteristics and construction of standardized Psychological tests; Concept of Reliability & Validity and Norms of test scores.

**UNIT 3 Personality 9 hours**

Definition and concept. Different theories of Personality in brief: measurement of personality – paper and pencil tests, Projective tests, Q-sort techniques, interview schedules, rating scales and surveys, administration of two personality tests.

**UNIT 4 Intelligence and Aptitude 9 hours**

Concept of Intelligence and Aptitude; nature and theories of Intelligence; Emotional Intelligence, measurement of Intelligence and aptitude, concept of IQ, measurement of multiple intelligence. Administration of two Intelligence tests and one Aptitude test.

**UNIT 5****Application of Psychological Tests****9 hours**

Psychological Assessment in the Educational Setting- use of psychological tests in educational institutions; Psychological Assessment in Counselling and Guidance- effective strategies for guidance programs.

**Text Books:**

1. Anastasi, A. (1997). *Psychological Testing*. New York: MacMillan.

**References:**

1. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications*. New Delhi: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Perth: Thomson Wadsworth.
3. Murphy, K.R. & Davidshofer, C.O. (2004). *Psychological Testing: Principles & Applications*. New Jersey: Prentice Hall.

**Course Outcomes:**

1. To explore the principles and practice of psychological tests.
2. To understand various psychometric concepts related to tests, steps in test construction and evaluation, and characteristics of good tests
3. To apply tests of intellectual ability, aptitudes, personality, and vocational interests
4. To understand ethical guidelines associated with testing.
5. To execute appropriate psychological assessment in educational and vocational settings

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	2	3	2	1	2	1	3	3	3	3	2
<b>CO2</b>	2	3	3	1	2	1	3	3	3	3	2
<b>CO3</b>	3	3	3	1	3	1	3	3	3	3	3
<b>CO4</b>	3	3	3	1	3	1	3	3	3	3	3
<b>CO5</b>	3	3	3	1	3	1	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

**SDG No. & Statement:**

**SDG Justification:**

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

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PSYC3001	COUNSELLING PSYCHOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Understanding Psychological Disturbances						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course provides a basic training in psychotherapy and counseling theory and skills. It combines academic, practical and experiential components within a supportive and challenging environment. During this course, the students will be given an in-depth knowledge of some of the psychotherapeutic approaches including person-centred and cognitive behavioural approaches. They will gain an understanding of different therapeutic models and current developments in theory and practice, with the help of suitable case study examples.*

**Course Educational Objectives:**

1. To familiarize the students with the nature and process of counseling, its major theories and techniques
2. To expose them to counseling and psychotherapy applications in different settings.
3. To educate them on different approaches to counseling and psychotherapy
4. To learn process and techniques of counseling and psychotherapy
5. Application in different settings and clinical populations

**UNIT 1 INTRODUCTION 9 hours**

Emergence and growth of counselling; Counselling: Nature, related fields and scope; Counselling Expectations, goals, issues, ethics and legalities; Training of professional counsellors, key concepts in counselling

**UNIT 2 COUNSELING PROCESS 9 hours**

Counseling: The Process, relationship and skills; Assessment in counselling: Psychological testing and diagnosis; Counselling Interview.

**UNIT 3 COUNSELING PROCESS II and APPROACHES TO COUNSELING 9 hours**

Counseling Skills, Micro-counselling skills, Practical demonstration. Psychoanalytic approach; Client-Centered Approach; CBT, REBT; The individual versus group methods of counselling.

**UNIT 4 COUNSELING APPLICATIONS 9 hours**

Counselling across human life span; Guidance and counselling in educational setting; career guidance, counselling adolescents; family counselling; Crisis intervention: suicide, grief and sexual abuse, special areas in counselling- LGBTQ Group, complexities of different groups.



**UNIT 5**

**COUNSELING APPLICATIONS and PRESENT STATUS OF  
COUNSELLING**

**9 hours**

Community based approaches to counselling, primary secondary and tertiary levels, Evaluation in Counselling; The status of the guidance and counselling movement in India, Modern trends in counselling - Tele counselling

**Text Books:**

1. The Theory and Practice of Counseling Psychology by Nelson J., 1982, Holt Rinehart & Winston, New York.
2. Counseling: A Comprehensive Profession, by Gladding, Samuel T., 6th Ed. Pearson Education.

**References:**

1. Counseling and Psychotherapy: Classics on theories and Issues by Ben, Ard, Jr. (Eds.). Science and Behavior Books Co.
2. Therapeutic Psychology.: Fundamental of counseling psychotherapy by Brammer L. M. & Shostrom B.L., 3rd edition, 1977, Englewood Cliffs: Prentice Hall
3. Person Centered Counseling : Psychology – An Introduction by Ewan G., Sage
4. Counseling Psychology by Patri V., 2007.
5. Handbook of Counseling Psychology by Ray W., Windy, D., Sheelagh S., (Eds.) , II Ed.
6. Stress and its management by Yoga by Udupa K.N, 1985, Motilal Banarsi Das, New Delhi.
7. Counseling In Action by Windy, D. (Eds.), 1988, Sage Publication, New York.

**Course Outcomes:**

1. To understand the emergence of the field of counselling and its nature
2. To understand the process of counselling and relationship skills necessary
3. To demonstrate the counselling process practically and understand the principles of CBT, REBT etc.
4. To understand the importance of counselling across life span
5. To understand the present status of counselling in various settings.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	2	3	2	2	3	1	3	3	2	2	3
<b>CO2</b>	3	3	3	3	3	1	3	3	2	3	3
<b>CO3</b>	2	3	3	3	3	1	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	1	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	1	3	2	3	3	3

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

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**UNIT 5**

**Decision making under Uncertainty**

**12 hours**

Prospect theory; Loss aversion; Decision weighting; mental accounting; Discounting and Criticism; Time Discounting and the Long and Short Run. Policy analysis – norms and markets, labor markets, market clearing, public goods; applications – logic and knowledge, voluntary contribution, compensation design.

**Text Books:**

Nick Wilkinson, Matthias Klaes (2012) Introduction to Behavioural Economics. Palgrave, Newyork.

**References:**

1. 'Gut Feelings' (2008) by Gerd Gigerenzer,
2. 'Nudge' (2009) by Richard Thaler and Cass Sustein,
3. 'Thinking, Fast and Slow' (2011) by Daniel Kahneman,
4. 'The Power of Habit' (2012) by Charles Duhigg, and
5. Foundations of Behavioral Economic Analysis' (2015) by Sanjit Dhami.

**Course Outcomes:**

After doing this course in Behavioural Economics, the students should be able to

1. Describe the nature scope and structure of behavioural economics
2. Understand the nature of preferences and factors affecting preferences
3. Grasp the utility models economics and psychology
4. Understand different kinds of biases and beliefs and know the aspects of self-evaluation
5. Evaluate social norms; policy analysis and applications

<b>PSYC3031</b>	<b>BIOLOGICAL PSYCHOLOGY</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>	<b>Lifespan Development</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

Biological psychology looks at the interplay between biological processes and mental states. Brain, nerve cells and hormones also affect our behavior and feelings. This paper focuses on the neuroanatomy, neurotransmitters, basic brain functions, neural systems and the basic biological processes that underlie the development and expression of normal and abnormal behavioral states and conditions as well as the organization of the nervous system.

**Course Educational Objectives:**

- 1 To explore the biological basis of experience and behaviour.
- 2 To understand the influence of bodily systems on behaviour, cognition and emotions and vice versa
- 3 To develop an appreciation of the neurobiological basis of psychological function and dysfunction.
4. To understand behavioural and emotional states and their manifestations
5. To understand the functions and abnormalities of glands

**UNIT 1 Introduction to Biopsychology 12 hours**

Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. Relationship of biological processes to behavior.

**UNIT 2 The Functioning Brain 12 hours**

The Functioning brain: Structure, and functions of neurons; Neural conduction and synaptic transmission. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis and its connection to behavioral abnormalities like schizophrenia and depression.

**UNIT 3 Organization of Nervous System 12 hours**

Organization of nervous system: CNS & PNS: Structure and functions of different brain structures, Lobe Functions

Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization,)), hemispheric specialization.

**UNIT 4                      Understanding of behavioral and emotional states and their manifestations                      12 hours**

Understanding of behavioral and emotional states and their manifestations : motivation, various emotional states: anger, fear, memory and emotions

Physiological Systems: Physiological systems and their control by CNS & effects on behavior (cardiac, reproductive)

**UNIT 5    Endocrine System    12 hours**

Endocrine System: Structure, functions and abnormalities of major glands:

Pituitary, Pineal, Thyroid, Adrenal, Gonads, and Pancreas and their relationship to behavior

**Text Books:**

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

**References:**

1. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
2. Levinthal, C. F. (1996). *Introduction to Physiological Psychology*. 3<sup>rd</sup> ed.,1996, Prentice Hall, New Delhi
3. Pinel, J.P.J ( 2007) *Biopsychology* , 6<sup>th</sup> edition , Pearson Education

**Course Outcomes:**

After this course of biological basis, Students will be able to

1. Demonstrate basic understanding of the function of the nervous system and the brain.
2. Demonstrate how behavior and mental processes are linked to biological processes.
3. Understand the organization and functional differentiation of the nervous system and its various parts and the neuropsychological functions
4. Learn and apply principles of biology to the study of physiological mechanisms regulating behavior
5. Understand the relationship between endocrine system and behaviours.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	3	3	3	2	2	3	3	3	3	2
<b>CO2</b>	3	3	2	3	2	1	3	3	3	2	3
<b>CO3</b>	2	3	2	2	2	1	2	3	2	2	3
<b>CO4</b>	3	3	3	2	1	1	3	3	3	3	3
<b>CO5</b>	3	3	3	3	2	1	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.

PSYC3041	YOGA AND WELLBEING	L	T	P	S	J	C
		1	1	2	0	0	3
Pre-requisite	Introduction to Psychology						
Co-requisite	None						
Preferable exposure	None						

### Course Description:

This is a skill-building foundation course which is focused on teaching the theory underlying yogic practices and the yogic mudras and asanas. Yoga not only helps in the rejuvenation and flexibility of the body, it also acts as a major stress buster as well as prepares the student towards a more focused approach on life.

### Course Educational Objectives:

1. To understand historical roots of yoga system.
2. To impart theoretical and practical knowledge in yoga and its applications.
3. To understand the philosophical roots of the ancient healing system of yoga.
4. To impart knowledge on yogic mudras and asanas.
5. To share application of yoga for spiritual self-regulation and self enhancement

#### UNIT 1 Asanas 9 hours

Pawanmukta Series (Warming up)  
 Surya Namaskaras (Sun Salutations)  
 Standing Postures - Ardhakatichakrasan, Katichakrasan, Tadasan (3 variations), Balancing Postures - Vrikshasan  
 Meditative Postures - Sukhasan, Vajrasan, Ardha Padmasan  
 Pranayam - Anulom Vilom Pranayam

#### UNIT 2 Postures 9 hours

Standing Postures – Trikonasan (3 variations), Parsva Konasan, Veerabhadrasan (3 variations), Utkatasan  
 Balancing Postures - Natarajasan  
 Sitting Postures – Bhoonamanasan, Janusirshasan, Paschimothanasa,  
 Meditative Postures - Padmasan

#### UNIT 3 Postures and Bandhas 9 hours

Balancing Postures - Garudasan, Ekapada Pranamasan  
 Sitting Postures - Ustrasana, Vakrasana, Ardha Matsyendrasana,  
 Meditative Postures - Siddhasana



Prone Postures	-	Makarasan, Bhujangasan, Shalabhasan, Dhanurasan	
Pranayam	-	Ujjayi pranayam, Bramari Pranayam	
Bandhas	-	Jalandhar Bandha	
<b>UNIT 4</b>		<b>Postures, Pranayam, Mudras &amp; Kriyas</b>	<b>9 hours</b>
Sitting Postures	-	Yoga mudrasan, Gomukhasan, Shashankasan	
Pranayam	-	Suryabhedana Pranayam, Bhastrika Pranayam, seethali pranayam,	
Seethkari pranayam			
Bandhas	-	Udyan Bandha	
Yogic Kriyas	-	Jala Dhouti, Jalaneti, Sutra Neti	
<b>UNIT 5</b>		<b>Postures, Bandhas &amp; Kriyas</b>	<b>9 hours</b>
Inverted Postures	-	Sarvangasan, Halasan	
Supine Postures	-	Pawanmuktasan, Uttanapadasan, Navasan, Mastyasan	
Bandhas	-	Mool Bandha, Maha Bandha	
Yogic Kriyas	-	Kapalabhati, Tratakam	
Meditation (Dhyan), Yog Nidra			

**Text Books:**

Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga

**References:**

B.KS. Iyenger - The Illustrated Light on Yoga. Harper Collins, New Delhi.

**Course Outcomes:**

The Course enables the student to:

1. Understand historical roots of yoga system and the fundamental Moduley in different systems of yoga.
2. Gain practical knowledge in Yoga and will be able to practice basic asanas.
3. Understand the philosophical roots of the ancient healing system of yoga.
4. Identify the importance of yogic mudras and asanas.
5. Understand application of yoga for spiritual self-regulation and self enhancement benefits in modern period.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PS O 1	PS O 2	PS O 3	PS O 4
<b>CO1</b>	2	2	1	2	3	2	3	3	3	2	3
<b>CO2</b>	2	3	2	2	3	2	3	3	3	3	3
<b>CO3</b>	3	2	2	2	3	2	3	3	3	3	3
<b>CO4</b>	3	2	1	3	3	2	3	3	3	3	3
<b>CO5</b>	3	2	2	3	3	2	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	3	1	2	2	2	3	3	2	2	3
<b>CO2</b>	3	2	2	1	2	2	3	3	3	2	3
<b>CO3</b>	3	3	3	1	2	2	3	3	3	3	3
<b>CO4</b>	2	3	3	1	1	2	3	3	3	3	3
<b>CO5</b>	3	3	3	1	2	2	3	3	3	3	3

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

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

**SDG No. & Statement:**

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## **Programme Elective**

PSYC3051	CLINICAL PSYCHOLOGY	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

Clinical psychology is one of the core disciplines in the area of mental health/illness. Mental health problems are continuously on the rise owing to changes in lifestyle, habits, and mounting stress in personal/occupational/social domains across various sections. Varieties of techniques and methods derived from several branches of psychology are used in the promotion of mental health, and in the prevention, diagnosis, treatment, and rehabilitation of mental and physical disorders/ problems where psychological factors play a major role. Different methods and forms of psychological techniques are used to relieve an individual's emotional distress or any other forms of dysfunction or disability. Clinical Psychologists play an important role in optimizing the health care delivery system and there is an urgent need to train more professional clinical psychologists.

**Course Educational Objectives:**

1. To introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues.
2. To understand different types of causal factors considered most influential in shaping both vulnerabilities to psychopathology and the form that pathology may take.
3. Use relevant criteria to assess the quality and appropriateness of a psychological test
4. Evaluate its strengths and weaknesses for clinical purposes
5. To equip the students with various theories of clinical problems, intervention techniques, and their advantages and limitations.

**UNIT 1****Introduction****12 hours**

Scope of clinical psychology; professional role and functions; current issues and trends; areas of specialization; mental health revolution; Mental health Act 2017, Epidemiological studies in the Indian context; Socio-cultural experiences of distress, debate of normality vs abnormality

**UNIT 2****Psychological models****12 hours**

Psychological models of clinical psychology: Perspectives of mental health: Psychoanalysis, interpersonal, humanistic, behavioral, cognitive model, and biological model.

**UNIT 3** **General issues in Psychological Assessment** **12 hours**

Planning the assessment, Data collection, processing assessment data, and communicating the findings, Diagnostic Scales- Beck's depression inventory, Beck's anxiety inventory, Rorschach Inkblot test, Brief Psychiatric rating Scale, Young Mania Rating Scale, Yale-brown obsessive-compulsive disorder scale, positive and negative symptoms scale

**UNIT 4** **Psychotherapy** **12 hours**

**Introduction to Psychotherapy:** Definitions, objectives, issues related to training professional therapists; Therapist-patient relationship, ethical and legal issues involved in therapy work; rights and responsibilities in psychotherapy; issues related to consent (assent in case of minors); planning and recording of therapy sessions; structuring and setting goals; pre-and post-assessment; the practice of evidence-based therapies

**UNIT 5** **Disability and Rehabilitation** **12 hours**

Definition and classification of disability, issues related to assessment/certification of disability – areas and measures. approaches to rehabilitation; interventions in the rehabilitation processes; family and caregiver's issues; rights of mentally ill.

**Text Books:**

1. Hecker, J., & Thorpe, G. (2015). *Introduction to Clinical Psychology* (1st ed.). Taylor and Francis.
2. Bellack, A.S. & Hersen, M., (1998). *Comprehensive Clinical Psychology (Vol. 6)*. London: Elsevier Science Ltd. London: Elsevier Science Ltd.

**References:**

1. Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). New York: John Wiley & Sons.
2. Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). New York: John Wiley & Sons.
3. Wolberg, L.R. (1995). *The techniques of psychotherapy* (4th ed.). New York: Grune & Stratton.
4. Sheldon J. Korchin, (1986). *Modern Clinical Psychology*. Basic Books, New York.

**Course Outcomes:**

1. Students can describe the types of activities clinical psychologists perform and the guiding principles used in practice
2. Students can demonstrate an understanding of human behavior within its context (e.g., family, social, societal, and cultural).
3. Students will be able to develop a basic understanding of assessment and interventions in the context of clinical psychology.
4. Students will develop an understanding on the process of therapies and its associated legal and ethical issues.
5. Students can demonstrate an understanding on disability and rehabilitation interventions

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	3	3	3	2	2	3	3	3	3	3
<b>CO2</b>	3	3	2	3	2	1	3	3	3	2	3
<b>CO3</b>	2	3	2	2	2	1	2	3	2	2	3
<b>CO4</b>	3	3	3	2	1	1	3	3	3	3	3
<b>CO5</b>	3	3	3	3	2	1	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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**SDG Justification:**

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PSYC3061	PSYCHOLOGY OF ORGANIZATIONS	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

Psychology of Organizations offers an opportunity to examine the influence of individuals, groups, and structural components on behavior in organizations. It allows students to appreciate the role and importance of organizational psychologists. It provides an opportunity for students to understand the organizational processes that lead to increased job performance.

**Course Educational Objectives:**

1. To understand Organizational Behavior and appreciate the influence of individuals and groups on organizational processes
2. To understand how personality attributes influence organizational behavior
3. Students will demonstrate an understanding on group dynamics and teams
4. To understand the role of motivation and leadership in organizational context
5. To understand the challenges and future directions in organizational behaviour

**UNIT 1 Introduction to Organizational Psychology 12 hours**

Key elements of organizational psychology: People; Structure; Tasks; Environment; contribution of various disciplines to organizational behavior; historical development of the field – Western, Eastern - Indian contributions; management roles and functions.

**UNIT 2 Personality, Attitudes, and Values 12 hours**

Personality attributes Influencing Organizational Behavior; work related attitudes; job satisfaction; organizational commitment; Organizational citizenship behaviors

**UNIT 3 Group Dynamics, Teams, and Conflicts 12 hours**

Group dynamics; team formation and development; team roles; nature of conflicts; conflict management strategies; dealing with difficult people at the workplace; diversity and inclusiveness at the workplace



**UNIT 4** **Leadership and Motivation** **12 hours**

Nature of leadership; leadership perspectives; power and influence in organizations; understanding motivation, theories of motivation: content and process; strategies for employee engagement

**UNIT 5** **Positive Organizational Behavior** **12 hours**

Positive Organizational Behavior, developing positive organizations, building psychological capital; challenges in Organizational Behavior and future directions

**Text Books:**

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). Organizational behaviour (18e). Pearson Education India

**References:**

1. Nahavandi, A., Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2013). Organizational behavior. Sage Publications.
2. Cunha, M. P., Rego, A., Simpson, A., & Clegg, S. (2020). Positive Organizational Behaviour: A Reflective Approach. Routledge.
3. Mullins, L. J. (2007). Management and organisational behaviour. Pearson education.
4. Greenberg, J. (Ed.). (2003). Organizational Behavior: The State of the Science. Macmillan International.

**Course Outcomes:**

After completing this paper, the students will be able to:

1. Apply psychological principles in the organizational setting
2. Evaluate the influence of personality and attitudes on work outcomes
3. Understand leadership and motivational processes in organizations
4. Analyze the nature and characteristics of groups and conflicts
5. Examine factors that lead to positive organizational outcomes

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PS O 1	PS O 2	PS O 3	PS O 4
<b>CO1</b>	3	3	3	2	2	2	1	3	3	2	3
<b>CO2</b>	2	3	3	2	2	2	1	2	3	3	3
<b>CO3</b>	3	3	3	2	3	1	1	3	3	3	3
<b>CO4</b>	3	3	3	2	3	2	2	3	3	3	3
<b>CO5</b>	3	3	3	2	2	2	2	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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**SDG Justification:**

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PSYC3071	HEALTH PSYCHOLOGY	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

Health psychology is a fast-expanding field in psychology that focuses on how biological, psychological, and social factors influence health and illness. This course will help students to understand the holistic nature of health, it will help them to identify health promoting behaviour and will also give them exposure to intervention programs for health promotion.

**Course Educational Objectives:**

1. To understand the relationship between psychological factors and physical health and learn how to enhance well-being.
2. To acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
3. To highlight the importance of social and psychological processes in the experience of health and illness.
4. To focus on the behavioral risk factors vis-a-vis disease prevention and health promotion.
5. To understand emerging areas in health psychology

**UNIT 1** **Introduction** **12 hours**

Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

**UNIT 2** **Behaviour and health** **12 hours**

Behaviour and health – Health Promoting Behaviour: Concept and Types; Health Compromising Behaviour: Concept & Types; Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

**UNIT 3** **Stress, Coping & Resilience** **12 hours**

Stress, Coping & Resilience – Stress: Nature and Sources, Effects of stress on physical and mental health; Coping: Types of coping; Resilience and Stress Management.



**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PS O 1	PS O 2	PS O 3	PS O 4
<b>CO1</b>	3	3	3	2	3	1	2	3	2	2	3
<b>CO2</b>	3	3	3	3	2	1	3	2	3	3	3
<b>CO3</b>	3	2	3	3	2	1	3	3	2	3	3
<b>CO4</b>	3	3	3	3	2	1	3	3	3	3	3
<b>CO5</b>	3	3	3	3	2	2	3	3	3	3	3

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

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**SDG No. & Statement:**

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PSYC3081	CYBER PSYCHOLOGY	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

The core premise of Cyberpsychology is to understand the underlying psychological processes that influence human thinking, inferences and behavior associated with online connectivity. This course explores the wide range of cyber psychological processes and research activities conducted in this emerging field equipping the students to discover potential growth as a discipline. The key areas of research in this emerging area span across, understand the online self and online group behaviours in particular.

**Course Educational Objectives:**

1. To provide an understanding of the emergent discipline of cyber and internet psychology.
2. To enable students to develop an understanding of the functioning of self, dyads, groups and societies on virtual world.
3. To understand how technology is impacting mental health
4. To understand the dynamics of cybercrime
5. Demonstrate an understanding on the uses of technology and digital inclusion.

**UNIT 1** **Origins and Scope of Cyberpsychology** **12 hours**

Emergence of the field of Cyberpsychology; Linkages with Social psychology and Cognitive psychology; Technology across Lifespan: Children, adolescents, adults and older adults interface with technologies.

**UNIT 2** **Identity and Social Interactions** **12 hours**

The Online self; Social identities; Identity development; Personality and Internet use; Online relationships; cultural considerations of online relations; Technology interference in couple and family relationships; social consequences of online interactions.

**UNIT 3** **Technology and Mental Health** **12 hours**

Problematic internet usage; online gaming and gambling addictions; instant gratifications; cyberbullying and trolling; cyber stalking.

**UNIT 4** **Cybercrime** **12 hours**

Illegal content; understanding cybercrime dynamics; online shopping issues; cognitive errors. Radicalization

**UNIT 5** **Technology and its uses** **12 hours**

Online support communities; digital inclusion of disadvantaged populations; Technology and Learning; E-Learning; The advent of artificial intelligence; Online psychological therapies

**Text Books:**

Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press

**References:**

Kent Norman. (2017). Cyber psychology: An Introduction to Human Computer Interaction. Cambridge University Press

**Course Outcomes:**

After doing this course in Cyberpsychology, the students should be able to:

1. Understand the origins, nature and emergence of the field of Cyberpsychology
2. Grasp the relationship between social psychology, cognitive psychology and its scope
3. Understand how the concepts of self differs with virtual self that influence thoughts, feelings and behavior of individuals and in turn, their influence on our interactions with others.
4. Identify social networking behavioral phenomena in both real and virtual situations
5. Recognize the positive and negative sides of the online behaviors acknowledging the therapeutics emerging in the area

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PS O 1	PS O 2	PS O 3	PS O 4
<b>CO1</b>	2	3	2	2	2	2	3	3	2	3	3
<b>CO2</b>	3	2	3	2	2	2	3	3	3	2	3
<b>CO3</b>	3	3	3	2	3	2	3	3	3	3	3
<b>CO4</b>	2	3	3	2	3	2	3	3	3	3	3
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	3

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

**APPROVED IN:**

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**SDG Justification:**

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**UNIT 5**

**Promoting Community and Social Change**

**12 hours**

Promoting Community and Social Change – Empowerment; Multiple forms of power; Empowering Practices and Settings; Community Organizing Techniques; Public Policy; Programme Evaluation.

**Text Books:**

Kloos, B., Hill, J. Thomas, E., Wandersman, A., Elias, M. & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Belmont: Cengage

**References:**

Kloos, B., Hill, J. Thomas, E., Wandersman, A., Elias, M. & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Belmont: Cengage.  
Kagan, C., Burton, M., Duckett, P., Lawthom, R. & Siddiquee, A. (2011). Critical Community Psychology. New Jersey: Wiley-Blackwell.  
Nelson, G. & Prilleltensky, I. (2010). Community Psychology: In Pursuit of Liberation and Well-being

**Course Outcomes:**

**At the end of the course the student would be able to:**

1. Illustrate concepts in the field of Community psychology.
2. Apply Community psychology research methods in understanding the cultural and social contexts of Community.
3. Evaluate the aspects of human diversity along with identification of stress and coping in the Community context.
4. Demonstrate strategies to prevent problem behaviour and promote social competence.
5. Apply Community psychology perspectives to contemporary issues.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PS O 1	PS O 2	PS O 3	PS O 4
<b>CO1</b>	3	3	3	3	2	2	3	3	2	3	3
<b>CO2</b>	3	3	3	3	2	2	3	3	3	2	3
<b>CO3</b>	3	2	3	3	2	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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PSYC3101	FORENSIC PSYCHOLOGY	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

While appearing to be seemingly different the disciplines of law, investigative sciences and psychology have elements in common. Psychology can assist the improvement of legal decision making and forensic investigative capabilities.

**Course Educational Objectives:**

1. To illustrate the relevance of psychology in broader fields of application;
2. To enlist the areas in law and forensics, which require an understanding of psychological functioning;
3. To familiarize the students with research in criminal and forensic psychology.
4. To make students understand eyewitness testimony and hostage taking
5. To understand correctional psychology

**UNIT 1** **A brief history of psychology and law** **12 hours**

A brief history of psychology and law; Roles played by psychologists interested in law-psychologists as advisors; psychologists as evaluators, psychologists as reformers.

**UNIT 2** **Lie Detection and False Confession** **12 hours**

Lie Detection and False Confession – The complexity and pervasiveness of deception; The Polygraph – The process of polygraphing, weaknesses of polygraphing techniques; Research on the polygraph; Legal status of the polygraph; An alternative polygraph-based testing – The Guilty Knowledge Test.

False Confession – The problem of false confessions; Types of false confessions; Potential solutions to the problem of false solutions.

**UNIT 3** **Criminal Profiling and psychological autopsies** **12 hours**

Criminal Profiling and psychological autopsies – The process of profiling; Research on profiling; Characteristics of serial killers; Geographic profiling. Psychological autopsies; Legal status of psychological autopsies.

**UNIT 4** **Eyewitness testimony and Hostage Taking** **12 hours**

**Eyewitness testimony and Hostage Taking** – The Manson Criteria; Cross-racial identifications Stress and Weapons Focus, Unconscious transference; leading or suggestive comments; preexisting expectations; witness confidence; Improving eyewitness accuracy - when the eyewitness is a child. Ways to improve eyewitness accuracy. Techniques to refreshing the memories of witnesses. Hostage Taking.

**UNIT 5** **Insanity Defence** **12 hours**

Insanity defence – post-partum mental illness and maternal filicide; battered woman syndrome, rape trauma syndrome and posttraumatic stress disorder.

Correctional Psychology – Legal Rights – Right to treatment; Inmates with mental disorders; Solitary Confinement; Community-based Correction; Group Homes; Family Preservation Model.

**Text Books:**

Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage Publications.

**References:**

1. Costanzo, M., & Krauss, D. (2012). Forensic and Legal Psychology: Psychological Science Applied to Law. New York: Worth Publishers.
2. Blackburn, R. (1993). The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley & Sons.
3. Dhanda, A. (2000). Legal Order and Mental Disorder. New Delhi: Sage Publications.
4. Harari, L. (1981). Forensic Psychology. London: Batsford Academic

**Course Outcomes:**

The course in Forensic Psychology would enable the student to:

1. Identify the psychological phenomena that influence criminal behavior
2. Enlist psychological techniques useful in understanding criminal behavior
3. Aid forensic investigation through a psychological understanding of perpetrators of crime
4. Understand the process involved in criminal profiling
5. To understand Community based correction and legal rights

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	3	2	2	2	1	3	3	2	3	3
<b>CO2</b>	3	3	2	2	2	1	3	3	3	3	3
<b>CO3</b>	3	3	2	2	2	1	3	3	3	3	2
<b>CO4</b>	3	3	2	2	2	1	3	3	3	3	3
<b>CO5</b>	2	3	2	3	2	1	3	3	3	3	2

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.

PSYC3111	ENHANCING WELLBEING	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	Health Psychology						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course extends itself from the broad discipline of positive psychology to a narrower focus on understanding wellbeing. It provides a profound understanding of psychological and subjective wellbeing in specific domains through a sound theoretical build up and analysis of its correlates and benefits of applying wellbeing. Finally, the intervention programs and strategies will be discussed to optimize applicability of wellbeing in interpersonal and intrapersonal realms of life.

**Course Educational Objectives:**

1. To understand and evaluate wellbeing and its correlates building a rich focused resource in positive psychology
2. To gain a theoretical as well as practical orientation towards enhancing wellbeing
3. To understand the predictors of wellbeing
4. To understand the positive outcomes of wellbeing
5. To grasp strategies and interventions on ways to enhance wellbeing

**UNIT 1 Introduction to Wellbeing 12 hours**

Introduction to Wellbeing: Definitions, Concepts, Measures; External determinants: Demographic factors, Political factors, Technological factors, Personal and consumption activities.

**UNIT 2 Theories of Wellbeing 12 hours**

Ontological Model, Structural model, Hierarchical model, Livability theory, Capability theory, Stocks and Flows, Multi-dimensional perspective of the Quality of Life, Homeostatically Protected Mood theory, Bi-Directional Spillover Model; Indian Perspectives of wellbeing—reality, Ayurveda theories, social rituals, local health traditions

**UNIT 3 Predictors of Wellbeing 12 hours**

Predictors of Wellbeing: Effect of Personality; Effect of Affect and Cognition; Effects of Beliefs and Values; Effects of Needs and Need satisfaction; Effects of Goals; Effects of Self-concept.

**UNIT 4** **Positive Outcomes of Wellbeing** **12 hours**

Positive Outcomes of Wellbeing: Health; Achievement and Work; Social, Family, and Marital; Leisure; Spirituality; Wellbeing among Children, Youth, Women and Seniors

**UNIT 5** **Strategies and Interventions to enhance Wellbeing** **12 hours**

Strategies and Interventions to enhance Wellbeing: Social support, Mindfulness, Kindness & Prosocial Behaviour, Gratitude, Self-Compassion, Humour, Using strengths, Three good things, Savouring, Social Comparison (downward); Parenting Programs; school Programs; Workplace interventions; Community and Society based interventions; Limitations

**Text Books:**

1. Sirgy, M. J. (2002). *The psychology of quality of life* (Vol. 12). Dordrecht: Kluwer Academic Publishers.
2. Morandi, A., & Narayanan Nambi, A. N. (2013). An integrated view of health and well-being. *Cross Cultural Advancements in Positive Psychology*

**References:**

Parenting Programs; school Programs; Workplace interventions; Community and Society based interventions; Limitations (Positive Interventions)

Keyes, C. L. (2013). *Mental well-being: International contributions to the study of positive mental health* (Vol. 8).

**Course Outcomes:**

After completing this course on Enhancing Wellbeing, Students will be able to

1. Evaluate indices of wellbeing in their own life and those around them
2. Enrich their core strengths and gain a realistic perspective of ways to enhance wellbeing
3. Check and acknowledge the effects and affects of cognitions on wellbeing
4. Understand the role of spirituality in wellbeing
5. Understand parenting programs, school programs and workplace interventions for enhancing wellbeing



**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	2	2	1	2	3	2	3	3	3	2	3
<b>CO2</b>	2	3	2	2	3	2	3	3	3	3	3
<b>CO3</b>	3	2	2	2	3	2	3	3	3	3	3
<b>CO4</b>	3	2	1	3	3	2	3	3	3	3	3
<b>CO5</b>	3	2	2	3	3	2	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.





**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	3	2	2	2	3	2	3	3	3	3	3
<b>CO2</b>	3	3	2	3	2	1	3	3	3	2	3
<b>CO3</b>	3	3	3	3	2	1	3	3	2	3	3
<b>CO4</b>	3	3	3	3	3	1	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	1	3	3	3	3	3

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

**APPROVED IN:**

**BOS :**

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

**SDG No. & Statement:**

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

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and promote learning opportunities at all times.

## **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.

Course Code	Course Title	L	T	P	J	S	C
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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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
- Bandhavya 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
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	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.

FPEA2011	SATTVIKABHINAYA IN KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3
<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
Pre-requisite	Advanced Kuchipudi						
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, 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
Pre-requisite	Sattvikabhinaya in Kuchipudi						
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 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

<b>FPEA1001</b>	<b>INTRODUCTION TO INDIAN DANCE</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 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. IRJMISH, 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 Cholkketu**                      **10 hours**

1. Kandabhedas [Neck movements]
2. Sirobhedas [Head movements]
3. Drishtibhedas [Eye movements]
4. Padabhedas [Feet movements]
5. First part of Introductory item Cholkketu

**UNIT 5**                      **Learning Cholkketu and A Jatiswaram with Music**                      **10 hours**

1. Final part of Cholkketu
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

<b>FPEA3031</b>	<b>ADVANCED MOHINIYATTAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Intermediate Mohiniyattam</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**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. Cholkkettu 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> 1. Navarasas 2. Sthayibhavas 3. Sanchari bhavas 4. What is Bhava?	<b>10 hours</b>
<b>UNIT 2</b>	Understanding Navarasa through real life situations.	<b>9 hours</b>
<b>UNIT 3</b>	Learning a Tillana [First half]	<b>10 hours</b>
<b>UNIT 4</b>	Learning a Tillana [second half]	<b>10 hours</b>
<b>UNIT 5</b>	Attitude – A performer quality	<b>9 hours</b>

**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. Nritya/ 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>
Nritya 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 Nritya
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
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	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
<b>Pre-requisite</b>	Introduction to Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	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/Shabdam

**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

FPEA3071	ADVANCED BHARAHARATANATYAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	Intermediate Bharatanatyam						
Co-requisite	None						
Preferable exposure	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 bheda, Sthanaka bheda

**UNIT 2**

- Padam/Ashtapadi

**UNIT 3**

- Keerthanam/Kriti

**UNIT 4**

- Thillana

**UNIT 5**

- Introduction to Chaari bheda

**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
<b>Pre-requisite</b>	Sāttvikabhinaya in Bharatanatyam						
<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 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 indigenous 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>

<b>FPEA1051</b>	<b>INTRODUCTION TO INDOLOGY</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 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**

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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



**UNIT 2** **Shruti Literature** **11 hours**

- Vedas – Categories and Contents; Chronology; Transmission
- Samhithas, Brahmanas, Aranyakas – Nature and Importance; Forms and Divisions; Contents
- Upanishads – etymology; Nature; Different Upanishads; Importance; Major Themes
- Upa Vedas – Origin; Etymology; Importance; Different Upa Vedas

**UNIT 3** **Smriti Literature** **9 hours**

- Vedangas – Origin; Etymology; Importance; Different Vedangas
- Itihasa – Etymology; Cosmogony; Different Yugas; Jaina and Buddhist Tradition; Ramayana; Mahabharata
- Purana – Etymology; Importance; 18 Maha Puranas; Timelines; Content
- Upa Purana – Etymology; Definitions and Numbers; major Upa Puranas; Sthala, Kula and Minor Upa Puranas; Sectarian Divisions

**UNIT 4** **Sanskrit and Pali Literature** **9 hours**

- Arsha Mahakavyas – Meaning; Characteristics; Important Classics and their content
- History of Sanskrit Literature – Vedic; Epic; Kavya; Scientific Literature
- History of Prakrit Literature – Etymology; Grammar; Prevalence; Literature

**UNIT 5** **Sangam and other Dravidian Literature** **9 hours**

- History of Sangam Literature – Timeline; three different Sangams; significance; Literatures; Post Sangam Period overview
- History of Pali Literature – Origin; Tipitika; Early Texts; Texts composed in different countries; Commentaries; Historical Chronicles; Treatises; Anthologies
- Introduction to Dravidian Literature – History; phases; Tamil Literature; Telugu Literature; Kannada Literature; Malayalam Literature

**Reference Books**

1. Vasudev Vishnu Mirashi. (1975). *Literary and historical studies in indology*.
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3. Joshi, K. (2006). *Glimpses of Vedic literature*. Standard Publishers.

4. Śaśi Tivārī. (2021). *A history of Vedic literature : brief survey and study*. New Bharatiya Book Corporation.
5. Gonda, J. (1975). *A history of Indian literature. Volume I, Veda and Upanishads. Fasc. 1, Vedic literature : Saṃhitās and Brāhmaṇas*. O. Harrassowitz.
6. Moriz Winternitz. (1991). *A history of Indian literature/ vol. I, Introduction, veda, national epics, Purāṇas and Tantras*. Munshiram Manoharlal.
7. Ramaswami, P. (1962). *The cultural heritage of India / Vol. II, Itihāsas, purānas, dharmā and other śāstras / introd. by C.P. Ramaswami Aiyar*. Ramakrishna Mission, Institute Of Culture.
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.
11. Law, B. C. (1923). *A history of Pali literature*. London.
12. R Śrīhari, Poṇ Caurirācaṇ, GōpālakṣṇaV., & Dravidian University. (2003). *Major genres and trends in Dravidian literature : classical*. Dravidian University.
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

## Reference Books

1. Bhattacharyya, N. N. (1996). *Indian religious historiography*. Munshiram Manoharlal Publishers.
2. Sushil Mittal, & Thursby, G. R. (2018). *Religions of India : an introduction*. Routledge.
3. Upinder Singh. (2021). *The idea of Ancient India : essays on religion, politics, and archaeology*. Sage.
4. Frawley, D. (2015). *Hinduism : the eternal tradition (sanatana dharma)*. Voice Of India.
5. Vaughan, J. (1999). *The religious history of India*. Shubhi Publications
6. Ramakrishna Mission. Institute Of Culture. (2003). *The cultural heritage of India*. Ramakrishna Mission, Institute Of Culture.
7. Bhargava, P. L. (2008). *Vedic religion & culture : an exposition of distinct facets*. D.K. Printworld.
8. Gauri Mahulikar. (2000). *Vedic elements in puranic mantras and rituals*. Nag Publishers.
9. Hillebrandt, A., & Sriramula Rajeswara Sarma. (1999). *Vedic mythology*. Motilal Banarsidass.
10. Krishna, N., & Ramaswami, C. P. (1991). *Shakti in art and religion*. C.P. Ramaswami Aiyar Institute Of Indological Research, C.P. Ramaswami Aiyar Foundation.
11. Bhandarkar, R. (n.d.). *Vaishnavism Shaivism and minor religious systems* (1965th ed.) [Review of *Vaishnavism Shaivism and minor religious systems*]. Indological Book House.
12. Bhattacharyya, N. N. (2015). *History of the Śākta religion*. Munshiram Manoharlal Publishers Pvt. Ltd.
13. Perrett, R. W. (1989). *Indian philosophy of religion*. Netherlands ; Boston ; Lancaster.
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15. Goyal, R. S. 1985. Religious History of Ancient India . Volumes I and II. Jodhpur: Kusumanjali Prakashan.
16. Susunaga Weeraperuma, & Dikshit, S. S. (1998). *Major religions of India : new insights into Hinduism, Jainism, Buddhism and Sikhism*. Motilal Banarsidass Pub.
17. Shima, I., Sakata, T., & Ida, K. (2011). *The historical development of the Bhakti movement in India : theory & practice*. Manohar Publishers & Distributors.
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, & Br̥jabhūshaṇa 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.
4. V Nithyanantha Bhat, & Sukṛtīndra Oriental Research Institute. (2019). *Vedānta and the modern world and other indological essays*. Sukṛtīndra Oriental Research Institute.
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6. Harshananda, S. (2001). *The Prasthānatraya : an introduction*. Ramakrishna Math.
7. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
8. Burmester, E. N. (1955). *The Advaita Vedanta philosophy of Shri Shankaracharya*. San Bernardino, Calif., Enbe.
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 Srinivāsa 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 Devas
- 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.
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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

FPEA3131	ANCIENT INDIAN KNOWLEDGE SYSTEMS	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure						
Co-requisite	None						
Preferable exposure	None						

### 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 Cāṅakya-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**

1. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
2. Anupa Pande, Parul Pandya Dhar, & Choudhury, R. D. (2004). *Cultural interface of India with Asia: religion, art and architecture*. D.K. Printworld.
3. B Arunachalam, Rohini Karani, & India. (2004). *Chola navigation package*. Maritime History Society.
4. Daya Nath Tripathi, Ramesh Chandra Agrawal, & Prabhat Kumar Shukla. (2013). *India, Central Asia and Russia: three millennia of contacts*. Indian Council Of Historical Research.
5. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
6. Anupa Pande, Parul Pandya Dhar, & Choudhury, R. D. (2004). *Cultural interface of India with Asia: religion, art and architecture*. D.K. Printworld.

7. Bindi, S., Mucciarelli, E., & Tiziana Pontillo. (2016). *Cross-cutting South Asian studies : an interdisciplinary approach*. Dk Printworld.
8. Misra, R. N., & Indian Institute Of Advanced Study. (2014). *Outlines of Indian arts: architecture, painting, sculpture, dance and drama : selections from Harappan to modern*. Published By Indian Institute Of Advanced Study And Aryan Books International, New Delhi.
9. Ray, H. (2004). *Chinese sources of South Asian history in translation : data for study of India-China relations through history*. Asiatic Society.
10. Anupa Pande, Parul Pandya Dhar, & Choudhury, R. D. (2004). *Cultural interface of India with Asia: religion, art and architecture*. D.K. Printworld.
11. Rajantheran, M. (2012). *From Lanka Eastwards: The Ramayana in the Literature and Visual Arts of Indonesia* (review). *Journal of the Malaysian Branch of the Royal Asiatic Society*, 85(2), 125–127. <https://doi.org/10.1353/ras.2012.0004>
12. Majumdar, R. C. (1980). *Kambuja-Deśa : or, An ancient Hindu colony in Cambodia*. Institute For The Study Of Human Issues.
13. Patel, M., Praśānta Paṭela, Congress., F., & Central Institute Of Indian Languages. (2016). *Indian folk-epics and other folklore*. Central Institute Of Indian Languages ; Anand, Gujarat.
14. Kapila Vatsyayan. (2015). *Metaphors of the Indian arts and other essays*. Dk Printworld.
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 vaggeyakaras.
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 vaggayakaras 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

FPEA3121	PERFORMING 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 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