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

Accredited by NAAC with A++ Grade

CURRICULUM AND SYLLABUS

OF

USOCY01: B.A. Sociology

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

USOCY01: B.A. Sociology

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	To build competence among students from a holistic perspective by providing necessary theoretical background in economics
PEO 2	To acquaint students with the current economic issues at national and international level and to apply the theoretical knowledge to provide solutions
PEO 3	To provide research orientation to the students in the form of project work / dissertation in which they will collect real time data and apply the econometric techniques to do analysis with software packages
PEO 4	To prepare students to meet the requirements of employment across various industries such as banking, services etc.
PEO 5	Develop the skills to cope up with different challenges and show the team spirit at the workplace
PEO 6	Ability to develop leadership and entrepreneurial qualities
PEO 7	To provide research orientation to the students in the form of project work / dissertation in which they will collect real time data and apply the econometric techniques to do analysis with software packages
PEO 8	To prepare students to meet the requirements of employment across various industries such as banking, services etc.

Mapping of the Mission of the School with the PEOs

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

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 Prepare the students to think Sociologically about the relationship between individuals, society, social structure, interaction etc
PSO2	To impart knowledge about major sociological theories, qualitative and quantitative research methods
PSO3	To imbibe the culture of research, innovation, social entrepreneurship, and incubation
PSO4	To enable students to practice sociology as educated and civically engaged persons.

Curriculum Structure
(Flexible Credit System)

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

* Pass/Fail courses
\# Opt any three courses among the five
^ Online/Swayam/NPTEL Courses

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

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

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

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

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

Sociology Programme Core (PC)								
Course code	Level	Course Title	L	T	P	J	S	C
SOCY1001	1	Introduction to Sociology 1	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	3	0	0	0	0	3
SOCY1021	1	Sociology of India	4	0	0	0	0	4
SOCY2001	2	Classical Sociological Thought	3	0	0	0	0	3
SOCY2011	2	Sociology of Religion	3	0	0	0	0	3
SOCY3001	3	Political Sociology	3	0	0	0	0	3
SOCY3011	3	Science, Technology and Society	3	0	0	0	0	3
SOCY2021	2	Research Methods – 1	4	0	0	0	0	4
SOCY2031	2	Sociology of Gender	3	0	0	0	0	3
SOCY3021	3	Economic Sociology	3	0	0	0	0	3
SOCY3031	3	Research Methods – 2	4	0	0	0	0	4
		Internship / Project	0	0	0	0	5	5

Sociology Programme Elective (PE)

Course code	Level	Course Title	L	T	P	J	S	C
SOCY2041	2	Sociology of media	4	0	0	0	0	4
SOCY2051	2	Sociology of development	4	0	0	0	0	4
SOCY2061	2	Sociology of Medicine	4	0	0	0	0	4
SOCY2071	2	Urban sociology	4	0	0	0	0	4
SOCY2081	2	Sociology of Popular culture	4	0	0	0	0	4
SOCY2091	2	Pain, Loss and grief	4	0	0	0	0	4
SOCY3051	3	Sociology of violence	4	0	0	0	0	4
SOCY3061	3	Modernization and Globalization	4	0	0	0	0	4

Minor from Other Disciplines

Political Science Minor

Course code	Level	Course Title	L	T	P	J	S	C
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

Psychology Minor

Course code	Level	Course Title	L	T	P	J	S	C
PSCY1001	1	Introduction to Psychology	3	0	0	0	0	3
PSCY1011	1	Social Psychology	3	0	0	0	0	3
PSYC2001	2	Experimental Psychology	1	1	2	0	0	3
PSYC2011	2	Understanding Psychological Disturbances	3	0	0	0	0	3
PSYC2021	2	Lifespan Development	3	0	0	0	0	3
PSYC2031	2	Psychological Assessment	2	0	2	0	0	3
PSYC3001	3	Counselling Psychology	3	0	0	0	0	3
PSYC3041	3	Yoga and Wellbeing	1	1	2	0	0	3

History Minor

Course code	Level	Course Title	L	T	P	J	S	C
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

Kuchipudi Dance Minor

Course code	Level	Course Title	L	T	P	J	S	C
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	*Sāttvikabhinaya* 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

Mohiniyattam Dance Minor

Course code	Level	Course Title	L	T	P	J	S	C
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

Bharatanatyam Dance Minor

Course code	Level	Course Title	L	T	P	J	S	C
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

Indology Minor

Course code	Level	Course Title	L	T	P	J	S	C
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

English Minor

Course code	Level	Course Title	L	T	P	J	S	C
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

Music Minor								
Course code	**Level**	**Course Title**	**L**	**T**	**P**	**J**	**S**	**C**
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 pursuing 4ᵗʰ year of the B.A. Sociology programme need to choose Honours course from the following table respectively.

Honours Courses

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

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

Course Code	Level	Course Title	L	T	P	S	J	C
SOCY4041	400	Education and Society	4	0	0	0	0	4
SOCY4051	400	Framing Sociological Research	4	0	0	0	0	4
SOCY2111	200	Modern Sociological Theories #	4	0	0	0	0	4
SOCY4031	400	Ubiquity of Caste: Frames of Analysis #	4	0	0	0	0	4
SOCY3141	300	Diaspora and Transnational Studies *	4	0	0	0	0	4
SOCY4091	400	Social Movements in India *	4	0	0	0	0	4
SOCY4081	400	Theorising Everyday Life	4	0	0	0	0	4
SOCY3161	300	Sociology of the Body ^	4	0	0	0	0	4
SOCY4071	400	Crime and Society ^	4	0	0	0	0	4
DIST4555	400	Research Project	0	0	0	0	16	8
		Total						**32**

Minor Enhancement Courses

Economics								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
ECON3161	300	Paradigms in Economics #	4	0	0	0	0	4
ECON3221	300	New institutional Economics #	4	0	0	0	0	4
ECON3231	300	Economics of Social Issues *	4	0	0	0	0	4
ECON3251	300	Behavioral Economics *	4	0	0	0	0	4
# Opt Any One Course								
* Opt Any One Course								

English (Opt Any Two Courses)								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
LANG4001	400	Marginality and Literature	4	0	0	0	0	4
LANG4021	400	Bodies, Selves and Subjectivity	4	0	0	0	0	4
LANG4051	400	Popular Culture	4	0	0	0	0	4
LANG4061	400	Folk Culture	4	0	0	0	0	4

Mass Communication								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
MSTU4011	400	Digital Divide and Inclusive Policies in India	4	0	0	0	0	4
MSTU4041	400	Mass Media and Digital Cultures	4	0	0	0	0	4

Visual Communication								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
MSTU4221	400	Sound Design for Films	1	0	6	0	0	4
MSTU4231	400	Techniques of Cinematography	0	0	8	0	0	4

Psychology								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
PSYC4021	400	Psychology of Innovation	4	0	0	0	0	4
PSYC3181	300	Political Psychology	4	0	0	0	0	4

Sociology								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
SOCY4041	400	Education and Society	4	0	0	0	0	4
SOCY4081	400	Theorising Everyday Life	4	0	0	0	0	4

History								
Course Code	**Level**	**Course Title**	**L**	**T**	**P**	**S**	**J**	**C**
HIST4061	400	Writing Social History	4	0	0	0	0	4
HIST4031	400	History of Labour and Capital	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.

	3-Year Program		4-Year Program (Honours)	
Stream	Credits	Percentage	Credits	Percentage
University Core	12	10%	12	7.50%
Faculty Core	12	10%	20	12.50%
Program core	41	34%	53	33.12%
Program Electives	16	13%	28	17.5%
Minor	24	20%	32	20%
Open Electives	15	13%	15	9.38%
Total Credits	**120**	**100%**	**160**	**100%**

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 Sociology 1	3	2	3	3	3	1	3	3	1	3	1
Introduction to Sociology 2	3	2	3	3	3	1	3	3	1	3	1
Sociology of India	3	3	2	2	3	2	3	3	1	3	2
Classical Sociological Thought	3	2	3	1	3	1	3	3	1	3	2
Sociology of Religion	3	3	3	3	3	2	3	3	3	3	2
Political Sociology	3	3	3	3	3	2	3	3	3	3	2
Science, Technology and Society	3	3	2	3	2	3	3	3	3	3	2
Research Methods – 1	3	3	2	2	3	3	3	3	3	3	3
Sociology of Gender	3	1	2	3	3	2	3	3	3	3	2
Economic Sociology	3	3	3	3	3	2	3	3	3	3	2
Research Methods – 2	3	3	2	2	3	3	3	3	3	3	3
Internship / Project	3	3	3	3	3	3	3	3	3	3	3
Sociology of media	3	3	2	3	2	3	3	3	3	3	2
Sociology of development	3	2	3	3	3	3	3	3	3	3	3
Sociology of Medicine	3	2	2	1	3	3	2	3	2	3	2
Urban sociology	3	2	2	3	3	3	2	3	2	3	2
Sociology of Popular culture	3	3	3	3	3	2	3	3	3	3	2
Pain, Loss and grief	3	2	2	1	3	3	2	3	2	3	2
Sociology of violence	3	2	2	3	3	2	3	3	3	3	2
Modernization and Globalization	3	3	3	3	3	3	2	3	3	2	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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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 or smartdraw
10. Create a website of his interest.

Textbooks:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More

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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 .
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.

CLAD1001	EMOTIONAL INTELLIGENCE & REASONING SKILLS (SOFT SKILLS 1)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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 theirown emotions as well as the emotions of others and relate better with both. Using better knowledgeof 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:

Unit	Topics	Hours
1	Self-Awareness & Self-Regulation: Introduction to Emotional Intelligence, *Self-Awareness:* Self-Motivation, Accurate Self-Assessment (SWOT Analysis),Self-Regulation: *Self Control, Trustworthiness & Adaptability*	3

2	Importance, Practising Social Awareness, Building Relationships, Healthy andUnhealthy 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 awebsite 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 inteams effectively

4. Students will be able to solve questions based on non-verbal and analytical reasoning, datasufficiency 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.

CLAD1011	LEADERSHIP SKILLS & QUANTITATIVE APTITUDE (SOFT SKILLS 2)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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 messageto 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 tocommunicate 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 solvequestions that often appear in various competitive examinations and admission tests.

- Apply different concepts for tackling questions based on data interpretation, progression and series thatare frequently given in various competitive examinations and admission tests.

List of Activities & Tasks for Assessment:

Unit	Topics	Hours
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 andVoice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, EffectiveOpening 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 RationalApproach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementingand 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 makingin 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
CO1		2					2				
CO2		2					2				
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:

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

CLAD1031	PRACTICING VERBAL ABILITY & QUANTITATIVE APTITUDE (SOFT SKILLS 4)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, 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], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, 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, Cryptarithmetic, 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.

CLAD2011	PREPARATION FOR HIGHER EDUCATION (GRE/ GMAT)-1 (SOFT SKILLS 5B)	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 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 testsas 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 andIMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

CLAD2041	PREPARATION FOR HIGHER EDUCATION (GRE/GMAT)-2 (SOFT SKILLS 6B)	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 students who aspire to go abroad in pursuit of theirhigher 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 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 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
CO1	2						3				
CO2	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.

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 aslisted 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.

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

Course Description:

This course 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-curicular activities
4. Learn to manage time effectively
5. gain confidence

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

SDG Justification:

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

DOSL1011	CLUB ACTIVITY – MEMBER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

DOSL1021	CLUB ACTIVITY – LEADER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

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

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

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

This course encourages and recognizes student members' work in leading the student organizationsthrough 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-curicular 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.

DOSL1041	COMMUNITY SERVICES - VOLUNTEER	L	T	P	S	J	C
		0	0	0	0	2	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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.

DOSL1051	COMMUNITY SERVICES - MOBILIZER	L	T	P	S	J	C
		0	0	0	0	2	2

Pre-requisite	None
Co-requisite	None
Preferable exposure	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 existfor 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 45nstagram 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 SherylWuDunn)
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 fellowstudents
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.

DOSP1001	**BADMINTON**	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

DOSP1071	**TABLE TENNIS**	L	T	P	S	J	C
		0	0	0	2	0	2

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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.

DOSP1101	**TENNIS**	L	T	P	S	J	C
		0	0	0	2	0	2

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. Handbook of the International Tennis Federation (ITF)

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. World Throwball Federation - Rules of the Game

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

The 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 buildingconcept.
- To make learners understand about the present population scenario, its impacts and role ofinformational 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**   **10 hours**
                           Protection Act and Field work

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, 2nd 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 andSolutions. Jones and Bartlett Publishers. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th 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*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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:

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

Course Description:

Communication Skills in English (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 variationsin 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 Cunninhum, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman

2. Cambrdige 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: Reaing, 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
- learnenglishteens.britishcouncil.org
- https://eslflow.com/
- https://www.englishclub.com/
- https://www.oxfordlearnersdictionaries.com/
- https://dictionary.cambridge.org/
- 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
CO1	0	2	2	3	0	0	0				
CO2	0	2	2	3	0	0	0				
CO3	0	0	0	3	0	0	0				
CO4	0	0	0	3	0	0	0				
CO5	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.

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

Course Description:

Communication Skills in English (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	Note-making (group work), Discussion, Feedback

	presentation and feedback from peers andinstructor.	
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academicpresentations and mak2 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 givingrationalize 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 fellowspeakers/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 andgrammatical 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. Cambrdige 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 bySarah Philpot. OUP

8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxfor: OUP.

9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

Online Resources:

1. https://www.grammarly.com/blog/
2. https://www.nationalgeographic.org/education/
3. https://www.bbc.co.uk/teach/skillswise/english/zjg4scw
4. https://www.englishclub.com/
5. https://www.oxfordlearnersdictionaries.com/
6. https://dictionary.cambridge.org/
7. learnenglishteens.britishcouncil.org
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-specifictopics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)

2. "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"

3. Make short presentations on a limited range of general topics using slides, and engage in smallgroup discussions sharing experiences/views on familiar contemporary issues and give reasonsfor choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)

4. Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjectsof interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)

5. Reflect on others' performance, give peer feedback on fellow learners' presentations, responsesto writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

CO-PO Mapping:

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

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

APPROVED IN:

BOS :30-04-2021   **ACADEMIC COUNCIL: 17-09-2021**

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. anaytical, 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 witha 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 theircomprehension 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 skillsand strategies. (Bloom's Taxonomy Level/s:2 & 3)

- Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s:3 & 4)

- Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their

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

List of Activities & Tasks for Assessment:

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

6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/ magazine articles/ blog posts on current social issues, listening to talks/ discussions/ debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 - 4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presnetation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of currentinterest 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 scafolding though open-house discussion, Note-making (Group work), Group Discussion (free), post perfromance 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 disgreeing 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 fourjudges (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/	Writing a report on meetings/ celebrations/ events etc. by actively	4

	celebration	involving in such events and giving a short oral presentation on the same.	
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-relfection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas toothers	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. Cambrdige Academic English: An Integrated Skills Course for EAP (Advanced) By MartinHewings 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. Cunninghum, 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
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/

Course Outcomes:

1. Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)

2. Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widelyaccepted conventions. (Bloom's Taxonomy Level/s: 3)

3. Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)

4. Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)

5. Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

CO-PO Mapping:

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

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

APPROVED IN:

BOS :30-04-2021   **ACADEMIC COUNCIL: 17-09-2021**

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

Course Outcomes:

By the end of the course, student will

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

APPROVED IN:

BOS :30-04-2021   **ACADEMIC COUNCIL: 17-09-2021**

SDG No. & Statement:

SDG Justification:

PHPY1001	GANDHI FOR THE 21ST CENTURY	L	T	P	S	J	C
		2	0	0	0	0	2*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic, and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

Course Educational Objectives:

The objectives of the course are;

- To provide the students with the basic knowledge on Gandhi's life and his philosophies
- To understand the early influences and transformations in Gandhi
- To analyze the role of Gandhi in India's national movement
- To apply Gandhian Ethics while analyzing the contemporary social/political issues
- To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

UNIT 1   MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood – study in England – Indian influences, early Western influences.

UNIT 2   From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences – civil right movements in South Africa – invention of Satyagraha – Phoenix settlement- Tolstoy Farm – experiments in Sarvodaya, education, and sustainable livelihood.

UNIT 3   Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non- cooperation movement – call for women's participation – social boycott – Quit-India movement – fighting against un-touch ability – Partition of India- independence.

UNIT 4   **Gandhi and Sustainable Development**

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

UNIT 5   **Gandhi and Contemporary Issues**

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

References:

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007).Gandhi as Disciple and Mentor. New Delhi: CUP

Course Outcomes:

After the successful completion of the course the students will be able to;
1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

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:

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

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.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' *in The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

UNIT 3	**The Preamble, Fundamental Rights and Directive Principles of State Policy**	**6 hours**

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5. Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

UNIT 4	**Citizenship**	**6 hours**

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies,* Vol 15, pp 319- 333.Valerian Rodrigue

UNIT 5	**Separation and Distribution of Powers**	**6 hours**

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

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 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 Ruszkiewicz 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_ficti on/ pre_writing.html

2) Research and Sources (section 35-42) from from *How to Write Anything* by John J Ruszkiewicz 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 Ruszkiewicz 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*, 8th 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., Bicquelet, 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 Crwford, 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). "Bi g 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- thelibrary/.

7. Bulkun, Mestrovic Deyrup & Mary. Transformative Digital Humanities: Challenges and Opportunities. Delhi: Routledge, 2020.

8. Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*,

   Routledte, 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 Régnier (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-ofliterature.

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

SOCY1001	INTRODUCTION TO SOCIOLOGY - 1	L	T	P	S	J	C
		3	0	0	0	0	3

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

Society and Culture are two key categories of sociology and anthropology. This class introduces you to the first of the categories, society, and next semester's core class will deal with culture. The two categories, as you will see, overlap considerably. We begin with the person, a key category of society. The person has two aspects, the interior and the exterior, that parallels mind and body. We will consider the person as a social, that is, as a relational category. Mind and body, interior and exterior, as we will see, are all caught up in relatedness. Related persons constitute a society. This, in short, is what we will see in the coming weeks.

Course Educational Objectives:

- Develop an understanding of the concept 'society'
- Understand the notion of 'person' as a key sociological category and to learn the different modes by which the person is socially constructed.
- Develop a basic understanding of relatedness and to understand kinship as a system of relatedness
- Develop a sense for the nuclear family, the joint family, and the notion of marrying within kin and to understand the significance of love as a sociological category.
- Have a sense for the relationship between law and kinship and to understand the limits of relatedness, and ruptures in relatedness.

   UNIT 1   Introduction; The Self and the Person   hours

1.1. **Sociology and the Social Sciences** The sociological imagination – social structure – facts, theories and interpretation – micro and macrosociology – why study sociology.
1.2. **The Self as I/Me** the 'me' as the site of social control – institutions as organized attitudes we carry in us – the I is expressed socially through the 'me'.
1.3. **The self as performed and performative** Person as mask or role - sociality as performance - impression management in social interactions (performances) - front-stage and back-stage (teams), the dialectic game of social interaction (249-251), self-production character and performer (251-255)

1.4. **The concept of the person** - the moral person – the ancestor as a person – natural crocodile vs ancestral crocodile – conditions for personhood – becoming a full person.

1.5. **The relational person** - Personhood as a relational problem – Mauss's notion of person – modern vs nonmodern person – The ethnography of Diane Blood and the collapse of this difference.

UNIT 2	The Body	hours

2.1. Bodily techniques - The body as instrument – techniques as traditional and as acquired through learning – differences in technical cultures (example of the spade) - wrestling as a symbolic system – introduction to the book – the wrestler's body

2.2 Disciplining the Body - the dangers of modernity – civic duty – ascetism of the body and self-denial

2.3 The Person and the body - comparison of the sannyasi and the wrestler – self-discipline – sannyasasceticsm and worldly nationalism - the dangers of modernity – civic duty – ascetism of the body and self-denial –the 'sanyasi-like citizen wrestler'

UNIT 3	Introduction to kinship	7 hours

3.1 Kinship and relatedness - Kinship as a symbolic system of relatedness – Code and Substance as key symbolic axes of relatedness – blood as substance – codes of law and codes governing conduct – relate this back to Diane Blood (code of law vs shared substance)

3.2 Family - the two forms of familial relatedness – conjugal and cognatic bonds – kinship diagrams

3.3 Relatives and personhood - the relative as a person vs the person as a relative – the abstract person and the concrete person – love between relatives as enduring, diffuse solidarity – blood, conduct and the relative

3.4 Relatives and the kindred - the kindred as a sociological category – cross cousins – kinship terms and the production of relations

UNIT 4	Kinship: Brother-sister love and Romantic love	10 hours

4.1 The brother and the sister - the love between sister and brother – comparison between the north Indian and south Indian forms of relatedness - the biological and the social/cultural – marriage and the joint family (biradari) – codes of conduct – front stage and back stage relations

4.2 Romantic love and sibling love - the preferential marriage – mother's brother, brother sister and cross-cousins – the right way; Love and Marriage - love marriage and the problems in contemporary society.

4.3 Love, relatedness, and media - expression of romantic love in letters – love as desirable vs love as embarrassing – literacy, gender and romantic love - the inmate and the relative, prison and society – photograph and relatedness – the clicking of the prison photograph and bodily proximity – photographic codes, shared substance and relatedness

| UNIT 5 | Relatedness and rupture today | 5 hours |

5.1 the challenge to old ways in the face of the new

5.2 the legitimation of a marriage – love marriage and social morality – the 'types' of love marriages – interruptions to love – love marriage tends towards an arranged marriage (and vice versa?)

5.3 interreligious marriages and collective violence– ordinary expressions of love (enduring, diffuse solidarity).

References:

1. Giddens, Anthony. 2006. Sociology - 5th edition, Wiley India Pvt., Ltd, New Delhi.
2. Mead, George Herbert. 1934. Mind, Self and Society from the standpoint of a social
3. behaviourist.
4. Goffman, Erving. 1949. The presentation of self in everyday life.
5. Fortes, Meyer. 1987. "The concept of the person" in Religion, morality and the person:
6. Essays on Tallensi religion. CUP Archive.
7. Carsten, Janet. 2004. After Kinship. Cambridge.
8. Mauss, Marcel. 1934. Techniques of the body.
9. Alter, Joseph. 1992. The Wrestler's body. Berkeley.
10. Schneider, David. 1968. American Kinship. Chicago.
11. Yalman, Nur. 1962. The structure of the Sinhalese kindred
12. Peterson, Indira Vishwanathan. 1986. Ties that bind.
13. Das, Veena. 1976. Masks and Faces: an essay on Punjabi Kinship
14. Clark-Deces, Isabelle. 2014. The right spouse. Stanford.
15. Ahearn, Laura. 2003. Writing desire in Nepali love letters.
16. Fleetwood, Nicole. 2015. Posing in prisons: family photographs, emotional labor and carceral intimacy.
17. Mody, Pervez. 2002. Love and the Law: Love-marriage in Delhi.
18. Das, Veena. Love and Everyday life. in Michael Lambek ed. Ordinary ethics.

Course Outcomes:

At the end of the course the learner shall be able to:
1. Develop an understanding of the concept 'society' with the notion of 'person' as a key sociological category.
2. Learn the different modes by which the person is socially constructed.
3. Develop a basic understanding of relatedness including kinship as a system of relatedness.
4. Develop a sense for the nuclear family, the joint family and the notion of marrying within kin as well as the significance of love as a sociological category.
5. Bring out the relationship between law and kinship, with an understanding about the limits of relatedness, and ruptures in relatedness.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	1	2	3	3	1	2	3	2	3	1
CO2	3	3	2	2	2	1	2	3	3	2	2
CO3	3	2	2	1	2	1	3	3	2	2	1
CO4	3	2	3	3	2	1	3	3	2	2	1
CO5	3	1	3	2	3	1	3	3	3	3	2

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

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

Statement: This course will enable the learner to understand the basic structure of society and within that the position and relation of self in society. This will promote a better understanding of self and push forwards lifelong learning.

SDG Justification:

This course will enable the learner to understand the basic structure of society and within that the position and relation of self in society. This will promote a better understanding of self and push forwards lifelong learning.

SOCY1011	INTRODUCTION TO SOCIOLOGY II – CULTURE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The second part of a year-long introduction to sociology, this course introduces the category of Culture. Culture in sociology and anthropology, is contrasted to 'nature' and can be thought of in three ways – i) as cultivation (as in agriculture) ii) as the distinction between the high and the low ("The young man was very cultured in his manner" as opposed to "he acted like a brute") and iii) as differences in universes of meaning. We will explore the first and the third theme most closely in this course. Culture is a system or framework of meaning-making that an individual acquires from the society they grow up in.

Course Educational Objectives:

- Develop a nuanced understanding of culture.
- Understand the relationship between cultivation and the formation of a person
- Understand how culture is a framework of meaningful difference
- Understand the relationship between codes of meaning and bodily practice.
- Develop a sense for the encounter between cultures and modernity.
- Understand the relationship between culture and politics. etc.

UNIT 1   Difference and Cultivation   8 hours

1.1 Shakespeare, myth and primitive people – the conditions that allow for a story to be told – questioning the universality of human nature
1.2 culture and psychology – difference – cultivation
1.3 practices of child rearing compared
1.4 custom and behavior – blindness to other cultures – cultural diversity and cultural specificity – the interdependence of society and the individual – the misfit.

UNIT 2   Symbols and Meaning   8 hours

2.1 cannibalism in new guinea, infection and ingestion of flesh, ingestion and injection as a kind of cannibalism.

2.2 interpretations of myth and jokes - the jaguar and the shaman - fear and humor the structure of the house – the structural oppositions – the male and the female

2.3 entry into a cultural field - culture as a symbolic system - cockfight and its symbolism, symbolic system and social life

2.4 the two semiotic functions of food - fostering equality - establishing differences of rank

| **UNIT 3** | **Codes, body, practice** | **8 hours** |

3.1 Kinship as a symbolic system of relatedness – Code and Substance as key symbolic axes of relatedness – blood as substance – codes of law and codes governing conduct – relate this back to Diane Blood (code of law vs shared substance)

3.2 language and culture - grammar and patterns of critique of utilitarianism – meaning – the relationship between play and habit

3.3 habitus and dispositions - field and objective structures - practice and body - hysteresis - the kabyle house

| **UNIT 4** | **Culture and Modernity** | **10 hours** |

4.1 Cultural contact - the death of Cook - myth of Lono – Cook: Lono - Cook as God for Hawaiians, as Peaceful penetrator of markets for Europeans

4.2 Impossibility of translation, the melancholy of the headhunter, the accident, loss grief and rage

4.3 The practice of newspaper reading at tea shops - the objectification of this practice in a newspaper column - (future possibilities in the WhatsApp era?)

4.4 The darbar - clothing - arrangement of the princes in the court and power – performance.

| **UNIT 5** | **Culture and Modernity 2** | **8 hours** |

5.1 nation as a limited, sovereign community – cultural roots of nationalism – conditions: the diminishing of 3 values – sacrality of scripts, the naturalness of social order, temporal intertwining of cosmology and history – print and national consciousness

5.2 inner : outer :: female : male :: India (east) : West :: 'traditional' : modern

5.3 Sinhala practices of masculinity – the body and the emergence of violence - the unframe ability of violence.

References:

1. Bohannon, Laura. 1966. Shakespeare in the Bush.
2. Mead, Margaret. 1928. The coming of Age in Samoa. Selections (Introduction, Education of the Samoan child)
3. Benedict, Ruth. 1934. Patterns of Culture. Selections (1. The science of culture, 2. The diversity of cultures and 8. The individual and patterns of culture)
4. Levi-Strauss, Claude. 2016. We are all cannibals.
5. Clastres, Pierre. 1987. What makes Indians laugh
6. Bourdieu, Pierre. 1977. The Kabyle house, or the world reversed.

7. Geertz, Clifford. 1973. Notes on the Balinese Cockfight.
8. Appadurai, Arjun. 1981. Gastro-politics in Hindu South Asia.
9. Schneider, David. 1968. American Kinship. Chicago. Selections (pp.1-29).
10. Whorf, Benjamin. 1941. The relation of habitual thought and behavior to language.
11. Benjamin, Walter. Toys and Play in Selected Writings, Vol.2
12. Bourdieu, Pierre. The logic of Practice And Outline of a theory of practice. Selections.
13. Sahlins, Marshall. Islands of History. Selections (The Dying God)
14. Rosaldo, Renato. 1984. Grief and the Headhunter's Rage.
15. Cody, Francis. 2011. Echoes of the teashop in a Tamil newspaper
16. Cohn, Bernard. 1983. Representing Authority in Victorian India.
17. Anderson, Benedict. 1983. Imagined Communities. Selections (pp. 1-43, I-III)
18. Chatterjee, Partha. 1989. Colonialism, Nationalism and Colonized Women: The contest in India.
19. Jeganathan, Pradeep. 1997. A space for violence: politics, anthropology and the location of a Sinhala practice of masculinity

Course Outcomes:

At the end of the course the student will be able to:
1. Students will be able to develop an understanding of culture.
2. Differentiate between cultivation and formation of the person.
3. Understand the relationship between culture and politics.
4. Comprehend the interrelationship between culture and modernity.
5. Identify symbols and meanings embedded in culture.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	1	2	3	3	1	2	3	2	3	1
CO2	3	3	2	2	2	1	2	3	3	2	2
CO3	3	2	2	1	2	1	3	3	2	2	1
CO4	3	2	3	3	2	1	3	3	2	2	1
CO5	3	1	3	2	3	1	3	3	3	3	2

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

APPROVED IN:

BOS : Humanities and Social Sciences 27-08-2021   **ACADEMIC COUNCIL: 17-09-2021**

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.

Statement: The modules and topics included in this course are designed to understand the social and cultural institutions and their role in framing the society we inhabit.

SDG Justification:

The modules and topics included in this course are designed to understand the social and cultural institutions and their role in framing the society we inhabit.

SOCY1021	SOCIOLOGY OF INDIA	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 takes 'India' as its key analytical object. First, we study various ideas of India, from a historical and a sociological point of view. India, during the colonial era is also an object of knowledge, and this knowledge becomes central to modern forms of governance. We then look at problems in the social structure of India, along the axes of caste, class and gender. We trace transformations wrought by colonialism and modernity and explore notions of the 'modernity of traditions.' Finally, we conclude by looking at key political movements that stem from and seek to re-constitute, the idea of Indian society.

Course Educational Objectives:

- Provide a historical perspective of the formation and evolution of Indian society.
- Familiarize the structure of Indian society.
- To develop a nuanced understanding of distinctions along the lines of caste, gender and class.
- Understand the impact of political movements in India's modernity.
- Provide an understanding of the kinship map of India.

UNIT 1	Ideas of India	14 hours

1.1 India the spiritual - Even today, India finds itself tied to its Oriental image, of the land of sacrality and religiosity, a mystical 'East' that is often contrasted to a rational west. We begin with the notion of sacred geography in our explorations on the idea of India.

1.2 The Colonial Image - We first consider the idea of India as a colonial formation.

1.3 The Nationalist Discourse - Born at the turn of the century, the nationalist discourse emerges from within the colonial context, borrowing some elements, and adding new elements of its own, constituting a new image of India, a nationalist image.

UNIT 2	**The Indian Village**	**8 hours**

The 'village' is one of the key social units in both scholarly and public characterizations of Indian society. This module takes a closer look at the social structure of the village, it's relationship to change and modernity, and also considers critical perspectives on the idea of the village.

UNIT 3	**Indian Society**	**14 hours**

This module looks at Indian society mainly from the point of view of social stratification. Caste is a key problematique in the sociology of India. This module introduces various approaches to the study of caste, from social stratification and critique to caste as a cultural category based on notions such as purity and pollution. We then look at the Indian household, kinship, and problems of gender in Indian society.

3.1 Caste
3.2 Family and Kinship
3.4 Religion.

UNIT 4	**Colonial and Post-colonial transformations**	**10 hours**

The problems of post-colonial India are mainly staged around the encounter between a 'traditional' society and modernity, of a stratified society based on status, to a colonial modernity mediated by the rational idea of the contract.

UNIT 5	**Transformations and Political movements**	**10 hours**

The sociology of post-colonial India examines key challenges to what counts as the idea of Indian society. We look at different political movements and struggles that seek to reconstitute personhood and sociality in a modern India.

References:

1. Eck, Diana L. 2012. India: A Sacred Geography. New York: Harmony Books. Chapter 2. What is India? Pp.42 – 105
2. Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, Pp. 1-28
3. Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press, pp. 136-171.
4. Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black, Pp.85-126.
5. Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, Collected Works. New Delhi: Oxford University Press. Pp. 388-413
6. Srinivas, M.N. 1951, "The social structure of a Mysore village" in The Economic Weekly, October, 1951.
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14. Gray, John N. & David J. Mearns. Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage, 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137.

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20. Desai, A.R. 1987. "Rural development and Human rights in Independent India" in Economic and Political weekly, Vol. 22(31). Pp. 1291-96

21. Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8.

22. Omvedt, G., 1994, "Peasants, Dalits and Women: Democracy and India's New Social

23. Movements", Journal of Contemporary Asia, 24.

24. Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indianism' from India against Itself: Assam and the politics of Nationalism, New Delhi: OUP, 2001. Pp. 69-90.

25. Menon, Nivedita., (ed.)., 1999, Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369.

Course Outcomes:

At the end of the course the student will be able to:
1. Articulate different characterizations of how India has been historically conceived
2. Develop an understanding of the constitution of India in the Colonial times
3. Understand the impact of orientalism and orientalist characterization of India
4. Develop a sense for how colonial practices influence structures of knowledge and power in India.
5. Understand the significance of the village in the study of Indian society.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	3	3	1	3	3	1	3	1
CO2	3	1	2	3	3	1	3	3	1	3	1
CO3	3	1	3	3	3	2	3	3	2	3	2
CO4	3	1	2	3	3	2	3	3	3	3	2
CO5	3	2	3	3	3	2	3	3	3	3	2

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

APPROVED IN:

**BOS : Humanities and Social Sciences   ACADEMIC COUNCIL: 17-09-2021
27-08-2021**

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.

Statement: The course content reflects on social institutions, especially of India. This sociological understanding is very crucial for developing peace and harmony in a pluralist society like India.

SDG Justification:

The course content reflects on social institutions, especially of India. This sociological understanding is very crucial for developing peace and harmony in a pluralist society like India.

SOCY2001	CLASSICAL SOCIOLOGICAL THOUGHT	L	T	P	S	J	C
		3	0	0	0	0	3

Pre-requisite	Introduction to Sociology -1
Co-requisite	None
Preferable exposure	None

Course Description:

This course seeks to introduce students to the foundational texts that inaugurated sociology as a discipline and a series of canonical ideas in sociology and social anthropology from the second half of the 19th century including some important developments in the 20th century. We will begin with the concept of the human as an object of knowledge in modernity. We will then encounter the various conceptions of the social. The third key element in this course is the problem of societal transformation in the face of modernity.

Course Educational Objectives:

- Develop a historical understanding of the formation of the 'human' as a sociological category.
- Elucidate the relevance of classical texts from the 19th century and their significance for contemporary thought.
- Understand the key sociological categories developed by the founders of the discipline.
- Conceptualise social morphology.
- Develop a historical understanding of the major paradigms in sociological thought.
- Understand the impact of sociological study of modern and contemporary phenomena in capitalist society.

| UNIT 1 | The human and society | 10 hours |

- humans as members of a species but behaving as if members of different species – 'people like us' – i) unity of the human as a species, ii) disunity of the human as a social being, iii) the equality/inequality of humans - savage vs civilized – the human through the ages – the culturalpolitical contradictions of human nature - human individuals and human activity - Materialist history - the social and its relation to production – needs - division of labor – classes.

UNIT 2 **Some foundational concepts** **8 hours**

social action and its types – forms of social relationship - communal and associative sociality - the organization – domination and power
social fact – the social norm and the normativity of the social fact – the normal and the pathological
structure & function, and the analogy between the social and the organic

UNIT 3 **Forms of the social in the shadow of modernity** **8 hours**

- Gemeinschaft and Gesellschaft as two forms of society, the types of social relationships characterizing the two forms – the village and the city
- division of labor in society – organic solidarity and mechanical solidarity as two distinct forms – the prison and society
- compare gemeinschaft and gesellschaft relations to organic and mechanical solidarity
- economic power vs status – class and market – forms of social action originating in a class, a status group and a party

UNIT 4 **Capitalism and Society** **8 hours**

- estranged labor – alienation – property and class relations
- the protestant ethic and capitalism – Luther and Calvin – ascetic practices – elective affinity between Protestantism and capitalism
- social structure of street gangs – corner boys, college boys and their relations – the individual and the gang

UNIT 5 **Selected contributions from the second half of the 20th century** **8 hours**

- Algerian peasants and their encounter with the capitalist market - honor and the market - the cook's acquisition of the economic habitus
- on social science as an existential activity, disenchantment
- the normal and the stigmatized deviant – repair of social relations – the vulnerability of the normal – stigmatization of the minority as deviant – the normal deviant
- punishing the regicide – the body and punishment – the prison and the body – timetable and Discipline.

References:

1. Leach, Edmund. 1982. "The Unity of Man" in Social Anthropology.
2. Marx, Karl and Friedrich Engels. 1974. German Ideology. Lawrence and Wishart London. Selections(42-52,57-60,64-86).
3. Weber, Max. 1968. Economy and Society. Berkeley. Selections [pp. 3-31 (Ch I:1-4) pp. 38-43 (ChI:8,9),pp48-62(ChI:12-17)]
4. Durkheim, Emil. 1982. Rules of Sociological Method. Selections [Ch I,II,III pp 50-84; Ch V, VI-119-146]

5. Radcliffe-Brown, Alfred. 1935. On the Concept of function in social science
6. Tonnies, Ferdinand. Gemeinschaft und Gesellschaft (Community and Civil Society) Selections (pp.3-22 Intro, pp.22-52 Gemeinschaft, pp. 52-92 Gesellschaft)
7. Durkheim, Emile 1985. Kenneth Thompson ed. Readings from Emile Durkheim. Selections (Div. of Labor pp. 19-42)
8. Weber, Max. 1968. "Distribution of Power within the political community: status, class, party" in Economy and Society. Berkeley. pp. 926-940.
9. Marx, Karl and Friedrich Engels. Economic and Philosophical manuscripts of 1844. Prometheus New York. Selections (69-92)
10. Weber, Max. 1930. The Protestant ethic and the spirit of capitalism. London. Selections (3-38, 39-80, 102-105)
11. Whyte, William Foote. 1943. Street Corner Society. Chicago. Selections (Introduction, I-Doc, II-Chick, Conclusion)
12. Goffman, Erving. Stigma: Notes on the management of spoiled identity. Selections (126-155).
13. Foucault, Michel. 1972. Discipline and Punish. Selections (Bodies of the condemned)

Course Outcomes:

At the end of the course the student will be able to:
1. Understand the relevance of Classical Sociological Thought.
2. Interpret theories by eminent Sociologists.
3. Reading and interpreting ethnographies.
4. Understand social morphology.
5. Identifying scope of Sociology.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	1	2	3	3	1	3	3	2	3	3
CO2	3	1	2	3	3	2	3	3	3	3	3
CO3	3	2	2	3	3	2	3	3	3	3	3
CO4	3	2	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

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

SDG Justification:

This course enables the learner to understand the classical tradition and theories of eminent sociologist. This will provide a better understanding of society and self.

SOCY2011	SOCIOLOGY OF RELIGION	L	T	P	S	J	C
		3	0	0	0	0	3

Pre-requisite	Introduction to Sociology -1 & 2
Co-requisite	None
Preferable exposure	None

Course Description:

Society or social constructs largely shape religion. In fact, religion itself is a social construction. Religious beliefs, practices and performances are comprehended as an outcome of this relationship between society and religion. The course Sociology of Religion adopts a Sociological approach in studying religion. Students will be introduced to various methodological perspectives to understand religion. This will be achieved by reading certain classical and contemporary works (readings/chapters) on religion and religious phenomena.

Course Educational Objectives:

- Analyse the phenomenon of religion from classical sociological perspectives

- Relate religion and culture

- Relate ritual symbolism, ritual process, and the social structure

- Analyse the comparative categorisation of religions and societies

- Relate the secularisation in everyday life and the secularisation of the institution of religion.

| **UNIT 1** | **Introduction** | **9 hours** |

1.1 The subject matter and scope of Sociology of Religion.

1.2 Development of Sociology of Religion as a field of enquiry.

| **UNIT 2** | **Theorizing Religion** | **10 hours** |

2.1 Classical interpretations of religion.

2.2 Religion and Science

| UNIT 3 | **Religion and Symbolism** | **7 hours** |

3.1 Religion, culture and symbolism

| UNIT 4 | **Elements of Religion** | **8 hours** |

4.1 Ritual

4.2 Myth

4.3 Time and Space

| UNIT 5 | **Shifts in the study of religion** | **8 hours** |

5.1 The Rationality paradigm

5.2 Religion and ethnicity

5.3 Secularization

References:

1. Beteille, Andre .2002. "Religion as a Subject for Sociology", in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-200.

2. Grace Davie. 2004. "The Evolution of the Sociology of Religion." Chapter 5 in Michelle Dillon (ed.), Handbook of the Sociology of Religion. Cambridge.

3. Durkheim, Emile. 1995. "The Elementary Forms of Religious Life", Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

4. Weber, Max. 2001. "The Protestant Ethic and the Spirit of Capitalism". Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

5. Geertz, Clifford.1973. "The Interpretation of Cultures". Selected Essays. Basic Books, Religion as a Cultural System, pp.87-125.

6. Van Gennep, Arnold. 1960. "The Rites of Passage". London: Routledge and Kegan Paul.

7. Malinowski, Bronislaw. 1948. "Magic, Science and Religion and Other Essays". Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

8. Robert Wuthnow. 2003. "Is There a Place for Scientific" Studies of Religion"?" Chronicle of Higher Education, January 24, 2003. http://www.psywww.com/psyrelig/wuthnow.html

9. Turner, Victor W. 1967. "Betwixt and Between: The Liminal Period in Rites de Passage." *The Forest of Symbols: Aspects of Ndembu Ritual* pp. 93-111. Ithaca: Cornell UP.

10. Malinowski, Bronislaw. 1948. "Magic, Science and Religion and Other Essays". Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

11. Evans-Pritchard. E. E. 1963 (1940). "Time and Space." In The Nuer. Oxford: Clarendon Press, pp. 94-98,100-108

12. Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284

13. Prema Kurien. 2002. ""We are Better Hindus Here" Religion and Ethnicity Among Indian Americans." Pp. 99-120 in Jung Ha Kim and Pyong Gap Min (eds.), Religions in Asian America: Building Faith Communities. Altamira Press.

14. Smith, Donald, E. 1963. India as a Secular State Princeton University Press, Princeton. Pp.1-40.

Course Outcomes:

At the end of the course the student will be able to:
1. Understand the subject matter and scope of Sociology of Religion
2. Understand various theoretical perspectives of Sociology of Religion
3. Comprehend the inherent symbolism in religion and ritual.
4. Understand religion as a social institution.
5. Interpret the interrelationship between religion and culture.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	1	1	2	2	1	3	3	2	3	2
CO2	3	1	2	3	2	2	3	3	2	3	2
CO3	3	2	2	3	2	3	2	3	2	3	1
CO4	3	1	1	3	2	1	3	3	2	3	2
CO5	3	2	3	3	3	2	3	3	2	3	2

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

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.

SDG Justification:

This course will enable the learner to grasp the idea of religious institution and its importance in the process of social change and development.

SOCY3001	POLITICAL SOCIOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Classical Sociological Thought						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This is a level 3 class in sociology and will require you to read a considerable amount of dense work and grapple with complex ideas. The course seeks to develop a nuanced, robust conceptual matrix that is adequate to deal with the complex issues of politics, the political, order and rule, subjection and resistance. The first part of the course deals with non-modern forms of subjection. We start with the political orders of so-called 'stateless societies' and ask, how is it that without a leader in the strict sense of the term, do these societies maintain order, without dissipating in chaos. We then proceed to study small kingdoms just prior to, and during colonial contact, the challenges for forms of authority, transformation of political organization, new forms of power and subjection. We then look at the Colonial state and the imbrication of knowledge and power in relation to order and rule. We frame the modern state in relation to the social contract between state and citizen, and as maintaining order through bureaucracy. We close with a discussion on contestations and challenges to sovereignty at the margins of the social. Having traversed this complex route, we will have armed ourselves with different robust frameworks to grapple with different senses of 'politics' and forms of power and subjection.

Course Educational Objectives:

- To make the learner understand the distinction between state-less and state societies.
- To give a description about the political organization of different types of non- and pre-modern states.
- To explain the impact of colonialism and modern political systems.
- To describe the modern forms of power inscribed into bureaucratic systems and inthe architecture of space.
- To impart knowledge about the implications of the social contract and political citizenship and enable learner to develop a nuanced analysis of contestations of power at the margins of the state.

UNIT 1   **The non-modern state: The social and the political**   **7 hours**

1.1 Acephalous societies - society without a state or a leader – the 'Naam' and the Tendaan in the Tallensi – the two myths of the conquerors and the conquered – the feud and Nuer life – the unimportance of the chief– the feud and segmentary lineage

1.2 The Asiatic-Hindu State and Kingship - power and pomp, power serves pomp – theatricality, worship and the exemplary center – the king and his relatives – descent groups and succession – irrigation and order – spectacle, ceremony and power – the theater state

UNIT 2   **The Colonial state: Knowledge and Power**   **9 hours**

2.1 A little kingdom, and its encounter with the colonial-
- caste and kingship – the royal gift, sovereignty and status – the gift and order – hierarchy –kallar kingship and honor
- the kingly gift and salary – the encounter between the little kingdom and the Colonial empire – tribute and tax – the cultivation of the prince – the new palace, foreign bride and thehollowing of the king's crown – the failure of theatricality and spectacle, and the challenge tosovereignty

2.2 Knowledge, power and order
- the prince and the people – governance as a political problem – the queen bee rules withoutthe sting – governmentality as the convenient arrangement of people and things – knowledgeand power

- Egypt as an exhibition in France – representation, and the cultural and colonial order –a new disciplinary order: the peasant and the soldier, the schooling of egyptian children – the appearance of order

UNIT 3   **Status, Contract and Citizenship**   **7 hours**

3.1 The social contract
– the human and the social – the body politic – the sovereign and the people: subjection – thegeneral will and the particular will – the social contract – the citizen and the subject
-   The social person and the political citizen (2hrs) political emancipation and human emancipation – the rights of the citizen and the rights ofman
3.2 The citizen and the subject
- the dialectics of equality and freedom – the impossibility of equaliberty – the instability ofcitizen-subject as person– the impossibility of equaliberty and the role of property and community in politics – two forms of politics: constitutional and insurrectionary.

UNIT 4	Bureaucracy	9 hours

4.1 Bureaucracy

– files, documents and bureaus –the person and office – rational process, administration and order – the technical superiority of bureaucratic organization – training, specialization and expertise – concentration of the means of administration – social difference – permanence ofthe bureaucracy

4.2 Knowledge, objectification and order

- the census, knowledge and power – the problem of caste and Indian social structure – problems with the objectification of caste – informants-subjects – the census, exercise of power, and suspicion of subjects – the arya samaj and the invention of social categories

- the record, the report and the manual as bureaucratic objects – knowledge and process –administration

4.3 Post-colonial bureaucracies

bureaucratic polity – writing, bureaucracy and materiality – paper associations - the plan and the city – the indigenous city and the planned city – the plan, society and order – the collapse of the separation between person (home) and office – petitions and supplicants – connections and influence – files, materiality and graphic artifacts – responsibility, authorityand agency.

UNIT 5	Sovereignty, the political and the margins	8 hours

5.1 The magical extension of the state (4hrs)

- magic and fiction – the limits of the state – the extensions of the state – the body of the copand the state – checkpoints and the control over bodies – extensions of the state into the interior of bodies

5.2 Politics as Friends vs Enemies (4hrs)

- the distinction of the political from the religious, the economic, the moral – the terrain of thepolitical as the opposition between friend and enemy – public friends and public enemies vs private – agonism and antagonism.

References:

1. Fortes, Meyer and EE Evans-Pritchard. 1940. *African Political systems*. (Last two chapters: The political system of the Tallensi by Fortes, and The Nuer of the Southern Sudanby Evans-Pritchard.)

2. Geertz, Clifford. 1980. *Negara: The theater state in 19th century Bali.*

3. Dirks, Nicholas. 1989. The original caste.

4. Dirks, Nicholas. 1989. The Hollow Crown: Ethnohistory of an Indian kingdom. Cambridge.

5. Foucault, Michel. 1991. Governmentality.

6. Mitchell, Timothy. 2005. Colonising Egypt. California.

7. Rousseau, Jean-Jacques. 1762. *The Social Contract.*

8. Marx, Karl. 1844. The Jewish Question.

9. Balibar, Etienne. 1993. *The "rights of man" and the "rights of the citizen"* in Masses,Classes and Ideas.

10. Balibar, Etienne. 2014. Equaliberty.

11. Weber, Max. Bureaucracy. In From Max Weber. London.

12. Cohn, Bernard. 1987. The Census, Social structure and objectification in South Asia.

13. Smith, Richard Suamarez. 1985. Rule by record, rule by report.

14. Hull, Matthew. 2012. Government of Paper: the materiality of bureaucracy in UrbanPakistan.

15. Das, Veena. 2004. The Signature of the state: the paradox of illegibility.

16. Jeganathan, Pradeep. 2004 and 2019. Checkpoint.

17. Schmitt, Carl. 1976. The Concept of the political.

18. Mouffe, Chantalle. 2005. On the political

Course Outcomes:

Students will be able to :

1. Understand the distinction between state-less and state societies.
2. Describe the political organization of different types of non- and pre-modern states.
3. Explain the impact of colonialism and modern political systems.
4. Understand modern forms of power inscribed into bureaucratic systems and in the architecture of space.
5. Understand the implications of the social contract and political citizenship and develop a nuanced analysis of contestations of power at the margins of the state.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	2	3	2	3	3	3	2	3	3
CO2	3	1	2	3	3	3	3	3	2	3	1
CO3	3	3	2	3	3	3	3	3	3	3	3
CO4	3	2	3	3	2	2	3	3	2	3	3
CO5	3	2	3	3	3	3	3	3	2	3	2

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

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.

SDG Justification:

This course will enable the learner to understand an important social institution i.e. political institutions and its impact on society. This is very essential to build effective accountable and inclusive political institutions for the development of the society.

SOCY3011	SCIENCE, TECHNOLOGY AND SOCIETY	L	T	P	S	J	C
		3	0	0	0	0	3

Pre-requisite	Classical Sociological Thought
Co-requisite	None
Preferable exposure	None

Course Description:

This course introduces students to philosophical, historical and sociological perspectives on scientific knowledge and technology insofar as they affect our lives in direct and indirect ways. We first look at the specificity of scientific thought and the scientific imagination, as a mode of thought that emerges historically, rather than as an enterprise that seeks to reveal the laws of nature. We will then look at the social construction of scientific ideas and technological objects. We will look at historical and ethnographic approaches to study technological objects and systems. Particularly, we will spend some time studying computational systems – arguably the most influential contemporary technological system.

Course Educational Objectives:

- To develop an understanding of the scientific imagination as a historical phenomenon.
- To impart the knowledge about the formation of the lab as a space for production of knowledge and to understand how scientific understanding and technological designs are social constructions.
- To develop an understanding of the social life of technological objects.
- To make the learner understand about the influence of society on technological systems and vice versa throughconcrete case studies.
- To develop a detailed understanding of contemporary computational systems and theirinfluence on all aspects of social life

UNIT 1   **The formation of the scientific imagination**   **10 hours**

Merton, Robert. 1942. "The Normative Structure of Science."

Bachaelard, Gaston. 2002. The formation of the Scientific mind. Preface and Chapter 1. Manchester: Clinamen Press.

Daston, Lorraine, and Katharine Park. 2001. Wonders and the Order of Nature, 1150–1750. Ch: 7,8. Zone Books.

| UNIT 2 | Experimental science and the laboratory | 8 hours |

Eddington, Arthur. S.1925. "The Domain of Physical Science" in Joseph Needham ed.Science Religion and Reality. New York: The Macmillan Company.

Shapin, Steven. 1988. The house of experiment in seventeenth century England. Isis 79(3): 373-404.

Latour, Bruno. "Give Me a Laboratory and I Will Raise the World." In Science Observed: Perspectives on the Social Study of Science. Edited by Karin Knorr-Cetina, and Michael Mulkay. London, UK: Beverly Hills, CA: Sage Publications, 1983, pp. 141-170

Hacking, Ian. "Experimentation and Scientific Realism." Philosophical Topics 13 (1982): 71-87.

| UNIT 3 | Social construction of science and technology | 8 hours |

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a RomanceBased on Stereotypical Male Female Roles." in Signs 16(3).

Trevor J. Pinch, Wiebe E. Bijker. 1984. "The social construction of facts and artefacts: or How the sociology of science and the sociology of technology might benefit each other" inSocial studies of science 14(3).

| UNIT 4 | Technological objects and socio-technical systems | 8 hours |

Kittler, Friedrich. 1986. "Gramophone." In Gramophone, Film, Typewriter. Translated from the German by Geoffrey Winthrop-Young and Michael Wutz. Stanford, CA: Stanford University Press.

Fisch, Michael. 2018. An Anthropology of the Machine: Tokyo's Commuter Train Network. Chicago: University of Chicago Press.

| UNIT 5 | Social studies of Computational Systems | 6 hours |

Schaffer, Simon. "Babbage's Intelligence: Calculating Engines and the Factory System." Critical Inquiry 21 (1994): 203-227.

Roberts, Sarah. 2016. "Commercial Content Moderation: Digital Labourers' Dirty Work." in S.U. Noble and B.M. Tynes (eds.) The intersectional internet: race, sex, class, and culture online. New York: Peter Lang Publishing.

Suchman, Lucy. 2007. Human-machine reconfigurations: plans and situated actions. New York: Cambridge University Press. Ch:14,15.

Schüll, Natasha Dow. 2016. "Data for life: Wearable technology and the design of self-care."in BioSocieties, 11(3): 317-333.

References:

1. Merton, Robert. 1942. "The Normative Structure of Science."

2. Bachaelard, Gaston. 2002. The formation of the Scientific mind. Preface and Chapter 1. Manchester: Clinamen Press.

3. Daston, Lorraine, and Katharine Park. 2001. Wonders and the Order of Nature, 1150–1750.Ch: 7,8. Zone Books.

4. Eddington, Arthur. S.1925. "The Domain of Physical Science" in Joseph Needham ed.Science Religion and Reality. New York: The Macmillan Company.

5. Shapin, Steven. 1988. The house of experiment in seventeenth century England. Isis 79(3):373-404.

6. Latour, Bruno. "Give Me a Laboratory and I Will Raise the World." In Science Observed: Perspectives on the Social Study of Science. Edited by Karin Knorr-Cetina, and Michael Mulkay. London, UK: Beverly Hills, CA: Sage Publications, 1983, pp. 141-170

7. Hacking, Ian. "Experimentation and Scientific Realism." Philosophical Topics 13 (1982): 71-87.

8. Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a RomanceBased on Stereotypical Male Female Roles." in Signs 16(3).

9. Trevor J. Pinch, Wiebe E. Bijker. 1984. "The social construction of facts and artefacts: or How the sociology of science and the sociology of technology might benefit each other" inSocial studies of science 14(3).

10. Kittler, Friedrich. 1986. "Gramophone." In Gramophone, Film, Typewriter. Translated fromthe German by Geoffrey Winthrop-Young and Michael Wutz. Stanford, CA: Stanford University Press.

11. Fisch, Michael. 2018. An Anthropology of the Machine: Tokyo's Commuter Train Network.Chicago: University of Chicago Press.

12. Schaffer, Simon. "Babbage's Intelligence: Calculating Engines and the Factory System."Critical Inquiry 21 (1994): 203-227.

13. Roberts, Sarah. 2016. "Commercial Content Moderation: Digital Labourers' Dirty Work." in

14. S.U. Noble and B.M. Tynes (eds.) The intersectional internet: race, sex, class, and cultureonline. New York: Peter Lang Publishing.

15. Suchman, Lucy. 2007. Human-machine reconfigurations: plans and situated actions. NewYork: Cambridge University Press. Ch:14,15.

16. Schüll, Natasha Dow. 2016. "Data for life: Wearable technology and the design of self-care."in BioSocieties, 11(3): 317-333

Course Outcomes:

Students will be able to :

1. Develop an understanding of the scientific imagination as a historical phenomenon.
2. Understand the formation of the lab as a space for production of knowledge and how scientific understanding and technological designs are socialconstructions.
3. Develop an understanding of the social life of technological objects.
4. Understand the influence of society on technological systems and vice versa throughconcrete case studies
5. Develop a detailed understanding of contemporary computational systems and theirinfluence on all aspects of social life

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	2	3	3	3	3	3	2	3	1
CO2	3	1	2	2	3	3	2	3	2	3	2
CO3	3	1	3	3	3	2	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	2	3	3	3	2	3

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

SDG 17 : Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

SDG Justification:

This course will enable the learner to understand the role of science and technology for a better society and development. This is very crucial to strengthen the means of implementation and revitalize the global partnership for social change and development.

SOCY2021	RESEARCH METHODS- 1	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 an introductory paper on social research methods. The primary focus of the course is to acquaint students with a comprehensive understanding of the theoretical aspects of social research and the different methods available. The three primary research methods being qualitative, quantitative and mixed methods research. The course moves forward with qualitative methods. Research Methods II focuses on quantitative methods and the application of research methods during field research.

Course Educational Objectives:

- Provide a comprehensive introductory understanding of social research.
- Acquaint students with research methodologies of social research.
- Provide a comprehensive introduction to qualitative, quantitative and mixed methods research
- Provide students with a thorough understanding of qualitative research methods such participant observation, ethnography, case study, grounded theory et al.

UNIT 1   **Introduction to Social Research**   **12 hours**

Introduction to Social research, Values in Social Research, Reflexivity in Social Research, Ethics of Social Research.

UNIT 2   **Research Methodologies**   **14 hours**

Positivist Approach, Constructivist Approach, Feminist Approach.

UNIT 3   Introduction to Qualitative, Quantitative and Mixed Method Research 10 Hours

Qualitative and Quantitative Research, Mixed Methods Research

UNIT 4   **Research Methods: Qualitative Research**   **10 Hours**

Participant Observation, Ethnography, Ethnomethodology

UNIT 5   **Research Methods: Qualitative Research (contd.)**   **10 hours**

Case Study, Grounded Theory, Content Analysis.

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4. Bailey Kenneth, 1994. Methods of Social Research, 4th Edition. New York: The Free Press: pp 65-73.
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14. Ingold T. 2014. That's Enough about Ethnography. Journal of Ethnographic Theory, 4(1): 383- 395.
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17. Wells, K. 1995. The Strategy of Grounded Theory: Possibilities and Problems. Social Work Research, 19(1): 33-37.
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Journal across 25 years. International Review for the Sociology of Sport. 49(6): 645-668.

19. Payne, G and Payne, J. 2004. Key Concepts in Social Research. London: Sage Publications**.**

Course Outcomes:

The students will be able to

1. Understand the significance and importance of social research.
2. Understand various research methodologies of social research.
3. Get a basic knowledge about the qualitative, quantitative and mixed methods research.
4. Get a thorough understanding of qualitative research methods such participant observation, ethnography, case study, grounded theory et al.
5. Conduct the qualitative social science research.

Co-Po Mapping

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**

 27-08-2021

SDG No. & Statement:
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
SDG Justification:
The topics of this course may be methodologically instrumental in achieving inclusive and equitable quality education and promote lifelong learning opportunities.

SOCY2031	SOCIOLOGY OF GENDER	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Classical Sociological Thought						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The sociology of gender focuses on the social construction of gender. Other theories of gender such as biological explanations will be discussed in comparison to the social constructionist approach. The course will begin with an examination of key theoretical approaches to the study of gender

Course Educational Objectives:

1. To introduce the basic concepts and theoretical perspectives in the sociology of gender and sexuality.
2. To relate the concept of gender and sexuality to social institutions and practices in Indian society.
3. Equip students to analyse the centrality of sexualities in cultural, social and political institutions and practices.
4. Identify how femininities and masculinities vary by race, ethnicity, class, and sexuality, and how this affects gender relations and experiences;
5. Outline how gender creates power imbalances in people's personal relationships

UNIT 1   **Introduction**   **10 Hours**

Sex and Gender, patriarchy, sexual division of labour; the concept of gender and sexuality in different trends in feminist theory; Liberal, Marxist, Socialist, Radical and Postmodern, Queer Theory

UNIT 2   **Major theoretical issues and debates in theorizing 'gender'**   8 Hours
                      and 'sexuality' in Indian Society

Nationalism, Colonialism and Gender; Caste and Gender; 'Gender' in field research
2.4 Sexualities, Modernity and History: Colonial and Post-Colonial Debates

UNIT 3   **Gender, sexuality and Major Social Institutions in Indian**   **8 hours**
Society

Recasting gender and sexuality: Family, Caste, Kinship, Religion and nation; State: gendering state policies and programmes, Engaging with Issues of Violence and Desire, Debating Sexual Citizenship (same sex work, love and friendship), Sexualisation of Work.
Work

UNIT 4   **Gender and Media**   **10 hours**

Media and culture: Reading Literature, Oral Traditions, Performance, Print Media, Films; Media and the construction of gender roles; advertising and the question of representation

UNIT 5   **Gender and Environment**   **6 hours**

Feminist Political Ecology perspective

References:

1. Jakson, S. (1998). Theorizing Gender and Sexuality, in Jackson, S and Jones, J. (ed). Contemporary Feminist Theories, Edinburgh University Press. pp 131-146.
2. Walby, S. (1989). Theorizing Patriarchy, Sociology, Vol. 23 (2).
3. Tong, R. (2009). Feminist Social Thought: A More Comprehensive Introduction. Westview Press (Chapters: 1,2,3, and 8).
4. Rege, S. (1995). Feminist Pedagogy and Sociology for Emancipation in India. Sociological Bulletin, 44 (22), pp. 223-239.
5. Jagose, A. (1996). Queer Theory: An Introduction. Melbourne University Press. (Pp 72-100).
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10. Dube, L. (1997) Women and Kinship: Perspectives on Gender in South and South East Asia, United Nations University Press (pp. 1-136.)
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12. Richardson, D. (2017). Rethinking Sexual Citizenship. Sociology, Vol. 51 (2), pp. 208-224.
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Course Outcomes:

Students will be able to

1. Understand basic concepts related to a sociological understanding of gender.

2. Recollect major theoretical contributions to sociology of gender

3. Understand the relationship between social institutions and gender in the Indian context.

4. Interrelationship of gender and ecology.

5. Critically engage in gender as a tool of social enquiry.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   ACADEMIC COUNCIL: 17-09-2021
27-08-2021

SDG No. & Statement:

SDG 5 : Achieve gender equality and empower all women and girls

SDG Justification:

This course attempts to sensitize students on the issue of Gender and sexuality for inclusive development.

SOCY3021	ECONOMIC SOCIOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3

Pre-requisite	Classical Sociological Thought
Co-requisite	None
Preferable exposure	None

Course Description:

This course provides a comprehensive introduction to key debates and issues in the discipline of Economic Sociology. While the discipline is vast, what the course attempts to do is to provide students with a working understanding, through an introduction to the discipline, in the first module. The course develops a critical understanding of important concepts that are salient for understanding the linkages between the social and economic, through the second module on capitalism and neo-liberalism. The third, fourth and fifth modules collectively show how economic activities and concepts are embedded in the social world. Here students are introduced to the concepts of embeddedness, social capital and networks. Along with that, the course focuses on two economic issues that are critically linked to the social world- labour/ work and consumption. Specific readings on India acquaint students with key issues and debates based in their local contexts.

Course Educational Objectives:

- This course aims to introduce students to the theoretical debates in economic sociology.
- Acquaint students with the concepts of capitalism and neo-liberalism in order to develop a critical understanding of the debates within economic sociology.
- Provide students with the understanding that economic activity is firmly embedded in social relations by discussing the concepts of embeddedness, social capital and networks.
- Further and continuing with the above, the course introduces students to the social perspective on economic activities such as work, labour and consumption.

UNIT 1   **Introduction to Economic Sociology**   **8 hours**

Introduction to Economic Sociology, Theoretical understanding of Economic Sociology, Cultural Aspects of Economics

UNIT 2   **Capitalism and Neoliberalism**   **8 hours**

Capitalism: A Critical Perspective, Neo-liberalism, Neoliberalism in India

UNIT 3 **Embeddedness Social Networks and Social Capital** **8 hours**

Embeddedness, Social Capital, Social Networks

UNIT 4 **Labour and Work in India** **8 hours**

Labour in India, Exclusion in Employment, Crisis of Employment in India

UNIT 5 **Consumption** **8 hours**

Culture and Consumption, Embeddedness of Consumption, Middle Class and Consumption: A View from India

References:

1. Smelser, NJ and Swedberg, R. 2005. "Introducing Economic Sociology." In The Handbook of Economic Sociology, second edition, edited by Neil J. Smelser and Richard Swedberg. New York and Princeton: Russell Sage Foundation and Princeton University Press (Pp. 3-26)
2. Granovetter,M. 2002. "A Theoretical Agenda for Economic Sociology." in The New Economic Sociology: Developments in an Emerging Field at the Millennium, edited by Randall Collins, Mauro F. Guillén, Paula England and Marshall Meyer. New York: Russell Sage Foundation (pp. 35-60)
3. DiMaggio, P. 2019. "Cultural Aspects of Economic Action and Organization" In Beyond the Marketplace: Rethinking Economy and Society, Roger Friedland and AF Robertson (eds). New York: Routledge (pp 113-136).
4. Athreya, V. 2013. Marxian Political Economy: An Introduction to Capital 1, New Delhi: Tulika Prints. (pp 1-111).
5. Harvey, D. 2005. A Brief History of Neoliberalism, Oxford University Press. (Chapters "Introduction" and Freedom's Just another Word", pp. 1-38).
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11. Breman, J. 2019. Capitalism, Labour and Inequality in India. Cambridge: Cambridge University Press (pp 1-60).

12. Thorat, S. and Attewell, P. 2010. The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India's Urban Private Sector. In Thorat, S and Newman, K.S. (ed.). Blocked by Caste: Economic Discrimination in Modern India, New Delhi: Oxford University Press, pp. 11-32.
13. Kumar, S. 2016. The Time of Youth: Joblessness, Politics and Neo-religiosity in Uttar Pradesh, Economic and Political Weekly LI (53), pp. 102-109.
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17. Fernandes, L. 2006. India's New Middle Class: Democratic Politics in an Era of Economic Reforms, Minneapolis: Minnesota University Press. (Introduction: xii-xvii)
18. Van Wessel, M. 2004. "Talking About Consumption: How an Indian Middle Class Dissociates from Middle-Class Life". Cultural Dynamics, 16(1), pp. 93-116.

Course Outcomes:

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

1. Get familiarized with the theoretical debates in economic sociology.
2. Grasp the concepts of capitalism and neo-liberalism in order to develop acritical understanding of the debates within economic sociology.
3. Understand that economic activity is firmly embedded in social relations by discussing the concepts of emeddedness, social capital and networks.
4. Bring in the social perspective on economic activities such as work, labour and consumption.
5. Analyse the issues especially in the context of Indian society.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG Justification:

The course introduces various socioeconomic concepts such as capitalism and neo-liberalism in order to develop a critical understanding of the debates within economic sociology, growth and development.

SOCY3031	RESEARCH METHODS II – QUANTITATIVE AND COMPUTATIONAL METHODS	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	**Research Methods I**						
Co-requisite	**None**						
Preferable exposure	**None**						

Course Description:

In continuation with Research Methods I, this paper focuses on fieldwork, sampling, data analysis and quantitative research methods, the latter, through a discussion of statistics in social research

Course Educational Objectives:

- To provide an introductory yet comprehensive view on field-based research.
- To acquaint with theoretical aspects of field-based research such as framing research
- questions; sampling; data collection and analysis methods.
- To familiarise the introductory statistical methods in social research.
- To impart basic knowledge about quantitative data analysis.
- To enable students to grasp a sound understanding of qualitative and quantitative social research.

UNIT 1	Field Research	12 hours

Field: Issues and Context, Hypotheses, Sampling Techniques

UNIT 2	Data Collection Methods: Qualitative	12 hours

Participant Observation, In-Depth Interviews, Group Discussions/Focus Groups

UNIT 3	Data Collection Methods: Quantitative	10 hours

Surveys, Experiments

UNIT 4	Introduction to Statistical Methods	12 hours

Overview of Statistics in Sociology: Graphical and Diagrammatic Presentation of Data; Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives; Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode); Measures of Dispersion (Standard Deviation, Variance and Covariance)

UNIT 5	Data Analysis Methods	12 hours

Data Analysis Methods, Basics of Data Analysis

References:

1. Srinivas, M.N. et al. 2002 (reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP.
2. Gupta, Akhil and James Ferguson. 1997. Anthropological Locations. Berkeley: University of California Press.
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Course Outcomes:

At the end of the course the student will be able to:
1. Have an introductory yet comprehensive view on field-based research.
2. Acquaint with theoretical aspects of field-based research such as framing research questions; sampling; data collection and analysis methods.
3. Understand the introductory statistical methods in social research.
4. Explain the concept of data analysis.
5. Grasp a sound understanding of qualitative and quantitative social research

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

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

SDG Justification:

The topics of this course may be methodologically instrumental in achieving inclusive and equitable quality education and promote lifelong learning opportunities.

SOCY2041	SOCIOLOGY OF MEDIA: SCREENS AND INTERFACES	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	Any 100 level course						
Co-requisite	None						
Preferable exposure	None						

Course Description:

Networked technological screens are an intimate part of our everyday life. What we type, photograph, click, or swipe at one end of an interface, is amplified by complex technological systems dispersed across geographies, coming alive on screens far away from us. This may just be an intimate, personal message, or a photograph, a silly cartoon or a news article, sometimes, going 'viral', simultaneously resonating across a large number of dispersed screens. The imagined geography of our social worlds, technologically amplified, have undergone significant transformations from the days of the first telegraphs of the late 19th century, to a semester on zoom in the year 2021. In this course, we reflect on this strange social space that we so effortlessly inhabit in our everyday life. We begin with a study of practices of the imagination, drawing on psychoanalytical studies of fantasy and psychic investment. We will then consider practices of viewing moving images, as on a cinema screen, and then, still images, photographs. The second module explores relatedness, particularly, familial and romantic love in relation to photographs and other media such as letters and social media. We also explore the possibility of sociality with an artificial intelligence. The density of social activity on the many interfaces is a generator of vast quantities of data. The third module considers the problem of data in relation to computational forms of knowledge such as predictive AI models. For the final module, we look at practices of inhabiting imagined worlds framed by various technological media such as TV, gambling machines, early internet MUDs. Lastly, we examine the fragility of this process of imaginary inhabitation.

UNIT 1   **Image, Screen, Imagination**

14 hours

Fantasy and investment, The Gaze, investment and the picture.

UNIT 2   **Relatedness, Screens and Images**   **12 hours**

Looking at photographs, The Cinematic screen and the viewer, Technological interfaces and relatedness.

| UNIT 3 | **Technological interfaces and relatedness** | **12 hours** |

Statistics and data, nudges at the interface

| UNIT 4 | **The human and the machine** | **10 hours** |

Artificial intelligence, inhabiting the interface

| UNIT 5 | **Ruptures in human-machine relatedness** | **12 hours** |

Interfaces and the interruption of love-relations, The political limits of inhabitation

References:

1. Freud, Sigmund. 1959. "Creative writers and day-dreaming" in The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IX (pp. 141-154).

2. Freud, Sigmund. 1916. Leonardo da Vinci: A psycho-sexual study of an infantile reminiscence, trans. A.A. Brill. Moffat.

3. Lacan, Jacques. 1978. The four fundamental concepts of psycho-analysis (Vol. 11). WW Norton & Company. Selections.

4. Jeganathan, Pradeep. 1998. "eelam.com: Place, nation, and imagi-nation in cyberspace" in Public Culture, 10(3), pp.515-528.

5. Benjamin, Walter. 1972. "A short history of photography" in Screen, 13(1), pp.5-26. Barthes, Roland. Camera Lucida: Reflections on photography

6. Fleetwood, Nicole. 2015. "Posing in prison: Family photographs, emotional labor, and carceral intimacy" in Public Culture, 27(3, 77), pp.487-511.

7. Mulvey, Laura. 1975. "Visual Pleasure and narrative cinema" in Screen 16(3), pp. 6-18. Deleuze, Gilles. 1998. "The Brain Is the Screen: Interview with Gilles Deleuze on The Time-Image" in Discourse, 20(3), pp.47-55.

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15. Seaver, Nick. 2019. "Captivating algorithms: Recommender systems as traps" in Journal of Material Culture, 24(4): 421-36.

16. Turing, Alan. 2009. "Computing machinery and intelligence" In Mind 59(236), pp. 433-460.+ELIZA demonstration.

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19. Gershon, Ilana. 2011. "Un-friend my heart: Facebook, promiscuity, and heartbreak in a neoliberal age" in Anthropological Quarterly, pp.865-894.Watch: Black Mirror – Be right back.

20. Prince, Deepak. 2020. "A stain in the picture" in Journal of the Anthropological society of Oxford-online, New Series 12(1), pp. 44-68. Feldman, Allen. 1997. "Violence and vision: The prosthetics and aesthetics of terror" in Public Culture 10(1), pp.24-60.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

SDG 12 : Ensure sustainable consumption and production patterns

SDG Justification:

This course enables the learner to understand the varied forms of media and its influence in our everyday life.

SOCY 2051	SOCIOLOGY OF DEVELOPMENT	L	T	P	S	J	C
		4	0	0	0	0	4

Pre-requisite	Any 100 Level Course
Co-requisite	None
Preferable exposure	None

Course Description:

This course discusses theories, dimensions, sources and impact of social change and development, with specific reference to the Indian experience and explores the concerns and challenges of developmental changes occurring in the present context. This course facilitates familiarity with the concepts of change and development with specific reference to social change in India. Also, it enables an understanding of the various theoretical approaches of development.

Course Educational Objectives:

- To provide conceptual understanding of social change and development as it has emerged in sociological literature.
- Offer an insight into the ways in which social structure impinges on development and development on social structure.
- To address the students the Indian experience of development.
- To provide a critical engagement of development in India
- To engage with the theoretical approaches to studying social change and development.

UNIT 1 **Understanding Change and Development** **14 hours**

Concepts of Change, Progress, Growth, Modernization and Development; Development Indices. Historical location of the idea of development: End of colonialism; rise of nationalism in the Third World societies and the desire for development.

UNIT 2 **Factors of Social Change** **12 hours**

Cultural, Demographic, Economic, Political, Religious, Technological; Theories of Social

Change – Evolutionary, Functional, Linear, Cyclic, Bio-tech and Info-tech; Paths of

Development – Capitalist, Socialist, Mixed Economy.

| **UNIT 3** | **Theoretical Approaches** | **10 hours** |

Modernization Theory , Walt Whitman Rostow, Daniel Lerner; Dependency Theory – A.G. Frank, Samir Amin; Mahatma Gandhi and Schumacher on Alternative Development Model; Frankfurt School – Jurgen Habermans; Epistemological Critiques of Development.

| **UNIT 4** | **Agencies of development** | **10 hours** |

State, market, NGOs; Planning and Development – changing development initiatives and state policies of protective discrimination and inclusive growth; Liberalization, privatization and globalization – the information and biotechnology revolutions; Social movements – types, components and dynamics; grass roots initiatives for planning and development.

| **UNIT 5** | **Development in India: Concerns and Challenges** | **10 hours** |

Failure of Modernization, Model-food crisis, environmental crisis, economic and debt crisis; Issues of Displacement, development and upsurge of ethnicity; Disparities in development – regional and religious; development and the marginalized – Class, Caste, Tribe and Gender, the need for social auditing.

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1.   Dreze, J. & Sen, A. (1996). India: Economic Development and Social Opportunity. New Delhi:
Oxford University Press.
2.   Haq, M. (1991). Reflections on Human Development. New Delhi: Oxford University Press.
3.   Srinivas, M.N. (1966). Social Change in Modern India. Berkley: University of Berkley.
4.   4. Webster, A. (1984). Introduction to the Sociology of Development. London: McMillan. Harrison,
5.   D. (1989). The Sociology of Modernization and Development. New Delhi: Sage.

Course Outcomes

Students will be able to:

1. Identify factors of social change and development.
2. Analyze the various processes and strategies of development.
3. Critically evaluate development policies in the Indian context.
4. Understand the various theoretical approaches to social change and development.
5. Understanding the various challenges to development in India.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3	3	3	2	3	3
CO3	3	1	2	3	3	3	3	3	2	3	2
CO4	3	2	2	3	3	3	2	3	2	3	3
CO5	3	3	2	3	3	3	2	3	3	2	3
CO6	3	1	2	2	3	3	3	3	3	3	3

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

APPROVED IN:

BOS : Humanities and Social Sciences   ACADEMIC COUNCIL: 17-09-2021
27-08-2021

SDG No. & Statement:

SDG 8 : Promote sustained, inclusive and sustainable economic growth, full and

productive employment and decent work for all

SDG Justification:

This course attempts to teach the politics of development and social change in our society.

SOCY2061	SOCIOLOGY OF MEDICINE	L	T	P	S	J	C
		4	0	0	0	0	4

Pre-requisite	Any 100 Level course
Co-requisite	None
Preferable exposure	None

Course Description:

This course will introduce students to the development Sociology of Medicine as a field of enquiry. It will facilitate the understanding of the relationship between health or health seeking behaviour and culture. The course is also useful in a critical examination of health policies at the national level to identify gaps at the level of implementation.

Course Educational Objectives:

1. Understand the historical context, key theoretical insights and practical application of sociological studies of medicine.
2. Develop a critical understanding of Western scientific medicine as a profession, institution, system of knowledge, form of power, and therapeutic practice.
3. Challenges to medical power including health consumerism and the rise of patient experts.
4. Critically evaluate key contemporary issues and policy challenges pertaining to healthcare system in India.

UNIT 1   **Introduction**   **14 Hours**

Nature and scope of sociology of medicine, Development of sociology of medicine as a field of enquiry in India, Domains of influence of Social Epidemiology

UNIT 2   **Theories in Sociology of Medicine**   **10 hours**

Functionalist perspective, Conflict theory, Symbolic interactionist perspective

UNIT 3   **Relationship between culture and health**   **12 hours**

Social factors as fundamental causes of health and disease; Social class and their relationship with health and access to healthcare services; Impact of stress and lifestyle on health.

UNIT 4   **Hospital as Social Institution**   **10 hours**

Institutionalization of hospitals, Privatization and the increasing cost of hospitalization

UNIT 5   **Health Politics in India- A critical analysis**   **10 hours**

An overview of health policies in India, Need for healthcare reform in India, Inadaptability of health insurance in Indian context.

References:

1.   Cockerham W.C. (2013). The Rise of Theory in Medical Sociology. In: Cockerham W. (eds) Medical Sociology on the Move. Springer, Dordrecht.

2.   Weitz, R. (2013). The sociology of health, illness, and health care: A critical approach (6th ed.).Thousand Oaks, CA: Wadsworth.

3.   Link, B.G. and Phelan, C.J. (1995). Social conditions as fundamental causes of disease. Journal of Health and Social Behavior (extra issue):80–94.

4.   Turner, B.S. (2004). The new medical sociology: social forms of health and illness (p. 16). London: Norton.

5.   Desmond, M., & Kimbro, R. T. (2015). Eviction's fallout: housing, hardship, and health. Social Forces, 94(1), 295-324.

6.   Golechha M. (2015). Healthcare agenda for the Indian government. The Indian journal of medical research, 141(2), 151–153.

Course Outcomes:

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

1. Understanding the scope and nature of Sociology of medicine

2. Engaging with various theories in Sociology of medicine

3. Comprehending the relationship between health and culture

4. Understanding institutionalization of hospitals

5. Interpreting problems of Indian health policy

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

SDG 3 : Ensure healthy lives and promote well-being for all at all ages.

SDG Justification:

This course enables the learner to importance of medicine and medical institutions in the context society and development.

SOCY2081	SOCIOLOGY OF POPULAR CULTURE	L	T	P	S	J	C
		4	0	0	0	0	4

Pre-requisite	Introduction to Sociology II
Co-requisite	None
Preferable exposure	None

Course Description:

Popular culture is an amalgamation of cultural units/elements appealing to the masses within a society. It is the sum total of all objects, practices, meanings etc. created and consumed by mass audiences in a society. This course provides a sociological perspective of popular culture and how it is essentially different from a "high" or "elite" culture. After a preliminary understanding of popular culture, the course involves determining the relationship between popular culture and identity, religion, food and various performative mediums.

Course Educational Objectives:

- To facilitate a theoretical understanding of popular culture.
- To examine the relationship between popular culture and religion (everyday practice).
- To engage in comprehending the performative traditions which are an element of Popular culture.
- To interpreting food cultures as an element of popular culture
- To evaluate the 'popular' and 'cultural' of identity.

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

Defining Popular culture: Popular culture as people's culture, as essentially different from "high culture"; Popular culture in the Indian context – A brief history

UNIT 2   **Religion and popular culture**   **12 hours**

Everyday religious practices, Rituals and festivals, Pilgrimage as popular culture

UNIT 3   **Food cultures**   **10 hours**

Cultures of consumption, The creation of a national food sub-culture

| **UNIT 4** | **Performative mediums** | **10 hours** |

Popular music; Art and dance

| **UNIT 5** | **Popular culture and identity** | **12 hours** |

Caste, gender and identity; Assertion of identity through popular culture; Problems of representation

References:

1. Storey, John. 1996. Cultural Studies and the Study of Popular Culture: Theories and Methods. Edinburgh: Edinburgh University Press.
2. Jain, Jyotindra. 2007. India's Popular Culture: Iconic Spaces and Fluid Images. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113
3. Hancock, Mary Elizabeth. 2018. Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India. New York: Routledge.
4. Mohammad, Afsar. 2013. The Festival of Pirs: Popular Islam and Shared Devotion in South India. Delhi: Oxford University Press.
5. Reader, Ian, and Tony Walter, eds. 1993. Pilgrimage in Popular Culture, Basingstoke:Macmillan.
6. Nanjangud, Apoorva and Madhavi Reddy. 2020. The Test of Taste: New Media and the 'Progressive Indian Foodscape in Journal of Creative Communications. 15(2):177-193 Benjamin Siegel. 2010. Learning to Eat in a Capital City, in Food, Culture & Society, 13:1, 71-90.
7. Bhadra, Gautama. 2005. From an imperial product to a national drink: the culture of tea consumption in modern India. Kolkata: Tea Board India, Dept. of Commerce.
8. Appadurai, Arjun. 1988. How to Make a National Cuisine: Cookbooks in Contemporary India. Comparative Studies in Society and History vol. 30 no.1, pp. 3-24.
9. Hornabrook, Jasmine. 2019. Gender, new creativity and Carnatic music in London. South Asian Diaspora.
10. Jain, Kajri. (2007). Gods in the Bazaar: The Economies of Indian Calendar Art. London: Duke University Press.
11. Gokulsing, K.Moti and Wimal Dissanayake (Eds.). 2008. Popular Culture in a Globalised India Routledge. (Select chapters)
12. Rege, Sharmila. 2002. Conceptualising Popular Culture: Lavani and Powada in Maharashtra. Economic and Political Weekly vol. 37 no.11, pp. 1038-1047.
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14. Seethaler, Ina C. 2021. "Nerds, Maids and Criminals: An analysis of Immigrants on US Television" in The Journal of Popular Culture, vol. 54, no.4.

Course Outcomes:

At the end of the course the student will be able to:
- Grasp the theoretical understanding of popular culture.
- Examine the relationship between popular culture and religion in everyday life.
- Engage in comprehending the performative traditions which are an element of popular culture.
- Interpret food cultures as an element of popular culture.
- Evaluate the 'popular' and 'cultural' of identity.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

SDG No. & Statement:

SDG 12: Ensure sustainable consumption and production patterns

SDG Justification:

The course dwell upon the various facets of popular culture those are highly related to consumption and thereby the production pattern of the world

SOCY2091	PAIN, LOSS AND GRIEF	L	T	P	S	J	C
		4	0	0	0	0	4

Pre-requisite	Classical Sociological Thought
Co-requisite	None
Preferable exposure	None

Course Description:

Pain may arise in a person, as an internal affliction (wound, infection, dis-ease), as externally inflicted (punishment), self-inflicted (rituals of faith, self-harm); grief may come upon a person, given the loss of another person or object that is deeply loved, which may also amount to a loss of self. Pain, it has been argued, is categorical non-relational, unlike love and anger for example. A corollary argument is that everyday languages of pain are poorly developed to relational feelings.
We begin with these arguments and move to biomedical attempts to apprehend pain through the constructions of language and practice. Next, we consider punishment and faith-based ritual, as practices of the infliction of pain, to examine the relationship between discipline, reform, torture & truth. In the final section of the course, we examine grief – a kind of mental or psychic pain -- in relation to Freud's distinction between mourning and melancholia. Throughout, we will be concerned in the sociological apprehension of the habitat of pain, within and outside the body of the person: in other people, communities and material objects. The course will address these problems by working through historical, literary, literary critical, psychoanalytic, and ethnographic texts, focusing on personal and socio-cultural practices. Committed, careful reading, presentation and writing skills are necessary for a good performance in this course

Course Educational Objectives:

- To impart knowledge on how the body is a site of pain, and develop an understanding of the space where resides
- To develop an understanding of the habitus, the habitat and the writing of pain.
- To study different ritual forms of inflicting pain and understand the application of pain in torture and punishment.
- To familiarise the relationship between pain and grief as categories of loss.
- To develop an understanding of mourning, melancholia and psychic and social work of dealing with loss.

UNIT 1	The body and its investments – the habitat of pain	10 hours

The body and its investments – the habitat of pain

UNIT 2	The habitus and inscriptions of pain	12 hours

Inscriptions of pain, Language and body

UNIT 3	Punishments and inflictions of ritual pain	12 hours

Punishments and inflictions of ritual pain

UNIT 4	Introduction to grief	10 hours

Introduction to Grief

UNIT 5	The work of melancholia	12 hours

The work of melancholia

References:

1. Das, V. 2007.'Language and the Body: Transactions in the Construction of Pain' in Life and Words: Violence and the Descent into the Ordinary. University of California Press: Berkeley, Los Angeles & London
2. Deraniyagala, S. 2013. Wave: A Memoir of Life After the Tsunami. Hachette Digital
3. Derges, J. 2013. Ritual and Recovery in Post Conflict Sri Lanka. Routledge
4. Foucault, M. 2012. Discipline and Punish. Knopf Doubleday Publishing Group.
5. Freud, S. 1917. 'Mourning and Melancholia' in J. Strachey (ed.) The Standard Edition of the Complete Psychological Works of Sigmund Freud- Volume XIV (1914-1916). The Hogarth Press: London. pp. 243-258
6. Ignatieff, M. 1978. A Just Measure of Pain. Pantheon Books
7. Melzack, R. 1975. 'The McGill Pain Questionnaire: Major Properties and Scoring Methods' in Pain. 1: 277-299
8. Ondaatje, M. 2011. Anil's Ghost. Random House
9. Scarry, E. 1985. The Body in Pain. Oxford University Press: New York
10. Seremetakis, C. N. 1991. The Last Word: Women, Death and Divination in Inner Mani. University of Chicago Press: Chicago
11. Tousignant, N. 2011. 'The Rise and Fall of the Dolorimeter: Pain, Analgesics, and the Management of Subjectivity in Mid-Twentieth Century United States' in Journal of the History of Medicine and Allied Sciences 66 (2): 145-179
12. Woolf, V. 1926. 'On Being Ill' in T.S. Elliot's The Criterion.
13. 'Introduction' & 'The Interior Structure of the Artifact' in Elaine Scarry's The Body in Pain 'Diagnosis' in Joanna Bourke's The Story of Pain
14. 'The Rise and Fall of the Dolorimeter' by Noemi Tousignant
15. Bourdieu, The Logic of Practice

16. Shagufta Kaur Bhangu , Inscriptions Of Pain.
17. 'Language and Body' in Veena Das' Life and Words and Saadat Hasan Manto's Khol Do
18. (English Translation: Her Body Beyond Pain by Aatish Taseer) Discipline & Punish, Michel Foucault (Introduction)
19. A Just Measure of Pain, Michael Ignatieff 'Pain and Truth', Talal Asad Ritual and Recovery by Jane Derges (selections).
20. Julia Kristeva, The Black Sun (2 chapters) & Stephen Greenblatt, Will in the World (One chapter).
21. Wave: Life and Memories after the Tsunami by Sonali Deraniyagala
22. The Story of Pain: From Prayer to Painkillers. Oxford University Press

Course Outcomes:

At the end of the course the student will be able to:
1. Understand how the body is a site of pain, and develop an understanding of the space where pain resides
2. Develop an understanding of the habitus, the habitat and the writing of pain
3. Study different ritual forms of inflicting pain, and understand the application of pain in torture and punishment
4. Understand the relationship between pain and grief as categories of loss
5. Develop an understanding of mourning, melancholia and psychic and social work of dealing with loss.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
27-08-2021

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.

SDG Justification:

The modules and topics included in this course are designed to understand the social and cultural institutions that may cause deterrence to a peaceful and inclusive society.

SOCY3051	SOCIOLOGY OF VIOLENCE	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	**Economic Sociology, and Political Sociology**						
Co-requisite	**None**						
Preferable exposure	**None**						

Course Description:

This course treats 'violence' as an anthropological problem, rather than a self-evident experience or phenomena. Consequently, the 'problem' decomposes on three axis: A. the emergence of violence as a disciplinary category, and socio-cultural expression; B. Its production, latent and emergent on the axis of human perpetration; and C. its unfolding, which may have multiple durations. In this treatment, each axis has a distinct temporal density.
This is an advanced class in the sense of depth, but also in the sense of anthropologies unsettled, unstable understanding of the subject. Serious engagement with the readings, and class conversations are a must.

Course Educational Objectives:

1. To explain the different ways in which violence as a concept has been studied.
2. To develop a sense for the concept of the emergence of violence, and of configuring spaces and conditions of possibility for the emergence of violence
3. To familiarise the distinction between force, violence and violation and to understand how violence is autonomous
4. To describe the concept of perpetration and develop a sense for the perpetrator as a person
5. To develop an understanding for different durational modes of violence

UNIT 1   **A review of the study of violence**   **10 hours**

Introduction, Violence, Subjectivity

UNIT 2   **Emergence of violence**   **12 hours**

Where is violence located? Collective Violence, The emergence of "violence" as problem, Violence, Culture

UNIT 3   **Force and violence, autonomy of violence**   **12 hours**

Critique of Violence, The autonomy of violence, Formations of Violence

UNIT 4   **The Perpetrator**   **12 hours**

Performativity, sociality and psychology of perpetration

UNIT 5   **The Duration of violence**   **10 hours**

The duration of violence

References:

1. Aretxaga, Begona. "Dirty protest: symbolic overdetermination and gender in Northern Ireland ethnic violence." Ethos 23.2 (1995): 123-148.
2. Asad, Talal. On suicide bombing. Columbia University Press, 2007.
3. Benjamin, Walter, M. Bullock, and M. Jennings. "Critique of Violence, Selected Writings; Volume 1; 1913-1926." (1996).
4. Butler, Judith. Gender trouble. routledge, 2002.
5. Cavell, Stanley. "The uncanniness of the ordinary." In Quest of the Ordinary: lines of skepticism and romanticism (1988): 153-78.
6. Certeau, Michel de. The practice of everyday life. Berkeley. (1984).
7. Das, Veena. "The act of witnessing: Violence, poisonous knowledge and subjectivity." Cadernos Pagu 37 (2011): 9-41.
8. Das, Veena. "Violence, gender, and subjectivity." Annual Review of Anthropology 37 (2008): 283-299.
9. Debos, Marielle. "Living by the gun in Chad: armed violence as a practical occupation." The Journal of Modern African Studies 49.3 (2011): 409-428.
10. Feldman, Allen. Formations of violence: The narrative of the body and political terror in Northern Ireland. University of Chicago Press, 1991.
11. Foucault, Michel, Alain Baudot, and Jane Couchman. "About the concept of the "dangerous individual" in 19th-century legal psychiatry." International Journal of Law and Psychiatry 1.1 (1978): 1-18.
12. Geertz, Clifford. "Deep play: Notes on the Balinese cockfight." Culture and Politics. Palgrave Macmillan, New York, 2000. 175-201.
13. George, Kenneth M. Violence, culture, and the Indonesian public sphere: Reworking the Geertzian legacy, in Violence Whithead (ed.) School of American Research Press, 2004.
14. Goffman, Erving. The presentation of self in everyday life. 1959. Garden City, NY (2002). Harrison, Simon. "The symbolic construction of aggression and war in a Sepik River society." Man (1989): 583-599.
15. Hellmann-Rajanayagam, Dagmar. "Female Warriors, Martyrs and Suicide Attackers: Women in the LTTE." International Review of Modern Sociology (2008): 1-25.

16. Jeganathan, Pradeep. "'Violence'as an Analytical Problem: Sri Lankanist Anthropology After July'83." Nethra 2.4 (1998): 7-47.
17. Jeganathan, Pradeep. "A space for violence: anthropology, politics and the location of a Sinhala practice of masculinity." Subaltern Studies 11 (2001): 37-65.
18. Jeganathan, Pradeep. "Border, checkpoint, bodies," Routledge Handbook of Asian Borderlands (Routledge, 2018)
19. Jeganathan, Pradeep. "Checkpoint: anthropology, identity, and the state." Anthropology in the Margins of the State (2004): 67-80.
20. Mehta, Deepak. "Collective violence, public spaces, and the unmaking of men." Men and Masculinities 9.2 (2006): 204-225.
21. Rosaldo, Michelle Z. "The shame of headhunters and the autonomy of self." Ethos 11.3 (1983): 135-151.
22. Seltzer, Mark. Serial killers: Death and life in America's wound culture. Routledge, 2013.
23. Spencer, Jonathan. "Collective violence and everyday practice in Sri Lanka." Modern Asian Studies 24.3 (1990): 603-623.

Course Outcomes:

At the end of the course the student will be able to:
1. Understand the different ways in which violence as a concept has been studied
2. Develop a sense for the concept of the emergence of violence, and of configuring spaces and conditions of possibility for the emergence of violence
3. Understand the distinction between force, violence and violation and to understand how violence is autonomous
4. Understand the concept of perpetration and develop a sense for the perpetrator as a person
5. Develop an understanding for different durational modes of violence

CO-PO Mapping:

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

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

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BOS : Humanities and Social Sciences   **ACADEMIC COUNCIL: 17-09-2021**
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SDG No. & Statement:

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

SDG Justification:

The topics of this course may add anthropological richness in achieving inclusive and equitable quality education and promote lifelong learning opportunities.

SOCY3061	MODERNIZATION AND GLOBALIZATION	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	**Economic Sociology, and Political Sociology**						
Co-requisite	**None**						
Preferable exposure	**None**						

Course Description:

This course introduces students to two key, critically important and related concepts of modernization and globalization. The course provides an introduction to modernization in the first module both from the perspective of modernization theory and its critiques. The second module looks at related theories of dependency and world systems that came as a response to modernization theory from the perspective of the global South within the context of post-imperialism and late development. The third, fourth and fifth modules focus on the concept of globalization. While the third module introduces students to the theoretical perspectives on globalization, the fourth and fifth module acquaint students with the issue of how globalization interacts with certain structures and institutions, with potentially critical outcomes. The two selected for this course are caste and gender.

Course Educational Objectives:

- Provide students with an introduction to the theories and debates on the concepts of modernization.
- Provide them with the knowledge to develop a critical perspective on modernization and development through an introduction to the concepts of dependency and world systems.
- Introduction to the theoretical concept of globalization from a sociological perspective.
- Acquaint students with proponents and critics of the debates on globalization.
- Introduction to the critical dimensions of globalization, with a focus on caste and gender.

UNIT 1   **Introduction to Modernization**   **10 hours**

Introduction to modernization, Early modernization theory, Modernization and India

UNIT 2   **Dependency and World Systems: Critique of Modernization**   **12 hours**

Introduction to dependency and world systems, Dependency theory, World systems theory

| **UNIT 3** | **Globalization** | **12 hours** |

Critical perspectives, Pro-Globalization Perspectives, Culture and Globalization

| **UNIT 4** | **Globalization: Interaction with Caste** | **12 hours** |

Caste and globalization, Merit and hiring in employment, Caste privileges

| **UNIT 5** | **Globalization and Gender** | **12 hours** |

Gender and class, Gender and work in the global context, Early globalization and the gendered division of labour

References:

1. Roberts, Hite and Chorev. 2015 The Globalization and Development Reader, Second Edition, Wiley.
2. Parons, T (1982). "Evolutionary Universals in Society" in Mayhew, LH (eds.) Talcott Parsons: On Institutions and Social Evolution Selected Writings, University of Chicago Press, (pp: 296- 326).
3. WW Rostow (1959). The Stages of Economic Growth. The Economic History Review, XII (1): 1-16.
4. Singh Y (2012). Modernization and Its Contradictions: Contemporary Social Changes in India. Source: Polish Sociological Review, No. 178 (2012), pp. 151-166. Published by: Polskie Towarzystwo Socjologiczne (Polish Sociological Association). Stable URL: http://www.jstor.org/stable/41969438
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6. Tipps, Dean C. 1973. "Modernization theory and the comparative study of national societies: A critical perspective." Comparative Studies in Society and History 15 (2): 199-226.
7. Roberts, Hite and Chorev: (2015) The Globalization and Development Reader, Second Edition, Wiley. (Chapter: 7 by Gunder Frank "Development of Underdevelopment"(pp 105-114)
8. Chapter 8: by Fernando Cardoso, "Dependency and Development in Latin America" (pp. 115-125)
9. Wallerstein, E. 2004. World Systems Analysis: An Introduction. Duke University Press. (Chapter 2: The Modern World Systems as a Capitalist World-Economy (pp 22-41).
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11. David Harvey Globalization and the "Spatial Fix" downloaded from https://publishup.uni- potsdam.de/opus4-ubp/frontdoor/deliver/index/docId/2251/file/gr2_01_Ess02.pdf (22-01- 2022)
12. Roberts, Hite and Chorev: (2015) The Globalization and Development Reader, Second Edition, Wiley. (Chapter 15 by Norberg, "In Defense of Global Capitalism" pp. 247-262)

13. Chapter 16 by Friedman, "It's a Flat World, After All" (pp. 263-271)
    Appadurai, A (1990) "Disjuncture and Difference in the Global Cultural Economy, Theory
14. Culture and Society
    Teltumbde, A. 2010. Globalization and Caste, Contemporary Voice of Dalit, 3(2): pp 101-137.
15. Subramanian, A. 2019. The Caste of Merit: Engineering Education in India. Massachusetts: Harvard University Press. Introduction, (pp 1- 26)
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19. Worldviews of the Lower Middle Class in West Bengal, Gender and Society, 17(4): 544-566 Salzinger, L. 2003. Gender in Production: Making Workers in Mexico's Global Factories,
20. Berkeley: University of California Press. Chapter 2. (pp 9-16; 26-29; 51-52; 64-70).
21. Mies, M (1981): "Dynamics of Sexual Division of Labour and Capital Accumulation": Women Lace Workers of Narsapur. Economic and Political Weekly, 16(10/12): 487-500.

Course Outcomes:

At the end of the course the student will be able to:
1. Grasp the theories and debates on the concepts of modernization.
2. Get the knowledge to develop a critical perspective on modernization and development through an introduction to the concepts of dependency and world systems.
3. Understand the theoretical concept of globalization from a sociological perspective.
4. Familiarise with proponents and critics of the debates on globalization.
5. Critical analyses the dimensions of globalization, with a focus on caste and gender.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : Humanities and Social Sciences   ACADEMIC COUNCIL: 17-09-2021
27-08-2021

SDG No. & Statement:

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG Justification:

This course imparts knowledge to develop a critical perspective on globalization, modernization and development through an introduction to the concepts of dependency and world systems

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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course is an Introduction to the history of Dance in India, with special reference to traditional 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

UNIT 2 **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**

Overview of the eight classical dance forms, Bharatanatyam, Kuchipudi, Mohiniyattam, Kathakali, Kathak, Manipuri, Sattriya, Odissi

UNIT 4 **Desi traditions**

Overview of folk dance traditions of India, demarcation between classical dances and folk dances

UNIT 5

Dance forms in post-independent India, Neo-classical dance forms and their inspiration, 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 that occurred in the various dance forms over time
5. Understand different body movements
6. Understand the fundamental techniques of different dance traditions of India

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 pedagodical 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 andtoe 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

UNIT 4   **Gestural Vocabulary of Indian Dance – Asamyuta and Samyuta hastās**

Asamyuta Hastā s from the text Abhinaya Darapanam

Samyutha Hastā s from the text Abhinaya Darpanam

Story telling using hastā.

UNIT 5   **Putting it all together – Learning a Koutvam/ Jati Swaram/ Sabdam**

Background of the item (song) to be taught

Koutvam/ Jati Swaram/ Sabdam

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 Kuchipudi.

FPEA2001	INTERMEDIATE KUCHIPUDI	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Introduction to Kuchipudi						
Co-requisite	None						
Preferable exposure	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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course is continuation to the previous course and also increases the complexity in Jati patterns and items.

Course Educational Objectives:
- To enhance strength and stamina.
- To understand the advanced techniques of Kuchipudi.

UNIT 1   Sankeerna Jati Jatis
- What is Sankeerna Jaati?
- Two jatis from Sankeerna Jati.

UNIT 2   Principle Techniques of Kuchipudi
- Review of basics in correlation to Principle techniques of Kuchipudi

UNIT 3   Conditioning for Dance
- Anatomy of the body
- Pilates
- Yoga
- Leg work and balance

UNIT 4   Stamina
- Aerobic Exercise
- Cardio-vascular endurance – continuous practice without breaks
- Anerobic Exercise
- For speed and endurance - HIIT training

UNIT 5
- Advanced Item - Tarangam

Course Outcomes:

After successful completion of the course the student will be able to:
1. Place dance as a medium of information and ideological transference.
2. Understand different body movements, their roots and execution.
3. Execute the repertoire of Kuchipudi.

FPEA2011	SATTVIKABHINAYA IN KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3

Pre-requisite	Intermediate Kuchipudi
Co-requisite	None
Preferable exposure	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

		L	T	P	S	J	C
FPEA3011	**IMPROVISATION IN KUCHIPUDI**	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
Pre-requisite	Introduction to Indian Dance						
Co-requisite	None						
Preferable exposure	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 historof y different forms of dance
- Awarenesofut the different dance traditions, their history, evoluti,on 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

		Mohiniyattam Dance Minor						
Course code	**Level**	**Course Title**	**L**	**T**	**P**	**J**	**S**	**C**
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2031	2	Introduction to Mohiniyattam	2	0	2	0	0	3
FPEA2041	2	Intermediate Mohiniyattam	1	0	4	0	0	3
FPEA3031	3	Advanced Mohiniyattam	1	0	4	0	0	3
FPEA2051	2	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
FPEA3041	3	Mohiniyattam Performance	1	0	4	0	0	3
FPEA3051	3	Improvisation in Mohiniyattam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3

FPEA1001	INTRODUCTION TO INDIAN DANCE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course is an introduction to the history of dance in India, with special reference to traditional arts forms.
The dance history of India is analyzed through the cultural, social, political and economic lens.
This course acknowledges the contexts in which various dance forms emerged, evolved, revived, and thrived. The course also provides an overview of the content and context of the eight classical dance forms of India.

Course Educational Objectives:

- Explain the cultural history of India.
- Analyse the impact of political and economic conditions on the art in each region in India.
- Explain brief histories of 8 classical dance forms of India.
- Explain the content, repertoire and A�ārya 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. Putcha, Rumya S. "Between History and Historiography: The Origins of Classical Kuchipudi Dance." Dance
3. 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
5. Hungaricae, vol. 33, no. 1/4, Akadémiai Kiadó, 1991, pp. 301–08, https://doi.org/10.2307/902452.

6. Walker, M. "Revival and Reinvention in India's Kathak Dance". MUSICultures, vol. 37, Feb. 2010,
7. https://journals.lib.unb.ca/index.php/MC/article/view/20234.

8. Pukhrambam, L. D. (2014). GENESIS OF MANIPURI DANCE: A PERSPECTIVE. IRJMSH, 5(6).
9. Abhinayadarpana of Nandikesvara – Manmohan Ghosh
   Abhinayadarpana of Nandikesvara – Appa Rao.Mirror of Gesture –
   Ananda Coomarasvamy

Course Outcomes

1. Understand what dance is and the importance of dance-related texts in tracing history.
2. Elaborate how dance changed, evolved with different political rulers.
3. Know the basic elements that comprise Indian Classical Dance (Nritta, Nritya)
4. Understand dance forms that evolved out of temples.
5. Illustrate the brief histories of solo dance traditions and dance drama traditions.

FPEA2041	Introduction to Mohiniyattam Dance	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 Mohiniyattam dance which includes Chuzhippus, Basic steps, Basic hand gestures, and two items from the repertoire Cholkkettu and Jatiswaram.

Course Educational Objectives:

1. Basic body conditioning exercises [Chuzhippus]
2. Introduction to gestural vocabulary and Tala in Mohiniyattam.
3. Introduction to basic Adavus [steps]
4. Teermaana adavus [Pirivu adavus]
5. Learn a basic item in Mohiniyattam.

UNIT 1	Basics of Mohiniyattam	10 hours

1. Chuzhippus: 2 Sets
2. Basic stance: Hand , feet and body position in Mohiniyattam.
3. Introduction of foot positions in Natyasastra.
4. Basic steps 1st set [Sthira-10 nos]

UNIT 2	Hand gestures, basic steps and body kinetics.	9 hours

1. Introduction to Hastalakshana Deepika [Gestural directory of Mohiniyattam Mudras]
2. Chuzhippu 3rd set
3. Viniyoga of Pataka mudra.
4. Basic steps 2nd set [Asthira- 10 nos]
5.

UNIT 3	Basic steps completion and Introduction to Tala patterns.	9 hours

1. Basic steps 3rd set [Chalita-10 nos]
2. Pirivu adavus
3. Introduction to Tala.
4. Other important hastas [Dasavatara, Deva hastas]

UNIT 4	**Angika abhinaya in Natyasastra [Chapter 8] and Cholkkettu**	**10 hours**

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

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

1. Final part of Cholkkettu
2. Jatiswaram [Raag - Chenjurutty]
3. Dance music

Text Books

1. Manomohan Ghosh, *Natyasastra*, Vol;1 and 2, Chaukamba Surbharati Prakashan, 2016. Nalanda Chapters VIII, X.
2. Kanak Rele, *Mohiniyattam- The Lyrical Dance,* Nalanda Dance Research Centre, 1992.

3. Nirmala Paniker, *Hand Gestures of Hastalakshana Deepika in Mohiniyattam,* Natana Kairali, 2007

Course Outcomes:

1. Demonstrate the basic stance [Vaishakaha sthana] of Mohiniyattam.
2. Understand and perform the body kinetics of Mohiniyattam
3. Demonstrate basics steps and Teermana adavus
4. Show the gestural vocabulary of Mohiniyattam.
5. Perform the basic Tala patterns
6. Perform a basic item of Mohiniyattam.

FPEA2041	INTERMEDIATE MOHINIYATTAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course is a continuation of Introduction to Mohiniyattam

Course Educational Objectives:

1. Revising the Basic Adavus 3 sets
2. Introduction to Satvikabhinaya
3. Mudra viniyoga- Mudrakhya, Kataka and Mushti
4. Learning a Varnam

UNIT 1   **10 hours**
Revising the Basic Adavus 3 sets
- Sthiram
- Asthiram
- Chalitam

UNIT 2   **Introduction to Satvikabhinaya**   **9 hours**

- Chapter 6 of Natyasastra

UNIT 3   **Mudra viniyoga- Mudrakhya, Kataka and Mushti**   **10 hours**

- Introducing different hand gestures from one pattern

UNIT 4   **10 hours**
- Learning a Varnam [First half]

UNIT 5   **9 hours**
- Varnam [Second half]

TextBooks:

1. Manomohan Ghosh, Natyasastra, Vol;1 and 2, Chaukamba Surbharati Prakashan, 2016. Nalanda Chapters VIII, X.
2. Kanak Rele, Mohiniyattam- The Lyrical Dance, Nalanda Dance Research Centre, 1992.
3. Nirmala Paniker, Hand Gestures of Hastalakshana Deepika in Mohiniyattam, Natana Kairali, 2007

Course Outcomes:

1. Get a good understanding in basics
2. Introduction to Abhinaya
3. Understanding different variations of hand gestures
4. Perform a major item in the repertoire

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

Course Description:

This course helps to understand the repertoire, tala and choreography techniques in Mohiniyattam.

Course Educational Objectives:

- Understanding the repertoire of Mohinyattam.
- Pancha jaatis in Taala [Practical]
- Eye exercises and Nrittahastas in Natyasastra
- Padam [Ahiri]
- Self choreography of an Abhinaya piece.

UNIT - I	Repertoire of Mohiniyattam 1. Cholkkettu 2. Jatiswaram 3. Varnam 4. Padam	Hours :10
UNIT - II	Pancha jatis in Tala [Practical] Different tala patterns	Hours :10
UNIT - III	Eye exercise and Nrittahastas	Hours : 9
UNIT - IV	Learning a padam [Ahari]	Hours : 10
UNIT - V	Self choreography [Abhinaya]	Hours : 9

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.

FPEA2051	SATVIKABHINAYA IN MOHINIYATTAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	**Advanced Mohiniyattam**						
Co-requisite	**None**						
Preferable exposure	**None**						

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

UNIT 1   **Introduction to Rasa Theory**   **10 hours**
1. Navarasas
2. Sthayibhavas
3. Sanchari bhavas
4. What is Bhava?

UNIT 2   **9 hours**
Understanding Navarasa through real life situations.

UNIT 3   **10 hours**
Learning a Tillana [First half]

UNIT 4   **10 hours**
Learning a Tillana [second half]

UNIT 5   **9 hours**
Attitude – A performer quality

Course Outcomes:

1. Understand rasa and bhava
2. Connecting real life situations helps to understand and easily deliver the navarasas.
3. By learning a Tillana the understanding of intricate footworks will be more specific.
4. Learn the quality of a performer written by Bharata

FPEA3041	MOHINIYATTAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3

Pre-requisite	Advanced Mohiniyattam
Co-requisite	None
Preferable exposure	None

Course Description:

Performance is a critical aspect of any art form. This course introduces students to the performance elements of dance like spatial awareness, body flexibility, makeup, lights, attitude, and aesthetics.

Course Educational Objectives:

1. Spatial awareness in dance through group choreography
2. Makeup for dance
3. Play of lights – the role of lights in dance
4. Beauty, grace and movements – an aesthetic investigation of dance
5. Understanding yoga for body flexibility

UNIT 1   **10 hours**
Time and space in a performance
UNIT 2   **9 hours**
Make-up for Dance
UNIT 3   **10 hours**
The role of lights in dance
UNIT 4   **9 hours**
An aesthetic investigation on Dance
UNIT 5   **10 hours**
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.

FPEA3051	IMPROVISATION IN MOHINIYATTAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	Satvikabhinaya in Mohiniyattam						
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 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. Nritta/ Pure Dance Improvisation
5. Abhinaya Improvisation

UNIT 1   **10 hours**

Rhythm – the jaatis or meters in dance
UNIT 2   **10 hours**
Music and movement
UNIT 3   **9 hours**
Space and movement
UNIT 4   **10 hours**
Nritta improvisation in Mohiniyattam
UNIT 5   **9 hours**
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 Nritta
5. Creative improvisation in Abhinaya

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indian dance						
Co-requisite	None						
Preferable exposure	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:

1. Introduction
2. Ballet and Modern dance
3. African and Hip-hop
4. Flamenco and Kathak
5. Cultural Appropriation

UNIT 1	**10 hours**
Introduction to cross-culture	
UNIT 2	**9 hours**
Ballet and Modern dance	
UNIT 3	**9 hours**
African and Hip-hop	
UNIT 4	**10 hours**
Flamenco and Kathak	
UNIT 5	**10 hours**
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)

		Bharatanatyam Dance Minor						
Course code	**Level**	**Course Title**	**L**	**T**	**P**	**J**	**S**	**C**
FPEA1001	1	Introduction to Indian Dance	3	0	0	0	0	3
FPEA2061	2	Introduction to Bharatanatyam	2	0	2	0	0	3
FPEA2071	2	Intermediate Bharatanatyam	1	0	4	0	0	3
FPEA3071	3	Advanced Bharatanatyam	2	0	2	0	0	3
FPEA2081	2	Sattvikabhinaya in Bharatanatyam	1	0	4	0	0	3
FPEA3081	3	Bharatanatyam Performance	1	0	4	0	0	3
FPEA3091	3	Improvisation in Bharatanatyam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3

FPEA1001	INTRODUCTION TO INDIAN DANCE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course introduces the cultural and socio-political history in which Indian dance forms emerged, evolved, revived, and thrived.

Course Educational Objectives:
- Understand the cultural history of India
- Awareness about the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions of India
- Interpret dance as a medium of communication
- Perform the basics movements of some classical and folk dances of India
- Awareness about the dance forms existing in modern times.

UNIT 1   **8 hours**
Introduction to the dance history of India: Dance in pre-historic and proto-historic eras, Bhakti Movement, Treatises on dance, British era, Modern era

UNIT 2   **6 hours**
The role of courts and temples in the patronage of different art forms: Court Dance, Temple Dance, Great patrons of Indian Dance (Pallavas, Pandyas, Cheras, Chozhas, Vijayanagara empire, Maratha kings of Tanjore, Swati Tirunal, Mughals)

UNIT 3   **Marga Traditions**   **10 hours**
Classical and Folk traditions of India: Meaning of classical and folk in the context of dance, Differences between folk and classical dances, Overview of classical dance traditions, Overview of folk-dance traditions

UNIT 4   **Desi traditions**   **10 hours**
Overview of the technique of Indian dances: Understanding the dancing body, The idea of space in dance, Gesture language in Indian dance, Emotions and their expressions

UNIT 5   **8 hours**
Dance forms in post-independent India, Neo-classical dance forms and their inspiration, Changes in content and context of the Indian dance forms.Changes in content and context of the Indian dance forms.

Course Outcomes:

After successful completion of the course the student will be able to:
1. Elucidate the artistic history of India using the context of culture, occupation and society
2. Differentiate between classical and folk forms of dance
3. Place dance as a medium of information and ideological transference
4. Analyze the changes occurred in the various dance forms over time
5. Understand different body movements, their roots and execution
6. Execute the fundamental techniques of different dance traditions of India

FPEA2061	INTRODUCTION TO BHARAHARATANATYAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course introduces students to the basic technique of Bharatanatyam dance which includes basics steps called *adavus*, and an invocatory items of *Allarippu and Jathiswaram*.

Course Educational Objectives:

1. Understand the basic techniques of Bharatanatyam
2. Perform the basics movements of Bharatanatyam
3. Understand the pedagodical structure of Bharatanatyam

UNIT 1
- Thattadavu, Naatadavu, Paraval adavu, Korvai adavu

UNIT 2
- Kudhitthumettadavu, Kutthadavu, Sarrukal adavu

UNIT 3
- Mandi adavu, Theermanam adavu

UNIT 4
- Gestural Vocabulary of Indian Dance – Asamyuta and Samyuta hastas

UNIT 5
- Allarippu, Jathiswaram

Course Outcomes:

After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Execute the fundamental techniques of Bharatanatyam

FPEA2071	INTERMEDIATE BHARAHARATANATYAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Introduction to Bharatanatyam						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course is a continuation of Introduction to Bharaharatanatyam.

Course Educational Objectives:
- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagodical 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 pedagodical structure of Bharatanatyam

UNIT 1
- Mandala bhedha, Sthanaka bhedha

UNIT 2
- Padam/Ashtapadi

UNIT 3
- Keerthanam/Kriti

UNIT 4
- Thillana

UNIT 5
- Introduction to Chaari bhedha

Course Outcomes:

   After successful completion of the course the student will be able to:

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Execute the repertoire of Bharatanatyam

FPEA2081	SATVIKABHINAYA N BHARATANATYAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Advanced Bharatanatyam						
Co-requisite	None						
Preferable exposure	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 pedagodical 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
Pre-requisite	Sāttvikabhinaya in Bharatanatyam
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 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 techiques into the traditional art form

FPEA3091	IMPROVISATION IN BHARATANATYAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	Sāttvikabhinaya in Bharatanatyam						
Co-requisite	None						
Preferable exposure	None						

Course Description:
Improvisation in dance is the process of spontaneously creating movement. After providing the vocabulary of Indian dance in Bharatanatyam, students are encouraged to find their creative expression in movements spontaneously with the help of several exercises of rhythm and music.

Course Educational Objectives:
- Understand the advanced techniques of Bharatanatyam
- Assimilate skill training and apply it creatively

   UNIT 1
   - Rhythm – Introduction of Five Jaatis or meters in dance
   UNIT 2
   - Music and Movement quality
   UNIT 3
   - Space and movement
   UNIT 4
   - Nritta/ Pure Dance Improvisation
   UNIT 5
   - Abhinaya Improvisation

Course Outcomes:

   After successful completion of the course the student will be able to:
   1. Place dance as a medium of information and ideological transference
   2. Understand different body movements, their roots and execution
   3. Incorporate modern presentational techiques 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

Pre-requisite	Introduction to Indian Dance
Co-requisite	None
Preferable exposure	None

Course Description:

This course introduces students to different dance forms across the world. Each dance form is examined on how they expressed their cultural, ethnic, racial, and political background in their movement. All the dance forms are compared and contrasted through their histories.

Course Educational Objectives:
- Understand the cultural history different forms of dance
- Awareness about the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions

UNIT 1
- Introduction

UNIT 2
- Ballet and Modern Dance

UNIT 3
- African and Hip-hop

UNIT 4
- Flamenco and Kathak

UNIT 5
- Cultural Appropriation

Course Outcomes:

After successful completion of the course the student will be able to:
1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between idegenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

Minor Program in Indology

Requirements for Minor in Indology

Students wishing to minor in Indology must complete the 8 Minor Core Courses in the Indology curriculum. All Courses will have a Continuous Assessment Component of 70 Marks and a Semester End Examination for 30 marks. These courses are in the table below.

Course Code	Course Title	Course Type	L	T	P	J	S	C
FPEA1051	Introduction to Indology	T	3	0	0	0	0	3
FPEA1061	Vedic Literature and Mythology	T	3	0	0	0	0	3
FPEA2121	Religion and Religiosity in India	T	3	0	0	0	0	3
FPEA2131	Introduction to Indian Philosophy	T	3	0	0	0	0	3
FPEA2141	Introduction to Temple Architecture and Iconography	T	3	0	0	0	0	3
FPEA2151	Ancient Indian Social Structure	T	3	0	0	0	0	3
FPEA3131	Ancient Indian Knowledge Systems	T	3	0	0	0	0	3
FPEA3141	Global Indian Culture and Folk studies	T	3	0	0	0	0	3
Total Credits								**24**

FPEA1051	INTRODUCTION TO INDOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course is an Introduction to Indology or Indic thought in general. This course will focus on the basic understanding about the importance of Indology studies and will also give a comprehensive understanding regarding the pre and proto history of India. In this course, a strong background in Indology will be built upon by providing deeper knowledge of important aspects of India in its historical, societal, cultural and literary contexts. Focussing on the Geography of the Greater India, the multifaceted advantages that Bharata Khanda had due to its immense natural resources' availability and a fundamental introduction to Indian Archaeology will be provided. The important aspects of the Indus Valley Civilization and the different stages and history of exclusively the Harappan Culture will be studied to gain a comprehensive understanding regarding the great civilization that the Bharata Desha has from the earliest times.

Course Educational Objectives:

1. To explain the concept of Oriental Studies and its importance
2. Gain a comprehensive understanding of the history of Indological studies
3. Gain knowledge about the historical aspects of India
4. Analyze the differences between Culture and Civilization and the role they play
5. Summarize the history and the contributions of the Indus Valley Civilization

UNIT 1	Indic thought	9 hours

- Introduction to Oriental Studies
- Definitions of Culture
- Difference between Culture and Civilization
- Scholars of Indology

UNIT 2	Bharata Varsha/Bharata Khanda	9 hours

- Geography of Greater India
- Geographical importance of Jambudweepa
- Geographical background of Indian Culture
- Regional Structure of India in relation to Language and History

- Mahajanapadas – emergence from Janapadas; 16 Mahajanapadas; Significance of each Kingdom; Political Structure; Gana Sanghas; Decline of Mahajanapadas

UNIT 3   **Pre- History of Bharat Desha**   **9 hours**

- Paleolithic Age – 3 phases and Time line; Geography; human way of life; Technology used; Social Organization; Arts in this age; Inventions; Belief Systems and Religions
- Mesolithic age - Time line; Geography; Human way of life; inventions; Social organization; Tools and Technology; Sites; Religion and Belief Systems
- Neolithic ages – Time line; origins and regional development; Social Organization; Religion and Belief Systems; Arts; Tools and technology; Inventions; Sites

UNIT 4   **Indian Archaeology**   **9 hours**

- Introduction – History; Purpose; Methods; Different disciplines
- Importance of Archaeology –Historical Understanding; Research; Analysis; Documentation
- Archaeology in India – Origin; Different Ages Sites; Post Independence Sites; Importance; Organizations
- Important contributors to Indian Archaeology

UNIT 5   **Proto History of Bharata Desha**   **10 hours**

- Introduction to Indus Valley Civilization – Timeline; geography; Discovery and History
- Important Sites; Technology and Tools; Inventions; Arts and Crafts; Religion and Belief System
- Myth of the Aryan Invasion
- Harappan Culture – History, Stages and importance of sites

Reference Books

1. Subash Chandra Dash, & Damodar Mahapatra Shastri. (2005). *Facets of Indology: Mahamahopadhyaya Pandit Damodhar Mahapatra Shastri commemoration volume*. Pratibha Prakashan.
2. Sen Gupta, A. (n.d.). *Perspectives of Indological Studies in Modern Era* (A. Sen Gupta, Ed.) [Review of *Perspectives of Indological Studies in Modern Era*]. REVA PRAKASHAN.
3. Trautmann, T. R. (2016). *India: brief history of a civilization*. Oxford University Press.
4. Srinivasan, R. (1999). *Facets of Indian culture*. Bharatiya Vidya Bhavan.

5. Friedrich Max Müller, & Nanda Mookerjee. (2010). *I point to India: selected writings of Max Mueller; 1823 to 1900*. Ramakrishna Mission Institute Of Culture.

6. Saroja Bhate. (2010). *Indology : past, present and future*. Sahitya Akademi.

7. Basham, A. L. 1967. The Wonder That Was India . Reprint.New Delhi: Rupa & Co.

8. Radha Madhav Bharadwaj, Restif, B., Mishra, Y., & Department, India). (2019). *Reinterpreting Indology and Indian history : institutions, intentions, sources and issues*. Pratibha Prakashan.

9. Tripathy. (n.d.). *Geographical Descriptions in Vishnu Purana* (Ha. Satapathy, Ed.; 2010th ed.) [Review of *Geographical Descriptions in Vishnu Purana*]. Rashtriya Sanskrit Vidyapeeth.

10. Chatterjii, S. K. (n.d.). *The Cultural Heritage of India* (2003rd ed., Vol. V) [Review of *The Cultural Heritage of India*]. Ramakrishna Mission Institute of Culture.

11. Allchin, B., & Frank Raymond Allchin. (2007). *The rise of civilization in India and Pakistan*. New Delhi Cambridge University Press.

12. Madhukar Keshav Dhavalikar. (1997). *Indian protohistory*. Books & Books.

13. Sali, S. A. (1990). *Stone age India: a text book written for post-graduate students under the University Grants Commission's scheme of writing university level books*. Shankar Publishers.

14. Sankalia, H. D. (1963). *Prehistory and Protohistory in India and Pakistan*. Bombay University Press.

15. Chakrabarti, D. K. 1988. A History of Indian Archaeology: From the beginning to 1947. New Delhi: Munshiram Manoharlal.

16. Ghosh, A. 1990. Encyclopaedia of Indian Archaeology. Volumes I and II. New Delhi: Munshiram Manoharlal.

17. Khanna, A. (n.d.). *Archaeology of India* (1992nd 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.

FPEA1061	VEDIC LITERATURE AND MYTHOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course 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.*
2. M Winternitz, & Subhadra Jhā. (1967). *History of Indian literature, vol. III, part II (Scientific literature)*. Delhi, Motilal Banarsidass.
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, dharma 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, Pon̲ Caurirācan̲, Gōpālakr̥ṣṇaV., & 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

FPEA2121	RELIGION AND RELIGIOSITY IN INDIA	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Vedic Literature and Mythology						
Co-requisite	None						
Preferable exposure	None						

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.
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19. Heehs, P. (2002). *Indian religions : a historical reader of spiritual expression and experience*. New York University Press.
20. Mahesh Vikram Singh, & Bṛjabhūshaṇa 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

FPEA2131	INTRODUCTION TO INDIAN PHILOSOPHY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Religion and Religiosity in India						
Co-requisite	None						
Preferable exposure	None						

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

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2. Frauwallner, E., & Bedekar, V. M. (2008). *History of Indian philosophy*. Motilal Banarsidass Publishers.
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4. V Nithyanantha Bhat, & Sukṛtīndra Oriental Research Institute. (2019). *Vedānta and the modern world and other indological essays*. Sukṛtīndra Oriental Research Institute.
5. Johnson, W. J. (2008). *The Bhagavad Gita*. Oxford University Press.
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9. R Balasubramanian, Project Of History Of Indian Science, Philosophy, And Culture, & Civilizations, I. (2010). *Advaita Vedānta*. Centre For Studies In Civilizations ; Delhi.
10. C R Srīnivāsa Ayyangār. (1909). *The life and teachings of Sri Ramanujacharya*. R. Venkateshwar.
11. Sharma, B. N. K., & Philosophy, I. (1996). *Dvaita philosophy as expounded by Śrī Madhvācārya*. Radhakrishnan Institute For Advanced Study In Philosophy, University Of Madras.
12. Srinivasachari, P. N. (1996). *The Philosophy of Bhedābheda*. Adyar Library.
13. Narain, K. (2004). *The philosophy of the Vāllabha school of Vedānta*. Indological Research Centre.
14. Vinoda Thakura, S. Bh. (n.d.). *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)* (2016th ed.) [Review of *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)*]. Nitai Gaur Chandra Deva Trust.
15. Surendranath Dasgupta. (2012). *A history of Indian philosophy. 1, Philosophy of Buddhist, Jaina and Six Systems of indian thought.* Motilal Banarsidass.
16. Potter, K. H. (2002). *Encyclopedia of Indian philosophies / 8. Buddhist philosophy from 100 to 350 A.D.* Motilal Banarsidass.
17. Virchand Raghavji Gandhi, & Desai, K. (2009). The Jaina philosophy. World Jain Confederation.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Gain a brief understanding regarding Philosophy in general and Indian Philosophy in particular.
2. Understand the history of Indian Philosophy.
3. Acquire knowledge about the six schools of Indian Philosophy.
4. Gain insights into the Vedantic Intellectual treasure from a bird's eye view.
5. Understand the importance of Bhagavad Gita and the Prasthanatrayi.
6. Gain a brief knowledge about the different philosophies that originated in India along with their Progenitors.

FPEA2141	INTRODUCTION TO TEMPLE ARCHITECTURE AND ICONOGRAPHY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indology, Introduction to Indian Philosophy						
Co-requisite	None						
Preferable exposure	None						

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 dieties in the Hindu pantheon and the concept of Monotheism
- Teach the Buddhist Iconography
- Teach the Jaina Iconography

UNIT 1   **Introduction**   **9 hours**
- Concept of Temples in India – Origins; History; Phases; Important Dynasties; Significance; Social Functions; Philosophy
- Stupas, Chaityas and Viharas – Origins; History; Nomenclature; Influences; Sites in India
- Different types of Temple Structures – Dravida; Nagara; Vesara; Commonalities and Differences; Internal and External divisions

UNIT 2   **Temple Architectures**   **10 hours**
- Dravida Architecture – Origins; History; Influences of Different Periods; Characteristics; Philosophy; Examples
- Nagara Architecture – Origins; History; Characteristics; Different types; Philosophy; Examples
- Vesara Architecture – Origins; History; Characteristics; Philosophy; Examples
- Influence of Islamic Architecture on Temples – History; Societal and Cultural Conditions; Architectural Achievements; Attributes; Examples
- Brihadeeshwara Temple, Konark Sun Temple, Kailashanth Temple, Modhera Sun Temple.

UNIT 3   **Hindu Iconography – I**   **10 hours**
- Shaiva Iconography – Origins; History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shiva Iconography
- Linga worship and Iconographic features of Shiva-Linga, Images of pacific forms of Shiva, Images of terrific forms of Shiva, Nataraja
- Vaishnava Iconography – Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Vishnu Iconography
- Concept of twenty-four forms of Vishnu, Images of ten incarnations of Vishnu.

UNIT 4   **Hindu Iconography – II**   **10 hours**
- Shakti Iconography - Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shakti Iconography; Saraswathi; Lakshmi; Parvathi; Lalitha Tripura Sundari; Kali; Different regional Goddesses; Grama Devatas
- Iconography as a source of Cultural History, Literary sources for the study of Indian Iconography – Puranas, Agamas, Tantras, Shilpashastra works etc., Archaeological sources – epigraphical and sculptural

UNIT 5   **Other Iconographies**   **9 hours**
- Antiquity and characteristics of Buddha Iconography – Origins and History; Scriptures; Descriptions; Metaphysical concepts; Four Postures; Hindu Mythology – Dasavathara Icon; Characteristics
- Antiquity and characteristics of Jain Images – Origin and History; Tirthankaras; Yakshas and Yakshinis; Dikpalakas and Navagrahas; Asanas and Mudras; Characteristics

Reference Books

1. Thapar, R. (2021). *Indian cultures as heritage : contemporary pasts*. Seagull Books.
2. Kapila Vatsyayan, & Coomaraswamy, A. K. (2006). *The cultural heritage of India. Vol. 7, The arts. Part 1*. The Ramakrishna Mission Institute Of Culture.

3. K Mavali Rajan, & And, C. (2018). *Facets of temple culture : perspectives on religious and social traditions in early medieval India*. Kaveri Books.
4. Vijay Kumar, S. (n.d.). *Temples in India (Origin And Development Stages)* (S. Gupta, Ed.; 2016th ed.) [Review of *Temples in India (Origin And Development Stages)*]. DK Printworld Pvt. Ltd.
5. Meister, M. W., Dhaky, M. A., & American, P. (1983). *Encyclopaedia of Indian temple architecture*. American Institute Of Indian Studies.
6. Hardy, A. (2007). *The temple architecture of India*. Wiley.
7. Fredrick William Bunce. (2004). *Islamic tombs in India : the iconography and genesis of their design*. D.K. Printworld.
8. Ramachandran Nagaswamy. (2012). *Vedic roots of Hindu iconography*. Kaveri Books.
9. C Sivaramamurti. (1994). *Nataraja in art, thought and literature*. National Museum Of New Delhi.
10. Capra, F. (2010). *The Tao of physics an exploration of the parallels between modern physics and Eastern mysticism*. Boston Shambhala.
11. Banerjea, J. (1949). *The Development of Hindu Iconography* [Doctoral Thesis *The Development of Hindu Iconography*].
12. M Krishna Kumari. (2017). *Iconography, art, religion and culture : visualizing the past*. B.R. Publishing Corporation.
13. Narasimhan, L., Dave, R. M., & Ananthacharya Indological Research Institute. (2007). *A study of Vaikhānasa iconography*. Ananthacharya Indological Research Institute.
14. Werner, K. (n.d.). *Symbols in Art and Religion (The Indian and the Comparative Prespective)* (1991st ed.) [Review of *Symbols in Art and Religion (The Indian and the Comparative Prespective)*].
15. Rao, G. (1993). *Elements of Hindu iconography / 1,2.* Motilal Banarsidass.
16. Devdutt Pattanaik. (2016). *Devdutt Pattanaik : 7 Secrets Of Shiva/7 Secrets Of The Goddess/ 7 Secrets Of Vishnu*.
17. Shivaji Panikkar. (1997). *Saptamātṛkā 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

FPEA2151	ANCIENT INDIAN SOCIAL STRUCTURE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indian Philosophy						
Co-requisite	None						
Preferable exposure	None						

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 Opression; textual references; Ancient Women and Education; Ancient Women and Politics
2. Status of Women in different varna systems – Brahmana; Kshatriya; Vyshya; Shudr

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.

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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 Cāṇakya-sūtra*. Varanasi Chowkhamba Vidya Bhawan.
4. H Hoskins, Ia. (n.d.). *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali* (2004th ed.) [Review of *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali*]. The Theosophical Publishing House.
5. Vadrevu Suryanarayana Murty. (1977). *Introduction to vastu sastra*. Suryanarayana Murty.
6. Balarāma Śrīvāstava. (1985). *Nature of Indian aesthetics*. India.

7. Valiathan, M. S. (2013). *An introduction to ayurveda*. Universities Press.

8. Vijaylaxmi, M. (n.d.). *Indian Music: Its Origin, History and Characteristics* (2010th ed.) [Review of *Indian Music: Its Origin, History and Characteristics*]. Sanjay Prakashan.

9. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.

10. Venkataraman, L., & Pasricha, A. (2014). *Indian classical dance : tradition in transition*. Roli Books.

11. K Vatsyayan. (1974). *Indian classical dance.*

12. Kanti Chandra Pandey. (1972). *Comparative aesthetics … / 2, Indian aesthetics. 2nd edition.* Chowkhamba Sanskrit Series Office.

13. Surendra Sheodas Barlingay. (2016). *A modern introduction to Indian aesthetic theory : the development from Bharata to Jagannātha*. Dk Printworld.

14. Kapila Vatsyayan. (1997). *The square and the circle of the Indian arts*. Abhinav Publications.

15. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.

16. Kapila Vatsyayan. (2005). *Traditional Indian theatre : multiple streams*. National Book Trust, India.

17. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.

18. The cultural heritage of India / 6, Science and technology. (2000). Ramakrishna Mission Institute Of Culture.

19. Sadasiva Biswal, & Bidyutlatā Rāẏa. (2009). *Vedic science and technology*. D.K. Printworld.

20. Jaggi, O. P. (1969). *History of science and technology in India*. Delhi, -73.

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22. Bhujang Ramrao Bobade. (2017). *Manuscriptology and museology*. B.R. Publishing Corporation.

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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.

FPEA3141	GLOBAL INDIAN CULTURE AND FOLK STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indology, Ancient Indian Knowledge Systems						
Co-requisite	None						
Preferable exposure	None						

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
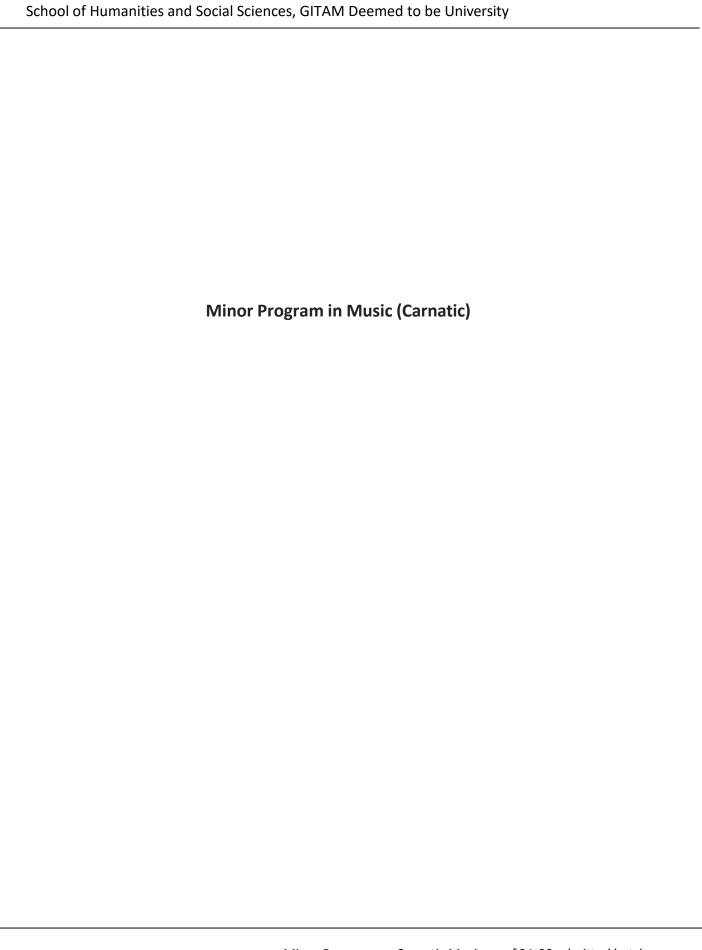
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Course Outcomes:

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)

Music Minor								
Course code	**Level**	**Course Title**	**L**	**T**	**P**	**J**	**S**	**C**
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

Pre-requisite	Introduction to Music
Co-requisite	None
Preferable exposure	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
Pre-requisite	Carnatic music I						
Co-requisite	None						
Preferable exposure	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

FPEA2101	CARNATIC AND OTHER MUSICAL FORMS (THEORY + PRACTICUM)	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 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
- Dhrupad
- 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

FPEA3111	OTHER COMPOSERS (THEORY + PRACTICUM)	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 gives the brief of other important vaggeyakaras 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