

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

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



**CURRICULUM AND SYLLABUS**

**OF**

**UHIST01: B.A. History**

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

***(Updated up to Sep 2024)***

# **Academic Regulations**

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

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

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

### **VISION**

To become a global leader in higher education.

### **MISSION**

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

## **UHIST01: B.A. History**

### **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

## UHIST01: B.A. History

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

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	Impart the basic knowledge in historiography
PEO 2	understand the evolution of human progress in various historical periods
PEO 3	analyze the political and economic changes at different points in history
PEO 4	examine the role of various ideologies and movements in the history of mankind
PEO 5	critically examine the role and significance of past events in determining the future of the world
PEO 6	be responsible global citizens with knowledge on the past societies and its evolution
PEO 7	analyze the contemporary challenges on the backdrop of its evolution
PEO 8	solve the contemporary challenges by suggesting suitable policy implications based on the previous experiences

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

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

H – High, M – Medium, L – Low

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

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

PO1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
PO3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
PSO1	acquire fundamental knowledge of history and related study area
PSO2	acquire the knowledge of ancient India and the culture.
PSO3	competent enough to undertake various competitive jobs like UPSC or higher Education and research.
PSO4	Shall be able to enhance the ability of leadership

**Curriculum Structure**  
*(Flexible Credit System)*

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



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

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

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

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

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

History Programme Core (PC)								
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 (1506-1526)	3	0	0	0	0	3
HIST1011	1	Introduction to Archaeology in India	4	0	0	0	0	4
HIST1031	2	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
HIST3001	3	India after Independence	4	0	0	0	0	4
HIST3011	3	Science and Technology in India-A Historical Perspective	3	0	0	0	0	3
HIST3021	3	Research Methodology in History	4	0	0	0	0	4
		Internship / Project	0	0	0	0	5	5

<b>History Programme Elective (PE)</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
HIST3041	3	Introduction to Environmental History	4	0	0	0	0	4
HIST3051	3	History of Medieval Europe	4	0	0	0	0	4
HIST3061	3	History of Gender and Development	4	0	0	0	0	4
HIST3071	3	History of Legal system in Ancient and Medieval India	4	0	0	0	0	4
HIST3081	3	New Social Movements	4	0	0	0	0	4
HIST3091	3	Introduction to Historiography	4	0	0	0	0	4
HIST3101	3	Religion and Religiosity in India	4	0	0	0	0	4
HIST3111	3	History of Legal system in Modern India	4	0	0	0	0	4

<b>History Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
HIST1001	1	Ancient India	3	0	0	0	0	3
HIST1021	1	History of Medieval India-1 (1206-1526)	3	0	0	0	0	3
HIST1031	1	Women in Indian History	3	0	0	0	0	3
HIST2001	2	History of Medieval India - 2 (1526-1750)	3	0	0	0	0	3
HIST2011	2	Modern History	3	0	0	0	0	3
HIST2021	2	Glimpses of World History	3	0	0	0	0	3
HIST2031	2	Indian National Movement	3	0	0	0	0	3
HIST3011	3	Science and Technology in India-A Historical Perspective	3	0	0	0	0	3

<b>Minor from Other Disciplines</b>								
<b>Political Science Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
POLS1011	1	Introduction to Politics	3	0	0	0	0	3
POLS1031	1	Western Political Thought 1	3	0	0	0	0	3
POLS2001	2	Western Political Thought 2	3	0	0	0	0	3
POLS2011	2	Indian Political System	3	0	0	0	0	3
POLS2021	2	International Relations	3	0	0	0	0	3
POLS2031	2	Political Theory	3	0	0	0	0	3
POLS3001	3	Comparative Politics	3	0	0	0	0	3
POLS3011	3	Public Administration	3	0	0	0	0	3
<b>Psychology Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
PSCY1001	1	Introduction to Psychology	3	0	0	0	0	3
PSCY1011	1	Social Psychology	3	0	0	0	0	3
PSYC2001	2	Experimental Psychology	1	1	2	0	0	3
PSYC2011	2	Understanding Psychological Disturbances	3	0	0	0	0	3
PSYC2021	2	Lifespan Development	3	0	0	0	0	3
PSYC2031	2	Psychological Assessment	2	0	2	0	0	3
PSYC3001	3	Counselling Psychology	3	0	0	0	0	3
PSYC3041	3	Yoga and Wellbeing	1	1	2	0	0	3
<b>Economics Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
ECON1001	1	Microeconomic Theory	3	0	0	0	0	3
ECON1011	1	Macroeconomic Theory	3	0	0	0	0	3
ECON2001	2	Theory of Public Finance	3	0	0	0	0	3
ECON2011	2	Development Economics	3	0	0	0	0	3
ECON2021	2	International Economics	3	0	0	0	0	3
ECON2031	2	Indian Economy-I	3	0	0	0	0	3
ECON3011	3	Indian Economy-II	3	0	0	0	0	3
ECON3031	3	History of Economic Thought	3	0	0	0	0	3

<b>Kuchipudi Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	1	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	2	Intermediate Kuchipudi	2	0	2	0	0	3
FPEA2021	2	Advanced Kuchipudi	2	0	2	0	0	3
FPEA2011	2	<i>Sāttvikabhinaya</i> Kuchipudi	2	0	2	0	0	3
FPEA3001	3	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	3	Improvisation in Kuchipudi	2	0	2	0	0	3
FPEA3021	3	Cross-cultural Dance Studies	3	0	0	0	0	3
<b>Mohiniyattam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2031	2	Introduction to Mohiniyattam	2	0	2	0	0	3
FPEA2041	2	Intermediate Mohiniyattam	1	0	4	0	0	3
FPEA3031	3	Advanced Mohiniyattam	1	0	4	0	0	3
FPEA2051	2	<i>Sāttvikabhinaya</i> in Mohiniyattam	2	0	2	0	0	3
FPEA3041	3	Mohiniyattam Performance	1	0	4	0	0	3
FPEA3051	3	Improvisation in Mohiniyattam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3
<b>Bharatanatyam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2061	2	Introduction to Bharatanatyam	2	0	2	0	0	3
FPEA2071	2	Intermediate Bharatanatyam	1	0	4	0	0	3
FPEA3071	3	Advanced Bharatanatyam	1	0	4	0	0	3
FPEA2081	2	<i>Sāttvikabhinaya</i> in Bharatanatyam	2	0	2	0	0	3
FPEA3081	3	Bharatanatyam Performance	1	0	4	0	0	3
FPEA3091	3	Improvisation in Bharatanatyam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3

<b>Indology Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1051	1	Introduction to Indology	3	0	0	0	0	3
FPEA1061	1	Vedic Literature and Mythology	3	0	0	0	0	3
FPEA2121	2	Religion and Religiosity in India	3	0	0	0	0	3
FPEA2131	2	Introduction to Indian Philosophy	3	0	0	0	0	3
FPEA2141	2	Introduction to Temple Architecture and Iconography	3	0	0	0	0	3
FPEA2151	2	Ancient Indian Social Structure	3	0	0	0	0	3
FPEA3131	3	Ancient Indian Knowledge Systems	3	0	0	0	0	3
FPEA3141	3	Global Indian Culture and Folk studies	3	0	0	0	0	3
<b>English Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
LANG1161	1	Reading Literature	3	0	0	0	0	3
LANG1051	1	Evolution of English Language	3	0	0	0	0	3
LANG2001	2	Exploring New Worlds: The 16th Century British Literature	3	0	0	0	0	3
LANG2011	2	Introduction to Cultural Studies	3	0	0	0	0	3
LANG2031	2	British Literature: 18th Century	3	0	0	0	0	3
LANG6061	6	Indian Writing in English	3	0	0	0	0	3
LANG3001	3	19th Century British Literature	3	0	0	0	0	3
LANG3011	3	20th Century British Literature	3	0	0	0	0	3
<b>Music Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3

*Students pursuing 4<sup>th</sup> year of the Programme need to choose the courses from the respective basket of Honours or Honours with Research*

### Honours Courses

Minimum number of credits to be earned: 32.

Course Code	Level	Course Title	L	T	P	S	J	C
HIST4001	400	<a href="#">The Archives and History</a>	4	0	0	0	0	4
HIST4011	400	<a href="#">Alternate Sources of Histories: Fiction, Literature and Fieldwork</a>	4	0	0	0	0	4
HIST4021	400	<a href="#">The Intellectual History of India</a>	4	0	0	0	0	4
HIST4031	400	<a href="#">History of Labour and Capital</a>	4	0	0	0	0	4
HIST4041	400	<a href="#">Historical method and Historiography</a>	4	0	0	0	0	4
HIST4051	400	<a href="#">Oral History, Films, Visual and Digital Histories</a>	4	0	0	0	0	4
HIST4061	400	<a href="#">Writing Social History</a>	4	0	0	0	0	4
HIST4071	400	<a href="#">Gender History</a>	4	0	0	0	0	4
HIST4081	400	<a href="#">Urbanization and Urban History</a>	4	0	0	0	0	4
HIST4091	400	<a href="#">History of Media</a>	4	0	0	0	0	4

### Honours with Research Courses

Minimum number of credits to be earned is 32 out of which 12 credits must be earned through Research Project / Dissertation

Course Code	Level	Course Title	L	T	P	S	J	C
HIST4101	400	<a href="#">Philosophy of History</a>	4	0	0	0	0	4
HIST4001	400	<a href="#">The Archives and History</a>	4	0	0	0	0	4
HIST4011	400	<a href="#">Alternate Sources of Histories: Fiction, Literature and Fieldwork</a>	4	0	0	0	0	4
HIST4041	400	<a href="#">Historical method and Historiography</a>	4	0	0	0	0	4
HIST4051	400	<a href="#">Oral History, Films, Visual and Digital Histories</a>	4	0	0	0	0	4
HIST4061	400	<a href="#">Writing Social History</a>	4	0	0	0	0	4
HIST4071	400	<a href="#">Gender History</a>	4	0	0	0	0	4
<b>Research Project / Dissertation (PROJ)</b>								
DIST4888	400	Dissertation - I (Review of Literature & Research Proposal)	0	0	0	0	4	4
DIST4999	400	Dissertation – II	0	0	0	0	8	8

## PROGRAMME STRUCTURE

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

<b>B.A. History Program Structure</b>		
Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electives	16	13%
Minor	24	20%
Open Electives	15	13%
<b>Total Credits</b>	<b>120</b>	<b>100%</b>

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

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



**COURSE - PO MAPPING**

Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
Ancient India	3	1	2	1	3	1	1	3	3	3	1
History of Medieval India-1 (1206-1526)	3	1	2	1	3	1	1	3	3	3	1
Introduction to Archaeology in India	1	1	2	1	2	2	3	3	3	3	2
Women in Indian History	3	1	3	3	3	3	3	1	3	2	3
History of Medieval India - 2 (1526-1750)	2	1	2	2	3	2	3	1	2	3	1
Modern History	3	1	2	3	1	3	3	3	2	2	1
Glimpses of World History	3	1	3	3	2	2	3	3	3	2	2
Indian National Movement	3	1	2	3	1	1	3	2	2	3	1
India after Independence	3	1	2	3	1	1	3	1	1	3	2
Science and Technology in India-A Historical	3	1	2	1	1	3	2	2	1	2	1
Research Methodology in History	3	1	2	2	1	2	2	3	3	3	1
Introduction to Environmental History	2	1	3	3	1	3	3	3	3	1	1
History of Medieval Europe	2	1	1	3	2	1	3	2	2	1	1
History of Gender and Development	3	1	2	3	3	2	3	2	2	3	1
History of Legal system in Ancient And Medieval India	3	1	3	3	3	3	2	1	1	2	1
New Social Movements	3	1	2	3	2	3	2	3	3	2	3
History of Indian Cinema	3	3	3	3	3	1	3	1	1	1	2
Religion and Religiosity in India	3	2	2	3	3	2	3	3	3	1	2
History of Legal system in Modern India	3	1	2	3	3	2	3	3	3	2	1

3-H- High Correlation,2-M – Medium Correlation,1-L- Low Correlation

## **Syllabus**

## **University Core**

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

**Course Description:**

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

**Course Educational Objectives:**

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

**10 hours**

**List of Experiments:**

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

### **Textbooks:**

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

### **References**

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

### **Course Outcomes:**

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

**Co-Po Mapping**

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

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

**APPROVED IN:**

**BOS :06-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

**References:**

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

**Course Outcomes:**

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



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

### Course Description:

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

### Course Educational Objectives:

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

### List of Activities & Tasks for Assessment:

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

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

**References:**

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

**Course Outcomes:**

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

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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



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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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



**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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



15. Other club activities organized by student clubs

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Text Books:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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 exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.*

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. International Chess Federation (FIDE) Handbook

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Indian Carrom Federation Handbook - Laws

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIBA Basketball Official Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Handbook of the International Tennis Federation (ITF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

Activity:

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

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

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

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

Activity:

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

**UNIT 3 Environmental Pollution 10 hours**

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

Activity:

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

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

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

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

Activity:

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

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

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

Activity:

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

**Textbook(s):**

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

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

**Additional Reading:**

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

**Reference Book(s):**

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

**Journal(s):**

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

**Website(s):**

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

**Course Outcomes:**

After the completion of the course student will be able to

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

**CO-PO Mapping:**

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

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

**APPROVED IN: BOS**

**BOS: 04-07-22**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

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

**Course Educational Objectives:**

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

**UNIT 1 Basics of Financial Planning**

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

## **UNIT 2**

### **Risk and Insurance Management**

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

## **UNIT 3**

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

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

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

## **UNIT 4 Retirement Planning**

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

## **UNIT 5 Tax Planning**

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

### **Textbooks:**

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

### **References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 01-02-2022**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

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



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

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

**References:**

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

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

**Online References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

**List of Tasks and Activities:**

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

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

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

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

**Online Resources:**

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

**Course Outcomes:**

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

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

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

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

**Reference Books:**

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

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

**Online Resources:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

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

**UNIT 2**

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

**UNIT 3**

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

**UNIT 4**

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

**Course Outcomes:**

By the end of the course, student will

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**



PHPY1001	GANDHI FOR THE 21 <sup>ST</sup> 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 21<sup>st</sup> 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.



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

**India as a Nation**

**6 hours**

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

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

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

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

**UNIT 2**

**Understanding the Constitution**

**6 hours**

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



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

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

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

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

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

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

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

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

### **Recommended Readings:**

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

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

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

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

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

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

Students have the opportunity to:

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

**UNIT 1**

**PERSONAL DISCOVERY**

**4 hours**

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



**UNIT 2**

**IDEATION**

**10 hours**

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

**UNIT 3**

**SOLUTION DISCOVERY**

**8 hours**

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

**UNIT 4**

**BUSINESS MODEL DISCOVERY**

**4 hours**

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

**UNIT 5**

**DISCOVERY INTEGRATION**

**4 hours**

Define Company Impact, Create Value, Tell Your Story

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Faculty Core**

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

**Course Description:**

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

**Course Objectives:**

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

**1. The Basics**

1.1. The Nature and Importance of Critical Thinking

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

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

## **2. Reason and Reasoning**

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

## **3. Arguments**

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

## **4. Explanations**

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

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

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

### **Textbook:**

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

## Readings

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

**Course Learning Outcomes:**

The students could be able to:

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

**APPROVED IN:**

**BOS : 28 March 2022**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

### Course Description

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

### Course Objectives

This course aims to help students to:

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

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

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

### Essential Reading

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

### Activities

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

### Unit II: Tools of Writing

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



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

### Essential Reading

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

### Activities

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

### Unit III: Writing Essays

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

### Essential Reading

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

### Activities

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

### Unit IV: Writing a Review

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

### Essential Reading

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

### Activities

- Review of cinema/ book

### Unit V: Ethical Aspects of Academic Writing

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

### Essential Reading

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

### Activities

- MCQ test on citation style

### Reference Readings

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

### **Course Learning Outcomes**

After completing the course, students will be able to:

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

### **APPROVED IN:**

**BOS : 28 March 2022**

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

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

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

### **SDG Justification:**

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

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

### Course Description

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

### Course Objectives

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

### Unit I: Digital Humanities: Origin

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

Why should one do digital Humanities?

The main milestones in the history of digital research in

the humanities The Transdisciplinary Nature of Digital

Humanities

Digital Humanities and the Limits of Text

### Essential Readings

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

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

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

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

### **Essential Reading**

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

## **Unit III: Digitization**

Digital Humanities in Use

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

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

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

### **Essential Reading**

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

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

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

Information Ethics Data and Discourse

Biofeedback, Space and Place The Production of the commons

### **Essential Reading**

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

## Unit V Digital Humanities: A Critical Analysis

The Need for Open Data

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

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

Humanities Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

### Essential Reading

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

### Suggested Readings:

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

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

### Course Outcomes

After pursuing the course, students will be able to –

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

### APPROVED IN:

**BOS : 28 March 2022**

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

SDG No. & Statement:

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

SDG Justification:

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

## **Programme Core**



HIST1001	ANCIENT INDIA	L	T	P	J	S	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is designed to expose the students to the early India, its polity and evolution.*

**Course Educational Objectives:**

Upon completion of the course students should be able to:

1. understand the ancient identity of India
2. analyse the evolution of polity during the ancient times
3. understand the early civilization and its socio- cultural
4. significance analyse the evolution of administrative practices
5. during the ancient periods Understand the evolution of science and technology over a period of time

**UNIT 1 Prehistoric period in India 8 hours**

Hunting gather to settled life–Paleolithic-

Neolithic- Mesolithic- Chalcolithic- Proto history – Indus Valley Civilization

**Essential Readings**

Bhattacharya, D.K., Prehistoric Archaeology, Hindustan Publishing Corporation, Delhi, page 106-164.

**UNIT 2 Vedic and Later Vedic Period 8 hours**

Sources- literature- Aryan Debate-Social

Stratification- Varna system- early state formation – Jainism and Buddhism

**Essential Readings**

R.C.Majumdar, *The history and Culture of Indian People: Vedic Age*, Bharatiya Vidya Bhavan, Bombay, 1957.

**UNIT 3 Territorial State and emergence of the Empires 8 hours**

Mahajana padas- rise and growth of Magadhan Empire- Causes of Magadha’s Success – Mauryan Empire and its significance

**Essential Readings –**

Thapar, Romila, *Early India: From Origins to AD 1300*, London, pp 137-208.

**UNIT 4** **Period from 200 BC to 300 AD** **8 hours**  
 Central Asian Contact and its impact–The Indo-Greeks – Shakas- The Parthians- Trade andAgriculture-Religious Development – Literature and learning – Science and Technology  
**Essential Readings**  
 Narain, A.K. *The Indo-Greeks*, Clarendon Press, Oxford, 1957.

**UNIT 5** **The Age of New Empires** **8 hours**  
 Rise of Satavahanas – Rise Growth of Gupta and Administration – Harsha and his times – formation of new stateandrural expansion in Peninsula (Pallavas and Chalukyas)  
**Essential Readings**  
 Majumdar, R.C., *The Classical Age*, Bharatiya Vidya Bhavan, 1970.

**TextBooks:**

1. Kosambi, D. D. *An Introduction to the Study of Indian History*, Sangam Books, 2004.
2. Basham, A L. *The Wonder That Was India (Vol.I)*. New Delhi, Rupa and Co.1981

**References:**

1. Habib, Irfan. *The Indus Civilization: A People's History of India 2*, Tulika2002.
2. Thapar, Romila. *Interpreting Early India*, OUP,1999.
3. Sharma, R S. *India's Ancient Past*. New Delhi, OUP,2005.
4. Staal, Frits. *Discovering the Vedas: Origins, Mantras Rituals,Insight*, Penguin India,2008.

**CO – PO MAPPING:**

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

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

HIST1011	INTRODUCTION TO ARCHAEOLOGY IN 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 is designed to familiarize the students with the evolution and development of Archaeology in India*

**Course Educational Objectives:**

Upon completion of the course students should be able to:

- understand the basic concepts in Archaeology
- understand the scope of archaeology and its connection with other social science disciplines
- understand the various methods used in Archaeology
- understand the major archaeological sites in India
- appreciate the efforts done by the ASI to unravel the history of India at various points in history

**UNIT 1****9 hours**

Introduction to Archaeology- Definitions- Nature and Scope- As a science- As a social science – Archaeology and Culture Studies- Its relations with other disciplines- Basic terminology artefact- ecofact- site- context- Major sub-disciplines of Archaeology- New archaeology and post-Processual archaeology - Cultural Resources Management

**UNIT 2****9 hours**

Principles and Methods of Archaeology- Exploration methods- surface, subsurface and Ariel survey, survey and excavation equipment- Excavation methods- Selection of a site and layout of trench- Methods of excavation- vertical, horizontal and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms – Post-excavation analysis- Interpretation- Publication

**UNIT 3****9 hours**

History of Archaeology in India- Antiquarian phase- ASI and British archaeologists-(Alexander Cunningham, John Marshall, Mortimer Wheeler)- Indian archaeologists since Independence.

**UNIT 4****9 hours**

Archaeological Sites in India- Historical value of Sites- List of world heritage sites and monuments in India- Nalanda (Bihar) Arikamedu (Pondicherry), Pattanam (Kerala), Sarnath Asokan Pillar, Girnar rock edict, Sanchi (Madhya Pradesh), Amaravati (Telangana), Ajanta-Ellora rock cut architecture (Maharashtra), Badami-Aihole-Pattadakal group of structural temples, Brihadeesvara temple, Thanjavur

**UNIT 5****9 hours**

Delhi Sultanate architecture at Delhi, Mughal architecture at Agra, Forts and monuments of Bijapur- Archaeology in India after independence

**TextBooks:**

1. Daniel, Glyn, E. A Short History of Archaeology. London: Duckworth, 1981
2. Ghosh.A Ed. Encyclopedia of Indian Archaeology, Archaeological Survey of India, New Delhi, 1988.

**References:**

1. Bintliff, John. A Companion to Archaeology. U.K.: Blackwell, 2004.
2. Gamble, Clive. Archaeology: The Basics. London: Rutledge, 2008.
3. Johnson, Matthew, Archaeological Theory: An Introduction. BlackwellPublishing, New Delhi, 2010.
4. Fagan, Brian. In the Beginning: An Introduction to Archaeology. London, 1994.
5. Indian Journal of Archaeology, National Trust for Promotion of Knowledge.
6. Puratattva, Journal of Indian Archaeological Society
7. Journal of Archaeological Studies in India, An Open Access Journal

**CO-PO Mapping:**

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

**APPROVED IN****BOS:**27<sup>th</sup> August, 2021**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021**SDG No. & Statement:**

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

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

**SDG Justification:**

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

<b>HIST1021</b>	<b>HISTORY OF MEDIEVAL INDIA (1506-1526)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Ancient India</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course introduce the students the medieval Indian history and the major political and administrative changes between 1206-1526.

**Course Educational Objectives:**

Upon completion of the course students should be able to:

- understand the culture of the Indian subcontinent from the coming of the Turks and Afghans to the end of Mughal rule
- appreciate the cultural contributions of various kingdoms during the medieval period
- trace the early Arab invasion and its impact on the Indian polity and economy
- understand the contribution of the Mughal Empire
- trace the evolution of bhakti and Sufi movements and their impact on Indian culture

**UNIT 1**

**8 hours**

Period from 9<sup>th</sup> -12<sup>th</sup> century – Chola Empire – Cultural Life under the Cholas - Economic and Social life, Education and Religious beliefs during this period

**Essential Readings:**

Chandra Satish, *History of Medieval India*, Orient Blackswan, New Delhi, 2007, pp 12-56.

**UNIT 2**

**8 hours**

Period of Turkish Invasion – Ghaznavids- The Rajput States- Turkish Conquest of north India- establishment of a strong monarchy – Iltumish- Raziya-Balban-The Mongol incursion – internal rebellion and struggle for territorial consolidation of the Delhi Sultans

**Essential Readings:**

Chandra Satish, *History of Medieval India*, Orient Blackswan, New Delhi, 2007, pp 12-56.

**UNIT 3**

**8 hours**

Rule of the Khaljis and Tughlaqs –expansion and internal policies–Alauddin Khalji’s market policy – Muhammad bin Tughlaq’s experiments – central and local administration – trade, industry and merchants- Society – Religion – Art and Architecture under the Delhi Sultans – and cultural development in India from 13<sup>th</sup>- 15<sup>th</sup> century- Religious ideas and beliefs – Bhakti and Sufi movement.

**Essential Readings**

Chandra Satish, *History of Medieval India*, Orient Blackswan, New Delhi, 2007, pp 92-137

**UNIT 4**

**8 hours**

The Age of Vijaynagar Empire and The Bahmanis- Bahmani Empire and its expansion- Disintegration of Bahmani empire

**Essential Readings –**

Khan, Iqtidar Alam, The nobility under Akbar and the Development of his religious policy, 1560-80, *Journal of Royal Asiatic Society, No 1-2*, pp 29-36.

Moosvi, Shireen, The Evolution of the Mansab system under Akbar until 1596-97, *Journal of the Royal Asiatic Society of Great Britain and Ireland, Vol 113, No.2*, pp 173-85.

**UNIT 5**

**8 hours**

Regional empire – Gujarat- Malwa-Mewar- Sharqis – Mahmud Begarha- Kashmir – Literature and Fine Arts

**Essential Readings**

Chandra Satish, *History of Medieval India*, Orient Blackswan, New Delhi, 2007, pp 92-137

**TextBooks:**

1. Rizvi, S.A.A. The wonder That Was India (Vol.II), New Delhi:Rupa& Co,1987.
2. Singh, Upinder. *Rethinking Early Medieval India*, New Delhi: OUP,2013

**References:**

1. Farooqui,Salma. A Comprehensive History of Medieval India from Twelfth to the Mid Eighteenth Century., New Delhi: Pearson,2011.
2. Chandra, Satish. *History of Medieval India.*, New Delhi:OrientBlackswan, 2020.

**CO-PO Mapping:**

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

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

**APPROVED IN**

**BOS:27<sup>th</sup> August, 2021**

**ACADEMIC COUNCIL: 17<sup>th</sup> September, 2021**

**SDG No. & Statement:**

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

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

**SDG Justification:**

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



<b>HIST2001</b>	<b>HISTORY OF MEDIEVAL INDIA-2 (1526-1750)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>History of Medieval India 1</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

This course will enable the students to understand the Medieval Indian history from 1526-1750.

### Course Educational Objectives:

Upon completion of the course students should be able to:

1. understand the culture of Indian subcontinent with the arrival of the Mughals. to appreciate the cultural contributions of Mughals.
2. To trace the impact of the Mughal rule on the Indian polity and economy.
3. To trace and understand the impact of Europeans in Indian subcontinent

### **UNIT 1 Establishment of Mughal rule 9 hours**

sources and Mughal historiography – Babur and Humayun – break in Mughal rule and establishment of Sur dynasty – Sher Shah Sur’s reforms – re-establishment of Mughal ruler

#### **Essential Readings**

Chandra, Satish, *History of Medieval India*, Orient Black Swan, Delhi, 2007, pp 202-225.

### **UNIT 2 Mughal Rule 9 hours**

Sources- Akbar – expansion – administration – Mansabdari System-relations with the Rajputs – State- religion and reforms

#### **Essential Readings**

Chandra, Satish, *History of Medieval India*, Orient Black Swan, Delhi, 2007, pp 226-258.

### **UNIT 3 Mughal Rule under Jahangir, Shah and Aurangzeb 9 hours**

Mughals Conquest of deccan- foreign policy of Mughals – Mughal Persian relations – Mughal Army- Economic and social conditions- Art and architecture- Disintegration

#### **Essential Readings**

Chandra, Satish, *History of Medieval India*, Orient Black Swan, Delhi, 2007, pp 276-354.

### **UNIT 4 9 hours**

**Rise of Regional Powers** – Marathas – Shivaji and his military achievements-Rise of Peshwas- rise of princely states – Hyderabad, Awadh, Sikhs Mysore and Bengal

#### **Essential Readings**

Chandra, Satish, *History of Medieval India*, Orient Black Swan, Delhi, 2007, pp 355 onwards.

### **UNIT 5 Advent of the Europeans 9 hours**

European’s trade – growth of EIC’s trade and influence- Anglo-French Struggle- Establishment of EIC – Battle of Buxar- Battle of Plassey – Revolt of 1857

#### **Essential Readings**

Chandra, Satish, *History of Medieval India*, Orient Black Swan, Delhi, 2007, pp 355

**Reference**

1. Rizvi, S.A.A., *Religious and Intellectual History of the Muslims During the Reign of Akbar*, MunshiramManoharlal , Delhi, 1975.
2. Sharma, Sandhya, *Literature, Culture and history in Mughal North India, 1550-1800*, Primus, Delhi, 2011.
3. Tripathi, R.P., *Some aspects of Muslim Administration*, The Indian Press, Allahabad.
4. Gommans, Jos J.L., *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London
5. Streusand, Douglas. E., *The formation of the Mughal Empire*, Oxford University Press, Delhi, 1989.
6. Mukhia, Harbans, *The Mughals of India*, Oxford, UK, Wiley India, Blackwell Publishing, 2004.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	2	3	3	2	3	3	2	1
CO2	3	3	2	1	2	1	3	3	3	2	1
CO3	2	3	3	2	2	1	1	3	3	2	3
CO4	3	2	2	3	3	2	1	3	3	2	1
CO5	3	3	2	2	3	1	3	3	3	1	2

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**SDG No. & Statement:**

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

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

**SDG Justification:**

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

<b>HIST1031</b>	<b>WOMEN IN INDIAN HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

*This will introduce the students to historical analysis of the experiences of women at specific historical moments in Indian history.*

### Course Educational Objectives:

Upon completion of the course students should be able to:

- To provide outline of gender as a concept
- To explore women's experience in specific historical moments
- To discuss specific issues like ownership of property, etc.

### **UNIT 1** **Understanding Gender** **9 hours**

Gender as a category to analyze – changing meanings – Gendered histories – history and scope of Women's

#### **Essential Readings –**

- Jamaica Kincaid, "Girl", *The Vintage Book of contemporary American Short Stories*, Ed. Tobias Wolff, Vintage, 1994, pp 306-07.
- Mazumdar, V., 1994, "Women's Studies and the Women's Movement in India: An Overview", *Women's Studies Quarterly*, n 3-4, pp 42-53.

### **UNIT 2** **Women in Ancient India** **9 hours**

Evolution of Patriarchy- Women and religion– Women and their works With special reference to Tamilagham – Position of widows

#### **Essential Readings-**

- Altekar, A.S., *The Position of Women in Hindu Civilization*, Benaras Hindu University, 1938, pp 135-177
- Ibid, pp 229-251

### **UNIT 3** **Women in Medieval India** **9 hours**

Historiography and politics of harem and household- Women in Early Mughal Politics – Women Bhaktas – Devadasi system – impact of Islam on Indian society with special reference to Women – Purdah- Courtesans – Representation of women in art and Sculptures

#### **Essential Readings-**

- Lal, Ruby, *Historicizing the Harem: The Challenge of a Princess's Memoir*, *Feminist Studies*, Vol 30, No. 3, 2004, pp 590-616.
- Palit, Mriduchanda, *Power Behind the Throne: Women in Early Mughal politics*, in *Faces of Feminine in Ancient, Medieval and Modern India*, Ed. By Mandakranta Bose, Oxford University Press, 2000, pp 201- 212.

- Pande, Rekha, At the service of the Lord-Temple Girls in Medieval Deccan (11<sup>th</sup> to 17<sup>th</sup> Centuries), in *Deccan Studies, Vol II, No-02*, July -Dec, pp 25-43.
- Pande, Rekha, Writing the history of women in the Margins: The Courtesans in India, *Mizoram University, Journal of Humanities and Social Sciences, Vol IV, Issue 2*, 2018, pp 1-24

#### **UNIT 4**

#### **Women in Modern India**

**9 hours**

Women's movement – Campaign against Sati and child marriage –Women's education- Women's role in Indian National movement and partition

##### **Essential Readings-**

- Basu, Aparna, Women's history in India: An Historiographical survey, in *Writing Women's history: International Perspectives*, Ed. By Karen Offen, pp 186-202.

#### **UNIT 5**

#### **Various movements**

**9 hours**

Ecofeminism Transgender movement– Nipani Bidi Workers- women's participation in movements in post Independence India: Telangana movement, Shahada movement, Navnirman movement

##### **Essential Readings-**

- Avachat Anil, Bidi Workers of Nipani, *Economic and Political Weekly*, 13(30), pp 1203-1205
- Everett Jana, The Upsurge of Women's Activism in India, *Frontiers: A Journal Women Studies*, 7(2), pp 18-26.

#### **References**

- Nivedita Menon (ed) Gender and Politics in India. Oxford University Press, New Delhi, 1999.
- Desai, Neera (1986), 'Women's Studies in India – An Overview,' in M. Krishnaraj (ed), Women's Studies in India – Some Perspectives. Bombay: Popular Prakashan.
- Jain, Devaki and Pam Rajput 2003 (2003), Introduction,' in Jain Devaki and Pam Rajput (eds.), Narratives from the Women's Studies Family. New Delhi: Sage Publications: 17-43. John M. E., 2008, Women Studies in India: A Reader, New Delhi, Penguin.
- Sharma, K., Nautiyal, K. and Pandey, B. (1987). Women in Struggle: The Role and Participation of Women in the Chipko Movement. New Delhi: Centre for Women's Development Studies.
- Shah, Shalini, Patriarchy and Property, in the *The making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition, Manohar, Delhi, 2012.
- Sharma, Yuthika, Indian Women's movement in the 20<sup>th</sup> Century: Resistance or Reaction, *Proceedings of Gender Issues, 5<sup>th</sup> Annual Conference*, Nalanda, 2015.

**CO-PO Mapping:**

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

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-5: Gender Equality

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure gender equality and create awareness against gender discrimination

HIST2031	INDIAN NATIONAL MOVEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description

This will introduce the students to modern Indian history, i.e., from Second of 19<sup>th</sup> Century.

### Course Educational Objectives:

Upon completion of the course students should be able to:

- To provide an understanding the period from the arrival of European trading companies into India to India independence
- To understand their impact on Indian society

#### UNIT 1 9 hours **The Nationalist Movement**

Consequences of Foreign Domination – Indian National Congress – constitutional reforms – administrative and other reforms – Brahmo Samaj- Arya Samaj – Theosophical society – Sayyid Ahmad Khan and Aligarh Schools-

##### Essential Readings –

- Jones, Kenneth. W., *Socio-Religious Reform Movements in British India, Vol I*, Cambridge University Press, 1898, pp 184-209
- Chandra, Bipin, *India's Struggle for Independence*, Penguin Books, 1988, pp 71-90.

#### UNIT 2 9 hours **Growth of National Movement post 1905**

vicerealty of Curzon- growth Of education- different schools of thoughts of nationalists- Swadeshi, Boycott- Anti Partition movement

##### Essential Readings-

- Sarkar, Sumit, *Modern India : 1885-1905*, Macmillan, 2010, pp 96-124
- Habib, Irfan, *The National Movement: Origins and Early Phase to 1918*, Tulika books, 2017, pp 25-32.

#### UNIT 3 9 hours **Towards Swaraj**

Montague-Chelmsford reforms- Rowlatt Act- Gandhi and his leadership – Jallianwala Bagh Massacre - Khilafat and Non-Cooperation.

##### Essential Readings-

- Sarkar, Sumit, *Modern India : 1885-1905*, Macmillan, 2010, pp 165-204

#### UNIT 4 9 hours **Struggle for Swaraj**

Boycott of Simon Commission- Civil Disobedience - Government of India Act 1935 – Peasant and Workers movements – Nationalist movement during and post Second WW

##### Essential Readings-

- Chandra, Bipin, *India's Struggle for Independence*, Penguin Books, 1988, pp 197- 209
- Sarkar, Sumit, *Modern India : 1885-1905*, Macmillan, 2010, pp 284-310

**UNIT 5**

**Period from 1937 onwards**

**9 hours**

Congress – Congress and Kisan- State peoples Movement-Tripuri Crisis - League – Cripps Mission – War and Indian Economy – Azad Hind- INA- Cabinet mission

**Essential Readings-**

1. Mountbatten plan – freedom and partition Sarkar, Sumit, *Modern India : 1885-1905*, Macmillan, 2010, pp 349 onwards

**References: -**

1. Bhattacharya, Sabyasachi, *Rethinking 1857*, Orient Longman, 2007.
2. Roy, Tirthankar, Rethinking the Origins of British India: State formation and Military fiscal undertakings in an Eighteenth Century World region, *Modern Asian Studies*, 47, 2013.
3. Bayly, C.S., *Indian Society and the making of the British Empire*, CUP, Cambridge, 1988.
4. Chandra, Bipin, *India’s struggle for Independence*, New Delhi, Penguin books, 198
5. Mukherjee, Rudrangshu, *Awadh in Revolt 1857-1858*, Oxford University Press, 1984.
6. The Azimgarh Proclamation and Some questions on the Revolt of 1857 in North Western Provinces, *The year of Blood: Essays on the Revolt of 1857*, Social Science Press and Routledge, New Delhi, 2018.
7. Sarkar, Sumit, *Modern India 1885-1947*, Chennai, Macmillan, 1983.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	2	3	3	2	3
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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:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

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

**SDG Justification:**

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

<b>HIST2021</b>	<b>GLIMPSES OF WORLD HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description**

*This will introduce the students to basic concepts of World history.*

**Course Educational Objectives:**

- To understand features of the modern world
- To facilitate the students to develop critical thinking towards modern world
- To equip the students to acquire the knowledge of developments of the modern world

**UNIT 1** **The First Humans** **9 hours**  
 tools- language -emergence of early modern human cultures – social relations Among the early modern humans – Africa – Mesopotamians civilization

**Essential Readings –**

- Christian, David, Ed, *The Cambridge World History Vol I: Introducing World history to 10,000 BCE*, Cambridge University Press, pp 313-338.

**UNIT 2** **Roman Empire** **9 hours**  
 Early empire – 3<sup>rd</sup> century crisis – Gender – literacy – culture – economic expansion – social hierarchies – Roman government and politics

**Essential Readings –**

- NCERT, *Themes in World History, 2006* , pp 60-74.
- Astin, A.E., *The Cambridge Ancient History Vol VIII: Rome and Mediterranean*, Cambridge University Press, pp 163-189

**UNIT 3** **The Age of Reasons, colonialism and imperialism** **9 hours**  
 Renaissance – Reformation movement- Counter reformation- Rise of Colonialism and imperialism – Concept of mercantilism – Emergence of imperialism

**Essential Readings –**

- John Merriman, *A history of Modern Europe: From Renaissance to the Present*, W.W.Norton& company, New York, pp 44-124

**UNIT 4** **The Age of Revolutions** **9 hours**  
 American Revolution – French Revolution – Napoleon – Revolution Of 1830- Industrial Revolution

**Essential Readings –**

- John Roberts, *Revolution from Above and Below – European Politics from the French Revolution to First WW*, in Ed. By Blanning, T.C.W, *The Oxford History of Modern Europe* pp 15-45



**UNIT 5 Rise of Capitalism and WWs and Post WW scenario 9 hours**  
 Rise of capitalism – impact on Asia & Africa – Opium Wars – China – Japan – WWI – League of Nations – Fascism in Italy – Nazism in Germany -WWII – UNO – Decolonization

**Essential Readings –**

- Blanning, T.C.W, The Oxford History of Modern Europe, pp 260-206

**References**

1. Rao, B.V., World History, Sterling Publishers Pvt. Ltd, New Delhi, 1984.
2. Khurana, K.L., World History (1453-1966), L.N. Agarwal Publishers, New Delhi, 1997.
3. Ketelby, C.D., History of Modern Times from 1789, Oxford University Press, New Delhi, 1973.
4. Battacherjee, Arun, History of Europe (1453-1789), Sterling Publishers Pvt. Ltd, New Delhi, 2001.

**CO-PO Mapping:**

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

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

**SDG Justification:**

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

<b>HIST2011</b>	<b>MODERN HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>History of Medieval India 2</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course introduces the students to modern Indian history and the major political and administrative changes between 1700 to 1857AD. It will familiarise students with debates on colonialism and provide them an understanding of colonial Indian society, polity, religion and culture.*

**Course Educational Objectives:**

The objective of the course is to provide students

- Understanding of the culture of the Indian subcontinent during the early medieval period.
- Understanding of the nature of medieval Indian economy
- Appraisal of the cultural contributions of various kingdoms during the medieval period
- A grasp on the nature of early Arab invasion and its impact on the Indian polity, economy and society
- Understanding of the evolution of bhakti and Sufi movements and their impact on Indian culture

<b>UNIT 1</b>	<b>Eighteenth Century Transition</b>	<b>9 hours</b>
decline of the Mughals, society, economy, polity and culture, continuity and change.		
<b>UNIT 2</b>	<b>Dynamics of colonial expansion</b>	<b>9 hours</b>
Colonial rule and regional kingdoms: Mysore, Marathas, Punjab - Mughal successor states: Bengal Awadh, Hyderabad, trade, technology and colonial expansion, culture and society		
<b>UNIT 3</b>	<b>Colonial state and ideology: emergence of the Company State</b>	<b>9 hours</b>
Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race - The colonial army: military culture and recruitment - Evolution of law and colonial courts - Indigenous and colonial education: institutions and medium of instruction		
<b>UNIT 4</b>	<b>Economy and society</b>	<b>9 hours</b>
Land revenue systems and agrarian relations - Commercialization, indebtedness and famines - Forests and pastoral economy - Question of de-industrialization and foreign trade		
<b>UNIT 5</b>	<b>Cultural changes, social and religious reform movements</b>	<b>9 hours</b>
Reform and revival: Brahmo Samaj, Prathna Samaj - Ramakrishna and Vivekananda, Arya Samaj, Jyotiba Phule, Wahabi, Deoband, Aligarh - Debates around gender, caste and community		
<b>UNIT 6</b>	<b>Resistance to colonial rule</b>	<b>9 hours</b>
Peasant resistance: Santhal Uprising (1856) - Indigo Rebellion (1860) – Pabna Agrarian Leagues (1873) - Deccan Riots (1875).		

### **Course Outcome**

Upon completion of the course students should be able to

1. Understand the eighteenth century transition in colonial India.
2. Analyse the evolution of education, cultural and religious reforms during this period
3. Will have a grasp of the colonial economic exploitation.
4. Will understand resistance to colonial rule.
5. Will be able to understand nature of Hindu Muslim relations in early colonial India.

### **References**

1. Bandhopadhyay, Shekhar. From Plassey to Partition: A History of Modern India. Delhi:Orient Blackswan, 2004
2. Bayly, C. A. Indian Society and the Making of the British Empire.
3. Habib, Irfan. Indian Economy Under Early British Rule 1757-1857: A People's History of India 25. Delhi: Tulika, 2013.
4. The New Cambridge History of India. Volume II.1. Cambridge: Cambridge University Press, 1990.
5. Roy, Tirthankar. An Economic History of Early Modern India. London and New York: Routledge, 2013.
6. Subramanian, Lakshmi. History of India, 1707-1857. Delhi: Orient Blackswan, 2010.
7. Alavi, Seema, ed. The Eighteenth Century in India. New Delhi: Oxford University Press, 2007.
8. Alavi, Seema. The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830. New Delhi: Oxford University Press, 1998
9. Bayly, Susan. Caste Politics and Indian Society from the Eighteenth Century to the
10. Modern Age. Cambridge: Cambridge University Press, 1999.
11. Bhattacharya, Sabyasachi, ed. Rethinking 1857. Delhi: Orient Longman, 2007.
12. Choudhary, Sushil. Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar, 2000.
13. Cohn, B. Colonialism and its Forms of Knowledge.
14. Dirks, Nicholas B. Castes of Mind. Princeton, New Jersey: Princeton University Press, 2001.
15. Guha, Ranajit. Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press, 1983.
16. Jones, Kenneth. Socio-Religious Reform Movements in British India, New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press, 1989.
17. Ludden, David, ed. Agricultural Production and South Asian History. New Delhi: Oxford University Press, 2005.
18. Metcalfe, Thomas. Ideologies of the Raj. Cambridge: Cambridge University Press, 1995.

**CO-PO Mapping:**

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

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

**SDG Justification:**

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

<b>HIST3001</b>	<b>INDIA AFTER INDEPENDENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

This course is designed to familiarize the students with the contemporary history of India since its independence in 1947.

#### **UNIT 1** **Consolidation of India as a nation** **8 hours**

Nehruvian state - the Constitution- nationality and citizenship – partition and refugees – linguistic reorganization – foreign policy and the making of non-alignment movement

#### **Essential Readings**

Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, India After Independence, Chapter 4, Chapter 5, Chapter 8, Chapter 12

#### **Additional Readings:**

Ramachandra Guha, India After Gandhi, Chapter 2, Chapter 3

#### **UNIT 2** **A post-colonial economic order** **8 hours**

land reform – agriculture - green revolution- agrarian struggles since independence – industry - Five Year Plans - science and technology - education- uneven development

#### **Essential Readings:**

Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, India After Independence, Chapter 25, Chapter 26, Chapter 28

#### **UNIT 3** **Democracy** **8 hours**

Congress and other political formations - left parties- Naxalbari - Dravidian movement - minority politics - anti-caste politics - gender and politics

#### **Essential Readings:**

Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, India After Independence, Chapter 14, Chapter 15

**UNIT 4** **Protest and populist politics** **8 hours**  
railway strike - J.P. movement and emergency- developments in the 1980's-coalition politics- Mandal Commission and aftermath - structural adjustment programme and neo-liberalism

**Essential Readings**

Ramachandra Guha, *India After Gandhi*, Chapter 22, Chapter 24 Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, *India After Independence*, Chapter 18

**UNIT 5** **V The Public Sphere** **8 hours**  
Print media -electronic media - institutions of art and culture

**Essential Readings**

Ramachandra Guha, *India After Gandhi*, Chapter 30

**References:**

1. A Beteille, *Democracy and Its Institutions*, Oxford University Press, 2012.
2. A Bilgrami, *Democratic Culture*, Routledge, 2011.
3. Achin Vинаik and Rajeev Bhargava, *Understanding Contemporary India*, Orient Black Swan, 2010.
4. Arvind Rajagopal, "The Emergency as Prehistory of the New Indian Middle Class." *Modern Asian Studies* 2011, 45.5: 1003–1049.
5. Atul Kohli, *The State and Poverty in India: the Politics of Reform*, Cambridge University Press, 1987.
6. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, *India Since Independence*, Penguin, 2008
7. B.R.Nanda, ed. *Indian Women: From Purdah to Modernity*, Vikas Publishing House, 1976.
8. Christophe Jaffrelot, *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*, Penguin, 1999.
9. D. Chakrabarty, Rochona Majumdar, Andrew Sartori, *From the Colonial to the Post-Colonial: India and Pakistan in Transition*, Oxford University Press, 2007.
10. Dwyer Rachel and Christopher Pinney, eds. *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*, Oxford University Press, 2000.
11. Emma Tarlo, *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, 2003.
12. Francine R. Frankel, ed. *Transforming India: Social and Political Dynamics of Democracy*, Oxford University Press, 2000.
13. Gayatri Sinha, *Art and Visual Culture in India 1857-2007*, Marg, 2009.
14. Granville Austin, *Working a Democratic Constitution: the Indian Experience*, Oxford University Press, 1999.
15. Jean Dreze and Amartya K. Sen, *Indian Development: Selected Regional Perspectives*, Oxford University Press, 1997.
16. Jean Dreze, and Amartya K. Sen, *India: Development and Participation*, Oxford University Press, 2002.
17. Nasreen Munni Kabir, *Bollywood: the Indian Cinema Story*, Channel 4 Books, 2001.
18. Niraja Gopal Jayal, ed. *Democracy in India*, Oxford University Press, 2001.
19. Partha Chatterjee, ed. *State and Politics in India*, Oxford University Press, 1994.
20. Princeton University Press, 1968.
21. Rajni Kothari, *Caste in Indian Politics*, Orient Longman, 1970.
22. Ramachandra Guha, *India after Gandhi*, Picador, 2007

23. Stanley Kochanek, *The Congress Party of India: the Dynamics of One Party Democracy*.
24. Subrata K Mitra, *Politics of Modern South Asia*, Volume I-V, Routledge, 2009.
25. Zoya Hasan, *Parties and Party Politics in India*, Oxford University Press, 2004.

### Course Outcomes

Upon completion of the course students should be able to:

- Understand the contemporary history of India.
- Understand the colonial legacy of India's post colonial predicament.
- Have an understanding of vital contemporary social, economic and political issues associated with nation building.
- Understand the intimate connections between past and the present and develop the capacity to put contemporary events in a historical perspective.

### CO-PO Mapping:

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	2	3	3	2	3
CO2	3	3	2	3	2	3	3	3	3	2	3
CO3	3	3	3	2	2	1	3	3	3	2	3
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:27<sup>th</sup> August, 2021

ACADEMIC COUNCIL: 17<sup>th</sup> September, 2021

#### SDG No. & Statement:

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

#### SDG Justification:

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

<b>HIST3011</b>	<b>SCIENCE AND TECHNOLOGY IN INDIA: A HISTORICAL PERSPECTIVE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

*This course is designed to familiarize the students with the evolution and development of science and technology in India*

### Course Educational Objectives:

Upon completion of the course students should be able to:

- To understand the history science and technology with reference to India
- Identify a range of techniques for writing about history of science and Technology.
- Analyze the encounters of local knowledge and unravel people response to new knowledge.

#### UNIT 1

**9 hours**

Understanding Science from Ancient Indian perspective – Mathematics – Medicine and health – Architecture – metallurgy – chemistry - Water Harvesting technology – Irrigation system- Building construction

#### Essential Readings-

Bose, D.M., A Concise history of science in India, Indian National Science Academy, New Delhi, 1971, pp 136-163, pp 213-227, pp 350-65, pp 375-391

#### UNIT 2

**9 hours**

Understanding Science and Technology in early Medieval India – Factors guiding dissemination of scientific knowledge- Matter (Dravya) in metallurgy- distillation – alchemy – building construction

#### Essential Readings –

Ray, Aniruddha, The Sultanate of Delhi (1206-1526), Taylor & Francis Group, London, 2019, pp 373-388.

#### UNIT 3

**9 hours**

Understanding Science and Technology in Later Medieval India – Agricultural Technology -textile technology – building construction technology – shipbuilding technology – military technology - paper manufacturing – stowing and packing

#### Essential readings -

Habib, Irfan, Technology in medieval India, Tulika Book, 4th Edition, 2013.

#### UNIT 4

**9 hours**

Science and technology and Colonialism – institutionalization of scientific disciplines: mathematics, chemistry, botany, geography

#### Essential Readings –

Arnold, David, Science, Technology and Medicine in Colonial India, Cambridge University Press, Cambridge, 2004, pp 1-18 and 129-168.



**UNIT 5**

**9 hours**

Indian Response to European Technology – Patterns of Contact- Nature of Response- Indian receptiveness and European communication – social and cultural response

**Essential reading –**

Qaisar, Ahsan Jan, The Indian Response to European Technology and Culture, Oxford University Press, 1982, p 5-13 and p 110-127.

**Textbook(s):**

1. Ray, Aniruddha, Technology in Ancient and Medieval India, Sundeeprakashan, Delhi
2. Qaisar, Ahsan Jan, The Indian Response to European Technology and Culture, Oxford University Press, 1982

**References:**

1. Dharmapal, Indian Science and Technology in the 19<sup>th</sup> Century: Some Contemporary European Accounts, Impex India, New Delhi, 1983.
2. Irfan Habib, IESHR, XVII, pp 4-6.
3. Bag, A.K., History of Technology in India, 1997.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	1	3	3	2	1
CO2	3	3	2	3	2	3	1	3	3	2	3
CO3	3	3	3	2	2	3	2	3	3	2	1
CO4	3	3	3	3	3	2	2	3	3	2	3
CO5	3	3	2	2	3	3	3	3	3	3	1

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

**APPROVED IN**

**BOS:** 27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-9: Industry, Innovation and Infrastructure

**SDG Justification:**

The modules and topics mentioned in this course are designed to analyze the role of science and technology to bring new innovation and infrastructure with industry support.

<b>HIST3021</b>	<b>Research Methodology in History</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description**

*This course is designed to familiarize the students with research methodology in history.*

**Course Educational Objectives:**

Upon completion of the course students should be able to:

- To understand research methodology in history
- To identify and analyze historical problems
- To formulate an argument and write

**UNIT 1 9 hours**

Definition, nature and scope of research methodology -sources for understanding research methodology – literary and archaeological sources – selection of the Topic and the problems

**UNIT 2 9 hours**

Process of investigation – data collection – interpretation of data-Interdisciplinary approaches to historical writings- synthesis of the knowledge

**UNIT 3 9 hours**

Historical interpretation and generalization – the purpose of history in society-generalization, objectivity and nature of historical facts

**UNIT 4 9 hours**

Historiography – evolution of classical tradition in Europe and Asia- Contribution of Arab historians- Practice of history in Medieval Europe and Medieval India – Post renaissance developments in History of historical writings – Rise of scientific history

**UNIT 5 9 hours**

Historiography – Positivism and Empirical school – Annales school – recent trends in historiography with reference to people’s history, history of the working class, peasant movement- women’s history, ecology and environment.

**Textbook(s):**

1. Ali, Sheik, History: Its theory and Method, 2<sup>nd</sup> ed. Madras, 1978.
2. Beverley Southgate, History:What and Why, New York, Routledge, 2001.
3. Marwick, Arthur, What history is and why it is important, Buckinghamshire, 1970.

**References:**

1. Habib, Irfan, Essays in Indian History. Towards a Marxist Perception, New Delhi, Tulika, 1995.
2. Stone, Lawrence, “History and the Social Sciences in the 20th Century”, Charles Delzell, ed., The Future of History, Vanderbilt: University Press, 1977, pp. 3-42
3. Bloch, Marc, The historian’s craft, Manchester, 1954.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	2	3	1	1	3	3	2	3
CO2	3	3	2	3	2	3	1	3	3	3	1
CO3	3	3	3	2	2	1	2	3	3	2	3
CO4	3	3	3	3	3	2	2	3	3	3	1
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:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-4 Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to provide quality education

## **Programme Elective**

<b>HIST3041</b>	<b>Introduction to Environmental History</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

This course is designed to expose the students to environmental history of India from ancient to modern times.

#### **UNIT 1 Ecology in India's ancient past 9 hours**

Physical environment and living populations - Indus and Vedic relation with environment - ancient empires and the environment- environmental ideas in religious texts - Hindu, Buddhists, Jain and Islamic texts - caste and ecological adaption- relation to forest dwellers

##### **Essential Reading**

1. Makhan Lal, "Iron Tools, Forest Clearance and Urbanisation in the Gangetic plain," in *India's Environmental History: A Reader*, Vol 1
2. VN Mishra, "Climate, a Factor in the Rise and Fall of the Indus Civilisation," in *India's Environmental History: A Reader*, Vol 1

##### **Additional Reading**

1. Romila Thapar, "Perceiving the Forest: Early India," in *India's Environmental History: A Reader*, Vol 1
2. Michael H Fisher, *An Environmental History of India*, Chapter 2, Chapter 4
- 3.

#### **UNIT 2 Environment during the medieval period from 8<sup>th</sup> to 16<sup>th</sup> centuries 9 hours**

Rise Jewish, Christian and Muslim immigrants and environment- immigrants and new animal and plant species- Sufi hydraulic technologies- expansion of agriculture, relation with pastoralists and forest dwellers-wildlife histories

##### **Essential Readings**

1. Michael H Fisher, *An Environmental History of India*, Chapter 5

##### **Additional Readings**

2. Mahesh Rangarajan and K Sivaramakrishnan, *India's Environmental History: A Reader*, Vol 1
- 3.

#### **UNIT 3 Environmental history during Mughal period 9 hours**

human non-human relation- new modes of exploitation of natural resources-rivers and forests- environment in court literature, art, cultur

##### **Essential Readings**

1. Divyabhanusinh, "Lions, Cheetahs, and Others in the Mughal Landscape," in *Shifting Ground: People, Animals, and Mobility in India's Environmental History*
2. Divyabhanusinh, "At the Court of the Great Mughals," in *India's Environmental History: A Reader*, Vol 1

**UNIT 4 British colonialism and indigenous ecology**

**9 hours**

British colonialism-transformation in modes of resource use- management of forest resources- railways and canals- hydro electric projects- disease and ecology- the colonial inheritance

**Essential Reading**

1. James Beattie, "Recent Themes in the Environmental History of the British Empire," *History Compass*, 2012, 10/2:129–39
2. G. A Barton and B. M. Bennett "Environmental Conservation and Deforestation in British India 1855–1947: A Reinterpretation," *Itinerario*, 2008, 32:83–104.
3. Rohan D'Souza, "Water in British India: The Making of a 'Colonial Hydrology'," *History Compass*, 2006, 4/4:621–28

**Additional Reading**

1. Arnold, David, and Ramachandra Guha, eds. *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, 1995, Oxford University Press.

**UNIT 5 Environmental history in the post-colony**

**9 hours**

Anthropogenic flood, draught, salinisation, air pollution- Post colonial environmental laws- India's participation in international climate conventions - green parties and ideology- environmental movements - Chipko movement- Narmada Bachaomovement- Silent Valley movement- voices from the margin- women and environment

**Essential Reading**

1. Michael H Fisher, *An Environmental History of India*, Chapter 9, Chapter 10

**Additional Readings**

1. Dipesh Chakrabarty, "The Climate of History: Four Theses," *Critical Inquiry*, 2009, 35:197–222

**Textbooks:**

1. Mahesh Rangarajan and K Sivaramakrishnan, *India's Environmental History: A Reader*, Orient Blackswan, 2013, Vol 1 & 2
2. Michael H Fisher, *An Environmental History of India: From Earliest Times to the Twenty-First Century*, Cambridge University Press, 2018.

**References:**

1. Arun Agrawal, and K. Sivaramakrishnan, eds. *Agrarian Environments: Resources, Representations, and Rule in India*, Duke University Press, 2000.
2. Arun Agrawal, *Environmentality: Technologies of Government and the Making of Subjects*, Duke University Press, 2005.
3. Camille Cole, "From Forest to Delta: Recent Themes in South Asian Environmental History," *South Asian History and Culture*, 2016, 7/2:208–19.
4. David Arnold, and Ramachandra Guha, eds. *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Oxford University Press, 1995.
5. David Arnold, *Famine: Social Crisis and Historical Change*, Basil Blackwell, 1988.
6. David Arnold, *Toxic Histories: Poison and Pollution in Modern India*, Cambridge University Press, 2016
7. Dipesh Chakrabarty, "The Climate of History: Four Theses," *Critical Inquiry*, 2009, 35:197–222
8. G. A Barton and B. M. Bennett "Environmental Conservation and Deforestation in British India 1855–1947: A Reinterpretation," *Itinerario*, 2008, 32:83–104.

9. Gregory Barton, *Empire, Forestry and the Origins of Environmentalism*, Cambridge University Press, 2002.
10. James Beattie, "Recent Themes in the Environmental History of the British Empire," *History Compass*, 2012, 10/2:129–39
11. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, Oxford University Press, 2012.
12. Mahesh Rangarajan and K Sivaramakrishnan, *Shifting Ground: People, Animals and Mobility in India's Environmental History*, Oxford University Press, 2014
13. Nandini Sinha Kapur, *Environmental History of Early India: A Reader*, Oxford University Press, 2011.
14. Peter Mollinga, "Farmers' Suicides as Public Death: Politics, Agency and Statistics in a Suicide-Prone District (South India)," *Modern Asian Studies*, 2015, 40/5: 1580–605.
15. Ramachandra Guha, "Mahatma Gandhi and the Environmental Movement" in Ramachandra Guha and Juan Martinez-Alier, eds., *Varieties of Environmentalism: Essays North and South* (Earthscan), 1997, pp. 153–68.
16. Rohan D'Souza, "Water in British India: The Making of a 'Colonial Hydrology'," *History Compass*, 2006, 4/4:621–28
17. Sumi Krishna, *Agriculture and a Changing Environment in North-eastern India*, Routledge, 2012.

**Course Outcomes:**

Upon completion of the course students should be able to:

1. Have in-depth knowledge about the relation between human beings and their environment from ancient to modern times.
2. Critically assess contemporary environmental problems from a historical perspective.
3. Understand the colonial legacy to India's contemporary environmental predicaments.
4. Have a better ability to address the present environmental crisis.

**CO-PO Mapping:**

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-13: Climate Action

**SDG Justification:**

The modules and topics mentioned in this course are designed to create awareness about the ecological issues and to bring climatic action.

HIST3061	HISTORY OF GENDER AND DEVELOPMENT	L	T	P	J	S	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description

*This course is designed to expose students to the history of gender and development in India during the modern and contemporary period.*

#### UNIT 1

9 hours

**Indian women’s movement in historical perspective: A brief overview of the British colonial period** - Gender in the colonial-nationalist encounter – sati - age of consent debate - widow remarriage - child marriage - role of women in national movements

#### Essential Readings

Samita Sen, “Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective.”

Tanika Sarkar, "A Prehistory of Rights: The Age of Consent Debate in Colonial Bengal," 601-622.

#### Additional Reading

Sumit Sarkar and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*, Vol 1  
Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India, 1800-1990*.

#### UNIT 2

9 hours

**Transformation from women to gender in development discourse** - Women in development approach - women and development (WAD) approach - shift to gender and development (GAD) approach – women, environment and development approach in the global south

#### Essential Readings

Diane Elson, "Male bias in the development process: an overview," In *Male Bias in the Development Process*, pp: 1-28.

Carol Miller, and Shahra Razavi. “From WID to GAD: Conceptual shifts in the women and development discourse,” No. 1. UNRISD Occasional Paper, 1995.

#### Additional Reading

Carolyn Moser, *Gender Planning and Development*, Chapter 1

#### UNIT 3

#### Gender, development and the post-colonial state

9 hours

Renewed focus on gender and development – ministries of women and child development – national commission for women - landmark policies - status of women report 1974 - women’s property right - Hindu Code Bill - legislative interventions- role of NGOs

#### Essential Reading

K Kapadia (ed.), *Violence of Development: The politics of identity, gender and social inequalities in India*, Introduction, Chapter 3



Government of India, "Towards Equality: Report of the Committee on the Status of Women," Ministry of Educational Social Welfare, 1974

**Additional Reading**

ME John, "Gender and development in India, 1970s-1990s: Some reflections on the constitutive role of contexts," pp 3071-3077.

**UNIT 4** **Gender and labour** **9 hours**

Productive and non-productive work - equal remuneration act 1976 – gender discrimination at work and payment - women in organised and unorganised sector

**Essential Readings**

Gary N Powell, "Introduction: Examining the Intersection of Gender and Work," In *Handbook of Gender and Work*

**Additional Reading**

Nirmala Banerjee, *Women Workers in the Unorganised Sector*, Sangam Books, 1985.  
Report on Gender and Poverty in India, World Bank, Washington D.C., 1995.

**UNIT 5** **Women's movements and development discourse** **9 hours**

Different waves of feminist movements since 1930s - Mahila Samity - All India Women's Conference - National Federation of Indian Women - Post- 1975 campaigns, issues, challenges- local feminist struggles - women and empowerment

**Essential Readings**

M Kullar, ed., *Writing the Women's Movement: A Reader*, Introduction, Chapter 2

**Additional Reading**

Aparna Basu and Bharti Ray, "Women's Struggle: A History of All India Women's Conference 1927- 1990", Manohar publications, 1990

**Textbook(s):**

1. Valentine Moghadam, Chandra Talpade Mohanty, Sarah White, Diana L. Wolf, Deepa Shankaran, Lourdes Beneria, Aysan Sev'er et al. *The Women, Gender and Development Reader*. Bloomsbury Publishing, 2011.
2. Sumit Sarkar and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*, Indiana University Press, 2008., Vol 1 & 2

**Additional Reading**

1. Aparna Basu and Bharti Ray, *Women's Struggle: A History of All India Women's Conference 1927- 1990*, Manohar publications, 1990
2. Caroline Moser, *Gender, Planning and Development: Theory, Practice and Training*, Routledge, 2012
3. Chandra Talpade Mohanty, "Under western eyes: Feminist scholarship and colonial discourses," In *Third World Women and the Politics of Feminism*, eds Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, Indiana University Press, 1991, pp 51-80
4. Christine Heward and Sheila Bunwaree (eds), *Gender, Education & Development: Beyond Access to Empowerment*, Zed Books, 1999
5. Deborah Eade (ed), *Development With Women*, Rawat Publications, 2006
6. Devaki Jain, *Women, Development and the UN: A Sixty Year Quest for Equality and Justice*, Indiana University, 2005

7. Diane Elson ed., *Male Bias in the Development Process*, Manchester University Press, 1995.
8. Gabriele Dietrich, *Reflections on the Women's Movement in India*, Harizan India Books, 1992
9. Gary N Powell, ed., *Handbook of Gender and Work*, Sage, 1999.
10. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 1996
11. Gita Sen and Caren Grown, *Development Crises and Alternative Visions: Third World Women's Perspectives*, Routledge, 2013.
12. Government of India, "Towards Equality Report of the Committee on the Status of Women," Ministry of Educational Social Welfare, 1974.
13. J Dreze and A Sen, *India: Economic Development and Social Opportunity*, Oxford University Press, 2002
14. JH Momsen, *Gender and Development*, Routledge, 2010
15. JN Pieterse, *Development Theory: Deconstructions/Reconstructions*, Vistaar, 2001.
16. K Kapadia (ed.), *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*, Zubaan, 2002.
17. K Saunders (ed), *Feminist Post-Development Thought: Rethinking Modernity, Post-colonialism and Representation*, Zed Books, 2002.
18. M Kullar, ed., *Writing the Women's Movement: A Reader*, Zubaan, 2005.
19. M Porter and E Judd, *Feminists Doing Development*, Zed books, 1999
20. Martha Nussbaum and Jonathan Glover, eds. *Women, Culture, and Development: A Study of Human Capabilities*, Oxford University Press, 1995.
21. ME John, "Gender and Development in India, 1970s-1990s: Some Reflections on the Constitutive Role of Contexts," *Economic and Political Weekly*, 1996, pp.3071-3077.
22. N Menon (ed.), *Gender and Politics in India*, Oxford University Press, 1999.
23. N Visvanathan, L. Duggan, L Nisonoff and N Wiegersma (eds.), *The Women, Gender and Development Reader*, Zubaan, 1997.
24. Narasimhan W Sakuntala, *Empowering Women*, Sage, 1999
25. Neera Desai, ed., *A Decade of Women's Movement in India*, Himalaya Publishing House, 1988.
26. Nirmala Banerjee, *Women Workers in the Unorganised Sector*, Sangam Books, 1985.
27. Report on Gender and Poverty in India, World Bank, Washington D.C., 1995.
28. Samita Sen, "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective. World Bank," Development Research Group/Poverty Reduction and Economic Management Network, 2000.
29. Sumit Sarkar and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*, Indiana University Press, 2008., Vol 1 & 2
30. Tanika Sarkar, "A Prehistory of Rights: the Age of Consent Debate in Colonial Bengal," *Feminist Studies* 26, no. 3 (2000): 601-622.
31. Valentine Moghadam, Chandra Talpade Mohanty, Sarah White, Diana L. Wolf, Deepa Shankaran, Lourdes Beneria, Aysan Sev'er et al. *The Women, Gender and Development Reader*, Bloomsbury Publishing, 2011.

### **Course Outcomes:**

Upon completion of the course students should be able to:

1. Understand the colonial legacy of India's present gender and development problems.
2. Understand the shifts in various gender and development approach.
3. Critically assess the male biases in contemporary development programmes in India.
4. Understand the nature of gender discrimination in unorganized and organized sectors of the economy
5. Assess the role of feminist movements in bringing about renewed focus on gender and development in post-colonial India

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	3	3	3	2	1
CO2	3	3	2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	2	3	3	2	2
CO4	3	3	3	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:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-5: Gender Equality

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure gender equality and create awareness against gender discrimination

<b>HIST3091</b>	<b>INTRODUCTION TO HISTORIOGRAPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

*This course is designed to familiarise the students in the debates of history writing and intellectual history.*

#### **UNIT 1** **9 hours**

Introduction: Why Study Historiography?

#### **UNIT 2** **9 hours**

Written History: The Greco-Roman tradition – Herodotus – Thucydides - Levy and Tacitu

#### **UNIT 3** **9 hours**

Medieval Historiography: European Historiography Medieval Chroniclers and Humanist Historians-Niccolo Machiavelli, Francesco Guicciardini, Paolo Sarpi and Devotional Historiography

#### **UNIT 4** **9 hours**

Enlightenment historiography – Enlightenment History, Ranke and the Idea of Empiricist History-Romanticist historiography – Positivist school – Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier) – Marx and Theories of History - Frankfurt School, British Marxist Historians

#### **UNIT 5** **9 hours**

History and the Post-modern Turn- Michel Foucault and the History of the present- Edward Said and the Idea of Orientalism

#### **UNIT 6** **9 hours**

History and other Social Sciences: History and Sociology, History and Archaeology, History and Anthropology, History and Political Science, History and Linguistics, History and Economics, History and Literature.

### References

1. Carr, E. H., What Is History? (London, 1961), 7-30, 87-108
2. Evans, R., In Defence of History (London, 1997), 75-102
3. Hughes-Warrington, M., Fifty Key Thinkers on History (London, 2001), 24-31
4. Jenkins, K., Re-thinking History (London, 1991), 5-26
5. Southgate, B., History: What and Why? (London, 1996), 12-57

6. Appleby, J., et al., Telling the Truth about History (New York, 1994)
7. Bentley, M., Modern Historiography: An Introduction (London, 1999)
8. Burke, P. (ed.), History and Historians in the Twentieth Century (Oxford, 2002)
9. Burke, P., History and Social Theory (Cambridge, 1992)
10. Elton, G. R., Return to Essentials (Cambridge, 1991)
11. Elton, G. R., The Practice of History (London, 1969)
12. Fulbrook, M., Historical Theory (London, 2002)
13. Gallie, W. B., Philosophy and the Historical Understanding (London, 1964)
14. Hexter, J. H., Reappraisals in History (London, 1961)
15. Iggers, G. G., New Directions in European Historiography (London, 1985)
16. Jenkins, K., On 'What is History?' From Carr and Elton to Rorty and White (London, 1995)

**CO-PO Mapping:**

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

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-13: Climate Action

**SDG Justification:**

The modules and topics mentioned in this course are designed to create awareness about the ecological issues and to bring climatic action.

HIST3051	HISTORY OF MEDIEVAL EUROPE 280-1000 AD	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 expose the students to early medieval Europe, its polity and evolution.*

#### **UNIT 1 Course Introduction: From History to Medieval History 8 hours**

The Crisis of the Roman Empire: Roman Empire in Crisis-Fall of the Western Roman Empire- Barbarian Invasions- The Barbarian Kingdoms- the Goths- the Franks- – the Vandals

#### **UNIT 2 8 hours**

Christianity: Early Beginnings : Rise of Christianity- Constatine’s Conversion- the Christian Church- the Bishop of Rome- Monasticism

#### **UNIT 3 8 hours**

The Byzantine Empire - The Eastern Roman Empire- Reign of Justinian- Arab inroads- Administration, social and religious life

#### **UNIT 4 8 hours**

Origin and Expansion of Islam : Mohammad and Arban Conquests- the Caliphate- contribution of Islam to Mediterranean science, art, culture

#### **UNIT 5 8 hours**

Charlemagne and the Carolingian Empire: Rise of the Carolingian Franks- Reform- Renaissance- Decline- Emergence of the Vikings- Viking raids and their impact

#### **UNIT 6 8 hours**

Medieval Society and Economy in Europe: Towns- Trade- Feudalism- Final discussions- A 'dark' or 'middle' Ages?

#### **Textbooks:**

1. Chris Wickham, The Inheritance of Rome: A History of Europe from 400 to 1000, Viking, 2009.
2. Morris Bishop, The Middle Ages, Houghton Mifflin Harcourt, 2001.

#### **References:**

1. AHM Jones, Constantine and the Conversion of Europe, University of Toronto Press, 1978
2. Carlo M. Cipolla, ed, The Fontana Economic History of Europe. Vol. 1: The Middle Ages. Barnes and Noble Books, 1976
3. Georges Duby, The Early Growth of the European Economy, Cornell University Press,1978.
4. Jonathan Porter Berkey, The Formation of Islam: Religion and Society in the Near East, 600-1800, Cambridge University Press, 2003.

5. Judith M. Bennett & C. Warren Hollister, Medieval Europe: A Short History, McGraw Hill, 2006.
6. Marc Bloch, Feudal Society, Routledge & Kegan Paul, Vol 1 & 2, 1965.
7. Marc Bloch, The Historian's Craft, Manchester University Press, 1992.
8. P. Garnsey and Saller, The Roman Empire, University of California Press, 2014
9. P. K. Hitti, History of the Arabs, Macmillan International Higher Education, 2002.
10. Perry Anderson, Passages from Antiquity to Feudalism, Verso; Reprint edition, 2013
11. Peter Brown, The World of Late Antiquity: AD 150-750, Harcourt Brace Jovanovich, 1971.

**Course Outcomes:**

Upon completion of the course students should be able to:

- Students will understand features of medieval Europe
- Analyse the evolution of polity during the medieval times in connection with feudalism
- Students will develop critical thinking towards distinctive features of medieval European economy
- Their study of medieval Europe will equip students with a better ability to understand the patterns of world politics

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	1	3	3	2	1
CO2	3	3	2	3	2	3	1	3	3	2	3
CO3	3	2	3	3	2	3	2	3	3	2	1
CO4	3	2	3	3	2	2	2	3	3	3	3
CO5	3	3	2	2	3	3	3	3	3	3	3

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-4 Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to provide quality education

HIST3081	NEW SOCIAL MOVEMENTS	L	T	P	J	S	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description

*This course is designed to familiarize the students with new social movements in India, sociological approaches to its study. It also focuses on several major movements and revolutions in India.*

#### Course Educational Objectives:

Upon completion of the course students should be able to:

- To understand new social movements in India.
- To identify and analyze various sociological approaches
- To focus on major movements and revolutions

#### UNIT 1

**9 hours**

Defining social movements- theories and concepts of social movement- features, typology of social movements

#### UNIT 2

**9 hours**

Defining revolution - theories and concepts of revolutions- features, typology of revolutions- intersection of social movements and revolutions

#### UNIT 3

**9 hours**

Historical background- national movement and roots of socialism- Anti caste movement – women’s movement

#### UNIT 4

**9 hours**

Farmer’s movement- Environmental movement – working class- tribal movement

#### UNIT 5

**9 hours**

class and caste question – student’s movement – middle class movements

#### Textbook(s):

1. Shah, Ghanshyam, 1990, Social Movements in India; a Review of the Literature, Delhi, Sage.
2. Rao, M.S.A., 1979, Social Movements in India, New Delhi, Manohar



**References:**

1. Dhanagare, D.N., 1983, Peasant Movements in Indian 1920-1950, Delhi, OUP
2. Banks, J.A. 1972: The Sociology of Social Movements, London, Macmillan.
3. Oommen, T.K., 1990, Protest and Change: Studies in Social Movements, Delhi; Sage.
4. Oommen, T.K., 2010, (ed.) Social Movements, Vol. I & II, New Delhi, OUP.

**CO-PO Mapping:**

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

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-4 Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to provide quality education

HIST3101	RELIGION AND RELIGIOSITY IN INDIA	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	Modern Indian History						
Co-requisite	None						
Preferable exposure	None						

### Course Description

*This course is designed to help students understand various religious traditions that flourished in the Indian sub-continent through different ages.*

#### Course Educational Objectives:

Upon completion of the course students should be able to:

- To understand various religious traditions in India
- To identify and analyse long term changes that each religious tradition undergoes in relation to its own past
- To understand the way in which each expanded or contracted

#### UNIT 1

**9 hours**

Major Religious Traditions through the Ages I – Vedic and Puranic traditions – Buddhism- Jainism- Ajivikas

##### Essential Readings –

Shrimali, K.M., Religion, Ideology and Society, in Proceedings of Indian History Congress, General Presidential Address, 66th Session, 1998.

Chakrabarti, Kunal, Religious Process: The Puranas and the Making of a Regional Traditions, Oxford University Press, New Delhi, Chapter 2, pp 44-80.

#### UNIT 2

**9 hours**

Major Religious Traditions Through the Ages – Islam – Emergence of Sikhism

##### Essential Readings –

Digby, Simon (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.

Grewal, J. S. (1993). Contesting Interpretations of the Sikh Traditions, Delhi: Manohar.

#### UNIT 3

**9 hours**

Socialization and Dissemination – approaches to Brahmanization and Islamisation in Medieval period – Religious identities in medieval period

##### Essential Readings –

Eaton, Richard. (1987). 'Approaches to the Study of Conversion to Islam in India', in Islam

in Religious Studies, edited by Richard C. Martin, New York: One World Press, pp. 106-23.

Chakrabarti, Kunal. (1992). 'Anthropological Models of Cultural Interaction and the Study of Religious Process', Studies in History, vol. 8 (1), pp. 123-49.

**UNIT 4**

**9 hours**

Mobilization of Religion – religious boundaries and liminal spaces - No Hoursconstruction of modern religious identities 9

**Essential Readings –**

Green, Nile. (2011). Bombay Islam: The Religious Economy of the West Indian Ocean, Delhi: Cambridge, pp 49-89.

Oberoi, Harjot. (1994). The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition, Delhi: OUP, . 1-40).

Pandey, Gyanendra. (2006). The Construction of Communalism in Colonial North India, Delhi: OUP, pp. 201-261.

**UNIT 5**

**9 hours**

Religion, Secularism & Nation-State – Secularism and Indian Constitution- Communal and Secular ideas

**Essential Readings –**

Sen, Amartya. (2005). 'Secularism and Its Discontents', in idem, The Argumentative Indian, Penguin, pp. 294-316.

- Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', Economic and Political Weekly, vol. 37, no. 30, pp. 3175-3180

**CO-PO Mapping:**

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

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-4 Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to provide quality education

<b>HIST3071</b>	<b>HISTORY OF LEGAL SYSTEM IN ANCIENT AND MEDIEVAL INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

*This course is designed to expose the students to legal history of India from ancient to early medieval India.*

#### UNIT 1

**9 hours**

**Ancient Indian Legal System** – Life and Administration during various ages – Indus Valley Civilization and position of women- Theory of Kingship and Legal Institution during Vedic period- Society, marriage and polity and monarchy and legal aspects within the society in the Later Vedic period.

#### Essential Reading

Altekar, A.S., State and Government in Ancient India, MotilalBanarsidas (2005), pp12-37  
Yerankar, Shriram, Village Administration in Ancient India, The Indian Journal of Political Science, Vol 65, No.1 (Jan 2004), pp 87-100

#### UNIT 2

**9 hours**

**Classical Laws** – Sources of Dharma – Varna system – untouchability- Slavery- King and his council – Governance of villages and towns- Marriage and duties related to it – position of women and crime against women – Types of courts and procedure related to them.

#### Essential Readings

Justice M.RamaJoi, Legal and Constitutional History of India (2010), Universal Law Publishing Co. Pvt. Ltd, New Delhi, pp 1-81, pp 246-283, 304-316 and 489- 515.

#### UNIT 3

**9 hours**

**Mauryan and Gupta Empire** – Arthashastra and its importance- Saptanga theory- Administration under Chandragupta Maurya- Ashoka's Policy of Dhamma- Administration, Economy and society under Guptas

#### Essential Readings

Bhattacharjee, Biman, Position of Women in Kautilya'sArthashastra, International Journal of Humanities & Social Science Studies (IJHSSS) Vol IV, Issue IV, (2018) pg 108-115

#### UNIT 4

**9 hours**

**Early medieval period** – Regional polity between 8<sup>th</sup>-13<sup>th</sup> century – trade and commerce and trading communities – society – establishment of Delhi Sultanate- Crime and punishment under the Delhi Sultans- sources of Islamic law – Judicial organization – Cases related to theft and highway robbery- official corruption – homicide

### Essential Reading

Chandra, Satish, *Historiography, Religion and State in Medieval India* (1996), Har-Anand Publications Pvt Ltd, pp 174-193

Qureshi, I.A., *The Administration of Sultanate of Delhi, Lahore*, 2nd Ed, Ph.D. thesis (1944), pp 57 onwards.

9 hours

### UNIT 5

**Legal system under the Mughals** – Mughal Theory of Sovereignty- ruling class- Mughal Administration- central, provincial and local- Emperor and his court –sources and administration of justice – various cases – robbery and theft- murder- Bribery and embezzlement- offences against the state

### Essential Reading

Saran, *The Provincial Government of the Mughals*, Allahabad (1941), pp 41-95

Sarkar, Sir Jadunath, *Mughal Administration*, Calcutta, Co. 1, Orient Longmans (1972), pp 1-25

### References

1. A.S. Altekar, *State and Government in Ancient India*, Motilal Banarsidass, Banaras, 2005.
- *The Position of Women in Hindu civilization*, Motilal Banarsidas, 2005.
2. Basham, A.L., *The Wonder that was India*, Vol I, Rupa & Co. (1997)
3. Beni Prasad, *Theory of Government in Ancient India (post Vedic)*, The Indian Press Ltd, Allahabad, 1927.
- *State in Ancient India*, Indian Press, Allahabad, 1928.
4. Bhandarkar, D.R., *Some Aspects of Ancient Indian Polity*, Banaras Hindu University, 1929.
5. Chandra, Satish, *Medieval India, A History Textbook, for Class X, NCERT*.
6. Chitnis, K.N., *Socio-Economic Aspects of Medieval India*, Pune (1979)  
- *Glimpses of Medieval India Ideas and Institutions*, 2<sup>nd</sup> Ed, Pune, (1981)
7. Day, U.N., *The Government of the Sultanate*, Elsevier Science Ltd., (1995).
8. Ghosal, U.N., *A history of Indian Political Ideas: The Ancient Period and the period of transition to the middle ages*, Oxford University Press, (1959).
9. Gokhale, B.G., *Ancient Indian- History and Culture Part I*, University of Nagpur (2010)
10. Jayaswal, K.P., *Hindu Polity*, Eastern Book House, Calcutta (1988)
11. Jois Rama, *Legal and Constitutional History of India*, Universal Law Publishing House (2004)
12. Jha, Dwijendra Narayan, *Ancient India: In Historical Outline*, Manohar Publishers & Distributors, New Delhi.
13. Kane, P.V., *History of Dharmashastra*, 4 Vols, Oriental Book Agency, 1929.
14. Kosambi, D.D., *An Introduction to the Study of Indian History*, Popular Book Depot, Mumbai, (2002)
15. Kulshrestha, V.D. and Gandhi, B.M., *Landmarks in the Indian & Constitution History*, Eastern Book Company, Lucknow (2011)
16. Majumdar, R.C., *History and culture of Indian People*, Bharatiya Vidya Bhavan, Vol I & II (1988)

17. Mookerji, R.K., *Local Self Government in Ancient India*, Oxford University Press, 1929.
18. Nath, Nagendra, *Law, Aspects of Ancient India Polity*, Oxford University Press (1921)
19. Sen, A.K., *Studies in Ancient Indian Political Thought*, Calcutta (1926)
20. Qureshi, I.A., *The Administration of Sultanate of Delhi*, Lahore, 2<sup>nd</sup> Ed, Ph.D. thesis (1944)  
- *The Administration of Mughal Empire*, Patna (1973)
21. Saran, *The Provincial Government of the Mughals*, Allahabad (1941)
22. Sarkar, Sir Jadunath, *Mughal Administration*, Calcutta, Co. 1, Orient Longmans (1972)
23. Sharma, S.R., *Mughal Government And Administration*, Bombay, 1951
24. Thapar, Romila., *The Penguin History Early India: From the Origin to 1300 A.D*, Penguin Books Ltd, 2002.
25. Cambridge, *Economic History of India Vol I. c. 1200 –c 1750*, Hyderabad, (2002).

**Course Outcomes:**

Upon completion of the course students should be able to:

1. Have in-depth knowledge about the Legal system of Ancient and early medieval India.
2. Critically assess contemporary Legal problems from a historical perspective.
3. Understand the growth of present day legal system over various time frames.
4. Have a better ability to address the present Legal system.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	1	3	3	2	3
CO2	3	3	2	2	3	3	1	3	3	2	3
CO3	3	3	3	2	3	3	2	3	3	2	3
CO4	3	2	3	3	3	2	2	3	3	2	3
CO5	3	3	2	2	3	3	3	3	3	3	3

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

**APPROVED IN**

**BOS:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-4 Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to provide quality education

<b>HIST3111</b>	<b>HISTORY OF LEGAL SYSTEM IN MODERN INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Legal History of Ancient and Medieval India</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description

*This course is designed to expose the students to Law and Legal institutions in modern India.*

#### **UNIT 1** **English East India Company** **9 hours**

establishment and Growth of EIC- Charter Act of 1600, 1609, 1661, 1726 and 1753- Dual system of administration and Adalat system of Bengal – Warren Hastings and his plan of 1772- Regulating Act of 1773- Charter Act of 1774 – Reform of 1781- Pitt’s India Act 1784

#### **Essential Reading**

Talboys, Wheeler.J., Indian under the British rule from the foundation of the East India Company, Macmillan and Co, London, 1886, p 1-39.

#### **UNIT 2** **Post 1784** **9 hours**

Judicial Reform of Cornwallis – Judicial reforms of William Bentinck- Charter Act of 1833- Privy Council – First Law Commission (1835) and Second Law commission (1958)- Charter Act of 1853 – Revolt of 1857 and its impact on administration

#### **Essential Readings**

Jain, M.P., Outlines of Indian Legal and Constitutional history, Lexis Nexis, Edition 7, 2016, pp 195-218.

#### **UNIT 3** **Social Awakening and Legal reforms** **9 hours**

Socio-religious movements of 19<sup>th</sup> century – Abolition of Sati Act 1828- Abolition of Slavery Act 1833- Caste Disability Removal Act 1850 – Infanticide Act

#### **Essential Readings**

Jain M.P., *Outlines of Indian Legal and Constitutional History*, Wadhwa and Company, Edition VI. (2009)

#### **UNIT 4** **New Phase 1858 onwards** **9 hours**

Indian Councils Act 1861- Indian High Courts Act 1911- Indian Councils Act of 1892- INC – Role of Press- Constitutional reforms- administrative and other reforms –

#### **Essential Reading**

Jain, M.P., Outlines of Indian Legal and Constitutional History, Lexis Nexis, Edition 7, 2016, pp 515-562.



**UNIT 5**

**Period after 1909**

**9 hours**

Government of India Act 1909 (Communal Electorates) – Government of India Act 1919 (Diarchy in the Provinces) – Government of India Act 1935 (Federal Courts, Privy Council) – Accession of Princely states, reorganization of state and Growth of regionalism

**Essential Reading**

Journal of the Society of Comparative Legislation, Vol. 11, No.2 (1911), pp. 243-254.

Jain, M.P., *Outlines of Indian Legal and Constitutional History*, Lexis Nexis, Edition 7, 2016, pp 565-569.

**Text Books:**

Jain M.P., *Outlines of Indian Legal and Constitutional History*, Wadhwa and Company, Edition VI. (2009)

**References:**

1. B.L. Grover, S.Grover., *A New Look at Modern Indian History*, S. Chand. (2004)
2. Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, Pannikar, K.N. Mahajan Sucheta., *India's Struggle for Independence*, Penguin. (1989)
3. Chandra, Satish., *Medieval India, A History Textbook, for Class X, NCERT.*
4. Chitnis, K.N., *Socio-Economic Aspects of Medieval India*, Pune (1979)
5. *Glimpses of Medieval India Ideas and Institutions*, 2nd Ed, Pune, (1981)
6. Day, U.N., *The Government of the Sultanate*, Elsevier Science Ltd., (1995)
7. H.L.O. Garren & Abdul Hamid, *A Constitutional History of India, 1600-1935*. London. 1936

**Course Outcomes**

Upon completion of the course students should be able to:

1. Have in-depth knowledge about the Legal system of modern India.
2. Critically assess contemporary Legal problems from a historical perspective.
3. Understand the growth of present-day legal system over various time frames.

**CO-PO Mapping:**

	Programme Objectives							Programme Specific Objectives			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	3	3	3	3	1	3	3	2	3
CO2	3	3	2	3	2	3	3	3	3	2	3
CO3	3	3	3	2	2	3	2	3	3	2	2
CO4	3	3	3	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:**27<sup>th</sup> August, 2021

**ACADEMIC COUNCIL:** 17<sup>th</sup> September, 2021

**SDG No. & Statement:**

SDG-4 Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to provide quality education

## **Minor Program in Dance (Kuchipudi)**

### Requirements for Minor in Dance (Kuchipudi)

Students wishing to minor in Kuchipudi Dance must complete the 8 Minor Core Courses in the Dance curriculum. All Courses will have a Continuous Assessment Component of 100 Marks. These courses are in the table below.

<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	Intermediate Kuchipudi	1	0	4	0	0	3
FPEA2021	Advanced Kuchipudi	1	0	4	0	0	3
FPEA2011	Kuchipudi Sattvikabhinaya	2	0	2	0	0	3
FPEA3001	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	Kuchipudi Improvisation	2	0	2	0	0	3
FPEA3021	Cross-Cultural Dance Studies	3	0	0	0	0	3

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

Introduction to the dance history of India through the lens of social, political, and cultural contexts.

- Dance in pre-historic era
- Dance in proto-historic era
- Treatises on dance
- Bhakti Movement
- British era
- Theory and technique



<b>FPEA1011</b>	<b>INTRODUCTION TO KUCHIPUDI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to the basic technique of Kuchipudi dance which includes basics steps, Jatis in Chaturasra Jaati, and an item Koutvam/Jati swaram/Sabdam.*

**Course Educational Objectives:**

- Understand the basic techniques of Kuchipudi.
- Perform the basics movements of Kuchipudi.
- Understand the pedagogical structure of Kuchipudi.

**UNIT 1 Saamu (Traditional exercises), First half steps**

Warm up routine with traditional exercises like Dandelu, Baskeelu, Gunjeelu.

Basic positions of legs, arms and feet required for Kuchipudi stance.

Steps that introduces different foot positions:

Sama paada (flat foot), Kuncita paada (heel raised with toe ball in contact to the group) and Ancita paada (flexed foot where heel is in contact with the group and toe is raised)

**UNIT 2 Second half-steps**

Introduction to complex sequences of steps

Introduction to steps in different *tā lams*.

Teermanams or finishings.

**UNIT 3 First half Jatis**

What is a Jati? What is a Jaati? What are different talas?

Selected Jatis in Chaturasra Jaati





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

**Course Description:**

*This course is the continuation to previous course Introduction to Kuchipudi.*

**Course Educational Objectives:**

- Understand the basic techniques of Kuchipudi.
- Perform the basics movements of Kuchipudi.
- Understand the pedagogical structure of Kuchipudi.

**UNIT 1 Chaturasra Jati Jathis**

- Review
- Jatis in the meter of 'Four'.

**UNIT 2 Tisra Jati Jatis**

- What is Tisra Jati?
- Selected Jatis from Tisram.

**UNIT 3 Misra Jati Jatis**

- What is Misra Jaati?
- Jatis from Misra Jaati.

**UNIT 4 Gestural Vocabulary**

- Devata Hastas according to Abhinaya Darpana
- 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

<b>FPEA2021</b>	<b>ADVANCED KUCHIPUDI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

- To enhance strength and stamina.
- To understand the advanced techniques of Kuchipudi.

**UNIT 1 Sankeerna Jati Jatis**

- What is Sankeerna Jaati?
- Two jatis from Sankeerna Jati.

**UNIT 2 Principle Techniques of Kuchipudi**

- Review of basics in correlation to Principle techniques of Kuchipudi

**UNIT 3 Conditioning for Dance**

- Anatomy of the body
- Pilates
- Yoga
- Leg work and balance

**UNIT 4 Stamina**

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

**UNIT 5**

- Advanced Item - Tarangam

**Course Outcomes:**

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

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

<b>FPEA2011</b>	<b>SATTVIKABHINAYA IN KUCHIPUDI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	Intermediate Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to Navarasas or the nine histrionic emotions.*

**Course Educational Objectives:**

- Understand the basic techniques of emotional representation (Theory and Practical)
- Understand the pedagogical structure of Kuchipudi.

**UNIT 1 Introduction to the Rasa Theory of Natya Sastra**

- Rasa Sutra
- Sthayi Bhavas
- Nava rasas

**UNIT 2 Technique of Abhinaya**

- Drishti Bhedas
- Siro Bhedas
- Greeva Bhedas
- Eye Exercises

**UNIT 3 Demonstration of Navarasas through real-life situations**

- Creating the scene to suit the rasa – Theory
- Execution of the scene created theoretically

**UNIT 4**

- Abhinaya – Javali & Vachikabhinaya - Solo

**UNIT 5**

- Abhinaya – Javali & Vachikabhinaya – Partnering/ Group

**Course Outcomes:**

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

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Kuchipudi.

FPEA3001	KUCHIPUDI PERFORMANCE	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Advanced Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

- Understand the advanced techniques of Kuchipudi.
- Perform the repertoire of Kuchipudi.
- Understand the technicalities of a stage presentation

**UNIT 1**

- Spatial awareness in dance through group choreography

**UNIT 2**

- Makeup for dance

**UNIT 3**

- Makeup for dance

**UNIT 4**

- Beauty, grace and lines – an aesthetic investigation of dance

**UNIT 5**

- Attitude – a performer quality

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Kuchipudi.
4. Incorporate modern presentational techniques into the traditional art form

FPEA3011	IMPROVISATION IN KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Sattvikabhinaya in Kuchipudi						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Improvisation in dance is the process of spontaneously creating movement. After providing the vocabulary of Indian dance in previous courses, students are encouraged to find their expression in movements spontaneously with the help of several exercises of rhythm and music.*

**Course Educational Objectives:**

- Understand the advanced techniques of Kuchipudi
- Assimilate skill training and apply it creatively

**UNIT 1**

Rhythm – Introduction of Five *Jaatis* or meters in dance

**UNIT 2**

Music and Movement quality

**UNIT 3**

Space and movement

**UNIT 4**

Nritta/ Pure Dance Improvisation

**UNIT 5**

Abhinaya Improvisation

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Kuchipudi as medium of self-expression and creative communication

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Introduction to Indian Dance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

- Understand the cultural history of different forms of dance
- Awareness of the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions

**UNIT 1**

- Introduction

**UNIT 2**

- Ballet and Modern

**UNIT 3**

- African and Hip-hop

**UNIT 4**

- Flamenco and Kathak

**UNIT 5**

- Cultural Appropriation

**Course Outcomes:**

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

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

**Minor program in dance - Mohiniyattam**

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



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

### Course Description:

*This course is an introduction to the history of dance in India, with special reference to traditional arts forms.*

*The dance history of India is analyzed through the cultural, social, political and economic lens.*

*This course acknowledges the contexts in which various dance forms emerged, evolved, revived, and thrived. The course also provides an overview of the content and context of the eight classical dance forms of India.*

### Course Educational Objectives:

- Explain the cultural history of India.
- Analyse the impact of political and economic conditions on the art in each region in India.
- Explain brief histories of 8 classical dance forms of India.
- Explain the content, repertoire and Aārya 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. Putchu, Rumya S. "Between History and Historiography: The Origins of Classical Kuchipudi Dance." *Dance Research Journal*, vol. 45, no. 3, 2013, pp. 91–110., doi:10.1017/S0149767713000260.
4. Ohtani, Kimiko. "'Bharata Nāṭyam', Rebirth of Dance in India." *Studia Musicologica Academiae Scientiarum Hungaricae*, vol. 33, no. 1/4, Akadémiai Kiadó, 1991, pp. 301–08, <https://doi.org/10.2307/902452>.

6. Walker, M. "Revival and Reinvention in India's Kathak Dance". MUSICultures, vol. 37, Feb. 2010,
7. <https://journals.lib.unb.ca/index.php/MC/article/view/20234>.
8. Pukhrambam, L. D. (2014). GENESIS OF MANIPURI DANCE: A PERSPECTIVE. IRJMESH, 5(6).
9. Abhinayadarpana of Nandikesvara – Manmohan Ghosh  
Abhinayadarpana of Nandikesvara – Appa Rao. Mirror of Gesture –  
Ananda Coomarasvamy

### **Course Outcomes**

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



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

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

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

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

**Text Books**

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

**Course Outcomes:**

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

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

**Course Description:**

*This course is a continuation of Introduction to Mohiniyattam*

**Course Educational Objectives:**

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

**UNIT 1**

**10 hours**

Revising the Basic Adavus 3 sets

- Sthiram
- Asthiram
- Chalitam

**UNIT 2**

**Introduction to Satvikabhinaya**

**9 hours**

- Chapter 6 of Natyasastra

**UNIT 3**

**Mudra viniyoga- Mudrakhya, Kataka and Mushti**

**10 hours**

- Introducing different hand gestures from one pattern

**UNIT 4**

**10 hours**

- Learning a Varnam [First half]

**UNIT 5**

**9 hours**

- Varnam [Second half]

**TextBooks:**

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

**Course Outcomes:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

**Course Outcomes:**

1. Learning how to perform a full repertoire
2. Advanced learning of tala
3. More fundamental topics like eye practices, nrittahastas from Natyasastra
4. Learning a padam
5. Creating and performing a self made abhinaya oriented item in Mohiniyattam.



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

**Course Description:**

*This course is to introduce about the satvikabhinaya and the Rasa Theory in Natyasastra. It also introduces the last item of a Mohiniyattam repertoire which is Tillana.*

**Course Educational Objectives:**

- Introduction to the Rasa theory of Natyasastra
- Understanding Navarasa through real life situations
- Learning a Tillana [First half]
- Tillana [Second half]
- Attitude – a performer quality

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

**Course Outcomes:**

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

FPEA3041	MOHINIYATTAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Advanced Mohiniyattam						
Co-requisite	None						
Preferable exposure	None						

### Course Description:

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

### Course Educational Objectives:

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

<b>UNIT 1</b>	<b>10 hours</b>
Time and space in a performance	
<b>UNIT 2</b>	<b>9 hours</b>
Make-up for Dance	
<b>UNIT 3</b>	<b>10 hours</b>
The role of lights in dance	
<b>UNIT 4</b>	<b>9 hours</b>
An aesthetic investigation on Dance	
<b>UNIT 5</b>	<b>10 hours</b>
Understanding Yoga	

### Course Outcomes:

1. Group choreography helps to get proper awareness on space and time in dance
2. Learning dance make-up
3. Learning about lighting and its settings for a performance
4. In-depth learning about the beauty and grace in a performance
5. Practicing yoga through dance.

<b>FPEA3051</b>	<b>IMPROVISATION IN MOHINIYATTAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Satvikabhinaya in Mohiniyattam</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description:

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

### Course Educational Objectives:

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

<b>UNIT 1</b>	<b>10 hours</b>
Rhythm – the jaatis or meters in dance	
<b>UNIT 2</b>	<b>10 hours</b>
Music and movement	
<b>UNIT 3</b>	<b>9 hours</b>
Space and movement	
<b>UNIT 4</b>	<b>10 hours</b>
Nritta improvisation in Mohiniyattam	
<b>UNIT 5</b>	<b>9 hours</b>
Abhinaya improvisation in Mohiniyattam	

### Course Outcomes:

1. Different rhythmic patterns in dance
2. Co- relation of music and dance
3. Awareness of dancing space
4. Creative improvisation in Nritta
5. Creative improvisation in Abhinaya

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

**Course Description:**

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

**Course Educational Objectives:**

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

<b>UNIT 1</b>	<b>10 hours</b>
Introduction to cross-culture	
<b>UNIT 2</b>	<b>9 hours</b>
Ballet and Modern dance	
<b>UNIT 3</b>	<b>9 hours</b>
African and Hip-hop	
<b>UNIT 4</b>	<b>10 hours</b>
Flamenco and Kathak	
<b>UNIT 5</b>	<b>10 hours</b>
Cultural appropriation	

**Course Outcomes:**

1. Introduction to cross-cultural studies
2. Understanding Russian ballet and Modern dance
3. Overview of African dance and Hip-hop
4. Understanding the comparison of Flamenco and Kathak
5. Learn, how different cultures across the world appropriates each other.

## **Minor Program in Dance (Bharatanatyam)**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

**8 hours**

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

**UNIT 2**

**6 hours**

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

**UNIT 3**

**Marga Traditions**

**10 hours**

Classical and Folk traditions of India: Meaning of classical and folk in the context of dance, Differences between folk and classical dances, Overview of classical dance traditions, Overview of folk-dance traditions

**UNIT 4**

**Desi traditions**

**10 hours**

Overview of the technique of Indian dances: Understanding the dancing body, The idea of space in dance, Gesture language in Indian dance, Emotions and their expressions

**UNIT 5**

**8 hours**

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

**Course Outcomes:**

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

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

- Thattadavu, Naatadavu, Paraval adavu, Korvai adavu

**UNIT 2**

- Kudhitthumettadavu, Kutthadavu, Sarrukal adavu

**UNIT 3**

- Mandi adavu, Theermanam adavu

**UNIT 4**

- Gestural Vocabulary of Indian Dance – Asamyuta and Samyuta hastas

**UNIT 5**

- Allarippu, Jathiswaram

**Course Outcomes:**

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

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

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

**Course Description:**

*This course is a continuation of Introduction to Bharaharatanatyam.*

**Course Educational Objectives:**

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Thattumettu adavu, Meetadavu

**UNIT 2**

- Karthari adavu, Utplavana adavu, Brahmari adavu

**UNIT 3**

- Kavuthuvam/Shabdam

**UNIT 4**

- Gestural Vocabulary of Indian Dance – Devata Hastas, Bandhavya Hastas

**UNIT 5**

- Varnam – Purvaangam

**Course Outcomes:**

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

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

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

**Course Description:**

*This course is a continuation of Advanced Bharatanatyam*

**Course Educational Objectives:**

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Mandala 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	SAṢṢVIKABHINAYA N BHARATANATYAM	L	T	P	S	J	C
		1	0	4	0	0	3
<b>Pre-requisite</b>	Advanced Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to Navarasas or the nine histrionic emotions.*

**Course Educational Objectives:**

- Understand the basic techniques of emotional representation
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Varnam – Uttaraangam

**UNIT 2**

- Introduction to the Rasa Theory of Natya Sastra

**UNIT 3**

- Drishti Bhedas, Siro Bhedas, Greeva Bhedas, Eye Exercises

**UNIT 4**

- Demonstration of Navarasas through real-life situations

**UNIT 5**

- Abhinaya – Javali

**Course Outcomes:**

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

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Bharatanatyam

FPEA3081	BHARATANATYAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3
<b>Pre-requisite</b>	Sāttvikabhinaya in Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

- Understand the advanced techniques of Bharatanatyam
- Perform the repertoire of Bharatanatyam
- Understand the technicalities of a stage presentation

**UNIT 1**

- Spatial awareness in dance through group choreography

**UNIT 2**

- Makeup for dance

**UNIT 3**

- Play of lights – the role of lights in dance

**UNIT 4**

- Beauty, grace and lines – an aesthetic investigation of dance

**UNIT 5**

- Attitude – a performer quality

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Bharatanatyam
4. Incorporate modern presentational techniques into the traditional art form

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

**Course Description:**

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

**Course Educational Objectives:**

- Understand the advanced techniques of Bharatanatyam
- Assimilate skill training and apply it creatively

**UNIT 1**

- Rhythm – Introduction of Five Jaatis or meters in dance

**UNIT 2**

- Music and Movement quality

**UNIT 3**

- Space and movement

**UNIT 4**

- Nritta/ Pure Dance Improvisation

**UNIT 5**

- Abhinaya Improvisation

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Bharatanatyam as medium of self-expression and creative communication

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Introduction to Indian Dance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

- Introduction

**UNIT 2**

- Ballet and Modern Dance

**UNIT 3**

- African and Hip-hop

**UNIT 4**

- Flamenco and Kathak

**UNIT 5**

- Cultural Appropriation

**Course Outcomes:**

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

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

## **Minor Program in Indology**



**Requirements for Minor in Indology**

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

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1** Indic thought **9 hours**

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

**UNIT 2** Bharata Varsha/Bharata Khanda **9 hours**

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

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

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

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

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

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

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

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

**Reference Books**

1. Subash Chandra Dash, & Damodar Mahapatra Shastri. (2005). *Facets of Indology: Mahamahopadhyaya Pandit Damodhar Mahapatra Shastri commemoration volume*. Pratibha Prakashan.
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* (1992<sup>nd</sup> ed.) [Review of *Archaeology of India*]. Clarion Books.
18. Chanda, R., & India. (1998). *The Indus valley in the Vedic period*. Director General, Archaeological Survey Of India.
19. S Kalyanaraman, & India. (2008). *Vedic River Sarasvati and Hindu civilization*. Aryan Books International In Association With Sarasvati Research And Educational Trust.
20. Shereen Ratnagar. (2015). *Understanding Harappa civilization in the greater Indus valley*. New Delhi Tulika Books.

**Course Outcomes**

1. Understand the importance of Indic thought
2. Appraise the research and academic study that happened so far in the field of Indology.
3. Understand the pre and proto history of Greater India.
4. Articulate the historical, societal, cultural and literary vastness of Bharata Desha.
5. Acquire sufficient knowledge about the Indus Valley Civilization.
6. Connect and trace the ancient geography of Greater India.

<b>FPEA1061</b>	<b>VEDIC LITERATURE AND MYTHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course will give the students a deeper understanding regarding the Vedic Literature. Detailed knowledge will be imparted regarding Hindu, Buddhist and Jaina traditions and the intellectual history of India. The different divisions in the Vedic Literature and its different branches will be discussed upon in this course. The Itihasas, Puranas and the Upa Puranas that take a major seat in the Literary genius of the country will also be discussed upon in this course. A further understanding of the Mahakavyas along with a comprehensive history of Sanskrit and Pali Literatures will also be discussed in this course for much appreciation of the Literature. This course will also provide the learners with a basic understanding about the origin of Sanskrit Drama, one of the oldest theatrical traditions of the World and also the different Ancient Sanskrit Dramas and Dramatists and some important texts in Sanskrit.*

**Course Educational Objectives:**

- Define the concepts of Veda and the various branches and categories of it.
- Interpret and compare the Shaiva, Vasihnava and Shakta traditions.
- Explain the concept of Itihasa and Puranas and Illustrate their importance.
- Teach the History of Sanskrit and Pali languages and their fundamental Literatures.
- Teach the history and articulate the historicity of the Ancient Sanskrit Drama.

**UNIT 1**

**Introduction to Indian Literature**

**9 hours**

- Introduction to Indian Literature
- Oral Literature – Shruthi; Smriti; Vedic Period; Sanskrit language
- Shaiva Literature – Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Vaishnava Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Sakta Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works

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

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

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

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

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

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

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

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

**Reference Books**

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

4. Śaśi Tivārī. (2021). *A history of Vedic literature : brief survey and study*. New Bharatiya Book Corporation.
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6. Moriz Winternitz. (1991). *A history of Indian literature/ vol. I, Introduction, veda, national epics, Purāṇas and Tantras*. Munshiram Manoharlal.
7. Ramaswami, P. (1962). *The cultural heritage of India / Vol. II, Itihāsas, purānas, dharmā and other śāstras / introd. by C.P. Ramaswami Aiyar*. Ramakrishna Mission, Institute Of Culture.
8. William Joseph Wilkins. (1979). *Hindu mythology, Vedic and Puranic*. Rupa & Co.
9. Arthur Anthony Macdonell. (2015). *A history of Sanskrit literature*. Life Span Publishers And Distributors.
10. Keith, A. (1961). *A History of sanskrit literature*. Oxford Oxford University Press.
11. Law, B. C. (1923). *A history of Pali literature*. London.
12. R Śrīhari, Poṇ Caurirācaṇ, GōpālākṣṇaV., & Dravidian University. (2003). *Major genres and trends in Dravidian literature : classical*. Dravidian University.
13. SjobergA. F., & Dravidian University. (2009). *Dravidian language and culture : selected essays*. Dravidian University.
14. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.

### **Course Outcomes:**

After the successful completion of this Course, the students would be able to:

1. Understand the fundamental concepts of Vedas and its different divisions. L2
2. Understand the different literatures that exist in the Shaiva, Vaishnava and the Sakta traditions in the country. L2
3. Understand the different Itihasas and Puranas and the importance that they carry in the contemporary world too. L2
4. Acquire a fair understanding regarding the history of Sanskrit and Pali Literatures. L2
5. Appreciate the great Ancient Sanskrit Drama tradition the country has. L3



<b>FPEA2121</b>	<b>RELIGION AND RELIGIOSITY IN INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Vedic Literature and Mythology</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will focus on understanding the religio-philosophical culture of India. The Rise and development of the religion in the country and the religion that has been labelled at a very later stage that has been present since time immemorial as Sanatana Dharma will be introduced to the students. The Rig Vedic Deities and the Vedic Rituals that were part of the Sanatana Dharma and the basic Vedic Theology will be taught on a fundamental level. The different traditions of Divine belief systems that were followed from ancient times like the Shaivism, Vaishnavism, Shaktism and Veera Shaivism will be discussed in this course. Buddhism and Jainism that has also originated in India and their history and different sects will be understood in this course. Bhakti movement that brought in a great revolution in terms of understanding of the religious belief systems will be also understood at a deeper level in this course.

**Course Educational Objectives:**

1. Teach the students the aspects of religio-philosophical culture of India.
2. Summarize the origin and the development of Religion in the country and the social conditions that led to it.
3. Compare and contrast the different sects in the Hindu pantheon.
4. Discuss about the Buddhist and Jaina traditions that later shaped as Religions.
5. Demonstrate the importance of the Bhakti and Sufi movements and also understand their history.

**UNIT 1**

**Introduction**

**9 hours**

- Rise and development of the concept of Religion – Origin; Timelines; Eternal Law; Vedic Religion; Belief Systems
- Hinduism as a way of life – Sanatana Dharma

**UNIT 2** **Vedic Religion** **9 hours**

- Rig Vedic and Atharvana Vedic Dieties
- Vedic Theology – Origins and development; Belief Systems; Nature of God; Brahmanism; Characteristics
- Vedic Rituals – Fire Rituals; Soma Rituals; Yagya; Sacrifices
- Concept of Tantras and Yantras – Etymology; Origins; Nature and Purpose; Beliefs and Practices; Mantras and Yantras

**UNIT 3** **Different paths in Sanatana Dharma** **12 hours**

- Shaivism – Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Vaishnavism - Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Shaktism - Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Veera Shaivism - Etymology; Origins; History; Basaveshwara and different Leaders; Philosophy; Practices

**UNIT 4** **Other Religions in India** **9 hours**

- Buddhism – Origin of Buddhism; Gautama Buddha and his life; the four noble truths; the eight-fold path; Division in Buddhism and various sects – Mahayana, Hinayana, Teravada and Vajrayana; Spread of Buddhism in Sri Lanka and East Asia; Decline of Buddhism in India.
- Jainism – Origin of Jainism; Thirthankaras; Vardhamana Mahavira and his life; doctrines of Jainism; Division in Jainism – Svethambaras and Digambaras; Decline of Jainism in India.

**UNIT 5** **Religious Movements** **9 hours**

- Bhakti Movement – Origins; History; Alwars and Nayanars; Textual Roots; Philosophy; Social impact; Different Preachers; influence on Arts; influence on other religions
- Sufi Movement – Etymology; Origins and History; Aims and Objectives; Practices; Texts; Different Saints

## Reference Books

1. Bhattacharyya, N. N. (1996). *Indian religious historiography*. Munshiram Manoharlal Publishers.
2. Sushil Mittal, & Thursby, G. R. (2018). *Religions of India : an introduction*. Routledge.
3. Upinder Singh. (2021). *The idea of Ancient India : essays on religion, politics, and archaeology*. Sage.
4. Frawley, D. (2015). *Hinduism : the eternal tradition (sanatana dharma)*. Voice Of India.
5. Vaughan, J. (1999). *The religious history of India*. Shubhi Publications
6. Ramakrishna Mission. Institute Of Culture. (2003). *The cultural heritage of India*. Ramakrishna Mission, Institute Of Culture.
7. Bhargava, P. L. (2008). *Vedic religion & culture : an exposition of distinct facets*. D.K. Printworld.
8. Gauri Mahulikar. (2000). *Vedic elements in puranic mantras and rituals*. Nag Publishers.
9. Hillebrandt, A., & Sriramula Rajeswara Sarma. (1999). *Vedic mythology*. Motilal Banarsidass.
10. Krishna, N., & Ramaswami, C. P. (1991). *Shakti in art and religion*. C.P. Ramaswami Aiyar Institute Of Indological Research, C.P. Ramaswami Aiyar Foundation.
11. Bhandarkar, R. (n.d.). *Vaishnavism Shaivism and minor religious systems* (1965th ed.) [Review of *Vaishnavism Shaivism and minor religious systems*]. Indological Book House.
12. Bhattacharyya, N. N. (2015). *History of the Śākta religion*. Munshiram Manoharlal Publishers Pvt. Ltd.
13. Perrett, R. W. (1989). *Indian philosophy of religion*. Netherlands ; Boston ; Lancaster.
14. Gonda, J. 1985. *Change and Continuity in Indian Religion* . Reprint. New Delhi: Munshiram Manoharlal.
15. Goyal, R. S. 1985. *Religious History of Ancient India* . Volumes I and II. Jodhpur: Kusumanjali Prakashan.
16. Susunaga Weeraperuma, & Dikshit, S. S. (1998). *Major religions of India : new insights into Hinduism, Jainism, Buddhism and Sikhism*. Motilal Banarsidass Pub.
17. Shima, I., Sakata, T., & Ida, K. (2011). *The historical development of the Bhakti movement in India : theory & practice*. Manohar Publishers & Distributors.
18. Sharma, K. (2015). *Bhakti and the bhakti movement : a new perspective : a study in the history of ideas*. Munshiram Manoharlal Publishes Pvt. Ltd.
19. Heehs, P. (2002). *Indian religions : a historical reader of spiritual expression and experience*. New York University Press.
20. Mahesh Vikram Singh, & Br̥jabhūṣaṇa Śrīvāstava. (2011). *Bhakti and Sufi movement*. Centrum Press.

**Course Outcomes:**

After the successful completion of the Course, the students will be able to:

1. Understand the concept and history of religion in India. L2
2. Understand the Vedic and ancient rituals. L2
3. Acquire a fundamental understanding about the different sects of Shaiva, Vaishnava, Shakta and Veera Shaiva traditions. L3
4. Gain a basic knowledge about the Buddhist and Jaina Traditions as religions and their different branches. L2
5. Understand the history and the importance of Bhakti and Sufi Movements in India. L2

<b>FPEA2131</b>	<b>INTRODUCTION TO INDIAN PHILOSOPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Religion and Religiosity in India</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description:

This course will focus on understanding and explaining about the different philosophical systems of India. Starting with understanding the history of Indian Philosophy and it being an integral and internal part of Sanatana Dharma or the later Hindu religion will be discussed. The main part of Indian Philosophy of Vedanta and its different attributes will be taught along with an Introduction to Bhagavad Gita and Prasthanatrayi. The different orthodox and heterodox philosophies along with a brief introduction of their progenitors will be taught in this course. Along with the Hindu Philosophies in the contemporary language, the Buddhist and the Jaina philosophies that originated on this land will also be taught and understood.

### Course Educational Objectives:

1. Teach about the general definitions and Principles of Philosophy
2. Summarize and categorize the history of Indian Philosophy.
3. Contrast the differences between the different Schools of Indian Philosophy.
4. Demonstrate the vision of Vedantic knowledge
5. Interpret the importance of Bhagavad Gita and the Prasthanatrayi
6. Establish the origins of the different philosophies from India along with the lives of their respective progenitors.

#### UNIT 1

#### Introduction

**9 hours**

- Introduction and Definitions of Philosophy – Etymology; History; Definitions; Branches
- Rise of Philosophical Schools in India – Origins and History; Common Themes; Orthodox Schools; Heterodox Schools
- 6 Darshanas of Indian Philosophy – Samkhya; Yoga; Nyaya; Vaisesika; Purva Mimamsa; Uttara Mimamsa
- Nastika Schools of Indian Philosophy – Buddha; Jaina; Ajnana; Ajivika; Charvaka

**UNIT 2** **Vedanta** **9 hours**

- Introduction to Uttara Mimamsa/Vedanta – Etymology; History; Significance; Metaphysical characteristics; Different Schools; Influence
- Introduction to Bhagavad Gita – Nomenclature; Authorship; Significance; Themes and Contents; Philosophy; Commentaries and Translations
- Prasthanathrayi – Etymology; History and Significance

**UNIT 3** **Indian Philosophies** **10 hours**

- Sri Shankaracharya's Advaita Philosophy – Etymology; History; Shankaracharya's Life; Metaphysical concepts; Nature and God; Concept of Liberation; Texts; Influence; Establishment of Mathas; Lineage
- Sri Ramanujacharya's Visistadvaita Philosophy – Etymology; History; Ramanujacharya's Life: Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Temples; Lineage
- Sri Madhvacharya's Dvaita Philosophy – Etymology; History; Madhvacharya's Life; Dvaita as a revolution; Metaphysical concepts; nature of God; Concept of Liberation; Texts. Udupi Krishna Temple; Lineage

**UNIT 4** **Indian Philosophies – II** **10 hours**

- Sri Nimbarka's Dviatadvaita Philosophy – Etymology; History; Nimbarka's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Vallabhacharya's Shuddhadvaita Philosophy - Etymology; History; Vallabhacharya's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Chaitanya Mahaprabhu's Achintya Bheda Abheda Philosophy - Etymology; History; Chaitanya Mahaprabhu's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage

**UNIT 5** **Introduction to Buddhist and Jaina Philosophies** **10 hours**

- Introduction to Buddhist Philosophy – Origins; History; Early Buddhism; Texts; Different Buddhist Schools
- Introduction to Jaina Philosophy – Origins; History; Metaphysical concept; Basic Constituents of Reality; Ethics; Texts

### **Reference Books**

1. S Radhakrishnan. (1923). *Indian philosophy*. London, G. Allen & Unwin, Ltd.; New York, The Macmillan Company.
2. Frauwallner, E., & Bedekar, V. M. (2008). *History of Indian philosophy*. Motilal Banarsidass Publishers.
3. Gotshalk, R. (1998). *The beginnings of philosophy in India*. University Press of America.
4. V Nithyanantha Bhat, & Sukṛtīndra Oriental Research Institute. (2019). *Vedānta and the modern world and other indological essays*. Sukṛtīndra Oriental Research Institute.
5. Johnson, W. J. (2008). *The Bhagavad Gita*. Oxford University Press.
6. Harshananda, S. (2001). *The Prasthānatraya : an introduction*. Ramakrishna Math.
7. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
8. Burmester, E. N. (1955). *The Advaita Vedanta philosophy of Shri Shankaracharya*. San Bernardino, Calif., Enbe.
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10. C R Srinivāsa Ayyangār. (1909). *The life and teachings of Sri Ramanujacharya*. R. Venkateshwar.
11. Sharma, B. N. K., & Philosophy, I. (1996). *Dvaita philosophy as expounded by Śrī Madhvācārya*. Radhakrishnan Institute For Advanced Study In Philosophy, University Of Madras.
12. Srinivasachari, P. N. (1996). *The Philosophy of Bhedābheda*. Adyar Library.
13. Narain, K. (2004). *The philosophy of the Vāllabha school of Vedānta*. Indological Research Centre.
14. Vinoda Thakura, S. Bh. (n.d.). *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)* (2016th ed.) [Review of *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)*]. Nitai Gaur Chandra Deva Trust.
15. Surendranath Dasgupta. (2012). *A history of Indian philosophy. 1, Philosophy of Buddhist, Jaina and Six Systems of indian thought*. Motilal Banarsidass.
16. Potter, K. H. (2002). *Encyclopedia of Indian philosophies / 8. Buddhist philosophy from 100 to 350 A.D.* Motilal Banarsidass.
17. Virchand Raghavji Gandhi, & Desai, K. (2009). *The Jaina philosophy*. World Jain Confederation.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Gain a brief understanding regarding Philosophy in general and Indian Philosophy in particular.
2. Understand the history of Indian Philosophy.
3. Acquire knowledge about the six schools of Indian Philosophy.
4. Gain insights into the Vedantic Intellectual treasure from a bird's eye view.
5. Understand the importance of Bhagavad Gita and the Prasthanatrayi.
6. Gain a brief knowledge about the different philosophies that originated in India along with their Progenitors.



<b>FPEA2141</b>	<b>INTRODUCTION TO TEMPLE ARCHITECTURE AND ICONOGRAPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indology, Introduction to Indian Philosophy</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course teaches about the Temple as the nucleus of Indian Culture. The historical origins of the temple and the structures that existed before the actual temples came into existence will be understood. The different structures that exist in India in terms of the physical appearance of the temple and the philosophies that they carry within them will also be taught along with the regional differences that the temple architectures carried with them. Examples of some of the important temples in the South, East, West and North parts of the country will be discussed upon. The influences of the temple architectures upon each other and also the influence of Islam on the Hindu temple structures will be discussed. Along with the external temple's structures, the iconography of some of the Gods and Goddess in the Hindu pantheon will be understood along with the inner philosophy. These iconographies sometimes carry with them mythological stories and some deep belief systems that are a part of the Sanatana Dharma and the various Iconographies of the Buddhist and the Jaina traditions will also be discussed in this course.

**Course Educational Objectives:**

- Teach the history and the concept of Temples in India along with their structures and designs
- Define the temple architectural concepts and their meanings and background.
- Explain the different Iconographies of the deities in the Hindu pantheon and the concept of Monotheism
- Teach the Buddhist Iconography
- Teach the Jaina Iconography

**UNIT 1**

**Introduction**

**9 hours**

- Concept of Temples in India – Origins; History; Phases; Important Dynasties; Significance; Social Functions; Philosophy
- Stupas, Chaityas and Viharas – Origins; History; Nomenclature; Influences; Sites in India
- Different types of Temple Structures – Dravida; Nagara; Vesara; Commonalities and Differences; Internal and External divisions

**UNIT 2** **Temple Architectures** **10 hours**

- Dravida Architecture – Origins; History; Influences of Different Periods; Characteristics; Philosophy; Examples
- Nagara Architecture – Origins; History; Characteristics; Different types; Philosophy; Examples
- Vesara Architecture – Origins; History; Characteristics; Philosophy; Examples
- Influence of Islamic Architecture on Temples – History; Societal and Cultural Conditions; Architectural Achievements; Attributes; Examples
- Brihadeeshwara Temple, Konark Sun Temple, Kailashanth Temple, Modhera Sun Temple.

**UNIT 3** **Hindu Iconography – I** **10 hours**

- Shaiva Iconography – Origins; History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shiva Iconography
- Linga worship and Iconographic features of Shiva-Linga, Images of pacific forms of Shiva, Images of terrific forms of Shiva, Nataraja
- Vaishnava Iconography – Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Vishnu Iconography
- Concept of twenty-four forms of Vishnu, Images of ten incarnations of Vishnu.

**UNIT 4** **Hindu Iconography – II** **10 hours**

- Shakti Iconography - Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shakti Iconography; Saraswathi; Lakshmi; Parvathi; Lalitha Tripura Sundari; Kali; Different regional Goddesses; Grama Devas
- Iconography as a source of Cultural History, Literary sources for the study of Indian Iconography – Puranas, Agamas, Tantras, Shilpashastra works etc., Archaeological sources – epigraphical and sculptural

**UNIT 5** **Other Iconographies** **9 hours**

- Antiquity and characteristics of Buddha Iconography – Origins and History; Scriptures; Descriptions; Metaphysical concepts; Four Postures; Hindu Mythology – Dasavathara Icon; Characteristics
- Antiquity and characteristics of Jain Images – Origin and History; Tirthankaras; Yakshas and Yakshinis; Dikpalakas and Navagrahas; Asanas and Mudras; Characteristics

**Reference Books**

1. Thapar, R. (2021). *Indian cultures as heritage : contemporary pasts*. Seagull Books.
2. Kapila Vatsyayan, & Coomaraswamy, A. K. (2006). *The cultural heritage of India. Vol. 7, The arts. Part 1*. The Ramakrishna Mission Institute Of Culture.

3. K Mavali Rajan, & And, C. (2018). *Facets of temple culture : perspectives on religious and social traditions in early medieval India*. Kaveri Books.
4. Vijay Kumar, S. (n.d.). *Temples in India (Origin And Development Stages)* (S. Gupta, Ed.; 2016th ed.) [Review of *Temples in India (Origin And Development Stages)*]. DK Printworld Pvt. Ltd.
5. Meister, M. W., Dhaky, M. A., & American, P. (1983). *Encyclopaedia of Indian temple architecture*. American Institute Of Indian Studies.
6. Hardy, A. (2007). *The temple architecture of India*. Wiley.
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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.
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13. Narasimhan, L., Dave, R. M., & Ananthacharya Indological Research Institute. (2007). *A study of Vaikhānasa iconography*. Ananthacharya Indological Research Institute.
14. Werner, K. (n.d.). *Symbols in Art and Religion (The Indian and the Comparative Prespective)* (1991st ed.) [Review of *Symbols in Art and Religion (The Indian and the Comparative Prespective)*].
15. Rao, G. (1993). *Elements of Hindu iconography / 1,2*. Motilal Banarsidass.
16. Devdutt Pattanaik. (2016). *Devdutt Pattanaik : 7 Secrets Of Shiva/7 Secrets Of The Goddess/ 7 Secrets Of Vishnu*.
17. Shivaji Panikkar. (1997). *Saptamātrkā worship and sculptures : an iconological interpretation of conflicts and resolutions in the storied Brāhmanical icons*. D.K. Printworld.
18. Ramesh Shankar Gupte. (1980). *Iconography of the Hindus, Buddhists, and Jains*. D.B. Taraporevala Sons.
19. Benoytosh Bhattacharyya. (2013). *The Indian Buddhist iconography: mainly based on The Sadhanamala and cognate tantric texts of rituals*. Cosmo.
20. Coomaraswamy, A. K. (1972). *Elements of Buddhist iconography*. New Delhi Manoharlal.
21. Vyas, R. T., & Umakant Premanand Shah. (1995). *Studies in Jaina art and iconography and allied subjects in honour of Dr. U.P. Shah*. Abhinav Publications.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the history and the concept of temples along with the structures that were constructed before the temples came into existence. L2
2. Identify the different temple structures across the country and the meanings that they carry. L4
3. Understand the reason for the iconography that came into existence and the different iconographies of Shiva, Vishnu and Sakti along with some of the mythological stories that they carry with them will be discussed in this course. L2
4. Acquire knowledge about the Buddhist iconography in India and connect dots between the Hindu and Buddhist Iconography. L3
5. Acquire knowledge about the Jaina iconography in India and connect the dots between the Hindu, Buddhist and Jaina Iconographies of India. L3

<b>FPEA2151</b>	<b>ANCIENT INDIAN SOCIAL STRUCTURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indian Philosophy</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will understand how the society looked like in India from Ancient times and the social and political conditions that evolved and led the society to be in that current form. The influence of the kingdoms and their belief systems and the different aspects of the social life in Ancient India will be understood in this course. The 16 rituals and the marriage system in the Ancient India will be understood on a fundamental level. The family structure that further comes along with the 16 rituals and the marriage system and the way the different relations were understood in the ancient India will also be discussed in this course. This will get into the information regarding the status of women in the society in general and also in the different caste systems after they came into picture will also be understood and insights will be gained into that.

**Course Educational Objectives:**

1. Teach the aspects of the social and the political structures of Ancient India on which the social systems are built.
2. Explain about the different rituals that are performed that have scientific reasons as well
3. Teach about the structure of the family system in Ancient Indian Society.
4. Demonstrate the status of Ancient Indian Women and the values that were present.
5. Teach about the matriarchal and patriarchal systems from Ancient India

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

1. Aspects of Social and Political Evolution in India
2. Aspects of Social Life in Ancient India
3. Character System to Caste System

**UNIT 2** **Ritual Systems** **9 hours**

1. 16 rituals – Purpose of Samskaras; Cultural and Spiritual; Prenatal; Childhood; Educational; Marriage; Death
2. Marriage System – Origins; Ancient Society; Beliefs and Sentiments; Different types

**UNIT 3** **Social Structure** **9 hours**  
1. Early Society in Ancient India – History; Structure; Significance; Cultural Beliefs; Transitions  
2. Family Structure in Ancient India

**UNIT 4** **Women in Ancient Indian Society** **9 hours**  
1. Status of Women in Ancient India – Women’s position in Ancient India; Position of Women in Hindu Dharma; Female infanticide and Female Foeticide in Ancient India; Male and Female ratio; Patriarchal Oppression; textual references; Ancient Women and Education; Ancient Women and Politics  
2. Status of Women in different varna systems – Brahmana; Kshatriya; Vyshya; Shudra

**UNIT 5** **Social Systems** **12 hours**  
1. Matriarchal and Patriarchal Systems – Origins; History; Different phases; Cultural reasons; Political reasons; Social reasons;  
2. Varna and Ashrama System – Systems of Varna and Ashrama; Prakriti Gunas; Different Ashramas; Significance in Human life; Organization

### **Reference Books**

1. Romila Thapar, & Orient Longman. (2016). *Ancient Indian social history : some interpretations*. Orient Blackswan.
2. S K Verma, Dr. (2012). *History of ancient and early medieval India*. Manglam Publishers & Distributors.
3. Ekta Singh. (2009). *Caste system in India : a historical perspective*. Kalpaz Publications.
4. Bhattacharyya, N. N. (2005). *Ancient Indian rituals and their social contents*. Manohar.
5. Pattnaik, D. (n.d.). *Marriage (100 Stories Around India’s Favourite Ritual)* (2021st ed.) [Review of *Marriage (100 Stories Around India’s Favourite Ritual)*]. RUPA Publications INdia Pvt. Ltd.
6. Jamison, S. W. (1996). *Sacrificed wife/sacrificer’s wife : women, ritual, and hospitality in ancient India*. Oxford University.
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13. Altekar, A. S. 1973. *Position of Women in Hindu Civilization*. Delhi: MLBD. 3. Karandikar, S. V. 1928.
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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.

<b>UNIT 1</b>	<b>Ancient Indian Education System</b>	<b>9 hours</b>
	<ul style="list-style-type: none"> <li>• Ancient Indian Education System – Origins; History; Salient features; Sources; Gurukulas; Viharas; universities; Nalanda; Takshashila; Role of Community</li> <li>• Some important Shastras – Natya Sastra, Artha Sastra, Yoga Sutras, Vastu Sastra, Shilpa Sastra and Ayurveda.</li> </ul>	



- UNIT 2** **Indian Music** **9 hours**
- Origin of Indian Music – Introduction; Nature; Major phases; Treatises; Important Contributors; Carnatic Music; Hindustani Music
  - Different types of Indian Musical instruments – Ghana; Tanthri; Avanaddha; Sushira with examples
- UNIT 3** **Indian Dance** **9 hours**
- The origin and development of Indian dance. The Three forms of Nartan-Natya – Nritta and Nritya art – Mythological origins; Anthropological origins; Different phases
  - Indian Aesthetics – Philosophical background; Rasa Theory of Natya Shastra; Commentaries
- UNIT 4** **Indian Drama** **9 hours**
- Origin of Indian Drama – Natya – Origin; History; Mythological Origins; Social origins; Influences; Texts; Characteristics; Dasha Roopaka
  - Natya Mela and Nattuva Mela – Concepts and Characteristics; Development; Cultural and Social Conditions; Performances; Classical Dance forms
- UNIT 5** **Science and Technology** **12 hours**
- Ancient Science and Mathematics – Vedic Origins; Different Traditions; Number Systems; Contributions; Kerala School of Madhava; Astronomy and Astrology; Inventions
  - Manuscripts, Inscriptions and Epigraphy

### **Reference Books**

1. Mookerji, R. K. (n.d.). *Ancient Indian Education System* (1947th ed.) [Review of *Ancient Indian Education System*]. Macmillan and Co. Ltd.
2. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.
3. S'rī Vāchaspati, & Gairola. (1962). *The Artha Śāstra of Kauṭilya and the Cāṅakya-sūtra*. Varanasi Chowkhamba Vidya Bhawan.
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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.
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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.
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17. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
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19. Sadasiva Biswal, & Bidyutlatā Rāya. (2009). *Vedic science and technology*. D.K. Printworld.
20. Jaggi, O. P. (1969). *History of science and technology in India*. Delhi, -73.
21. T S Bhanu Murthy. (2009). *A modern introduction to ancient Indian mathematics*. New Age International.
22. Bhujang Ramrao Bobade. (2017). *Manuscriptology and museology*. B.R. Publishing Corporation.
23. Ramakrishna, D., S Sudarsana Sarma, & Śrī Vēnkaṭeśvara Vēda Viśva Vidyālayamu. (2009). *A study of Sanskrit inscriptions in Andhra Pradesh*. Sri Venkateswara Vedic University.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the mode of the Ancient Indian Education System and the different Universities and Ashramas that provided it.
2. Acquire knowledge about some of the different Shastras of the Indian Knowledge Systems.
3. Gain insights into the origin of different Performing Arts genres of India, Music, Dance and Theatre from both the historical and Mythological perspectives.
4. Understand the contributions of Ancient Science and Technology to the World.
5. Understand the importance of manuscripts, inscriptions and epigraphy in the documentation of the history and the knowledge systems of the country.

<b>FPEA3141</b>	<b>GLOBAL INDIAN CULTURE AND FOLK STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indology, Ancient Indian Knowledge Systems</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course as the final one will focus on the understanding of the influence of Indian Culture as whole in the neighbouring countries of India in general and South East Asian countries in particular. The course will give insights to the students in the geography of the greater India that had the South East Asian countries as part of it and the political achievements of the rulers of India that ruled the South East Asian countries and the Sea routes that were established by them and the trade that took place. This course will also focus on the impact of the art and architecture in South East Asian Countries and will focus on Indonesia and Cambodia in particular as examples for the traditions of India and the mythological stories that still exist in these countries with uninterrupted continuity. This course will also be an appreciation course for the architectural remains of the South East Asian countries that reflect the culture of India and will also explain about the different folk traditions in India in the performing Arts perspectives.

**Course Educational Objectives:**

1. Teach and identify the Geography of Greater India
2. Establish the relations between India and the Central Asia from a cultural and historical perspectives.
3. Demonstrate the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Establish the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Teach about the different Folk traditions of India.

**UNIT 1**

**Introduction**

**9 hours**

- South East Asian Countries as part of Greater India – History; Dynasties; Geography; Trade and Commerce
- India and Central Asia – History; Trade and Commerce; Cultural and Religious Exchanges

**UNIT 2** **Impact and Influences** **9 hours**

- Impact of Indian Culture on society, art and architecture in South East Asian Countries
- Evidences for the extension of Indian Culture in the neighboring countries – Literary and archaeological

**UNIT 3** **Political Achievements in South East Asian Countries** **9 hours**

- Political achievements of Indian rulers in the South East Asian countries – Early empires and Kingdoms; Influences; Timelines
- Art and architectural remains in the South East Asian countries

**UNIT 4** **Indian Mythology in South East Asian Countries** **9 hours**

- Indonesia – Indian influence on society, Religion, art and architecture Influence of Ramayana and Mahabharata on the Indonesian literature.
- Indian Mythology in Cambodia

**UNIT 5** **Folklore Studies** **12 hours**

- Introduction to Indian Folk traditions
- Folk Theatre of India – Origins and History; Some important Folk Theatre forms; Significance
- Folk Music of India - Origins and History; Some important Folk Music forms; Significance
- Folk Dances of India - Origins and History; Some important Folk Dance forms; Significance

**Reference Books**

1. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
2. Anupa Pande, Parul Pandya Dhar, & Choudhury, R. D. (2004). *Cultural interface of India with Asia: religion, art and architecture*. D.K. Printworld.
3. B Arunachalam, Rohini Karani, & India. (2004). *Chola navigation package*. Maritime History Society.
4. Daya Nath Tripathi, Ramesh Chandra Agrawal, & Prabhat Kumar Shukla. (2013). *India, Central Asia and Russia: three millennia of contacts*. Indian Council Of Historical Research.
5. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
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7. Bindi, S., Mucciarelli, E., & Tiziana Pontillo. (2016). *Cross-cutting South Asian studies : an interdisciplinary approach*. Dk Printworld.
8. Misra, R. N., & Indian Institute Of Advanced Study. (2014). *Outlines of Indian arts: architecture, painting, sculpture, dance and drama : selections from Harappan to modern*. Published By Indian Institute Of Advanced Study And Aryan Books International, New Delhi.
9. Ray, H. (2004). *Chinese sources of South Asian history in translation : data for study of India-China relations through history*. Asiatic Society.
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14. Kapila Vatsyayan. (2015). *Metaphors of the Indian arts and other essays*. Dk Printworld.
15. Coomaraswamy, A. K. (2008). *Introduction to Indian art*. Munshiram Manoharlal Publishers.
16. Bandi Ramakrishna Reddy, & University. (2001). *Dravidian folk and tribal lore : [papers presented at the National Seminar on Dravidian Folk and Tribal Lore ; held at Kuppam during 8-10 May 2000]*. Dravidian University.

**Course Outcomes:**

After the successful completion of this Unit, the students will be able to:

1. Understand the geography of the Greater India that had the current South Asian countries as a part of it.
2. Understand the relations between India and the Central Asia from a cultural and historical perspectives.
3. Understand the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Identify the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Gain knowledge about the different folk traditions in India from the genre of Performing Arts.

**Minor Program in Music (Carnatic)**

<b>Music Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3



FPEA1021	INTRODUCTION TO CARNATIC MUSIC	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is an Introduction to Music, its technical terms, forms etc. Carnatic Music is taken as a mainstream in the course. This course acknowledges all the other forms of music and gives brief view of them. This course helps to get a brief idea of Carnatic Music which is one the major musical forms of South Indian Music.*

**Course Educational Objectives:**

- Understand the basic elements in Carnatic Music.
- Understand the historical importance of Carnatic music.
- Understand importance of basics and technicalities in Carnatic music
- Understand and perform basic notation format in Carnatic Music.
- Awareness of the basic structure of Carnatic Music

**UNIT 1                      Technical terms in Carnatic Music**

- Musical terms
  - a. Nada
  - b. Sruti
  - c. Swara and Swara nomenclature
  - d. Raga
  - e. Arohana and Avarohana
  - f. Sthayi
  - g. Tala and names of sapta talas and 35 tala scheme
- Musicography

Module Learning Outcomes  
Students would be able to:

- Understand what music is.
- Explain basic technical terms in Carnatic music
- Explain and understand the basic notation structure.

**UNIT 2 Musical Instruments and their Classifications**

- Stringed
- Wind
- Percussion
- Monophonous and polyphonous
- Sruti and sangeeta vadyas
- Explaining parts of Instrument with diagram
- Module Learning Outcomes
- Students would be able to:
- Elaborate the different instruments and details of it.
- Explain structure of instruments in detail.

**UNIT 3 Raga and Raga Classification**

- Module Learning Outcomes

**UNIT 4 Basics of Carnatic Music (Practicum)**

- Swara exercises
  - a. Sarali varsais in all 3 degree speeds
  - b. Janta varsais in all 3 degree speeds
  - c. Dhatu varsais in all 3 degree speeds

**UNIT 5 Basics of Carnatic Music (Practicum)**

- Madhya Stayi and tara stayi varsais
- Swara gnana exercises
- Nottu swaras
- Composing Small phrases

**Course Outcomes:**

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

1. Understand the importance of Music and develop interest on the art form.
2. Elaborate briefly one of the major forms of South Indian Music i.e. Carnatic Music
3. Differentiate between two major classical forms i.e. Hindustani and Carnatic and also other forms.
4. Understand the different swarasthanas and be able to explain them
5. Understand the basic terminology and technicality

FPEA1031	CARNATIC MUSIC I	L	T	P	S	J	C
		0	0	3	0	0	3
<b>Pre-requisite</b>	Introduction to Music						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces to the main fundamentals of Carnatic Music which includes Alankaras, Geethams and practice in three speeds with the tala. Swara exercises and vocal exercises will be included along with the syllabus for more in understanding.*

**Course Educational Objectives:**

- Understand in depth technicalities of Tala which is one of the main part.
- Understand the basic notation system.
- Understand and perform the basic level of Carnatic Music
- Understand the structure of tala and its system
- Execute the speeds of tala and build strong foundation

**UNIT 1 Alankaras – Introduction to Sapta Talas**

Learning and Understanding Sapta Talas with Jathis

- 1:2 Alankaras 1 to 3
- 1:3 Second Speed for the Alankaras 1 to 3
- 1:4 Third Speed for the same

**Alankaras – Continuation**

**UNIT 2**

- 2:1 Alankaras 4 and 5
- 2:2 Alankaras 6 and 7
- 2:3 Second Speed for the Alankaras 4 and 5
- 2:4 Second Speed for 6 and 7 alankara

**Alankaras – Learning of three speeds**

**UNIT 3**

- 3:1 practice of sapta talas and jathis
- 3:2 Second Speed for all the Alankaras
- 3:3 Third speed for 1 to 5 alankaras
- 3:4 Third Speed for 6 and 7 alankara

**Geethalu – Introduction**

**UNIT 4**

- 4:1 Malahari geetham - 1
- 4:2 Malahari geetham – 2
- 4:3 Malahari geetham – 3
- 4:4 Malahari geetham – 4

**UNIT 5**

**Geethalu – continuation**

- 5:1 Sankarabharana geetham
- 5:2 Mohana geetham
- 5:3 Kalyani geetham
- 5:4 Kambhoji geetham

**Course Outcomes:**

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

1. Understand the importance of the tala
2. Differentiate the swarasthanas and also try to sing and explain them
3. Demonstrate the three speeds along with the tala
4. Perform different talas and explain them
5. Understand the relation of sahitya and swara

FPEA1041	CARNATIC MUSIC II	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Carnatic music I						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course is the continuation to previous course with more theory and practical for better understanding of the classical form. This course also gives a brief knowledge about other technicalities in Carnatic music.*

**Course Educational Objectives:**

1. Understand the structure of different forms included in Carnatic Music
2. Understand the historical elements of the musical forms.
3. Understand contributions of the vaggeyakaras and their works.
4. Understand the Music as an art and its importance.
5. Awareness of in-depth technicalities included in the Carnatic Music.

**UNIT 1**

**Musical Forms**

- Geetham
- Swarajati
- Varnam
- Kriti
- Keertana

**UNIT 2**

**Life Sketch and contribution of the following vaggeyakaras**

- Thyagaraja swamy
- Muttuswamy Deekshitar
- Syama Sastry
- Patnam Subrahmanya Iyer
- Swathi tirunal
- Sadasiva Brahmendra Swamy

**UNIT 3**

**Technicalities of Music**

- 72 Melakarta Scheme – Katapayadi formula
- Acoustics
- Raga Trayodasa Lakshanas

**UNIT 4**

**Practical - I**

- Swarajati – Bilahari
- Swarajati – Khamas

**UNIT 5**

**Practical - II**

- Introduction to Varnam
- Mohana Varnam – Swaram and Sahityam

**Course Outcomes:**

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

1. Understand and explain different musical forms and its importance.
2. Explain the works and lives of the vaggeyakaras.
3. Explain the technical elements in Carnatic Music.
4. Perform and explain basics of Carnatic music
5. Understand the depth and importance of Carnatic music.

FPEA2091	COMPOSITIONS IN CARNATIC MUSIC	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is continuation to the previous course and also introduces to the next form called kriti. Students will be able to explore and learn the new form and how it is composed and sung.*

**Course Educational Objectives:**

- To understand the concept of kriti
- To understand the varnam better
- To understand the swarasthanas more easily based on the raga
- Understand the historical movements and contributions of legends of Carnatic Music
- Execute learnt basics in the next level

**UNIT 1**

- Learning of Sankarabharana Varnam

**UNIT 2**

- Learning of Kalyani Varnam

**UNIT 3**

- 2 simple compositions of Thyagaraja Swamy

**UNIT 4**

- 2 Simple compositions of Muttuswamy Deekshitar

**UNIT 5**

- 2 compositions of Syama Sastry

**Course Outcomes:**

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

1. To demonstrate the relation of swara and sahitya
2. To demonstrate the swaras and the way of presenting them based on the ragas
3. To understand the contributions and literacy work of the vaggeyakaras
4. Understand the raga bhava.
5. Perform the compositions

<b>FPEA2101</b>	<b>CARNATIC AND OTHER MUSICAL FORMS (THEORY + PRACTICUM)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course helps the student to understand the other musical forms along with carnatic music. This course gives brief of north Indian music which is Hindustani classical and also brief of other forms in carnatic music.*

**Course Educational Objectives:**

- To understand other classical art form
- To understand the characteristics of other forms of carnatic
- To understand the psychological aspects of music
- To understand philosophical approach in music
- To understand what pancharatnam and its compositions style

**UNIT 1** Lakshnam of the following North Indian Music

- Dhruvad
- Khayal
- Thumri
- Dhamar
- Tarana
- Tappa
- Dadra
- Gazal

**UNIT 2** Lakshana of the following musical forms

- Ragamalika
- Padam
- Javali
- Thillana
- Ashtapadi
- Tarangam



**UNIT 3**

- Psychology and Philosophy of Music

**UNIT 4**

- Learning of Pancharatnam in Nata Raga

**UNIT 5**

- Simple kritis of other composers

**Course Outcomes:**

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

1. To demonstrate the different styles in Hindustani music
2. To understand and differentiate other forms
3. To understand and experience the psychological aspects in music
4. To explain the philosophy involved in the art form
5. Understand music as part of communication and its relation with body and soul

FPEA2111	OTHER MUSIC COMPOSITIONS	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course gives the students best learning experience of learning the simple forms of music.*

**Course Educational Objectives:**

- Understand the different style of compositions available
- Understand the historical elements of the compositions
- Perform each form that is learnt
- Understand the relation of composition and the elements that are included
- Explain the difference of the style

**UNIT 1 Learning the following forms**

- Ashtapadi
- Tarangam

**UNIT 2 Learning of the following forms**

- Thillana
- Divya nama sankeertanas

**UNIT 3 Learning of the following**

- Lakshana geetham
- Bhajan
- Western note of deekshitar

**UNIT 4 Learning of the following**

- Padam
- Javali

**UNIT 5 Learning of the following**

- Patriotic song
- Light music
- Folk music

**Course Outcomes:**

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

1. To perform the different composition
2. Explain the relation of the soul of the composition
3. Explain raga bhava in the form
4. Understand each form of composition and their history
5. Explain the difference of the composition styles

<b>FPEA3111</b>	<b>OTHER COMPOSERS (THEORY + PRACTICUM)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course gives the brief of other important vaggayakaras woc wrote popular compositions and also learns few of them. This course also gives basic fundamental technicalities of western music.and also folk music.*

**Course Educational Objectives:**

- To understand other important composers
- To understand the basic technicalities of western music
- To understand folk music
- To understand swaras and notate them accordingly
- Understand raga and notate based on the raga

**UNIT 1 Life sketches of the following composers**

- Annamacharya
- Ramadasu
- Kshetrayya
- Narayana theertha
- Purandara dasu
- Jayadeva

**UNIT 2**

Elementary principles of Western music

**UNIT 3**

Folk Music and its Characteristics

**UNIT 4**

Learning the following compositions

**UNIT 5 Writing of notation**

- Ability to notate a varnam
- Creating own swara phrases in the ragas learnt with talam

**Course Outcomes:**

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

1. To demonstrate and explain western music
2. Ability to explain the importance of folk
3. To explain the composers and their contribution
4. To be able to notate the swaram or simple composition
5. Understand the correlation of swara and sahitya

FPEA3121	PERFORMING CARNATIC MUSIC	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This concert paper is equivalent to project. Student will be exposed to the basic concert style of singing, stage performance and how to put forth the compositions perfectly according to the concert style.*

*Students will also learn to write notation with basic technicalities that they learnt which helps them to explore more of it.*

**Course Educational Objectives:**

- Understand the main elements that build Carnatic Music
- Understand how a concert is structured
- Explain each element of Manodharma Sangeetha
- Understand the relation of every element included to form a composition
- Understand the performance

**UNIT 1**

- Manodhrama Sangeetam and ability to notate a kriti

**UNIT 2**

- Adi Tala Varnam in two speeds with Talam

**UNIT 3**

- Any 2 simple kritis

**UNIT 4**

- Any two of the musical forms – Padam, Javali, Bhajan, Thillana, Annamacharya keertana, Ramadasu keertana, Divyanama Sankeertana

**UNIT 5**

- Patriotic, Folk music, Western note, Light music

**Course Outcomes:**

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

1. To explain the manodhrama and its aspects involved in carnatic music
2. To demonstrate every form of carnatic by performing it
3. To demonstate the structure of concert
4. Ability of structure the concert
5. Explain the relation of each every important element of Carnatic music