

**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**

**UMSTU01: B.A. Mass Communication**

**w.e.f. 2022-23 admitted batch**

***(Updated up to July 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 professional skills, critical thinking and an ecohumanistic liberal arts education of global standards with a focus on social relevance

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

### **VISION**

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

### **MISSION**

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

## UMSTU01: B.A. Mass Communication

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

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

<b>PEO 1</b>	Impart knowledge of Mass Communication and related areas of studies and equip the students with the skills required to become competent and efficient industry- ready professionals in the Media and Entertainment sector.
<b>PEO 2</b>	Empower learners by helping them hone their communication, ICT skills, and other professional and life skills as well as enhance their competencies in the digital media.
<b>PEO 3</b>	Imbibe the culture of research, innovation, entrepreneurship, and incubation.
<b>PEO 4</b>	Develop professional ethics, democratic values, and cultivate an appreciation of Indian and global cultures besides an attitude that embraces diversity and inclusion.
<b>PEO 5</b>	Motivate students to become socially responsible professionals with local insights and global vision.

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

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

H – High, M – Medium, L – Low

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

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

PO1	<b>Critical Thinking:</b> Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	<b>Effective Communication:</b> Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
PO3	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	<b>Effective Citizenship:</b> Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	<b>Environment and Sustainability:</b> Understand the issues of environmental contexts and sustainable development.
PO7	<b>Self-directed and Life-long Learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
PSO1	Understand and use the basic concepts of print, electronic and new media productions and report professional and balanced news, besides presenting and analyzing stories.
PSO2	Apply creative thinking and technical skills in media production, such as preparing, creating, and disseminating content for the different media/channels/platforms.
PSO3	Gain in-depth knowledge of pre-production, production, and post-production processes in various channels of mass communication.
PSO4	Create, and execute various independent communication campaigns to meet the designated goals.

# **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

Programme Core (PC)								
Course code	Level	Course Title	L	T	P	J	S	C
MSTU1001	1	Introduction to MassCommunication	3	0	0	0	0	3
MSTU1011	1	Fundamentals of Journalism	3	0	2	0	0	4
MSTU1051	1	Film Appreciation	2	0	2	0	0	3
MSTU2001	2	Graphic Design for MassMedia	1	0	4	0	0	3
MSTU2011	2	Photojournalism	1	0	4	0	0	3
MSTU2021	2	Media Law & Ethics	3	0	0	0	0	3
MSTU2031	2	Digital Film Making	1	0	4	0	0	3
MSTU2041	3	Writing for Mass Media	3	0	2	0	0	4
MSTU3001	3	Television Production	3	0	2	0	0	4
MSTU3011	3	Foundational Concepts ofMedia Studies	2	0	2	0	0	3
MSTU3021	3	Digital Marketing	2	0	2	0	0	3
MSTU3031	3	Project	0	0	0	0	5	5

<b>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>
MSTU3191	3	Documentary Production	2	0	4	0	0	4
MSTU3081	3	Screenplay & Story Board	2	0	4	0	0	4
MSTU3091	3	Print Media Production	2	0	4	0	0	4
MSTU3101	3	Corporate Communication& Public Relations	3	0	2	0	0	4
MSTU3111	3	Advertising	3	0	2	0	0	4
MSTU3121	3	Global Politics and Media	3	0	2	0	0	4
MSTU3131	3	Social Media & Web Casting	3	0	2	0	0	4
MSTU3141	3	Radio Production	2	0	4	0	0	4
MSTU3151	3	Film Studies	3	0	2	0	0	4
MSTU3161	3	Communication and Disaster Management	3	0	2	0	0	4
MSTU3171	3	Communication, Media & Society	3	0	2	0	0	4
MSTU3181	3	Media Management &	4	0	0	0	0	4

Major electives are offered as two specializations. A Student has to choose one specialization and do the courses as specified there.

<b>Minor from Other Disciplines</b>								
<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>Political Science Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
POLS1011	1	Introduction to Politics	3	0	0	0	0	3
POLS1031	1	Western Political Thought 1	3	0	0	0	0	3

POLS2001	2	Western Political Thought 2	3	0	0	0	0	3
POLS2011	2	Indian Political System	3	0	0	0	0	3
POLS2021	2	International Relations	3	0	0	0	0	3
POLS2031	2	Political Theory	3	0	0	0	0	3
POLS3001	3	Comparative Politics	3	0	0	0	0	3
POLS3011	3	Public Administration	3	0	0	0	0	3
<b>Psychology Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
PSCY1001	1	Introduction to Psychology	3	0	0	0	0	3
PSCY1011	1	Social Psychology	3	0	0	0	0	3
PSYC2001	2	Experimental Psychology	1	1	2	0	0	3
PSYC2011	2	Understanding Psychological Disturbances	3	0	0	0	0	3
PSYC2021	2	Lifespan Development	3	0	0	0	0	3
PSYC2031	2	Psychological Assessment	2	0	2	0	0	3
PSYC3001	3	Counselling Psychology	3	0	0	0	0	3
PSYC3041	3	Yoga and Wellbeing	1	1	2	0	0	3
<b>History Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
HIST1001	1	Ancient India	3	0	0	0	0	3
HIST1021	1	History of Medieval India-1 (1206-1526)	3	0	0	0	0	3
HIST1031	1	Women in Indian History	3	0	0	0	0	3
HIST2001	2	History of Medieval India - 2 (1526-1750)	3	0	0	0	0	3
HIST2011	2	Modern History	3	0	0	0	0	3
HIST2021	2	Glimpses of World History	3	0	0	0	0	3
HIST2031	2	Indian National Movement	3	0	0	0	0	3
HIST3011	3	Science and Technology in India-A Historical Perspective	3	0	0	0	0	3
<b>Kuchipudi Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	1	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	2	Intermediate Kuchipudi	2	0	2	0	0	3
FPEA2021	2	Advanced Kuchipudi	2	0	2	0	0	3
FPEA2011	2	<i>Sāttvikabhinaya</i> Kuchipudi	2	0	2	0	0	3

FPEA3001	3	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	3	Improvisation in Kuchipudi	2	0	2	0	0	3
FPEA3021	3	Cross-cultural Dance Studies	3	0	0	0	0	3
<b>Mohiniyattam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2031	2	Introduction to Mohiniyattam	2	0	2	0	0	3
FPEA2041	2	Intermediate Mohiniyattam	1	0	4	0	0	3
FPEA3031	3	Advanced Mohiniyattam	1	0	4	0	0	3
FPEA2051	2	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
FPEA3041	3	Mohiniyattam Performance	1	0	4	0	0	3
FPEA3051	3	Improvisation in Mohiniyattam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3
<b>Bharatanatyam Dance Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2061	2	Introduction to Bharatanatyam	2	0	2	0	0	3
FPEA2071	2	Intermediate Bharatanatyam	1	0	4	0	0	3
FPEA3071	3	Advanced Bharatanatyam	1	0	4	0	0	3
FPEA2081	2	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
FPEA3081	3	Bharatanatyam Performance	1	0	4	0	0	3
FPEA3091	3	Improvisation in Bharatanatyam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3
<b>Indology Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1051	1	Introduction to Indology	3	0	0	0	0	3
FPEA1061	1	Vedic Literature and Mythology	3	0	0	0	0	3
FPEA2121	2	Religion and Religiosity in India	3	0	0	0	0	3
FPEA2131	2	Introduction to Indian Philosophy	3	0	0	0	0	3
FPEA2141	2	Introduction to Temple Architecture and Iconography	3	0	0	0	0	3
FPEA2151	2	Ancient Indian Social Structure	3	0	0	0	0	3
FPEA3131	3	Ancient Indian Knowledge Systems	3	0	0	0	0	3
FPEA3141	3	Global Indian Culture and Folk studies	3	0	0	0	0	3

<b>English Minor</b>								
<b>Coursecode</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
LANG1161	1	Reading Literature	3	0	0	0	0	3
LANG1051	1	Evolution of English Language	3	0	0	0	0	3
LANG2001	2	Exploring New Worlds: The 16th Century British Literature	3	0	0	0	0	3
LANG2011	2	Introduction to Cultural Studies	3	0	0	0	0	3
LANG2031	2	British Literature: 18th Century	3	0	0	0	0	3
LANG6061	6	Indian Writing in English	3	0	0	0	0	3
LANG3001	3	19th Century British Literature	3	0	0	0	0	3
LANG3011	3	20th Century British Literature	3	0	0	0	0	3
<b>Music Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3
Students wishing to minor in Economics must complete the 8 Minor Core Courses in the Economics curriculum. These courses are mentioned in the Table of Minor Courses in Economics.								

**Students pursuing 4<sup>th</sup> year of the B.A. Mass Communication programme need to choose either Honours or Honours with Research courses from the following table respectively.**

**Honours Courses**

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

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

Course Code	Level	Course Title	L	T	P	S	J	C
MSTU4001	400	<a href="#">Issues and Concerns of Media in India</a>	4	0	0	0	0	4
MSTU4011	400	<a href="#">Digital Divide and Inclusive Policies in India</a>	4	0	0	0	0	4
MSTU4031	400	<a href="#">Research Methods in Communication and Media</a>	4	0	0	0	0	4
MSTU4041	400	<a href="#">Mass Media and Digital Cultures</a>	4	0	0	0	0	4
INTN4444	400	Internship	0	0	0	0	16	8
DIST4555	400	Research Project	0	0	0	0	16	8
<b>Total</b>								<b>32</b>

**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
MSTU4081	400	<a href="#">Research Methods in Communication and Media</a>	2	0	4	0	0	4
MSTU4091	400	<a href="#">Media Audience Analysis Techniques</a>	2	0	4	0	0	4
MSTU4101	400	<a href="#">Media Content Analysis</a>	2	0	4	0	0	4
MSTU4111	400	<a href="#">User generated content</a>	2	0	4	0	0	4
MSTU4121	400	<a href="#">Influencers on social media</a>	2	0	4	0	0	4
<b>Research Project / Dissertation (PROJ)</b>								
DIST4888	400	Dissertation - I (Review of Literature & Research Proposal)	0	0	0	0	8	4
DIST4999	400	Dissertation – II	0	0	0	0	16	8

**Minor Enhancement Courses**

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

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

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

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

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

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

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



## CREDIT STRUCTURE

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

Stream	3-Year Program		4-Year Program (Honours)	
	Credits	Percentage	Credits	Percentage
University Core	12	10%	12	7.50%
Faculty Core	12	10%	28	17.50%
Program core	41	34%	57	35.62%
Program Electives	16	13%	16	10%
Minor	24	20%	32	20%
Open Electives	15	13%	15	9.38%
<b>Total Credits</b>	<b>120</b>	<b>100%</b>	<b>160</b>	<b>100%</b>

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

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

**COURSE - PO MAPPING THROUGH CURRICULUM**

Course code	Course Name	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4
MSTU1001	Introduction to Mass Communication	H	M	L	M	H	L	L	L	L	H	L
MSTU1011	Fundamentals of Journalism	H	H	H	M	L	M	M	H	M	H	M
MSTU1051	Film Appreciation	L	H	M	L	H	L	L	L	L	H	L
MSTU2001	Graphic Design for Mass Media	L	H	H	H	M	M	H	M	H	H	M
MSTU2011	Photojournalism	H	M	H	M	L	L	M	H	H	M	M
MSTU2021	Media Law & Ethics	M	M	L	L	M	H	L	L	L	H	L
MSTU2031	Digital Film Making	H	M	H	H	L	M	H	H	H	L	L
MSTU2041	Writing for Mass Media	H	M	H	H	L	M	H	H	H	L	L
MSTU3001	Television Production	M	L	H	M	L	M	H	M	M	H	L
MSTU3011	Foundational Concepts of Media Studies	H	M	L	M	H	L	L	L	L	H	L
MSTU3021	Digital Marketing	H	M	H	H	L	M	H	M	H	M	H
MSTU3031	Project	H	H	M	L	H	M	H	M	L	H	L
MSTU3191	Documentary Production	H	M	H	H	L	M	H	M	L	H	L

MSTU3081	Screenplay & Story Board	H	M	H	M	L	L	M	H	H	M	L
MSTU3091	Print Media Production	H	M	M	L	O	L	H	M	H	L	L
MSTU3101	Corporate Communication & Public Relations	H	M	H	H	L	M	H	L	M	H	H
MSTU3111	Advertising	H	M	H	H	L	M	H	L	H	H	H
MSTU3121	Global Politics and Media	H	M	L	M	H	L	L	L	L	H	L
MSTU3131	Social Media & Web Casting	H	M	H	H	L	M	H	L	H	L	H
MSTU3141	Radio Production	H	M	H	H	L	M	H	H	L	M	L
MSTU3151	Film Studies	H	M	L	M	H	L	L	L	L	H	L
MSTU3161	Communication and Disaster Management	H	M	M	M	H	H	L	M	H	M	H
MSTU3171	Communication, Media & Society	H	M	L	M	H	L	L	L	L	H	L
MSTU3181	Media Management & Entrepreneurship	H	M	H	H	L	M	H	M	L	H	L

H- High Correlation

M – Medium Correlation

L- Low Correlation

## **Syllabus**

## **University Core**

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

**Course Description:**

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

**Course Educational Objectives:**

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

**10 hours**

**List of Experiments:**

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyze the results of 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.

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

DOSL1021	CLUB ACTIVITY – LEADER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2
<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
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Text Books:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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



**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. International Chess Federation (FIDE) Handbook

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Indian Carrom Federation Handbook - Laws

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIBA Basketball Official Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Handbook of the International Tennis Federation (ITF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

Activity:

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

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

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

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

Activity:

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

**UNIT 3 Environmental Pollution 10 hours**

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

Activity:

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

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

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

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

Activity:

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

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

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

Activity:

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

**Textbook(s):**

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

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

**Additional Reading:**

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

**Reference Book(s):**

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

**Journal(s):**

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

**Website(s):**

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

**Course Outcomes:**

After the completion of the course student will be able to

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

**CO-PO Mapping:**

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

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

**APPROVED IN: BOS**

**BOS: 04-07-22**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

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

**Course Educational Objectives:**

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

**UNIT 1 Basics of Financial Planning**

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

## **UNIT 2**

### **Risk and Insurance Management**

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

## **UNIT 3**

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

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

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

## **UNIT 4 Retirement Planning**

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

## **UNIT 5 Tax Planning**

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

### **Textbooks:**

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

### **References:**

1. Personal Financial Planning (Wealth Management) by S Murali and K R 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.

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

**List of Tasks and Activities:**

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

8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral 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:**

<b>PHPY1001</b>	<b>GANDHI FOR THE 21<sup>ST</sup> CENTURY</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 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.

**UNIT 4**                                      **Gandhi and Sustainable Development**

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

**UNIT 5**                                      **Gandhi and Contemporary Issues**

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

**References:**

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

**Course Outcomes:**

After the successful completion of the course the students will be able to;

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**

<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.

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

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

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

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

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

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

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

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

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

**UNIT 4                                  Citizenship                                  6 hours**

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

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

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

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

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

- Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.
- Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.
- Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy,"  
*Economic and Political Weekly*, Vol 51, Issue 15
- Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. Pp. 1-30.
- Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. Pp. 35-53.
- Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.
- Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

### **Recommended Readings:**

- De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.
- Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.
- Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
- Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011. Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.
- Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.



**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**

<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,*
9. *training, research*. Taylor & Francis, 2016.
10. Daniel Apollon, Claire Bélisle, and Philippe Régner (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
11. Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University Illinois of Press, 2019.



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

### Course Outcomes

After pursuing the course, students will be able to –

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

### APPROVED IN:

**BOS : 28 March 2022**

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

SDG No. & Statement:

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

SDG Justification:

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

<b>MSTU1001</b>	<b>INTRODUCTION TO MASS COMMUNICATION</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>	Regular exposure to current events and trends in media.						

**Course Description:**

This course explains various theories and concepts of communication. The course covers both the historical evolution of media and contemporary developments and issues. Areas of coverage include models, functions, theories, types of communication.

**Course Educational Objectives:**

- Introducing students to various path-breaking Communication theories.
- Imparting knowledge about the essential elements of Communication.
- Inculcating awareness about the communication models.
- Understanding the Communication theories.
- To help students acquaint with the various types of Communication.

**UNIT 1 Process of Communication**

- Elements of the communication process (message, sender, encoding, channel, receiver, decoding & feedback).
- Definition, meaning and scope of communication
- Types of communication
- Barriers to communication
- Function of communication
- Importance of Communication

**References**

- Communication in the Real World: An Introduction to Communication Studies, Copyright Year: 2016, ISBN 13: 9781946135070 University of Minnesota Libraries Publishing Edition
- John Fiske, Introduction to Communication Studies, ISBN 9781138564756, Published September 29, 2010, Routledge.
- McQuail, Denis. (1994). Mass Communication: An Introduction (2nd). Newbury Park, CA: Sage. Print.

## **UNIT 2            Media Theories of Communication**

- Psychological Theories: Selective Exposure, Selective Perception, Selective Retention and Cognitive Dissonance
- Sociological Communication Theories: Cultivation Theory, Agenda Setting Theory and Uses and Gratification Theory
- Powerful Effects of Media: Dominant Paradigm, Diffusion of Innovations, Spiral of Silence
- Normative Theories of Press: Authoritarian, Libertarian, Social Responsibility & Soviet Media Theories.

### **References**

- “Functions and Theories of Mass Communication”, section 15.2, December 29, 2012, A Premier on communication Studies, E-book.
- David Holmes, Communication Theory: Media, Communication & Society, SAGE Publications Ltd, 2005, Online Publication June 19, 2012.
- Denis McQuail, An Introduction to Communication Theories, Sage Publication, New Delhi, 1994.

## **UNIT 3            Models of Mass Communication**

- Classical, Intermediary, Interactive, Transactional Models:
- Aristotle ‘s definition of Rhetoric, Laswell’s Model Berol’s SMCR Model, Charles Osgood Model
- Shannon-Weaver Mathematical Model
- Newcomb ‘s Model of Communication, George Gerbner ‘s Model,
- Wilbur Schramm ‘s Interactive Model,
- Dance ‘s Helical Spiral Model and Ecological Models
- Media Effects: Hypodermic Needle, Two-Step/Multi
- Step Flow Theory, Gatekeeping

### **References:**

- Keval J Kumar, Mass Communication in India, 5th Edition, 2000, Jaico Publishing House, ISBN 81-7224-373-1
- Denis McQuail, Sven Windahl, Communication Models for the Study of Mass Communications, 2, revised, Routledge, 2015, ISBN 1317900677, 9781317900672

#### **UNIT 4 Principles of Communication**

- Fundamentals of Communication
- Meaning of communication, features, importance.
- Techniques of communication: formal/ informal, verbal/written, downward & upward.
- Barriers of communication
- 7 C's of communication,
- Factors affecting the process of communication.

#### **References:**

- Denis McQuail: McQuail's Communication Theory; 4th, 5th and 6th Edition.
- Keval J Kumar, Mass Communication in India, 5th Edition, 2000, Jaico Publishing House, ISBN 81-7224-373-1

#### **UNIT 5 Forms of Communication**

- Intrapersonal communication & Interpersonal communication, group communication (public, crowd, small group), mass communication, non-verbal communication, body language.
- Communication & Self Esteem
- Role of Communication

#### **References:**

- Denis McQuail. (1994). Mass Communication: An Introduction (2nd). Newbury Park, CA: Sage. Print.
- KevalJ.Kumar, Mass Communication in India, Vikas Publication's New Delhi, 1994.

**Course Outcomes:**

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

1. Introduce themselves to the theories of Communication.
2. Gain knowledge of Communication models.
3. Develop the understanding of essential elements of Communication.
4. Acquaint themselves with the various types of Communication.
5. Strengthen the 7Cs of Communication.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

**4 and Quality Education**

**8 and Decent Work**

**9 and Industry, Innovation and Infrastructure**

**SDG Justification:**

This course is designed in a way to fulfill the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.

It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity.

<b>MSTU1011</b>	<b>FUNDAMENTALS OF JOURNALISM</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>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	A daily habit of reading national news papers						

**Course Description:**

The main objective of this course is to provide the students about essential knowledge about the practice of journalism. And also make them to understand how a journalist works in the present-day situation. The course will make them familiar with the stylistic, operative and epistemic processes that define Journalism.

**Course Educational Objectives:**

- Identifying the basics of journalism and its role in the democratic society.
- Understanding the principles and laws of freedom of speech and incorporate this fundamental right when functioning at different political structures.
- To make students think critically, creatively, and independently; evaluate one’s work and the work of others for accuracy, fairness, clarity, style, and correctness.
- To cover and write balanced reports through objectivity, accuracy, and brevity and understand the duties and qualities of a responsible reporter.
- To help the students to build a foundation for media responsibility.

**UNIT 1 Journalism and Society**

- Media and Democracy- the Fourth Estate, freedom of expression, Article 19 of the Constitution of India
- Media consumption and news production
- Forms of journalism- news, features, opinions, yellow, tabloid, penny press, page 3; changing practices: new/alternative media, speed, circulation

**UNIT 2 Principles of Journalism**

- Examination of principles and social theory underlying the practice of journalism
- Social responsibility and ethics
- Positioning, accuracy, objectivity, verification, balance and fairness
- Defining spot/action, statement/opinion, identification/attribution
- Views vs opinion, hoaxes

**UNIT 3 The News Process**

- News: meaning, definition, nature
- Space, time, brevity, deadlines
- Five Ws and H, inverted pyramid
- Sources of news, use of archives, use of internet
- From the event to the reader/ audience

**UNIT 4 Language and Narrative of News**

- Constructing the story: selecting for news, quoting in context, positioning denials
- Transitions, credit line, by-line, and dateline
- Styles for print, electronic and online journalism
- Robert Gunning: principles of clear writing
- Rudolf Flesch's Formula - skills to write news

**UNIT 5 Digital Journalism**

- Understanding virtual cultures: internet and its beginnings, remediation and new media technologies, online communities, user generated content and Web 2.0, networked journalism, alternative journalism
- Digitisation of journalism: authorship and what it means in a digital age
- Open source: Overview of web writing.
- Linear and non-linear writing

**Practical Work:**

- Reading Editorials of Latest Newspapers
- Differentiating news, views and propaganda
- Inverted Pyramid style
- Writing in 5Ws & H format
- Determining the readability formula

- *Writing for TV and Web*
- *Sub-editing, headline writing*

**Textbooks:**

1. Fiske, J.(1982). Introduction to Communication Studies, Routledge, London. Flew Terry: New Media
2. Adams, Sally, Gilbert, Harriett, Hicks, Wynford. Writing for Journalists, Routledge, London, 2008.
3. Bull, Andy. Essential Guide to Careers in Journalism, Sage, London, 2007.
4. Bruce D. Itule and Douglas A. Anderson, News writing and reporting for today's media, McGraw Hill Publication.
5. Flemming, Carole and Hemmingway, Emma. An Introduction to Journalism, Sage, London, 2005.
6. Franklin, Bob, Hamer, Martin, Hanna, Mark, Kinsey, Marie, Richardson, John E.: Key Concepts in Journalism Studies, Sage, London, 2005.
7. Harcup, Tony. Journalism Principles and Practice, Sage, London, 2009.
8. King, Graham. Improve Your Writing Skills, Collins, London, 2009.
9. Schudson, Michael. Sociology of News, W.W. Norton, New York, 2011.
10. Schwartz, Jerry. Associated Press Reporting Handbook, McGraw-Hill, New York, 2002.
11. Smith, Jon. Essential Reporting, Sage, London. 2007.
12. Truss, Lynne. Eats, Shoots & Leaves, Profile Books, London, 2003.
13. Watson, Don. Gobbledygook, Atlantic Books, London, 2003.
14. Willis, Jim. The Mind of a Journalist, Sage, London, 2010.

**Course Outcomes:**

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

1. Identify news values and understand the news process
2. Organize a news story as per the news structure
3. Write different type of leads, body text and conclusion
4. Demonstrate interviewing and newsgathering skills
5. Display editing skills including proofreading and headline writing



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity.

<b>MSTU1051</b>	<b>FILM APPRECIATION</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>	A decent knowledge of cinema, Indian and world over. Critical analytical skills at beginner level						

**Course Description:**

*This class introduces various techniques used in filmmaking. Explain to students how a story is constructed, conveyed, and interpreted in film. You will also explore areas and aspects of film criticism like genre studies, mythic structures and postmodernism.*

**Course Educational Objectives:**

- To turn students critical viewers of cinema with own perspective through rasis and style.
- To make them understand the theme, the work and the meaning of the film.
- To help the students critically explore how the film is a dynamic, multi-faceted medium and how a work is created and received from a cultural, ideological and theoretical perspective.
- Enable them to understand the variety of creative and technical choices that construct a work.
- To allow them to identify and use key concepts, models and tools in film criticism.
- To consider film’s status in participatory culture and the shifting convergent media landscape.

**UNIT 1 Introduction to the language of cinema**

- How to Read a Film, Introduction to the Language of cinema
- Screening clips from: *Citizen Kane* (Orson Welles, 1941)
- The Importance of Film Form
- Screening clips from: *Psycho* (Alfred Hitchcock, 1960, US)
- The Frame: Mise-en-scene and Composition
- Plot, Theme, Screenplay, Narrative, Diegetic and Non- Diegetic space
- Film Journal Exercise – Students create a website for film journaling

**UNIT 2          Cinematography and Editing – Painting with Light and Sculpting  
in Time**

- Cinematography I: The Shot and the Question of Point-of-View
- Screening clips from: Don't Look Now (Nicolas Roeg, 1973, UK), Charulata (Satyajit Ray, 1964)
- Cinematography II: Camera Movement
- Screening clips from: Paths of Glory (Stanley Kubrick, 1957), Chungking Express (Wong Kar Wai, 1994)
- Editing I: Classical Editing - The American/Hollywood Paradigm
- Screening clips from: Casablanca (Michael Curtiz, 1942)
- Editing II: Alternatives to Classical Editing - Soviet Montage vs. The Long Take
- Screening clips from: The Man with the Movie Camera (Dziga Vertov, 1929, USSR)
- Sound and Music in Film: Diegetic and Non Diegetic Sound, Sound design
- Screening clips from: The Conversation (Francis Ford Coppola, 1974, US), Subarnarekha (Ritwik Ghatak, 1965)

**UNIT 3          Important Film Styles and Movements**

- German Expressionism (1920s)
- Screening clips from: *Cabinet of Dr. Caligari* (1920)
- Italian Neo-Realism (1945-1951)
- Screening clips from: *The Bicycle Thief* (Vittorio De Sica, 1948, Italy)
- French New Wave (1959-1967)
- Screening clips from: *The 400 Blows* (François Truffaut, 1959, France)
- Documentary Traditions: The Case of Cinema Vérité and Direct Cinema (1960s)
- Screening clips from: *Chronicle of a Summer* (Jean Rouch and Edgar Morin, 1961)
- Digital Futures After Celluloid
- Screening clips from: *Russian Ark* (Aleksandr Sokurov, 2002, Russia, 96m)

#### **UNIT 4      World Cinemas**

- Focus on Iranian, Japanese, Korean and Latin American films Screening: Clips from *Where is Friend's Home* (Abbas Kiarostami, 1987), *Ikiru* (Akira Kurosawa, 1952), *Parasite* (Bong Joon Ho, 2019), *Pan's Labyrinth* (Guillermo Del Torro, 2006)
  - English cinemas from the world: UK, Australia and New Zealand: Clips from *The Third Man* (Carol Reed, 1949), *The Piano* (Jane Campion, 1993), *Lion* (Garth Davis, 2016)
- Class Discussions and Student Presentations

#### **UNIT 5      Cinemas of India**

- Silent era
- Screening: Excerpts of Silent Indian features: D. G. Phalke's *Kalia Mardan* and *Sri Krishna Janma* (circa 1918); Himanshu Rai and Franz Osten, *The Light of Asia* (1925)
- Introduction to Popular Hindi Cinema
- Screening clips from: *Dil Se* ["From the Heart"] (Mani Rathnam, 1998), *Kabhi Khushi Kabhi Gham* (Karan Johar, 2001)
- Cinemas of India
- Screening: Clips from *Village Rockstars* (Rima Das, 2017), *Kabali* (Pa Ranjith, 2016), *C U Soon* (Mahesh Narayanan, 2020), *Vanaja* (Rajesh Domalpalli, 2006)

#### **Supplemental Bibliography:**

- David Bordwell, Kristin Thompson, and Jeff Smith, *Film Art: An Introduction*, McGraw Hill, 2020.
- David Cook, *History of Narrative Film*. WW Norton, 2004.
- Lalita Gopalan (ed.) *The Cinema of India*, Wallflower Press, 2010.
- Geoffrey Nowell Smith (ed.) *The Oxford History of World Cinema*, New York & Oxford: Oxford University Press, 1996.
- Eric Barnouw and S. Krishnaswamy, *Indian Film* New York Columbia University Press 1963
- James Monaco, *How to Read a Film: Movies, Media and Beyond* Oxford University Press, 2009

- James Clarke, *Movie Moments: Films that Changed the World of Cinema* Kamera Books, 2011
- Eric Barnouw, *A History of the Non-Fiction Film* Oxford University Press 1993.
- Ashish Rajadhyaksha, *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press, 1994.

**Additional Readings/optional:**

- Anne Freidberg, *The Virtual Window: From Alberti to Microsoft*. MIT Press, 2006
- Ashish Rajadhyaksha, *Indian Cinema: A Very Short Introduction*. Oxford: Oxford University Press, 2016
- Catherine Flower ed. *The European Cinema Reader*. London and New York: Routledge, 2002
- Catherine Zimmer, *Surveillance Cinema* New York University Press, 2015
- Christine Gledhill & Linda Williams, ed. *Reinventing Film Studies*. London: Arnold Publishers, 2000
- D.N Rodowick, *The Virtual Life of Film* Cambridge, Massachusetts: Harvard University Press, 2000
- Debashree Mukherjee, *Bombay Hustle: Making Movies in a Colonial City*, New York: Columbia University Press, 2020
- D. Biltereyst, R. Vande Winkel, Roel Vande Winkel (eds.) *Silencing Cinema: Film Censorship Around the World*, Palgrave MacMillan, 2013
- Guy Debord, *Society of the Spectacle* New York: Zone Books, 1995
- Henri Jenkins, *Convergence Culture: Where Old and New Media Collide* New York and London: New York University Press, 2006
- Ira Bhaskar and Richard Allen, *Islamicate Cultures of Bombay Cinema*. New Delhi: Tulika Books, 2009.
- Jonathan Sterne ed. *The Sound Studies Reader* London and New York: Routledge, 2012
- Lee Grieveson and Peter Kramer, ed. *The Silent Cinema Reader*. London and New York: Routledge, 2004

- Lev Manovich, *The Language of New Media* Cambridge, Massachusetts, London, England, 2001
- Madhava Prasad, *Ideology of the Hindi Film: A Historical Construction*. Delhi: Oxford University Press, 1998.
- *Making Meaning in Indian Cinema*, ed. Ravi Vasudevan. Delhi: Oxford University Press: 2000.
- P. Adam Sitney ed. *Film Culture Reader* New York, Washington: Praeger Publishers, 1970.
- PriyaJaikumar, *Where Histories Reside: India as Filmed Space*, Durham: Duke University Press, 2020.
- Ranjani Mazumdar, *Bombay Cinema an Archive of the City*. Minneapolis: University of Minnesota Press, 2007.
- Siegfried Kracauer, *Theory of Film: The Redemption of Physical Reality* New York: Oxford University Press, 1960.
- SV Srinivas, *Politics as Performance: A Social History of Telugu Cinema*, Ranikhet: Permanent Black, 2013.
- *Vivian Sobchack, Carnal Thoughts: Embodiment and Moving Image Culture*, Berkeley, Los Angeles and London: University of California Press, 2004.

**Course Outcomes:**

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

1. Apply theoretical, critical, concepts when making style choices in their own projects and in referencing or analyzing the medium of cinema.
2. Engage in the use and analysis of emerging technologies.
3. Demonstrate the ability to interpret the cinematic practice.
4. Analyze the world cinema, appreciation and inclusion
5. Evaluate the Indian cinema, appreciation and inclusion

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. The course also helps students to push for innovation and creativity. The course empowers students in participating in filmmaking, hence fostering media partnerships in achieving the SDGs

<b>MSTU2001</b>	<b>GRAPHIC DESIGN FOR MASS MEDIA</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>	Basic computer operation						
<b>Preferable exposure</b>	Knowledge about design, drawing and painting						

**Course Description:**

*This course explores graphic communication by understanding the elements and principles of design and the creation process, from ideas to final output. Learners like professionals use the concepts explored in this course in the following specializations: advertising, graphic design, web design, illustration, broadcast design, photography and game design and many others.*

**Course Educational Objectives:**

- Identifying design as an integral aspect of media
- Understanding the various elements of media design
- Correlating the importance of design principles through media
- Explaining to use the various techniques of design application
- Help the students to learn to how to use Photo Editors

**UNIT 1 Definition; Nature of Graphic Design**

- Design as discipline, Design as a process & Design as artefact
- Characteristics of graphic design; graphic design process-gathering information, creating an outline, creativity, multiple version, revision, final production
- Fundamentals of graphic design; Visual design- definition & concept; graphic designer-quality of graphic designer,
- Functions &responsibility of graphic designer; common visual design mistakes.

**UNIT 2 Elements of Design**

- Definition; point & dot- relation between dots; line-horizontal, vertical, diagonal, curve
- Shapes; zigzag; shape- geometric shapes, natural shapes, abstract shapes
- Form-volume & mass; space-two-dimensional space &three-dimensional space
- Space; texture- real texture & implied texture; visual & physical texture; pattern; colour



### **UNIT 3 Principles of Design**

- Definition; balance-symmetrical balance, asymmetrical balance & Radial Balance
- Movement- Repetition & rhythm; Emphasis; Simplicity; Contrast; Proportion; Unity.
- Functions of Design orderly presentation, attraction, stimulation, reflection, support & retention.
- Layout-definition & concept; types of layout; stages of layout- rough sketch, thumbnail, final & comprehensive.

### **UNIT 4 Graphic Design-Vector**

- Getting to Know the Work Area, Selecting and Aligning
- Creating and Editing Shapes, Transforming Objects, Drawing with the Pen and Pencil Tools
- Colour and Painting Working with Type, Working with Layers, Working with Perspective
- Drawing; Blending Colours and Shapes; Working with Brushes

### **UNIT 5 Photo editing software**

- CorelDraw, Adobe Photoshop Elements
- Photoshop CC (Creative Cloud); Correcting Imperfect images
- Picture orientation, Cropping, levels
- Photoshop light Room; Adjusting colour correction and Balancing colour with special effects

### **Graphic Design Laboratory**

1. Line Study in different Thickness
2. Curves and Circle
3. Shapes
4. Patterns and Distraction
5. Design a 'logo' for an Advertising agency; Commercial organization; Non-profit organization; Government agency; Service industry
6. Design a Flyers, Boucher's, danglers
7. Design a social media Ad
8. Design a Movie Posters

**Textbooks:**

1. Brian Wood, "Adobe Illustrator CC Classroom in a Book" Adobe, USA,2015.
2. Illustrator CS5 for Windows and Macintosh: Visual Quick Start Guide
3. Adobe Illustrator Creative Cloud Revealed(Stay Current with Adobe Creative Cloud)
4. Adobe Creative Team "Adobe Photoshop CC Classroom in A Book" Dorling Kindersley, Delhi,2011
5. Adobe Photoshop: A Beginners Guide to Adobe Photoshop
6. Andrew McKinnon, "Absolute Beginners Guide to Mastering Photoshop And Creating World Class Photo" Create Space, USA2015.

**Course Outcomes:**

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

1. Identify the basic principles of design
2. Understand the visual thinking towards a design process
3. Analyze the responsibility of a graphic designer
4. Evaluate the practical usage of technical skills relevant to graphic design.
5. Applybasicdesignprinciplestodraw2-D designs, 3-D design, aesthetics and colour dynamics

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill-based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

MSTU2011	PHOTOJOURNALISM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	Habit of reading newspapers daily						

**Course Description:** *This course is designed to introduce the basic principles of photography and deliver the students with opportunities to apply the mastery to the more specific practice of journalistic photography. Although the class will cover core concepts associated with traditional SLR and print photography (composition, focus, exposure, etc.), the student's practical experience will be exclusive to digital photography and its applications to the field of journalism.*

**Course Educational Objectives:**

- To help the students to identify the concept and significance of photojournalism.
- To make them understand the nature of work, a working environment like agencies etc.
- To get them familiarity with the organizational structure of newspapers.
- To impart the basic concepts of photography
- To make them to analyze the changing trends, digital technological advancement, future challenges in photography.

**UNIT 1**

- Photojournalism – the concept – definition
- History of photojournalism in India and abroad
- Scope and importance in modern newspapers
- News photo – main characteristics
- Photo agencies
- News agency services
- Foreign photo agency – AFP, AP, Reuters -- PTI & UNI –
- Photo Division-Government of India.

**UNIT 2**

- Photography department of a newspapers
- Photojournalist – duties and responsibilities

- Qualities role as a working journalist
- Working in photography department

### **UNIT 3**

- Photography. Basic Concepts
- Emergence and growth
- Camera, its functions, and different types of cameras
- Mechanics of photography: apertures, shutter speeds, focus, and focal lengths, different types of lenses
- Lighting, composition

### **UNIT 4**

- News photo – main characters
- Photo editing – principles and techniques – picture photo.
- Composition – fundamentals – viewpoint – shape and form – perspective – pattern and texture etc.

### **UNIT 5**

- Photography in the age of electronic imaging, from analogue to digital images,
- A post-photography era,
- Digital encoding, digital simulation, multimedia digital,
- Editing interactivity and media convergence,
- Technical challenge and cultural continuity.

### **Photojournalism Laboratory**

- **Camera and equipment**

Camera Structure, Different Lenses and their Characteristics, Camera Perspective & Movement,

- **Operating Techniques**

TV Lighting Equipment and Techniques, Fundamental Lighting Concepts, Types of Lights, Studio Lighting Procedures, Lighting Objectives

- **Pictorial Elements**

Concept of Pictorial Design, Sets and Graphics, Scene Elements, Use of Graphic Design.

- **Photo editing**

Adobe Photoshop, Luminar. Adobe Lightroom

- **Field Trip & Assignment**

**Textbooks:**

1. Arthur C Danto, *Playing with the Edge*, California, 1996.
2. Bischoff, Simon (ed) – *Paul Bowles and How could I send a picture into the desert*, Zurich, 1994.
3. Ian Jeffrey, *A Concise History*, Singapore, 1981.
4. John Hedgecoe, *The Photographer's handbook, complete reference manual of photographic techniques, procedures and equipment*, London, 1997.
5. Liz Wells, *Photography, a Critical Introduction*, London, 1997.
6. Patricia Johnson, *Real Fantasies, Edward Steichen's Advertisement Photography*, California, 1997.
7. Pierre Bordieu, *Photography, a middle brow art*, London, 1996.
8. Susan Sontag, *On Photography*, London, 1977.

**Course Outcomes:**

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

1. Identify the importance of art in media
2. Understand the significance of impactful pictures in media
3. Describe the fundamental concepts of the medium of photography.
4. Analyze the history of the medium, able to communicate through this visual medium.
5. Develop projects that address both the art of the medium and the commercial application.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill-based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU2021</b>	<b>MEDIA LAW AND ETHICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces students to media laws and media ethics in general. Media Laws and Ethics is a core paper for practicing professionals in media. Without grounding in law and an understanding of ethics, a media professional would be poorly equipped to handle sensitive issues.*

**Course Educational Objectives:**

- Facilitating the students to understand the the media framework outlined by the constitution
- Make the students to discuss and learn about the various technological media ethics
- Allow the students to identify social, ethical and moral parameters of media
- Help them to analyze multiple media associations for the weaker sectors of society
- To comprehend media regulation and social responsibility

**UNIT 1 Ethical Framework and Media practice**

- Freedom of expression (Article 19(1)(a) and Article19(1)2)
- Freedom of expression and defamation- Libel and slander
- Issues of privacy and Surveillance in Society
- Right to Information
- Idea of Fair Trial/Trial by Media
- Intellectual Property Rights
- Media ethics and cultural dependence

**UNIT 2 Media Technology and Ethical Parameters**

- Live reporting and ethics;
- Legality and Ethicalityof Sting Operations
- Phone Tapping



- Ethical issues in Social media (IT Act 2000, Sec 66 A and the verdict of the Supreme Court)
- Discussion of Important cases
- Some Related laws- Relevant sections of Broadcast Bill
- NBA guidelines

### **UNIT 3 Representation and ethics**

- Advertisement and Women
- Related Laws and case studies-Indecent representation of Women (Prohibition) Act, 1986 and rules 1987
- Protection of Women against Sexual Harassment Bill, 2007, Sec 67 of IT Act2000 and 292 IPC

### **UNIT 4 Media and Regulation**

- Regulatory bodies, Codes and Ethical Guidelines
- Self-Regulation
- Media Content- Debates on morality and Accountability

### **UNIT 5 Media and Social Responsibility**

- Media reportage of marginalized sections- children, Dalits, tribals, Gender
- Media coverage of violence and related laws -inflammatory writing (IPC 353), Sedition, incitement to violence, hate speech
- Relevant Case Studies – Muzaffarpur Riots, Attack on civil liberties of individuals and social activists

### **Textbooks:**

- Thakurta, ParanjoyGuha, Media Ethics, Oxford University Press, 2009.
- Barrie McDonald and Michel Petheran. Media Ethics, Mansell,1998.
- Austin Sarwat. Where Law Meets Popular Culture (ed.), The University of Alabama Press, 2011.
- Vikram Raghvan, Communication Law in India, Lexis Nexis Publication,2007.
- Iyer, Vekat. Mass Media Laws and Regulations in India-Published by AMIC, 2000.
- Ravindran, R.K (1999). Press Laws and Ethics. Anmol Publications, New Delhi
- Overbeck, Wayne (2004). Major Principles of Media Law. Wadsworth, USA.
- Day, Louis Alvin (2003). Ethics in Media Communications -Cases and Controversies (4thEdition). Wadsworth, USA.
- Padhy K.S. (1994). The Muzzled Press-Introspect and Retrospect. Kanishka Publications, Delhi.
- Olen, Jeffrey (1988). Ethics in Journalism. Prentice-Hall, New Jersey.

- Venkatramiah, Jus. E.S. (1987). Freedom of the Press-Some Recent Trends. B.R. Publications, Delhi.

**Course Outcomes:**

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

1. Identify ethical issues faced by the media and discuss trends in the commercialization of news
2. Discuss various media laws and their implications on the conduct of media
3. Analyze the issue of media regulation in India
4. The positive, developmental power of the media will be understood.
5. Emphasis on the concept of media for social welfare will be understood

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

MSTU2031	DIGITAL FILM MAKING	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	Habit of watching different styles of movies						

**Course Description:**

*This competency-based course provides students an introduction to creating digital video projects, using digital camcorders and non-linear editing software. This project-based course emphasizes confidence and competence building strategies to train students on these digital video tools as well as video techniques, pre-production planning, scripting and story organization.*

**Course Educational Objectives:**

- To make the students to get acquainted with the digital film making equipment and the terminology associated with it.
- Create and use pre-production documents such as storyboards, shooting scripts, proposals, instructional design scripts, shot lists, editing scripts, text lists, lighting design documents, wardrobe lists and location diagrams.
- To write, direct, produce and broadcast a quality digital video product
- Demonstrate industry level ability and familiarity in Digital Video Technology by analyzing digital videos in a variety of genres (Commercial, Documentary, Short Films and Instructional videos)

**UNIT 1**

- History of world cinema
- Various film movements
- Classical Indian cinema
- Indian parallel cinema, art films
- Regional films,
- Commercial movies,
- Celluloid to digital,

- Rise of short films,
- Contemporary digital film.

## **UNIT 2**

- Conceiving the idea
- Theme and story
- Screenplay
- Dialogue
- Script development,
- The art of writing for films
- Fundamentals of screenwriting
- Script formats
- Stages of script and screenplay - idea, research, treatment, draft script, revision of script; scripts for film/TV fiction and non-fiction,
- Educational documentaries,
- Docudramas and advertisements,
- Script and storyboard.

## **UNIT 3**

- Director's role,
- Film jargon,
- Shot division
- Identification of recording/shooting medium (film/video),
- Financing, casting and major staffing (production crew),
- Location scouting. Budgeting; choosing the right equipment, schedule and location planning
- Audition for actors/actresses, casting and scheduling;

- Role of production crew
- Cinematographer/videographer; camera assistant(s),
- Property and wardrobe identification and preparation,
- Identification of make-up requirements,
- Special effects identification and preparation,
- Production scheduling, set construction,
- Script locking, script read-through with the cast.

#### **UNIT 4**

- Shot types - extreme long shots (ELS); long shots (LS); medium-long shots (MIS); medium close-up (MCU); big close-up(BCU); extreme close-up(ECU); low angle shots; high angle shots; extreme wide shot,
- Camera lighting accessories, exterior and interior photography, conventional lighting, special effects lighting,
- Spot audio, location sound ambience, "point of no return",
- Pick-up shots, review before pack-up.

#### **UNIT 5**

- Basic Editing Methodology. Grammar of editing. Editing Process.
- Use of Visual Effects, Colour Correction.
- Sound Editing, Sound Mixing, Dubbing.
- Rendering Master Print.
- Film marketing & Distribution, Understanding the Film Market, Promotion and Marketing of Films, Promotions, Film festivals.

## **Digital Film Making Laboratory**

Working with camera and other equipment

Lighting indoor/outdoor

Story discussion

Planning Pre-Production

Filming (Production)

Editing & RR (Post-production)

Presenting the film

The films should be submitted before the deadline. The evaluation process includes viva voce

### **Textbooks:**

1. Nowell-Smith, Geoffrey, and Ahmet Fethi. *Dünya Sinema Tarihi, The Oxford History of World Cinema*. Kabalıcı, 2008.
2. Viridi, Jyotika, and Rajinder Dudrah. *The Cinematic Imagination*. Rutgers University Press, 2003.
3. Saran, Renu. *History of Indian Cinema*. Diamond Pocket Books, 2012.
4. Robert Rodriguez (1996), *Rebel Without a Crew*, U.S: Penguin. Page 101 of 122
5. Bordwell, David, et al. *Film Art: An Introduction*. McGraw-Hill Education, 2020.
6. Bobbie O'Steen. *The Invisible Cut: How Editors Make Movie Magic*
7. Chandler, Gael. *Cut by Cut: Editing Your Film or Video*. Michael Wiese, 2012.
8. Murch, Walter. In *the Blink of an Eye: A Perspective on Film Editing*. Silman-James Press, 2001. Dmytryk, Edward, and Andrew Lund. *On Film Editing: An Introduction to the Art of Film Construction*. Routledge, 2019.
9. Chandler, Gael. *Film Editing: Great Cuts Every Filmmaker and Movie Lover Must Know*. Michael Wiese Productions, 2009.
10. Oldham, Gabriella. *First Cut: Conversations with Film Editors*. University of California Press, 2012.
11. Rabiger, Michael, et al. *Directing Film Techniques and Aesthetics*. Focal, 2013.
12. Ascher, Steven, et al. *The Filmmakers Handbook: A Comprehensive Guide for the Digital Age*. Plume, 2019.
13. Mamet, David. *On Directing Film*. Penguin, 1994.
14. Benjamin Pollack. *Filmmaking: From Script Through Distribution*, EU & US: Amazon Media. (2010)

15. Richard T. Kelly. The Name of this Book is Dogme95, Faber & Faber Film, (2011)

**Course Outcomes:**

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

1. Analyze the historical and theoretical foundations of filmmaking;
2. Create film work that manifests the filmmaker's unique voice;
3. Apply current best practices in cinematography, editing and other crafts
4. Effectively manage the resources and logistics required to produce a film;
5. Analyze the relationship between film and other art forms and intellectual disciplines.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs



<b>MSTU2041</b>	<b>WRITING FOR MASS MEDIA</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>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*The course is designed imparting the key concepts of writing in the mass media. The course will provide the technics, principles, and elements of writing for print, electronic, web media. The curriculum also covers different areas like web content, blog, script, Journalistic, copywriting etc.*

**Course Educational Objectives:**

- To acquaint the learners with ideas related to mass media writing.
- To help learners to understand the principles of writing.
- To explain the differences in writing for various media
- To hone the creative and critical faculties of learners.

**UNIT 1 Writing for Print Media**

- Principles & Techniques of Writing for Print Media. – Clarity, Brevity, Simplicity, Readability and Accuracy.
- Forms of Journalistic Writing - News Writing – Inverted Pyramid, Writing Columns, Articles, Features, Editorials, Letters to the Editor, Preparing Press Releases.
- Creative writing: Captions, brochures, books, posters and other literature
- Writing for web, blog and other online media

**UNIT 2 Writing for TV**

- Selection of words for TV news, writing for AV Presentations.
- News Script
- Scripting for an Interview
- Writing for soap operas
- Writing for Documentaries

**UNIT 3            Writing for Radio**

- Writing for the ear, Radio News Script.
- Writing for Radio Drama, Radio Feature, Radio Interview.
- Writing for different types of radio programs.
- Writing for radio ads and promos

**UNIT 4            Creative Skills**

- Imagination and visualization,
- Clarity and precision,
- Coherence and logical sequence in writing,
- The nature and role of intuition;
- Importance of research
- Adaptation from literary works,

**UNIT 5            Content management**

- Elements of Style
- Grammar and the Structure of Language
- Proof Reading and Editing
- Final copy

**Writing for Mass Media Laboratory**

The Preparation:

Reading of select scripts/ extracts

Examining professionally produced scripts from a range of media and across a range of genres

Recognizing the conventions and terminology in the select scripts

Discussing how they relate to the target audience

Choosing the medium, genre and target audience based on the brief given

Scripting for print media

Scripting for Radio/TV

Creative writing (commercials)

## The Writing Process

Producing a script based on the choices made following the conventions they have studied

Peer review and critiquing.

The finished script must show continuity and narrative development; however, narrative closure is not required. Writing for visual media involves coordination with other creative teams and production teams.

### **Textbooks:**

1. Rosenthal, Alan. Writing, Directing and Alan Rosenthal Producing Documentary Films and Videos, Southern Illinois, University Press, 1990.
2. Field, Syd. Screenplay: The Foundations of Screenwriting, Ebury Press, 2003.
3. Frensham, Reymond G. Screen Writing: Teach Your Selves, Modder and Stoughton, 1997.
4. Page 92 of 119
5. Joanne Zorian – Lynn. Presenting for TV and Video, A & C Black, London, 2001.
6. Christopher R. Harris & Paul Martin Lester. Visual Journalism. Allyn and Bacon, Boston, 2002.
7. Janet Trewin. Presenting for TV and Radio: An insider's Guide Focal Press.

### **Course Outcomes:**

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

1. Write various types of scripts for print, electronic, web media
2. Display editing skills, including proofreading and headline writing
3. Determine New Media, its origin and evolution, and its impact on readers, business, and society.
4. Write creatively, intuitively, with clarity and precision
5. Independent understanding of content management

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1	3	2	2	3	3	3	3	3	3	3	3
CO2	3	2	2	4	5		2		3	2	3
CO3	3	2	2	2			2	3		2	2
CO4	3		2	2	3	2	3	3	3	3	3
CO5	3	2	1	2	2	2	3	3		2	

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

MSTU3001	TELEVISION PRODUCTION	L	T	P	J	S	C
		3	0	2	0	0	4
<b>Pre-requisite</b>	Nil						
<b>Co-requisite</b>	Nil						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media.						

**Course Description:**

*This course is designed to be a student-driven exploration of television production. Students will learn about the various televisions production positions and will have the opportunity to perform all of the functions of a television crew during the production of morning announcements. Students will also be responsible for writing the script and creating video news packages for the announcements. In addition, students will have the opportunity to create other film and video projects as time allows.*

**Course Educational Objectives:**

- To introduce fundamental concepts in television production.
- To impart the knowledge about pre-production and postproduction.
- To make students understand the types of television formats.
- To help them to get familiar with technical knowledge like camera, lighting etc.

**Television Production Laboratory**

Understanding video production equipment

Elements of Production

Pre-production

Production

Post-Production

Lighting, sound, colours

Editing

Multi-media production

Multi-camera production

Field Production (ENG, EFP)

**Text Books:**

1. Herbert, Zettl. 2000. Television Production Handbook. USA: Wadsworth Publication.
2. Belvadi, Vasuki. 2008. Production: Tools and Techniques. New Delhi: Oxford University Press.
3. Compesi, Ronald J. (2006) Video Field Production and Editing
4. Allyn & Bacon; ISBN-10: 0205483356;
5. Gross, Lyne S. / Foust, James C. (2012) Video Production:
6. Disciplines and Techniques; Holcomb Hathaway Publishers; ISBN-10: 1934432504;

**Course Outcomes**

Students will be able to:

1. Effectively handle and operate a video camera and sound controls and other equipment used in TV production
2. Organize pre and post-production to a successful output.
3. Produce a comprehensive TV film.
4. Organize production and direction
5. Gain the knowledge on the role of a producer and a director

**CO-PO Mapping**

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

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

**BOS APPROVED : 03<sup>rd</sup> MAY 2022**

**ACADEMIC COUNCIL: 30<sup>th</sup> MAY 2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3011</b>	<b>FOUNDATIONAL CONCEPTS OF MEDIA STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</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>	Nil						
<b>Co-requisite</b>	Nil						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media.						

**Course Description:**

*The course gives foundational knowledge about critical media and also cultural studies. This theoretical framework will also provide media practitioners with an overview of the field. It offers an opportunity to identify and understand the social, cultural, and political implications of the media messages. The course identifies the dynamics of diverse cultural circuits and practices developed by the processes of representation, identity, production, consumption and regulation.*

**Course Educational Objectives**

The objectives of the course are:

- To familiarize the students with critical media and cultural studies
- To enable them to understand the aspects of media representation
- To provide them with an understanding of relevant frameworks for understanding media messaging and outcomes
- To inculcate in them the skills and knowledge necessary to voice concerns about our mediated world
- To expand media consciousness



## **UNIT 1            Introducing Media Studies and methods**

### Terminologies & Key Concepts

- Robert Kolker, Media Studies: An Introduction, Wiley Blackwell, 2009
- Jesus Martin-Barbero. Communication, Culture, and Hegemony: From the Media to Mediation. London: Sage. 1993
- Andrew Tudor. Decoding Culture: Theory and Method in Cultural Studies. London: Sage, 1999
- Art in the age of mechanical reproduction
- A Cultural Biography of Things

## **UNIT 2            Documentary, Experimental Film and Video**

- The Document and the Documentary
- The Mediated/Unmediated Image
- Documentary and the Ethnographic tradition
- The Birth of Observational Cinema
- Video Cultures

## **UNIT 3            New Media and Convergence Cultures**

- An Introduction to Transmedia
- Theories and Practice of New Media Convergence
- Digitextuality and Transformation of Image
- Search and the Database of Intentions/Desires

## **UNIT 4            Studying Television & Popular Culture**

- The Politics of the Popular
- Television News and Discourse Analysis
- Television Narratives - Fiction and Reality Shows, Rise of the OT
- Post-Modernism and Intertextuality

## **UNIT 5            The Digital Moment**

- Interacting with the Digital World of Media Matrix
- The New Digital Archive
- Digital production and new art practice
- Electronic Circulation and Multiple Screens
- Platform Media and Creative Economy

### **Textbooks:**

1. Andrew Tudor. *Decoding Culture: Theory and Method in Cultural Studies*. London: Sage, 1999
2. Jesus Martin-Barbero. *Communication, Culture, and Hegemony: From the Media to Mediation*. London: Sage. 1993
3. Arjun Appadurai (Ed.) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press, 1988
4. Henry Jenkins Sam Ford & Joshua Green *Spreadable media: Creating value and meaning in a networked culture*. New York: New York Univ. Press, 2013
5. Walter Benjamin (1970) "The Work of Art in the Age of Mechanical Reproduction" in Hannah Arendt (ed.) *Illuminations*, London: Fontana. Revised edition 1992. published in *Zeitschrift für Sozialforschung* 5(1), 1936.
6. Stella Bruzzi, *New Documentary: A Critical Introduction* –Routledge
7. Jonathan Gray, Amanda D Lotz, *Television studies*, Polity, 2019
8. Patricia Aufderheide, *Documentary Film: A very short introduction*, OUP, 2007
9. Robert Kolker, *Media Studies: An Introduction*, Wiley Blackwell, 2009

### **Additional/Supplementary Readings:**

1. Sumathi Ramaswamy (Ed.) *Beyond Appearances: Visual Practices and Ideologies in Modern India*. New Delhi: Sage Publications, 2003
2. Nicholas Gane and David Beer. *New Media: The Key Concepts*. Oxford: Berg, 2008
3. Modleski, Tania (1988) *The Women Who Knew Too Much: Hitchcock and Feminist Theory*. London: Routledge.
4. Morley, David (1980) *The 'Nationwide' Audience: Structure and Decoding*, London: British Film Institute

5. Nandy, Ashis (ed.) (2002), *The Secret Politics of Our Desires: Innocence, Culpability and Indian Popular Cinema* New Delhi: Oxford University Press.
6. Mulvey, Laura (1992 [1975]) „Visual Pleasure and Narrative Cinema“, in the *Sexual Subject: A Screen Reader in Sexuality*. London: Routledge, 22-34

**Course Outcomes:**

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

1. Understand Media & Cultural Studies Framework
2. Explore the interconnectedness of Media & Art Forms
3. Critique and analyze the Media Discourses and Narratives
4. Engage with the politics of representation and popular culture

Examine the Digital Intervention & the New Media Archive

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3021</b>	<b>DIGITAL MARKETING</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>1</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*This course seeks to provide knowledge about the concepts, tools, techniques, and relevance of digital marketing in the present changing scenario. It also enables the student to learn the application of digital marketing tools and acquaint about the ethical and legal aspects involved therein. The course aims to provide knowledge about the concepts, tools, techniques, and relevance of digital marketing in the present changing scenario. It also enables the learners to learn the application of digital marketing tools and acquaint about the ethical and legal aspects involved therein.*

**Course Educational Objectives:**

- To identify and assess the impact of digital technology in transforming the business environment and also the customer journey.
- To understand how marketers think, conceptualize, test continuously to optimise their product search on digital platforms.
- To illustrate how the effectiveness of a digital marketing campaign can be measured demonstrate their skills in digital marketing tools such as SEO, Social media, and blogging for engaging the digital generation.
- To appreciate the need for regulatory framework for digital marketing in India.

**UNIT 1 Introduction**

Concept, scope, and importance of digital marketing.  
 Traditional marketing versus digital marketing.  
 Challenges and opportunities for digital marketing.  
 Digital penetration in the Indian market.  
 Digital marketing landscape: an overview.

**UNIT 2 Digital Marketing Management**

Digital-marketing mix.

Segmentation,  
Targeting,  
Differentiation, and Positioning:  
Concept, levels, and strategies in a digital environment;  
Digital technology and customer-relationship management.  
Digital consumers and their buying decision process.

### **UNIT 3            Digital Marketing Presence**

Concept and role of Internet in marketing.  
Online marketing domains.  
The P.O.E.S-M framework.  
Website design and Domain name branding.  
Search Engine Optimization: Stages, Types of traffic, tactics.  
Online advertising: types, formats, requisites of a good online advertisement.  
Buying models.  
Online public relation management.  
Direct marketing: scope and growth.  
E-mail marketing: types and strategies.

### **UNIT 4            Interactive Marketing**

Interactive marketing: concept and options.  
Social media marketing: concept and tools.  
Online communities and social networks.  
Blogging: types and role.  
Video marketing: tools and techniques.  
Mobile marketing tools.  
PPC marketing.  
Payment options.

### **UNIT 5            Ethical and Legal Issues**

Ethical issues and legal challenges in digital marketing.  
Regulatory framework for digital marketing in India.

## **DIGITAL MARKETING PRACTICALS**

(For dummies)

Search Engine Optimization (SEO)

Social Media Marketing. ...

Content Marketing. ...

Email Marketing. ...

Mobile Marketing. ...

Marketing Analytics. ...

Affiliate Marketing.

### **Assessment and Evaluation**

Internal Assessment + Semester end examination (70+30)

### **Textbooks:**

1. Chaffey, D, F.E. Chadwick, R. Mayer, and K. Johnston (2015). Internet Marketing Strategy, Implementation, and Practice. Pearson India Frost, Raymond D., Alexa Fox, and Judy Strauss (2018). E- Marketing. Routledge
2. Gupta, Seema (2018). Digital Marketing. McGraw Hill Education (India) Private Ltd.
3. Kapoor, Neeru. E-Marketing, Pinnacle learning
4. Kotler, Philip, HermawanKartajaya, and IwanSetiawan (2017). Digital Marketing: 4.0
5. Moving from Traditional to Digital. Pearson India
6. Ryan, Damian and Jones Calvin (2016). Understanding Digital Marketing: Marketing Strategies for engaging the Digital Generation.Kogan page

### **Additional Resources:**

1. Blanchard O. (2014) Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization.
2. Charlesworth, Alan (2018). Digital Marketing: A Practical Approach.
3. Gay, Richard, Alan Charlesworth, and Rita Esen. Online Marketing: a customer-led approach.Oxford University Press Inc., New York.
4. Ryan, Damian (2016). Understanding Digital Marketing: Marketing Strategies for engaging the Digital Generation.
5. Tasner, M. (2015) Marketing in the Moment: The Digital Marketing Guide to Generating More Sales and Reaching Your Customers First, 2/E, Pearson.

### **Course Outcomes:**

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

1. Develop and execute a marketing plan, incorporating all elements of the marketing mix, segmentation and positioning strategies and other elements.
2. Understand the role of both digital and traditional media in marketing and the intersection of online and offline strategies and tactics.

3. Guide the development of a digital presence from a marketing point of view.
4. Analyze the ethical and legal implications of digital marketing.
5. Understand the Importance and application of Interactive marketing.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill-based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3031</b>	<b>PROJECT-BASED ON ONE OF THE CORE SUBJECTS</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>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research to devise an innovative solution for a real-world problem. While a task can be challenging, it can also be advantageous. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.*

**Course Educational Objectives:**

- To provide experience to the students in an area of interest and familiarize them with the project management methodology
- To enable them to understand and redefine a given problem/question
- To equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
- To help students hone their writing skills and enhance their ability to communicate their ideas effectively
- To give students the opportunity to work on a project from ideation to the delivery of the planned outcome.



### **UNIT 1**

Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

### **UNIT 2**

Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

### **UNIT 3**

Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

### **UNIT 4**

The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism

### **UNIT 5**

Present your results - create effective visual aids and deliver a professional presentation.

#### **Textbooks:**

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)

7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

**Course Outcomes:**

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

1. Prepare well for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

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<b>MSTU3191</b>	<b>DOCUMENTARY PRODUCTION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Watching different films						

**Course Description:**

*This course is designed to give different categories of documentaries. This course will discuss from the concept through development until final outcome. As part of the course, students have to complete several assignments. They will learn latest technology that is being used in the production.*

**Course Educational Objectives:**

- To identify documentaries and the creative process behind it
- To understand art, flow, creative observation of a documentary
- To get acquainted with pre-production guidelines and understanding
- To learn the detailed production aspect of documentary making
- To explain about the post-production process

**UNIT 1            Theoretical Perspectives**

- Understanding the Documentary.
- Documentaries to educate and entertain.
- The creative process and the vision.
- Types: poetic, expository, observational, participatory, reflexive, performative.
- Using re-enactment/ reconstruction.
- Style and technique.
- Ethics and representation

## **UNIT 2            Pre-Production**

- Identification of the theme and central idea.
- Researching the chosen topic area.
- Making notes from research.
- Creating lists: potential characters/ interviewees, basic storylines, areas of potential conflict and emotion.
- Aspects of style: deciding the look, feel and style of the documentary.
- Writing a 'shooting script'/pre-script/outline.
- Setting up a 'shot list'

## **UNIT 3            Production**

- Production details and logistics need for good, reliable, budget-friendly equipment.
- Camera, lighting and sound set up, shooting the film.
- Shooting the main footage; shooting styles.
- B-roll: expositions, narrative shots, action shots, over the shoulder shots, wrap-up shots.
- Editing
- Styles

## **UNIT 4            Post Shoot**

- Scripting the 'Unscripted':
- Creating structure from raw footage.
- Transcribing the footage.
- Creating scenes
- Dividing the documentary into mini-stories/scenes.
- Determining the 'villain and the hero' (person, thing or event).
- The beginning: ways to start strong; the middle:
- Establishing the core message.
- The end: script building begins with visualizing the end; script template:

- Two columns - one for audio and one for video

#### **UNIT 5            People Skills**

- Ability to connect with people.
- Importance of listening and empathy.
- Appreciation of diverse perspectives.
- Art of interviewing.
- Contextual messaging.
- People management skills for collaboration with the team

#### **Documentary Film Making Laboratory**

Production of a self-contained theme-based documentary (10-15 minutes) by each student under the supervision of the course instructor. The formal procedure of producing a documentary is to maintain and record the production:

- Deciding on a story idea
- Creating a production outline
- Conducting equipment check
- Shooting the video
- Transcribing footage
- Writing a script
- Editing footage
- Adding music and/ narration
- The showing and the feedback

The films should be submitted before the deadline.

#### **Textbooks:**

1. Badley, W. Hugh. The Techniques of Documentary Film Production, London, Focal Press.
2. Barnouw Erik and Krishnaswamy. Documentary.
3. Das, Trisha. How to Write a Documentary. Page 114 of 119
4. Ellis, Jack EC, A New History of Documentary Film.

5. Mehrotra, Rajiv, The Open Frame Reader: Unreeling the documentary Film Ed. by PSBT.
6. Rabiger, Michal, Directing the Documentary.
7. Renov Michael "The Truth about Non-Fiction" and "Towards a Poetics of Documentary" in
8. Michael Renov ed. Theorizing Documentary AFI Film Readers, New York and London:
9. Routledge, 1993.

**Course Outcomes:**

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

1. What defines a documentary.
2. Preparations for producing a documentary.
3. How to prepare for the field work for shooting
4. What goes into the post-production of a documentary.
5. How to bring a documentary to the audience.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill-based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3081</b>	<b>SCREENPLAY &amp; STORYBOARD</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>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*This course deals the writing for the screen with proper formats of screenplays in which students will learn and develop the craft as a visual storyteller. Learn to draw on memories, experiences, observation and imaginations to create compelling characters and stories for the screen*

**Course Educational Objectives:**

- The objective of this course is to learn a professional approach to writing screenplays from conception of the idea through the outlining process and onto a finished short screenplay. The focus will be on learning how to break a story, develop an idea, create character arcs, and craft idea into a structure. To learn and practice the elements of visual perspective by storyboarding. To develop good writing habits while discovering your creativity.

**UNIT 1            Screenplay basics**

- Introduction to Scriptwriting, screenplay and teleplay screenplays elements.
- Basics of screenplay writing, Use of the screenplay, Action, Scene Headings, Character Name, Screenplay Page Breaking, Short Lines/Poetry/Lyrics,
- Titles or Opening Credits, Screenplay Title Page, Continued and Revisions, Header Text + Do's & Don'ts,
- Screenplay Related Formats and full knowledge about teleplay script.

**UNIT 2            Screenplays Styles& Structures**

- Narrative structure - beginning - middle- end - conflict, development, climax and denouement- story, storyline, plot, and treatment
- Principles of suspense and surprise. Select narrative techniques - point of attack, exposition, planning, point of view, pace, tone,



- Subject matter, title, openings, contrast, coincidence, tension release laughter.
- Difference between Screenplay and Script

### **UNIT 3            Screenplay Elements**

- Craft a Logline
- Write a Treatment
- Develop Your Characters
- Plot and Outline
- Write a First Draft
- Step Back and Take a Break

### **UNIT 4            Visual elements of Screenplay writing**

- Illustration-role and importance, types of visuals, photographs & drawing
- purpose of illustration–Types of illustrations for advertisements
- Illustrations for storyboarding techniques.

### **UNIT 5            Storyboarding**

- Storyboard–What is a storyboard?-steps, concept development, sketching.
- Perspective –Eye levels, visual analysis & visual appreciation.
- The Advantages of Storyboarding, Interactive Storyboarding, Storyboarding for TV and film.
- Introduction, Multimedia Storyboarding Tools, Using Interactive Storyboarding to Speed-up the Content-writing Phase, Using Interactive Storyboarding to Speed-up Report Document Production

### **SCREENPLAY & STORYBOARDING LABORATORY**

1. Reading Seeger, Sydfield
2. The Dramatic Question for Every Scene/Act/Plot Point
3. Scenic order
4. Different shots
5. Opening Scene That is at a Different Point in the Plot

6. In Conclusion
7. Breaking down/studying story structure.
8. Creating design & expression sheets for characters for sequence
9. Thumbnail 5 beats for sequence #1 (focusing on beginning, middle, end.)
10. Draw 1 example of a single shot, which tells a simple story.
11. Then redraw the same shot using different compositions (no limit) to describe different aspects of emotions or mood.
12. First draft
13. Final Script

**Textbooks:**

1. Patrick Nash, Short Films Writing the Screenplay-2010 (T1)
2. Dwight V. Swain, Joye R. Swain, Film Scriptwriting: A Practical Manual, Focal Press, 1988 (T2)
3. J Michael Straczynski, The Complete Book of Scriptwriting Writer's, Digest Books, 2002(T3)
4. Richard Walter, Essentials of Screenwriting, Plume, 2010 (T4)
5. Irwin R. Blacker, the elements of screenwriting, Simon & Schuster Books for Young Readers, 1986 (T5)
6. Friedman, writing for visual media, focal press, London 2007 (T6)

**References:**

1. Robert Hellard, Writing for TV &Radio (R1)
2. Blum, Richard A, Television & Screen Writing, from concept to contract, focal press 2001 (R2)
3. Elbow, Peter, Writing with Power, Techniques for mastering the writing process, Oxford University Press 1998 (R3)
4. Keller, Teresa and Steve Hawkins, Television news: A handbook for reporting, writing, shooting, Editing and Producing, Holcomb Hathaway,2009 (R4)
5. Shirley A. White, Participatory Video, Sage Publications, New Delhi, 2003 (R5)
6. Simon Cottle, Media Organization and production, Sage Publications, New Delhi, 2003.(R6)
7. Michael Rabiger, Directing the Documentary, Focal Press, 1998.(R7)

**Course Outcomes:**

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

1. Understand screenplay narrative structure, styles and developments.
2. Analyze the principles, techniques of screenplay writing.
3. Understand the different elements, visual grammar and its applications on Screenplay writing.
4. Identify the basic concept of storyboarding, different styles.
5. Get acquainted with advanced storyboarding and animatic content creations

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill-based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3091</b>	<b>PRINT MEDIA PRODUCTION</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>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

This course is intended to prepare students for practical aspects of Print production. The production project will be in a group and will help the students learn the importance of teamwork in the industry. Focusing on all the four stages of production, this paper aims to create a generation of publishers with highly desirable skills and employment potential

**Course Educational Objectives:**

- To learn basics of design
- To acquaint with the basics of graphics application
- To identify the basics of layout and design
- To understand the composition for printing

**UNIT 1 Basics of Design**

- Aesthetics of design
- Elements and Principles of design
- Typeface families; Principles of good typography

**UNIT 2 Basics of Graphics**

- Meaning and Concept of Graphics
- Importance of Graphics
- Recent Developments in the field of Graphics

**UNIT 3 Layout**

- Newspaper layout and design
- Types of layout
- Importance of visual appeal in page-making
- Graphics/diagrams and illustrations and its importance

#### **UNIT 4           Type Composition and Printing Method**

- Type composition
- DTP and use of computer software
- Printing methods- letterpress, Cylinder, Rotary, Gravure, Screen, Offset, Plate making and Types of papers

#### **UNIT 5           Graphic Editing Software**

- Color Essentials: Specifying color, Additive/subtractive color; spot/process color, The Color and Swatches panels, Tints and gradients, Color separations, Printer's marks & printing options
- Grids, Guides, and Aligning Objects
- Text Wrap, Layers & Effects
- Type Continuity: Applying Styles
- Page Continuity: Master Pages
- Planning Design Project: Designing and printing of cover page, designing a publication

#### **Print Media Production Laboratory**

Designing different formats of print media

Pamphlets, brochures, posters

Newspaper design

Working with PageMaker, InDesign, Illustrator etc.

#### **Textbooks:**

1. Sarkar, N.N., (2013). *Art and Print Production*. New Delhi, India: Oxford University Press

#### **References:**

1. Lupton, E, Philips, J.C., (2015). *Graphic Design: The New Basics*. NY, USA: Princeton Architectural Press
2. Daryl, M., (2004). *News Paper Layout and Design*. New Delhi, India: Surjeet Publication.
3. Evans, H., (1976). *Editing and Design; Book Five: Newspaper Design*. London, UK: Heinemann

**Course Outcomes:**

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

1. Describe the fundamentals of the most common printing methods regarding the printing process and press configuration
2. Analyze how print quality can be evaluated subjectively with the help of instruments
3. Understand the principles for, the different types of as well as the areas of use for print finishing techniques
4. Illustrate the premises for, and the steps involved in establishing, a colour-managed process
5. Perform Basic editing process in print

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

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<b>MSTU3101</b>	<b>CORPORATE COMMUNICATION &amp; PUBLIC RELATIONS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*This course provides the skills in communication with a strategic, managerial and analytic approach. The students will be able to understand the different sections of corporate like branding, marketing communication, PR, reputation management as well as how organizations handle their internal and external communications amid the complexities of the modern world. And also, this course explores internationally recognized major theoretical concepts and applications of communication studies in sub fields of Public Relations and Government Relations.*

**Course Educational Objectives:**

- To understand evolution and growth of corporate communication
- To learn about CSR and its importance
- To Introduce to Public Relations
- To understand PR tools and tactics
- To observe and discuss PR case studies

**UNIT 1 Introduction to Corporate Communication**

- Evolution and growth of corporate communication
- Definition, scope, need and functions of corporate communication
- Corporate communication mix, organizational structure
- Corporate culture: types and need, corporate citizenship

**UNIT 2 Corporate Social Responsibility (CSR) & Corporate Identity**

- Defining different publics and their importance
- Theoretical concepts of CSR, phases of CSR.
- Corporate identity- concepts, variables and process
- Building a distinct identity for a product and service

**UNIT 3            Public Relations**

- Principles, Concepts & History

**UNIT 4            PR Management**

- Integrated Marketing Communication
- PR Tools
- PR Writing Tactics
- PR Campaigns & Research.

**UNIT 5            Case studies**

- Observation & Case Studies of successful PR exercises.

**Textbooks:**

1. B. N. Ahuja, Public Relations
2. Baldeo Sahai, Public Relations: A Scientific Approach
3. C. H. Sandage, Advertising: Theory and Practice
4. D. S. Mehta, Handbook of PR in India
5. Datta, Sarojit. Advertising Today- In the Indian Context
6. Eric McGregor, Teach Your Advertising
7. Frank Jefkins, Advertising Made Simple
8. H. W. Hepner, Effective Advertising
9. H. W. Hepner, Modern Advertising
10. J. Jethwaney, Public Relations
11. J. M. Kaul, Public Relations in India
12. Jaishri Jethwaney, Corporate Communication, Oxford Publishers, 2010
13. Joseph Fernandez, Corporate Communication: A 21<sup>st</sup> Century Primer, Sage, 2004
14. Jaishri Jethwaney, Public Relations, Sterling Publishers, 2002
15. Iqbal Sachdeva, Public Relations: Principles and Practices, Oxford University Press, 2009
16. S.K. Roy, Corporate Image of India, Sh. Ram Centre, 1974
17. R.K. Balan, Corporate Public Relations, Sterling Publisher, 1992



**Course Outcomes:**

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

1. Discuss the structure of Corporate Communication and its functions
2. Describe the tools of corporate communication and the role of strategic communication in brand building
3. Determine corporate social responsibility adopted by various organizations
4. Understand, recognize, and examine the phenomenon of media transparency and its application for the public relations profession and practice in a global world.
5. Identify, analyze, and discuss actual case studies and/or strategic communication and PR campaigns.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3111</b>	<b>ADVERTISING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Knowledge about products, campaigning, marketing						

**Course Description:**

*This course is designed to introduce integrated marketing communications strategies and tactics, the practices we know best as advertising, promotion, direct response, public relations and marketing communications. The course will examine communications theory as well as provide hands-on experience in creating advertising and media plans. It will also examine how marketers integrate and link their communications to generate maximum impact and leverage for the brand.*

**Course Educational Objectives:**

- To demonstrate the breadth of advertising and communications tools available today.
- To provide real-world examples of success
- To introduce the student to the strategic process of developing advertising & integrated marketing communications.
- To provide the student with practical hands-on problem-solving experience.
- To understand media laws and ethics for advertising

**UNIT 1 Introduction**

- Definition of advertising –Objectives, Functions and Relevance.
- Importance of Advertising
- Classification and types of advertising
- Media for advertising (Print, Radio, Television, Film, Digital)

**UNIT 2 Ad agency Management**

- Structure of an ad agency – Roles and Responsibilities
- Types of Agencies& Services
- PROCESS, business development, pitching for accounts – agency client interface; creative and media.

**UNIT 3            Design and Production of advertisements**

- Print Ads, radio ads, television ads, Digital media (Websites, Facebook, LinkedIn, Twitter, Blogs)
- Media planning- selection and scheduling
- Campaign Plan-Campaign Objectives - Brief Elements of a Campaign and their Relevance/Importance
- Advertising and Brand building
- Unique Selling Proposition (USP)

**UNIT 4            Models of advertising**

- AIDA
- DAGMAR
- Hierarchy of effects model
- Quick Action model
- Language, Symbols and logos in ads
- Portrayal of Women in Ads, Children in ads
- Advertising research (copy research, media research and evaluation measures)

**UNIT 5            Media laws and ethics concerning advertising**

- Paid News, Surrogate ads
- Product Placement;
- DD and AIR guidelines
- socio-economic and cultural effects of advertising
- Apex bodies in advertising (AAAI, ASCI) – ASCI and its code of conduct, case studies from ASCI.

**Assessment and Evaluation**

Internal Assessment + Semester end examination (70+30)

**Textbooks:**

1. KevalJ. Kumar
2. Sandage and others
3. Sethia and Chunawala
4. Otto Kleppner
5. Adrian R. Mackay edited, (2005): *The practice of advertising*, 5 ed, Elsevier Butter worth, Heinenmann
6. Al Ries, Laura Ries (2002): *The Fall of Advertising and The Rise of PR*, Harper Collins Publishers Pty. Ltd.

7. Angela Goddard, (1998): The Language of Advertising, Routledge Intertext series
8. Barrie Gunter, Caroline Oates and Mark Blades, (2005): Advertising to Children on TV, Content, Impact and Regulation, Lawrence Erlbaum Associates Publishers, Mahwah, New Jersey.
9. Belch & Belch, (2003): Advertising and Marketing, An Integrated Marketing Communications Perspective, The McGraw Hill Companies.
10. Christina Spurgeon, (2007): Advertising and New Media, Routledge, Taylor & Francis Group, London and New York
11. Gillian Dyer, (1982): Advertising as Communication, Routledge, Taylor & Francis

**Course Outcomes:**

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

1. Understand the overall role advertising plays in the business world.
2. Demonstrate the advertising strategies and budgets.
3. Identify and understand the various advertising media.
4. Analyze how an advertising agency operates.
5. Evaluate media laws and ethics for advertising

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

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<b>MSTU3121</b>	<b>GLOBAL POLITICS AND MEDIA</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>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Exposure to global affairs and media developments						

**Course Description:**

*This course gives students the role of mass media in a global context. It will focus on the technological development and direction of information flow among nations, the need to continue the debate on the new world information and communication order, and the information highway monopoly by countries in the northern hemisphere. It will also look at globalization and its outcomes, especially in developing nations such as India.*

**Course Educational Objectives:**

- To understanding Media and International Communication
- To learn about global media and information society
- To understand the media conglomerates and the global market
- To examine the effect of global conflict on world media
- To evaluate the ideology and the cultural inference behind global media

**UNIT 1 Media and international communication**

The advent of popular media: a brief overview.  
 Propaganda in the inter-war years: Nazi propaganda;  
 Radio and international communication;  
 Communication debates: NWICO, McBride Commission and UNESCO

**UNIT 2 Media and Globalization**

Globalization: barrier-free economy, multinationals and development; technological advances, telecommunication; globalization of TV formats;  
 Global networks: information society, network service economy, movement of intangibles

**UNIT 3 Media and the Global Market**

Trans-world production chains and BPOs /call centers;  
 Media conglomerates and monopolies: Ted Turner/Rupert Murdoch;

Global and regional integrations: pan-India channels; entertainment: local/ global/hybrid - KBC/Big Boss/others

**UNIT 4 Global Conflict and Global Media**

World Wars and media coverage: the rise of radio-propaganda and persuasion;  
The Gulf Wars: CNN's satellite transmission,  
Embedded journalism; 9/11 and implications for the media; 26/11 and implications for the media

**UNIT 5 Ideology, Culture and Globalization**

Cultural politics: media hegemony and legitimization of media driven global cultures, Homogenization, the English language; rise of regional initiatives: Al-Jazeera; hacking: Wiki Leaks, Media executions; freedom of expression debates

**Textbooks:**

1. Choudhary, Kameswar (ed) *Globalization, Governance Reforms and Development in India*, Sage, New Delhi.
2. Kamalipor, Yahya R. *Globalization of Corporate Hegemony*, New York Press.
3. Monroe, Price. *Media Globalization' Media and Sovereignty*, MIT Press, Cambridge, 2002. Kamalipor, Yahya R and Snow Nancy, *War, Media and Propaganda*, Rowman and Littlefield Publication.
4. Patnaik, B.N & Imtiaz Hasnain(ed) *Globalization: Language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
5. Singh, Yogendra. *Culture Change in India: Identity and Globalization*, Rawat Publication, New Delhi, 2000.
6. Thussu, DayaKishan. *Continuity and Change*, Oxford University Press. 25
7. UNESCO Publication, *Communication and Society, Today and Tomorrow "Many Voices One World"*.
8. Yadava, J.S. *Politics of News*, Concept Publishing and Co.
9. Zelizer Barbie and Allan Stuart, *Journalism after 9/11*, Routledge Publications.

**Course Outcomes:**

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

1. Understand the global communication and the rise of popular media, and how information played its role in crucial developments in the world.
2. Analyze the impact of globalization on society, economy.
3. Identify the expansion of the global market across the borders.
4. Illustrate the role of media during various global conflicts.
5. Explain the cultural politics, media hegemony and debates on freedom of expression.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

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<b>MSTU3131</b>	<b>SOCIAL MEDIA &amp; WEBCASTING</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>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*This course will focus on the use of internal/enterprise social media and collaboration tools and technology available to today’s organizations. And also, the course focuses on the impact of the social media in a global perspective. Adding to this, the course also discusses the latest trend of webcasting. This is a kind of broadcasting video or audio feeds over the internet. The platforms and various tools and techniques used in webcasting also discussed.*

**Course Educational Objectives:**

- Identify the landscape of traditional, digital, and social media netscape.
- Understand the major social media platforms, how they function, and what role they play in day to day life.
- Choose the right social media platforms and learn how to create social media policies
- Learn to broadcast live content on social media platforms

**UNIT 1 Social media a new paradigm**

Digital technologies;  
 Literacy redefined;  
 The user and the fourth screen;  
 virtual proximities and expanding networks.  
 Social media tools and platforms:  
 Categorization; features and uses - pros and cons; a few examples: Facebook, Twitter, WordPress, YouTube, LinkedIn, Instagram, Snapchat etc.

**UNIT 2 Impact of social media**

Influential capacity;  
 Shifts in information flows;  
 Volume, nature and formats of contents;  
 Social and ethical implications;  
 Online activism; citizen journalism;  
 Changing character of communication;

Democratization and the digital divide;

Cybercrime:

A few case studies

### **UNIT 3 Social media and organizations**

'Digital natives' and the falling apart of hierarchies:

less pyramidal and more cooperative control structures;

communication and collaboration;

growing relevance in the context of geographically dispersed teams;

learning and knowledge management in organizations,

Strategies to successfully navigate the media landscape

A few case studies

### **UNIT 4 Corporate social networks**

Production of positive network externalities, increase of business

Information capital; audience analysis and content planning; marketing strategies used by businesses: engagement and nurture;

Social strategies and business metrics; integrated marketing communications strategies for social media - an overview of the trends (Indian and global); ethical and legal implications

A few case studies

### **UNIT 5 Introduction to web casting**

Basic web casting concepts,

Digital audio video basics, web cast encoding.

Producing high quality LIVE streaming using tools like VMix, Blackmagic, StreamShark, Zoom etc.

Selecting proper gear and software - cameras, mics, capture cards, video mixers, encoders etc.

Various mobile apps

Visual and Audio Mixing

Web rating techniques

### **Social Media & Webcasting Laboratory**

Administering different social media handles

Content management

Blogging

Live streaming of Facebook, YouTube and other handles

## Assessment and Evaluation

Internal Assessment + Semester end examination (70+30)

### Textbooks:

1. Guy Kawasaki & Peg Fitzpatrick. The Art of Social Media. Penguin. 2014.
2. Carrigan, Mark. Social Media for Academics. Sage Publications Ltd. 2016.
3. Bennett, W. Lance. New Media Power: The Internet and Global Activism. 2003.
4. Castells, Manuel. "The Network Society: a cross-cultural perspective", Edward Elgar, MA
5. (Chapter 1. Informationalism, networks, and the network society: a theoretical blueprint pp.3-45), 2004.
6. Kahn, R and D Kellner, "New Media and Internet Activism: From "The Battle of Seattle to Blogging" New Media & Society, Vol. 6, No. 1, 2004.
7. Lister Martin. New Media – A Critical Introduction. Routledge, 2009.

### Course Outcomes:

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

1. Identify the landscape of traditional, digital, and social media Netscape
2. Understand the major social media platforms, how they function, and what role they play in the day to day life.
3. Choose the right social media platforms and learn how to create social media policies
4. Learn to broadcast live content on social media platforms
5. Learn the basics of webcasting.

### CO-PO Mapping:

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

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17 and Global Partnerships

**SDG Justification:**

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<b>MSTU3141</b>	<b>RADIO PRODUCTION</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>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	A little knowledge about sound recording and audio tools						

**Course Description:**

*This course is an exploration of the art of audio production. It is an opportunity to explore some of the possibilities of audio as a stand-alone medium and also audio as a combination with other media. This course aims to produce technically competent students who are familiar with the manipulation of sound, music and speech signals in audio production, recording and reproduction*

**Course Educational Objectives:**

- To familiarize the students with basics of radio and audio production work
- To enable them to understand the different tools and formats of radio production
- To provide them a basic understanding of relevant audio software supplementing radio production work
- And to inculcate in them the skills and knowledge necessary to create their own media projects in the medium of radio

**UNIT 1 Introduction to Radio**

- History and evolution of radio
- Organizational structure of radio station
- Broadcasting guidelines and code of ethics in radio in India

**UNIT 2 Understanding Sound and production**

- Components of sound
- Basic equipment survey for recording sound
- Fundamentals of radio production techniques

**UNIT 3 Scripting and presenting**

- Writing for the ear
- Discussions on formats
- Voice modulation
- Presentation skills

**UNIT 4 Programming & Studio Basics**

- Different genres of radio programming
- News and current affairs program
- Educational, entertainment and sports program
- Studio work
- Sound Editing

**UNIT 5 Radio Project**

- Using Radio formats and Scripting
- Producing any one format (4-6minutes) in groups

**Radio Production Laboratory**

**Broadcast Production:**

- Learn techniques in identifying potential radio news stories; and conduct research for news reporting.
- Conduct research for news reports; plan, carry out, record and edit news interviews for radio.

**Radio News Story Production:**

- Gain the skills required to write radio news scripts, edit audio and voice pre-recorded news stories to a broadcast-quality standard.
- Learn how to compile radio news stories, and produce podcasts.

**Radio News Voice Presentation:**

- Develop the ability to carry out live radio crosses from outside of the studio.
- Students will learn to develop voice for radio to achieve broadcast quality reports.

**Radio News Package Production and Broadcasting:**

- Students gain an understanding of the production techniques and audio editing processes needed to produce three to four-minute news items for radio broadcast. Students also have the option to complete a documentary style feature item of at least 10 minutes in length.

**Editing software:** Types and uses (Nuendo, Audacity and Adobe Audition)

**Assessment and Evaluation**

Internal Assessment + Semester end examination (70+30)

**Textbooks:**

1. Bob Gilmurray, the Media Student's Guide to Radio Production.
2. Jan Roberts-Breslin, Making media: foundations of sound and image production, New York: Focal Press, 2018
3. K.M. Shrivastava, News Writing for Radio and T.V., Sterling
4. Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming.
5. Richard Aspinall, Radio Programme Production: A Manual for Training.
6. Tomlinson Holman, Sound for Film and Television, Focal Press, 2010
7. U.L Baruah, "This is All India Radio", Publications Division, Government of India.

**Course Outcomes:**

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

1. Train students in various aspects of Radio programming
2. Enhance their technical and creative skills
3. Understand the basic elements of radio broadcast and programming
4. Critically understand the medium of radio
5. Analyse the different aspects of radio production

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

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8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

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<b>MSTU3151</b>	<b>FILM STUDIES</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>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Habit of watching films of different genres						

**Course Description:**

*Film Studies coursework is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.*

**Course Educational Objectives:**

- To understand and comprehend the basics of film theory
- To help students develop a range of analytical skills in the study of film.
- To familiarize students with major critical approaches in the field (narrative theory, feminism, cultural studies, and genre).
- To understand and demonstrate the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.
- To be able to conduct film research and compose cogent, persuasive, and valid essays about film.
- To acquire a broad knowledge of film history, national cinemas and modes of production.

**UNIT 1 Introduction to the language of cinema**

- Language of Cinema: Focus on visual Language: Shot, Scene, Deep focus cinematography
- Chronological editing, Continuity Editing, Montage, Cross cutting, Soviet Montage Theory - Sergei Eisenstein and Kuleshov effect
- Focus on Sound: Diegetic and Non-Diegetic Sound; Off Screen Sound; Sync Sound
- Film Style, colour and Mis-en-scene, *What is cinema?*

**UNIT 2 Cinemas of India**

- Silent Era cinema in India
- Hindi Cinema Early Cinema and the Studio Era 1950s, The Indian New-Wave Globalization and Indian Cinema Film Culture
- Introduction to popular Hindi cinema
- Regional Cinemas of India

**UNIT 3 Film and Genre**

- Theory of Film Genre – Christian Metz, Introduction to film genres: Narrative, avant-garde, documentary
- Melodrama, science fiction, musical, horror, western, fantasy
- Focus on Film noir – Paul Schrader

**UNIT 4 Critical Film Theory**

- Auteur Theory
- Stardom
- Feminist Film Theory
- Postmodernism in Film

**UNIT 5 Film and International Movements**

- German Expressionism
- Italian Neo- Realism
- French New Wave
- Dogme 95

**Practicals**

Screening of films of different genre

Critical appreciation of the screened films

Analyzing regional cinema

Presentation of the work

### **Assessment and Evaluation**

Internal Assessment + Semester end examination (70+30)

#### **Textbooks:**

1. Andre Bazin, "The Ontology of the Photographic Image" from his book *What is Cinema Vol. I* Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
2. Andrew Sarris, "Notes on the Auteur Theory", 1962
3. Anandam P. Kavoori and Aswin Punanthebkar. *Global Bollywood*. New York: New York University Press. 2008.
4. Ashish Rajadhyaksha, *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press, 1994.
5. Bordwell and Thompson: *Film Art: An Introduction* (10th edition) Kristin Thompson; David Bordwell; Jeff Smith, *Film history an introduction*
6. Biltreyst, R. Vande Winkel, Roel Vande Winkel (eds.) *Silencing Cinema: Film Censorship Around the World*, Palgrave MacMillan, 2013
7. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17- 34.
8. David Cook, *History of Narrative Film*. WW Norton, 2004
9. Eric Barnouw and S. Krishnaswamy, *Indian Film*, New York Columbia University Press 1963
10. Frederic Jameson, From: "Postmodernism or the Cultural Logic of Late Capitalism", Duke University Press, Durham, 1984,
11. Chapter 1. 1984 "Postmodernism, Or, The Cultural Logic of Late Capitalism." *New Left Review*, no. 146 (July-August): 59 - 92.
12. James Monaco, *How to Read a Film: Movies, Media and Beyond* Oxford University Press, 2009
13. Lalita Gopalan (ed.) *The Cinema of India*, Wallflower Press, 2010
14. Geoffrey Nowell Smith (ed.) *The Oxford History of World Cinema*, New York & Oxford: Oxford University press, 1996
15. Madhava Prasad, *Ideology of Hindi Film*. New Delhi: Oxford University Press. 1998
16. Paul Schraeder, "Notes on Film Noir" in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996 pg.153-170

16. Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in *Film Theory: An Introduction*. Massachusetts
17. Richard Dyer, Heavenly Bodies: "Film Stars and Society" in *Film and Theory: Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
18. Sergei Eisenstein, "A Dialectic Approach to Film Form" from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63 & Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
19. Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94.

### Course Outcomes:

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

1. To trace the history and development of cinema
2. To develop a critical understanding of the language of cinema
3. To comprehend the role and impact of cinema in society and vice-versa
4. To develop a nuanced understanding of the socio-political and technological aspects of film making
5. Develop a range of analytical skills in the study of film.

### CO-PO Mapping:

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3161</b>	<b>COMMUNICATION AND DISASTER MANAGEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*This course introduces students to the emergency management profession. Topics include the history of emergency management, the identification and assessment of hazards, risk, and vulnerability, and the four phases of emergency management (mitigation, preparedness, response, and recovery). Special emphasis is given to the communication function, international disaster management, and the recent influence of the terrorism hazard. The course concludes with a discussion on the future of emergency management.*

**Course Educational Objectives:**

- To introduce students about the disasters, disaster preparedness, politics of disaster, economy of disaster, response: rescue, relief, and rehabilitation.
- Integrating knowledge about the usage of technology and disaster communication, including social media.
- To explain about the information management in disaster situations and communication activities during disasters with reference to international organization.
- To make students understand about the important stakeholder and sources for information during emergencies, situation reports (SITREPs) during an emergency.
- To make them acquaint with various case studies of natural, man-made disasters and role played by the media.

**UNIT 1 Introduction**

Disaster and Disaster Preparedness,  
The Politics of Disaster,  
The Economy of Disaster, Response: Rescue, relief, and rehabilitation

**UNIT 2 Technology and Disaster Communication**

Information Communication Technology (ICT) - radio, television, Internet –  
distress communication and deploying bio surveillance.  
ICT systems for modelling and predicting outcomes based on real data;  
Geo-Informatics Technology (GIT), GIS. GPS; Social Media:

Facebook Safety Check, Google Crisis Response; tools, information and interactive platforms; **Mobile phone and mobile Applications;** Satellite phone; Amateur radio/ HAM radio

### **UNIT 3 Information Management in Disaster Situations**

Communication activities during disasters - general guidelines; PAHO/WHO Regional Disaster Response Team; basic principles of information management and communication in disaster situations; main steps to be taken; planning communication before and during emergencies; information requirements and key messages

### **UNIT 4 Stakeholders and Sources**

Important stakeholders; sources for information during emergencies; preparation and distribution of situation reports (SITREPs) during an emergency; techniques and recommendations for working with the communication media

### **UNIT 5 Case Studies - Natural/ Man-made Disasters and Role of Media**

COVID-19, Pandemic with different variants  
The Nepal Earthquake of April 2015,  
The Kashmir Floods 2014,  
The Orissa Cyclone 2014  
Uttarakhand Disaster 2013;  
Bhopal Gas Tragedy;  
Chernobyl; the Holocaust;  
Hiroshima and Nagasaki

#### **Textbooks:**

1. Alexievich, Svetlana, Keith, Gessen (translator). *Voices from Chernobyl: The Oral History of a Nuclear Disaster*, Picador, 1997.
2. Benson, Charlotte and Clay, Edward. *Understanding the Economic and Financial Impacts of Natural Disasters*, World Bank Publications, 2004.
3. Carter, W. Nick. *Disaster Management: A Disaster Manager's Handbook*. Asian Development Bank.
4. Chouhan, L.B, Alvares, Claude. *Bhopal - The Inside Story*, Apex Press, 2004.
5. Dominique, Lapierre, Moro, Javier. *It was Five Past Midnight in Bhopal*, HPB/FC; 1st Indian pub. ed, 2001.
6. Gupta, Harsh K. (Editor) *Disaster Management*, Universities Press 2003.
7. Gopi, Satheesh. *Global Positioning System: Principles and Applications*, Tata McGraw-Hill Education, 2005
8. Karim Hassan A.(ed) *Big Data: Techniques and Technologies in Geoinformatics*, CRC Press 2014.

9. Luite, Achyut I. *Understanding Disaster Management in Practice with reference to Nepal*, Practical Action, 2010.
10. Mukhopahyaya, Asim Kuma, *Crisis and Disaster Management Turbulence and Aftermath*, 2009
11. Medvedev Grigori. *The Truth About Chernobyl*, Basic Books, 1979.
12. Nomura, Ted. *Hiroshima: The Atomic Holocaust: An Illustrated History*, Antarctic Press and Mindvision, 2014.
13. Rabbany, Ahmed El. *Introduction to GPS: The Global Positioning System*, Artech House, 2002.
14. Sarangi, Aruna. *ICTs in Disaster*, Neha Publishers, and Distributers, 2010.
15. Sylves, R. *Disaster Policy and Politics: Emergency Management and Homeland Security*, CQ Press, 2008.
16. Wise, Stephen. *GIS Fundamentals*, CRC Press, 2013.

**Course Outcomes:**

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

1. Understand the hazards, disasters and associated natural/social phenomena
2. Familiar with disaster management aspects
3. Get acquainted with community involvement in disaster management
4. Analyze the technological innovations in Disaster Risk Reduction: Advantages and problems
5. Understand and discuss case studies

**CO-PO Mapping:**

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

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



**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education

8 and Decent Work

9 and Industry, Innovation and Infrastructure

17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

<b>MSTU3171</b>	<b>COMMUNICATION, MEDIA &amp; SOCIETY</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>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Regular exposure to current events and trends in media						

**Course Description:**

*Media and culture are undergoing a series of transformations as new technologies, new forms of entertainment, new venues for political debate, and new models of public discourse emerge online and offline. This course looks at how the social, political, and cultural landscape is changing with media and the changing landscape of information technologies. We will develop critical resources to understand better the history of these new technologies and communicative forms, the economics behind them, the policies developing around them, and the socio-cultural shifts from which they have emerged and helped provoke. We will aim to discard commonplace assumptions about these tools and phenomena to ask more profound questions about their impact on society.*

**Course Educational Objectives:**

- To familiarize the students with the effects of media forms on society
- To enable them to understand the role media plays across different contexts
- To provide them with an understanding of relevant media formats
- To inculcate skills and knowledge to voice concerns about our mediatized world
- To understand mass communication and mass media

**UNIT 1 Introduction to Communication**

- Meaning and importance; definitions, concept and elements of communication process
- Need for communication; evolution of communication: different milestones in communication from smoke signals to smartphones
- variables of communication: emotional and cultural, different forms of communication: verbal, nonverbal, written communication \

**UNIT 2 Communication Process**

- Levels of communication: intra-personal, inter-personal, group, mass media communication
- Models: Aristotle - SMR, SMCR, Shannon and Weaver, Laswell, Osgood, Dance, Schramm, Gerbner, Newcomb,
- Models (continued): convergent and gate-keeping, communication and socialization

**UNIT 3 Brief introduction to Communication Theories**

- Powerful Effects Theory; Magic Bullet Theory; Two-step flow- opinion leaders, Limited Effects theory into effects theory all over again
- Press theories- Authoritarian, Libertarian, Soviet Communist and Social Responsibility
- New Press Theories- Democratic and Participatory press theory, and Developmental press theory

**UNIT 4 Functions of Communication**

- Surveillance, Correlation, Function, Entertainment
- Cultural Transmission, Status Conferral/ Conferment of Status, Enforcement of Norms, Dysfunctions of Mass Communication, cultural integration
- Communication and Research, market – driven media content – effects

**UNIT 5 Mass Communication and Mass Media**

- Nature and process of mass communication
- Media forms in mass communication, characteristics and typology of audiences

- Ownership patterns of mass media, ethical aspects of mass media

**Textbooks:**

1. Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008.
2. McQuail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
3. *Mass media and society*, James Curran and David Desmondhalgh, London: Bloomsbury Academic, 2019
4. *Manufacturing consent: the political economy of the mass media*, Edward S Herman and Noam Chomsky, London: Bodley Head, 2008

**Additional/ Supplementary Readings:**

1. Baran, S.J. *Introduction to Mass Communication*. New York: McGraw Hill. 2002.
2. Berko, W. & W. *Communicating*. New Jersey: Prentice Hall. 1989.
3. Bel, B. et al. *Media and Mediation*, Sage, New Delhi. 2005.
4. Bernet, John R. *Mass Communication, an Introduction*, Prentice Hall. 1989.
4. Chomsky, N. (2004). *Media Control: The Spectacular Achievements of Propaganda*. Lahore: Vanguard Books. Chapters 1&2  
Cyber Mohalla from Sarai Reader: *Shaping Technologies*, 187 and page 190-191.
- Fiske, John. *Introduction to Communication Studies*, Routledge. 1982.
- Gupta, Nilanjana ed. *Cultural Studies*, World View Publishers. 2006.
5. Miller, Katherine. *Communication Theories: Perspectives, processes and contexts*, McGraw Hill. 2004.
- Michael Ruffner and Michael Burgoon, *Interpersonal Communication*.
6. Narula, Uma. *Mass Communication -Theory and Practice*, Har-Anand Publications, New Delhi. 2001.
7. Saraf, Babli Moitra. "In Search of the Miracle Women: Returning the Gaze". Translation and Interpreting Studies (TIS), Vol.Nos.1&2, Spring Fall 2008.
8. Small, Suzy. "SMS and Portable Text" in Sarai Reader 03: *Shaping Technologies*.  
Williams, Kevin. *Understanding Media Theory*. 2003.

**Course Outcomes:**

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

1. Develop analytical tools for understanding the complex information society around them
2. Apply research to illustrate the effects of media on society.
3. Comprehend how the cultural, political, and economic environment are changing with the emergence of new media and digital technologies.
4. Discuss the role of media in the socialization process.
5. Develop a voice on these issues, in relevant media formats.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 03-05-2022**

**ACADEMIC COUNCIL : 30-05-2022**

**SDG No. & Statement:**

4 and Quality Education  
8 and Decent Work  
9 and Industry, Innovation and Infrastructure  
17 and Global Partnerships

**SDG Justification:**

This course is designed in a way to fulfil the goal of Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. It is a skill based course which ensures employability. The course also helps students to push for innovation and creativity. The course empowers students in participating in designing, hence fostering media partnerships in achieving the SDGs

MSTU3181	MEDIA MANAGEMENT AND ENTREPRENEURSHIP	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	Regular exposure to current events and trends in media						

**Course Description:**

*This course covers the fundamentals of media management. What a manager should know and do as a marketer in order to develop a successful new product and also for students to gain a firm understanding of the steps necessary to bring a new product from concept to successful launch.*

**Course Educational Objectives:**

- To understand the media management
- To learn and analyze issues and challenges pertaining the media industry
- To identify the roles, responsibilities, guidelines of a media organization
- To evaluate media economics, strategic marketing in media
- To examine and learn from the case studies

**UNIT 1 Media Management**

- Concept and Perspective: Concept, origin and growth of Media Management
- Fundamentals of management
- Management school of thought

**UNIT 2 Media Industry - Issues and Challenges**

- Media industry as manufacturers
- Manufacturing consent, news and content management
- Market forces, performance evaluation (TAM, TRP, BARC and HITS) and market shifts
- Changing ownership patterns

**UNIT 3 Structure of News Media Organizations in India**

- Role responsibilities and hierarchy
- Workflow and need of management
- Shifting patterns, circulation and guidelines

**UNIT 4            Media Economics, Strategic Management and Marketing**

- Understanding Media Economics, Economic thought,
- Theoretical foundations, issue and concerns of media economics.
- Capitalinflow, Budgeting, Financial management, and personnel Management,
- Strategic Management, Market forces

**UNIT 5            Case Studies**

- Visionary leadership - media entrepreneurs
- Qualities and functions of media managers
- Indian and international media giants- case studies

**Assessment and Evaluation**

Internal Assessment + Semester end examination (70+30)

**Textbooks:**

1. Vinita Kohli Khandeka, Indian Media Business, Sage
2. Pradip Ninan Thomas, Political Economy of Communications in India, Sage.
3. Lucy Kung, Strategic management in media, Sage.
4. Dennis F. Herrick, Media Management in the age of Giants, Surjeet Publications.
5. Jennifer Holt and Alisa Perren, (Edited) Media Industries-History, Theory and Method, Wiley-Blackwell
6. John M. Lavine and Daniel B. Wackman, Managing Media Organizations

**Course Outcomes:**

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

1. Analyze the economic structure of content industries and businesses.
2. Apply the principles of program development and creation.
3. Examine the business strategies underlying content marketing and exploitation.
4. Study the audience measurement and activity across media platforms, including broadcast ratings, website activity, downloads.
5. Discuss and learn from case studies

**CO-PO Mapping:**

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

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

**APPROVED IN:**

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**SDG No. & Statement:**

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**SDG Justification:**

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## **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

<b>FPEA1001</b>	<b>INTRODUCTION TO INDIAN DANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	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

**UNIT 2            The role of courts and temples in the patronage of  
different art forms**

Court Dance, Temple Dance, Great patrons of Indian Dance (Pallavas, Pandyas, Cheras, Chozhas, Vijayanagara empire, Maratha kings of Tanjore, Swati Tirunal, Mughals)

**UNIT 3                            Marga Traditions**

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

**UNIT 4                            Desi traditions**

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

**UNIT 5**

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

**Course Outcomes:**

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

1. Elucidate the artistic history of India using the context of culture, occupation and society
2. Differentiate between classical and folk forms of dance
3. Place dance as a medium of information and ideological transference
4. Analyze the changes that occurred in the various dance forms over time
5. Understand different body movements
6. Understand the fundamental techniques of different dance traditions of India

<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

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

Asamyuta Hastā s from the text Abhinaya Darapanam

Samyutha Hastā s from the text Abhinaya Darpanam

Story telling using hastā.

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

Background of the item (song) to be taught

Koutvam/ Jati Swaram/ Sabdam

**Course Outcomes:**

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

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

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

**Course Description:**

*Improvisation in dance is the process of spontaneously creating movement. After providing the vocabulary of Indian dance in previous courses, students are encouraged to find their expression in movements spontaneously with the help of several exercises of rhythm and music.*

**Course Educational Objectives:**

- Understand the advanced techniques of Kuchipudi
- Assimilate skill training and apply it creatively

**UNIT 1**

Rhythm – Introduction of Five *Jaatis* or meters in dance

**UNIT 2**

Music and Movement quality

**UNIT 3**

Space and movement

**UNIT 4**

Nritta/ Pure Dance Improvisation

**UNIT 5**

Abhinaya Improvisation

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Kuchipudi as medium of self-expression and creative communication

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Introduction to Indian Dance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

- Understand the cultural history of different forms of dance
- Awareness of the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions

**UNIT 1**

- Introduction

**UNIT 2**

- Ballet and Modern

**UNIT 3**

- African and Hip-hop

**UNIT 4**

- Flamenco and Kathak

**UNIT 5**

- Cultural Appropriation

**Course Outcomes:**

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

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

**Minor program in dance - Mohiniyattam**

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

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 Aṅgahārya of the eight classical dance forms of India.
- Differentiate between dance drama tradition and solo tradition.

### UNIT 1

**10 hours**

Introduction to the dance history of India through the lens of social, political, and cultural contexts.

1. Dance in pre-historic era
2. Dance in proto-historic era
3. Treatises on dance
4. Bhakti Movement
5. British era
6. Theory and technique

### UNIT 2

**9 hours**

The Role of courts and temples in the history of dance

forms. Court Dance, Temple Dance

Great patrons of Indian Dance (Maratha kings of Tanjore, Swati Tirunal, Mughals)

### UNIT 3

10 hours

- Dance Drama Traditions
- What are dance drama traditions?
- Natya Sastra and dance dramas
- Kathakali – overview
- Kuchipudi – overview
- Manipuri – overview
- Sattriya – Overview

### UNIT 4

10 hours

- Solo Traditions
- what is a solo tradition?
- Bharatanatyam – Overview
- Kathak – Overview
- Odissi – Overview
- Mohiniattam - Overview

### UNIT 5

9 hours

- Dance forms and their state in post-independent India
- Neo-classical dance forms and their inspiration
- Changes in content, context of the Indian dance forms.

#### Textbooks:

1. Vatsyayan, Kapila. "The Theory and Technique of Classical Indian Dancing." *Artibus Asiae*, vol. 29, no. 2/3, Artibus Asixae Publishers, 1967, pp. 229–38, <https://doi.org/10.2307/3250274>.

#### References:

1. Vatsyayan, K. *Indian Classical Dance*. 1974.
2. Putchá, Rumya S. "Between History and Historiography: The Origins of Classical Kuchipudi Dance." *Dance Research Journal*, vol. 45, no. 3, 2013, pp. 91–110., doi:10.1017/S0149767713000260.
4. Ohtani, Kimiko. "'Bharata Nāṭyam', Rebirth of Dance in India." *Studia Musicologica Academiae Scientiarum Hungaricae*, vol. 33, no. 1/4, Akadémiai Kiadó, 1991, pp. 301–08, <https://doi.org/10.2307/902452>.



6. Walker, M. "Revival and Reinvention in India's Kathak Dance". *MUSICultures*, vol. 37, Feb. 2010,
7. <https://journals.lib.unb.ca/index.php/MC/article/view/20234>.
8. Pukhrambam, L. D. (2014). GENESIS OF MANIPURI DANCE: A PERSPECTIVE. *IRJMSH*, 5(6).
9. Abhinayadarpana of Nandikesvara – Manmohan Ghosh  
Abhinayadarpana of Nandikesvara – Appa Rao. *Mirror of Gesture* –  
Ananda Coomarasvamy

### **Course Outcomes**

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

<b>FPEA2041</b>	<b>Introduction to Mohiniyattam Dance</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>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description:

This course introduces students to the basic technique of Mohiniyattam dance which includes Chuzhippus, Basic steps, Basic hand gestures, and two items from the repertoire Cholkettu and Jatiswaram.

### Course Educational Objectives:

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

#### **UNIT 1** **Basics of Mohiniyattam** **10 hours**

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

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

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

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

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

**UNIT 4**                      **Angika abhinaya in Natyasastra [Chapter 8] and**                      **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> Time and space in a performance	<b>10 hours</b>
<b>UNIT 2</b> Make-up for Dance	<b>9 hours</b>
<b>UNIT 3</b> The role of lights in dance	<b>10 hours</b>
<b>UNIT 4</b> An aesthetic investigation on Dance	<b>9 hours</b>
<b>UNIT 5</b> Understanding Yoga	<b>10 hours</b>

### Course Outcomes:

1. Group choreography helps to get proper awareness on space and time in dance
2. Learning dance make-up
3. Learning about lighting and its settings for a performance
4. In-depth learning about the beauty and grace in a performance
5. Practicing yoga through dance.



<b>FPEA3051</b>	<b>IMPROVISATION IN MOHINIYATTAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Satvikabhinaya in Mohiniyattam</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

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

**Course Educational Objectives:**

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

<b>UNIT 1</b>	<b>10 hours</b>
Rhythm – the jaatis or meters in dance	
<b>UNIT 2</b>	<b>10 hours</b>
Music and movement	
<b>UNIT 3</b>	<b>9 hours</b>
Space and movement	
<b>UNIT 4</b>	<b>10 hours</b>
Nritya improvisation in Mohiniyattam	
<b>UNIT 5</b>	<b>9 hours</b>
Abhinaya improvisation in Mohiniyattam	

**Course Outcomes:**

1. Different rhythmic patterns in dance
2. Co- relation of music and dance
3. Awareness of dancing space
4. Creative improvisation in Nritya
5. Creative improvisation in Abhinaya

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

**Course Description:**

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

**Course Educational Objectives:**

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

<b>UNIT 1</b>	<b>10 hours</b>
Introduction to cross-culture	
<b>UNIT 2</b>	<b>9 hours</b>
Ballet and Modern dance	
<b>UNIT 3</b>	<b>9 hours</b>
African and Hip-hop	
<b>UNIT 4</b>	<b>10 hours</b>
Flamenco and Kathak	
<b>UNIT 5</b>	<b>10 hours</b>
Cultural appropriation	

**Course Outcomes:**

1. Introduction to cross-cultural studies
2. Understanding Russian ballet and Modern dance
3. Overview of African dance and Hip-hop
4. Understanding the comparison of Flamenco and Kathak
5. Learn, how different cultures across the world appropriates each other.

## **Minor Program in Dance (Bharatanatyam)**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

**8 hours**

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

**UNIT 2**

**6 hours**

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

**UNIT 3**

**Marga Traditions**

**10 hours**

Classical and Folk traditions of India: Meaning of classical and folk in the context of dance, Differences between folk and classical dances, Overview of classical dance traditions, Overview of folk-dance traditions

**UNIT 4**

**Desi traditions**

**10 hours**

Overview of the technique of Indian dances: Understanding the dancing body, The idea of space in dance, Gesture language in Indian dance, Emotions and their expressions

**UNIT 5**

**8 hours**

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

**Course Outcomes:**

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

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

- Thattadavu, Naatadavu, Paraval adavu, Korvai adavu

**UNIT 2**

- Kudhitthumettadavu, Kutthadavu, Sarrukal adavu

**UNIT 3**

- Mandi adavu, Theermanam adavu

**UNIT 4**

- Gestural Vocabulary of Indian Dance – Asamyuta and Samyuta hastas

**UNIT 5**

- Allarippu, Jathiswaram

**Course Outcomes:**

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

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

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

**Course Description:**

*This course is a continuation of Introduction to Bharaharatanatyam.*

**Course Educational Objectives:**

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Thattumettu adavu, Meetadavu

**UNIT 2**

- Karthari adavu, Utplavana adavu, Brahmari adavu

**UNIT 3**

- Kavuthuvam/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	SATTVIKABHINAYA IN BHARATANATYAM	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Advanced Bharatanatyam						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course introduces students to Navarasas or the nine histrionic emotions.*

**Course Educational Objectives:**

- Understand the basic techniques of emotional representation
- Understand the pedagogical structure of Bharatanatyam

**UNIT 1**

- Varnam – Uttaraangam

**UNIT 2**

- Introduction to the Rasa Theory of Natya Sastra

**UNIT 3**

- Drishti Bhedas, Siro Bhedas, Greeva Bhedas, Eye Exercises

**UNIT 4**

- Demonstration of Navarasas through real-life situations

**UNIT 5**

- Abhinaya – Javali

**Course Outcomes:**

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

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Bharatanatyam

FPEA3081	BHARATANATYAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3
<b>Pre-requisite</b>	Sāttvikabhinaya in Bharatanatyam						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

- Understand the advanced techniques of Bharatanatyam
- Perform the repertoire of Bharatanatyam
- Understand the technicalities of a stage presentation

**UNIT 1**

- Spatial awareness in dance through group choreography

**UNIT 2**

- Makeup for dance

**UNIT 3**

- Play of lights – the role of lights in dance

**UNIT 4**

- Beauty, grace and lines – an aesthetic investigation of dance

**UNIT 5**

- Attitude – a performer quality

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Bharatanatyam
4. Incorporate modern presentational techniques into the traditional art form

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

**Course Description:**

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

**Course Educational Objectives:**

- Understand the advanced techniques of Bharatanatyam
- Assimilate skill training and apply it creatively

**UNIT 1**

- Rhythm – Introduction of Five Jaatis or meters in dance

**UNIT 2**

- Music and Movement quality

**UNIT 3**

- Space and movement

**UNIT 4**

- Nritya/ Pure Dance Improvisation

**UNIT 5**

- Abhinaya Improvisation

**Course Outcomes:**

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Bharatanatyam as medium of self-expression and creative communication

FPEA3021	CROSS-CULTURAL DANCE STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Introduction to Indian Dance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

- Introduction

**UNIT 2**

- Ballet and Modern Dance

**UNIT 3**

- African and Hip-hop

**UNIT 4**

- Flamenco and Kathak

**UNIT 5**

- Cultural Appropriation

**Course Outcomes:**

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

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

## **Minor Program in Indology**

**Requirements for Minor in Indology**

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

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1** **Indic thought** **9 hours**

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

**UNIT 2** **Bharata Varsha/Bharata Khanda** **9 hours**

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



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

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

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

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

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

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

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

**Reference Books**

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.
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8. Radha Madhav Bharadwaj, Restif, B., Mishra, Y., & Department, (India). (2019). *Reinterpreting Indology and Indian history : institutions, intentions, sources and issues*. Pratibha Prakashan.
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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.
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16. Ghosh, A. 1990. *Encyclopaedia of Indian Archaeology. Volumes I and II*. New Delhi: Munshiram Manoharlal.
17. Khanna, A. (n.d.). *Archaeology of India* (1992<sup>nd</sup> ed.) [Review of *Archaeology of India*]. Clarion Books.
18. Chanda, R., & India. (1998). *The Indus valley in the Vedic period*. Director General, Archaeological Survey Of India.
19. S Kalyanaraman, & India. (2008). *Vedic River Sarasvati and Hindu civilization*. Aryan Books International In Association With Sarasvati Research And Educational Trust.
20. Shereen Ratnagar. (2015). *Understanding Harappa civilization in the greater Indus valley*. New Delhi Tulika Books.

**Course Outcomes**

1. Understand the importance of Indic thought
2. Appraise the research and academic study that happened so far in the field of Indology.
3. Understand the pre and proto history of Greater India.
4. Articulate the historical, societal, cultural and literary vastness of Bharata Desha.
5. Acquire sufficient knowledge about the Indus Valley Civilization.
6. Connect and trace the ancient geography of Greater India.

<b>FPEA1061</b>	<b>VEDIC LITERATURE AND MYTHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

### Course Description:

*This course will give the students a deeper understanding regarding the Vedic Literature. Detailed knowledge will be imparted regarding Hindu, Buddhist and Jaina traditions and the intellectual history of India. The different divisions in the Vedic Literature and its different branches will be discussed upon in this course. The Itihasas, Puranas and the Upa Puranas that take a major seat in the Literary genius of the country will also be discussed upon in this course. A further understanding of the Mahakavyas along with a comprehensive history of Sanskrit and Pali Literatures will also be discussed in this course for much appreciation of the Literature. This course will also provide the learners with a basic understanding about the origin of Sanskrit Drama, one of the oldest theatrical traditions of the World and also the different Ancient Sanskrit Dramas and Dramatists and some important texts in Sanskrit.*

### Course Educational Objectives:

- Define the concepts of Veda and the various branches and categories of it.
- Interpret and compare the Shaiva, Vasihnava and Shakta traditions.
- Explain the concept of Itihasa and Puranas and Illustrate their importance.
- Teach the History of Sanskrit and Pali languages and their fundamental Literatures.
- Teach the history and articulate the historicity of the Ancient Sanskrit Drama.

### UNIT 1

### Introduction to Indian Literature

**9 hours**

- Introduction to Indian Literature
- Oral Literature – Shruthi; Smriti; Vedic Period; Sanskrit language
- Shaiva Literature – Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Vaishnava Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Sakta Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works

<b>UNIT 2</b>	<b>Shruti Literature</b>	<b>11 hours</b>
	<ul style="list-style-type: none"><li>• Vedas – Categories and Contents; Chronology; Transmission</li><li>• Samhithas, Brahmanas, Aranyakas – Nature and Importance; Forms and Divisions; Contents</li><li>• Upanishads – etymology; Nature; Different Upanishads; Importance; Major Themes</li><li>• Upa Vedas – Origin; Etymology; Importance; Different Upa Vedas</li></ul>	
<b>UNIT 3</b>	<b>Smriti Literature</b>	<b>9 hours</b>
	<ul style="list-style-type: none"><li>• Vedangas – Origin; Etymology; Importance; Different Vedangas</li><li>• Itihasa – Etymology; Cosmogony; Different Yugas; Jaina and Buddhist Tradition; Ramayana; Mahabharata</li><li>• Purana – Etymology; Importance; 18 Maha Puranas; Timelines; Content</li><li>• Upa Purana – Etymology; Definitions and Numbers; major Upa Puranas; Sthala, Kula and Minor Upa Puranas; Sectarian Divisions</li></ul>	
<b>UNIT 4</b>	<b>Sanskrit and Pali Literature</b>	<b>9 hours</b>
	<ul style="list-style-type: none"><li>• Arsha Mahakavyas – Meaning; Characteristics; Important Classics and their content</li><li>• History of Sanskrit Literature – Vedic; Epic; Kavya; Scientific Literature</li><li>• History of Prakrit Literature – Etymology; Grammar; Prevalence; Literature</li></ul>	
<b>UNIT 5</b>	<b>Sangam and other Dravidian Literature</b>	<b>9 hours</b>
	<ul style="list-style-type: none"><li>• History of Sangam Literature – Timeline; three different Sangams; significance; Literatures; Post Sangam Period overview</li><li>• History of Pali Literature – Origin; Tipitika; Early Texts; Texts composed in different countries; Commentaries; Historical Chronicles; Treatises; Anthologies</li><li>• Introduction to Dravidian Literature – History; phases; Tamil Literature; Telugu Literature; Kannada Literature; Malayalam Literature</li></ul>	

### Reference Books

1. Vasudev Vishnu Mirashi. (1975). *Literary and historical studies in indology*.
2. M Winternitz, & Subhadra Jhā. (1967). *History of Indian literature, vol. III, part II (Scientific literature)*. Delhi, Motilal Banarsidass.
3. Joshi, K. (2006). *Glimpses of Vedic literature*. Standard Publishers.

4. Śaśi Tivārī. (2021). *A history of Vedic literature : brief survey and study*. New Bharatiya Book Corporation.
5. Gonda, J. (1975). *A history of Indian literature. Volume I, Veda and Upanishads. Fasc. 1, Vedic literature : Saṃhitās and Brāhmaṇas*. O. Harrassowitz.
6. Moriz Winternitz. (1991). *A history of Indian literature/ vol. I, Introduction, veda, national epics, Purāṇas and Tantras*. Munshiram Manoharlal.
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8. William Joseph Wilkins. (1979). *Hindu mythology, Vedic and Puranic*. Rupa & Co.
9. Arthur Anthony Macdonell. (2015). *A history of Sanskrit literature*. Life Span Publishers And Distributors.
10. Keith, A. (1961). *A History of sanskrit literature*. Oxford Oxford University Press.
11. Law, B. C. (1923). *A history of Pali literature*. London.
12. R Śrīhari, Poṇ Caurirācaṇ, GōpālakṛṣṇaV., & 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

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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.
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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, & Brjabhūṣhaṇa 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.
9. R Balasubramanian, Project Of History Of Indian Science, Philosophy, And Culture, & Civilizations, I. (2010). *Advaita Vedānta*. Centre For Studies In Civilizations ; Delhi.
10. C R Srinivāsa Ayyangār. (1909). *The life and teachings of Sri Ramanujacharya*. R. Venkateshwar.
11. Sharma, B. N. K., & Philosophy, I. (1996). *Dvaita philosophy as expounded by Śrī Madhvācārya*. Radhakrishnan Institute For Advanced Study In Philosophy, University Of Madras.
12. Srinivasachari, P. N. (1996). *The Philosophy of Bhedābheda*. Adyar Library.
13. Narain, K. (2004). *The philosophy of the Vāllabha school of Vedānta*. Indological Research Centre.
14. Vinoda Thakura, S. Bh. (n.d.). *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)* (2016th ed.) [Review of *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)*]. Nitai Gaur Chandra Deva Trust.
15. Surendranath Dasgupta. (2012). *A history of Indian philosophy. 1, Philosophy of Buddhist, Jaina and Six Systems of indian thought*. Motilal Banarsidass.
16. Potter, K. H. (2002). *Encyclopedia of Indian philosophies / 8. Buddhist philosophy from 100 to 350 A.D.* Motilal Banarsidass.
17. Virchand Raghavji Gandhi, & Desai, K. (2009). *The Jaina philosophy*. World Jain Confederation.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Gain a brief understanding regarding Philosophy in general and Indian Philosophy in particular.
2. Understand the history of Indian Philosophy.
3. Acquire knowledge about the six schools of Indian Philosophy.
4. Gain insights into the Vedantic Intellectual treasure from a bird's eye view.
5. Understand the importance of Bhagavad Gita and the Prasthanatrayi.
6. Gain a brief knowledge about the different philosophies that originated in India along with their Progenitors.

FPEA2141	INTRODUCTION TO TEMPLE ARCHITECTURE AND ICONOGRAPHY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indology, Introduction to Indian Philosophy						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course teaches about the Temple as the nucleus of Indian Culture. The historical origins of the temple and the structures that existed before the actual temples came into existence will be understood. The different structures that exist in India in terms of the physical appearance of the temple and the philosophies that they carry within them will also be taught along with the regional differences that the temple architectures carried with them. Examples of some of the important temples in the South, East, West and North parts of the country will be discussed upon. The influences of the temple architectures upon each other and also the influence of Islam on the Hindu temple structures will be discussed. Along with the external temple's structures, the iconography of some of the Gods and Goddess in the Hindu pantheon will be understood along with the inner philosophy. These iconographies sometimes carry with them mythological stories and some deep belief systems that are a part of the Sanatana Dharma and the various Iconographies of the Buddhist and the Jaina traditions will also be discussed in this course.

**Course Educational Objectives:**

- Teach the history and the concept of Temples in India along with their structures and designs
- Define the temple architectural concepts and their meanings and background.
- Explain the different Iconographies of the deities in the Hindu pantheon and the concept of Monotheism
- Teach the Buddhist Iconography
- Teach the Jaina Iconography

**UNIT 1**

**Introduction**

**9 hours**

- Concept of Temples in India – Origins; History; Phases; Important Dynasties; Significance; Social Functions; Philosophy
- Stupas, Chaityas and Viharas – Origins; History; Nomenclature; Influences; Sites in India
- Different types of Temple Structures – Dravida; Nagara; Vesara; Commonalities and Differences; Internal and External divisions

**UNIT 2** **Temple Architectures** **10 hours**

- Dravida Architecture – Origins; History; Influences of Different Periods; Characteristics; Philosophy; Examples
- Nagara Architecture – Origins; History; Characteristics; Different types; Philosophy; Examples
- Vesara Architecture – Origins; History; Characteristics; Philosophy; Examples
- Influence of Islamic Architecture on Temples – History; Societal and Cultural Conditions; Architectural Achievements; Attributes; Examples
- Brihadeeshwara Temple, Konark Sun Temple, Kailashanth Temple, Modhera Sun Temple.

**UNIT 3** **Hindu Iconography – I** **10 hours**

- Shaiva Iconography – Origins; History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shiva Iconography
- Linga worship and Iconographic features of Shiva-Linga, Images of pacific forms of Shiva, Images of terrific forms of Shiva, Nataraja
- Vaishnava Iconography – Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Vishnu Iconography
- Concept of twenty-four forms of Vishnu, Images of ten incarnations of Vishnu.

**UNIT 4** **Hindu Iconography – II** **10 hours**

- Shakti Iconography - Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shakti Iconography; Saraswathi; Lakshmi; Parvathi; Lalitha Tripura Sundari; Kali; Different regional Goddesses; Grama Devatas
- Iconography as a source of Cultural History, Literary sources for the study of Indian Iconography – Puranas, Agamas, Tantras, Shilpashastra works etc., Archaeological sources – epigraphical and sculptural

**UNIT 5** **Other Iconographies** **9 hours**

- Antiquity and characteristics of Buddha Iconography – Origins and History; Scriptures; Descriptions; Metaphysical concepts; Four Postures; Hindu Mythology – Dasavathara Icon; Characteristics
- Antiquity and characteristics of Jain Images – Origin and History; Tirthankaras; Yakshas and Yakshinis; Dikpalakas and Navagrahas; Asanas and Mudras; Characteristics

**Reference Books**

1. Thapar, R. (2021). *Indian cultures as heritage : contemporary pasts*. Seagull Books.
2. Kapila Vatsyayan, & Coomaraswamy, A. K. (2006). *The cultural heritage of India. Vol. 7, The arts. Part 1*. The Ramakrishna Mission Institute Of Culture.



3. K Mavali Rajan, & And, C. (2018). *Facets of temple culture : perspectives on religious and social traditions in early medieval India*. Kaveri Books.
4. Vijay Kumar, S. (n.d.). *Temples in India (Origin And Development Stages)* (S. Gupta, Ed.; 2016th ed.) [Review of *Temples in India (Origin And Development Stages)*]. DK Printworld Pvt. Ltd.
5. Meister, M. W., Dhaky, M. A., & American, P. (1983). *Encyclopaedia of Indian temple architecture*. American Institute Of Indian Studies.
6. Hardy, A. (2007). *The temple architecture of India*. Wiley.
7. Fredrick William Bunce. (2004). *Islamic tombs in India : the iconography and genesis of their design*. D.K. Printworld.
8. Ramachandran Nagaswamy. (2012). *Vedic roots of Hindu iconography*. Kaveri Books.
9. C Sivaramamurti. (1994). *Nataraja in art, thought and literature*. National Museum Of New Delhi.
10. Capra, F. (2010). *The Tao of physics an exploration of the parallels between modern physics and Eastern mysticism*. Boston Shambhala.
11. Banerjea, J. (1949). *The Development of Hindu Iconography* [Doctoral Thesis *The Development of Hindu Iconography*].
12. M Krishna Kumari. (2017). *Iconography, art, religion and culture : visualizing the past*. B.R. Publishing Corporation.
13. Narasimhan, L., Dave, R. M., & Ananthacharya Indological Research Institute. (2007). *A study of Vaikhānasa iconography*. Ananthacharya Indological Research Institute.
14. Werner, K. (n.d.). *Symbols in Art and Religion (The Indian and the Comparative Prespective)* (1991st ed.) [Review of *Symbols in Art and Religion (The Indian and the Comparative Prespective)*].
15. Rao, G. (1993). *Elements of Hindu iconography / 1,2*. Motilal Banarsidass.
16. Devdutt Pattanaik. (2016). *Devdutt Pattanaik : 7 Secrets Of Shiva/7 Secrets Of The Goddess/ 7 Secrets Of Vishnu*.
17. Shivaji Panikkar. (1997). *Saptamātrkā worship and sculptures : an iconological interpretation of conflicts and resolutions in the storied Brāhmanical icons*. D.K. Printworld.
18. Ramesh Shankar Gupte. (1980). *Iconography of the Hindus, Buddhists, and Jains*. D.B. Taraporevala Sons.
19. Benoytosh Bhattacharyya. (2013). *The Indian Buddhist iconography: mainly based on The Sadhanamala and cognate tantric texts of rituals*. Cosmo.
20. Coomaraswamy, A. K. (1972). *Elements of Buddhist iconography*. New Delhi Manoharlal.
21. Vyas, R. T., & Umakant Premanand Shah. (1995). *Studies in Jaina art and iconography and allied subjects in honour of Dr. U.P. Shah*. Abhinav Publications.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the history and the concept of temples along with the structures that were constructed before the temples came into existence. L2
2. Identify the different temple structures across the country and the meanings that they carry. L4
3. Understand the reason for the iconography that came into existence and the different iconographies of Shiva, Vishnu and Sakti along with some of the mythological stories that they carry with them will be discussed in this course. L2
4. Acquire knowledge about the Buddhist iconography in India and connect dots between the Hindu and Buddhist Iconography. L3
5. Acquire knowledge about the Jaina iconography in India and connect the dots between the Hindu, Buddhist and Jaina Iconographies of India. L3

<b>FPEA2151</b>	<b>ANCIENT INDIAN SOCIAL STRUCTURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indian Philosophy</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course will understand how the society looked like in India from Ancient times and the social and political conditions that evolved and led the society to be in that current form. The influence of the kingdoms and their belief systems and the different aspects of the social life in Ancient India will be understood in this course. The 16 rituals and the marriage system in the Ancient India will be understood on a fundamental level. The family structure that further comes along with the 16 rituals and the marriage system and the way the different relations were understood in the ancient India will also be discussed in this course. This will get into the information regarding the status of women in the society in general and also in the different caste systems after they came into picture will also be understood and insights will be gained into that.

**Course Educational Objectives:**

1. Teach the aspects of the social and the political structures of Ancient India on which the social systems are built.
2. Explain about the different rituals that are performed that have scientific reasons as well
3. Teach about the structure of the family system in Ancient Indian Society.
4. Demonstrate the status of Ancient Indian Women and the values that were present.
5. Teach about the matriarchal and patriarchal systems from Ancient India

**UNIT 1 Introduction 9 hours**

1. Aspects of Social and Political Evolution in India
2. Aspects of Social Life in Ancient India
3. Character System to Caste System

**UNIT 2 Ritual Systems 9 hours**

1. 16 rituals – Purpose of Samskaras; Cultural and Spiritual; Prenatal; Childhood; Educational; Marriage; Death
2. Marriage System – Origins; Ancient Society; Beliefs and Sentiments; Different types

**UNIT 3** **Social Structure** **9 hours**

1. Early Society in Ancient India – History; Structure; Significance; Cultural Beliefs; Transitions
2. Family Structure in Ancient India

**UNIT 4** **Women in Ancient Indian Society** **9 hours**

1. Status of Women in Ancient India – Women’s position in Ancient India; Position of Women in Hindu Dharma; Female infanticide and Female Foeticide in Ancient India; Male and Female ratio; Patriarchal Oppression; textual references; Ancient Women and Education; Ancient Women and Politics
2. Status of Women in different varna systems – Brahmana; Kshatriya; Vyshya; Shudra

**UNIT 5** **Social Systems** **12 hours**

1. Matriarchal and Patriarchal Systems – Origins; History; Different phases; Cultural reasons; Political reasons; Social reasons;
2. Varna and Ashrama System – Systems of Varna and Ashrama; Prakriti Gunas; Different Ashramas; Significance in Human life; Organization

**Reference Books**

1. Romila Thapar, & Orient Longman. (2016). *Ancient Indian social history : some interpretations*. Orient Blackswan.
2. S K Verma, Dr. (2012). *History of ancient and early medieval India*. Manglam Publishers & Distributors.
3. Ekta Singh. (2009). *Caste system in India : a historical perspective*. Kalpaz Publications.
4. Bhattacharyya, N. N. (2005). *Ancient Indian rituals and their social contents*. Manohar.
5. Pattnaik, D. (n.d.). *Marriage (100 Stories Around India’s Favourite Ritual)* (2021st ed.) [Review of *Marriage (100 Stories Around India’s Favourite Ritual)*]. RUPA Publications INdia Pvt. Ltd.
6. Jamison, S. W. (1996). *Sacrificed wife/sacrificer’s wife : women, ritual, and hospitality in ancient India*. Oxford University.
7. Upinder Singh. (n.d.). *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)* (2013th ed.) [Review of *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)*]. Pearson Pvt. Ltd.
8. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
9. Banerji, S. C. (n.d.). *Society in Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)* (2007th ed.) [Review of *Society in*

*Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)]*. DK Printworld Pvt. Ltd.

10. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
11. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute of Culture.
12. Kane, P. V. 1941. *History of Dharmashastra*. Vol. II, Part I. Pune: Bhandarkar Oriental Research Institute
13. Altekar, A. S. 1973. *Position of Women in Hindu Civilization*. Delhi: MLBD. 3. Karandikar, S. V. 1928.
14. *Hindu Exogamy*. Bombay: Advocate of India Press.
15. Roy, K. (2001). *Women in early Indian societies*. New Delhi Manohar.
  
16. Olivelle, P. (2004). *The Asrama system: the history and hermeneutics of a Religious Institution*. Munshiram Manoharlal.
17. C Gasquoine Hartley, Eveleigh, & Clay, R. (1914). *The position of woman in primitive society: a study of the matriarchy*. Eveleigh Nash, London and Bungay.
18. Sita Anantha Raman. (2009). *Women in India: a social and cultural history*. Praeger.

**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the aspects of social and political structures in the early India along with the rise of the caste system from the character system. L2
2. Acquire knowledge about the 16 rituals that were performed and the system of marriage in the early Indian society. L3
3. Understand the family structure of the Ancient India and the society values that were present in Ancient India and their belief systems. L2
4. Gain knowledge about the status of women in the society in general and also the Brahminical system. L3
5. Understand the matriarchal and patriarchal systems that existed in Ancient India in different parts and the Ashrama system that was prevalent in Ancient India for a proper training of young people. L2

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.
4. H Hoskins, Ia. (n.d.). *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali* (2004th ed.) [Review of *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali*]. The Theosophical Publishing House.
5. Vadrevu Suryanarayana Murty. (1977). *Introduction to vastu sastra*. Suryanarayana Murty.
6. Balarāma Śrīvāstava. (1985). *Nature of Indian aesthetics*. India.

7. Valiathan, M. S. (2013). *An introduction to ayurveda*. Universities Press.
8. Vijaylaxmi, M. (n.d.). *Indian Music: Its Origin, History and Characteristics* (2010th ed.) [Review of *Indian Music: Its Origin, History and Characteristics*]. Sanjay Prakashan.
9. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.
  
10. Venkataraman, L., & Pasricha, A. (2014). *Indian classical dance : tradition in transition*. Roli Books.
11. K Vatsyayan. (1974). *Indian classical dance*.
12. Kanti Chandra Pandey. (1972). *Comparative aesthetics ... / 2, Indian aesthetics. 2nd edition*. Chowkhamba Sanskrit Series Office.
13. Surendra Sheodas Barlingay. (2016). *A modern introduction to Indian aesthetic theory : the development from Bharata to Jagannātha*. Dk Printworld.
  
14. Kapila Vatsyayan. (1997). *The square and the circle of the Indian arts*. Abhinav Publications.
15. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
16. Kapila Vatsyayan. (2005). *Traditional Indian theatre : multiple streams*. National Book Trust, India.
17. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
18. The cultural heritage of India / 6, Science and technology. (2000). Ramakrishna Mission Institute Of Culture.
19. Sadasiva Biswal, & Bidyutlatā Rāya. (2009). *Vedic science and technology*. D.K. Printworld.
20. Jaggi, O. P. (1969). *History of science and technology in India*. Delhi, -73.
21. T S Bhanu Murthy. (2009). *A modern introduction to ancient Indian mathematics*. New Age International.
22. Bhujang Ramrao Bobade. (2017). *Manuscriptology and museology*. B.R. Publishing Corporation.
23. Ramakrishna, D., S Sudarsana Sarma, & Śrī Vēṅkaṭēśvara Vēda Viśva Vidyālayamu. (2009). *A study of Sanskrit inscriptions in Andhra Pradesh*. Sri Venkateswara Vedic University.



**Course Outcomes:**

After the successful completion of this Course, the students will be able to:

1. Understand the mode of the Ancient Indian Education System and the different Universities and Ashramas that provided it.
2. Acquire knowledge about some of the different Shastras of the Indian Knowledge Systems.
3. Gain insights into the origin of different Performing Arts genres of India, Music, Dance and Theatre from both the historical and Mythological perspectives.
4. Understand the contributions of Ancient Science and Technology to the World.
5. Understand the importance of manuscripts, inscriptions and epigraphy in the documentation of the history and the knowledge systems of the country.

<b>FPEA3141</b>	<b>GLOBAL INDIAN CULTURE AND FOLK STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Introduction to Indology, Ancient Indian Knowledge Systems</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

This course as the final one will focus on the understanding of the influence of Indian Culture as whole in the neighbouring countries of India in general and South East Asian countries in particular. The course will give insights to the students in the geography of the greater India that had the South East Asian countries as part of it and the political achievements of the rulers of India that ruled the South East Asian countries and the Sea routes that were established by them and the trade that took place. This course will also focus on the impact of the art and architecture in South East Asian Countries and will focus on Indonesia and Cambodia in particular as examples for the traditions of India and the mythological stories that still exist in these countries with uninterrupted continuity. This course will also be an appreciation course for the architectural remains of the South East Asian countries that reflect the culture of India and will also explain about the different folk traditions in India in the performing Arts perspectives.

**Course Educational Objectives:**

1. Teach and identify the Geography of Greater India
2. Establish the relations between India and the Central Asia from a cultural and historical perspectives.
3. Demonstrate the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Establish the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Teach about the different Folk traditions of India.

**UNIT 1**

**Introduction**

**9 hours**

- South East Asian Countries as part of Greater India – History; Dynasties; Geography; Trade and Commerce
- India and Central Asia – History; Trade and Commerce; Cultural and Religious Exchanges

**UNIT 2** **Impact and Influences** **9 hours**

- Impact of Indian Culture on society, art and architecture in South East Asian Countries
- Evidences for the extension of Indian Culture in the neighboring countries – Literary and archaeological

**UNIT 3** **Political Achievements in South East Asian Countries** **9 hours**

- Political achievements of Indian rulers in the South East Asian countries – Early empires and Kingdoms; Influences; Timelines
- Art and architectural remains in the South East Asian countries

**UNIT 4** **Indian Mythology in South East Asian Countries** **9 hours**

- Indonesia – Indian influence on society, Religion, art and architecture Influence of Ramayana and Mahabharata on the Indonesian literature.
- Indian Mythology in Cambodia

**UNIT 5** **Folklore Studies** **12 hours**

- Introduction to Indian Folk traditions
- Folk Theatre of India – Origins and History; Some important Folk Theatre forms; Significance
- Folk Music of India - Origins and History; Some important Folk Music forms; Significance
- Folk Dances of India - Origins and History; Some important Folk Dance forms; Significance

**Reference Books**

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

7. Bindi, S., Mucciarelli, E., & Tiziana Pontillo. (2016). *Cross-cutting South Asian studies : an interdisciplinary approach*. Dk Printworld.
8. Misra, R. N., & Indian Institute Of Advanced Study. (2014). *Outlines of Indian arts: architecture, painting, sculpture, dance and drama : selections from Harappan to modern*. Published By Indian Institute Of Advanced Study And Aryan Books International, New Delhi.
9. Ray, H. (2004). *Chinese sources of South Asian history in translation : data for study of India-China relations through history*. Asiatic Society.
10. Anupa Pande, Parul Pandya Dhar, & Choudhury, R. D. (2004). *Cultural interface of India with Asia: religion, art and architecture*. D.K. Printworld.
11. Rajantheran, M. (2012). *From Lanka Eastwards: The Ramayana in the Literature and Visual Arts of Indonesia* (review). *Journal of the Malaysian Branch of the Royal Asiatic Society*, 85(2), 125–127. <https://doi.org/10.1353/ras.2012.0004>
12. Majumdar, R. C. (1980). *Kambuja-Deśa : or, An ancient Hindu colony in Cambodia*. Institute For The Study Of Human Issues.
13. Patel, M., Praśānta Paṭela, Congress., F., & Central Institute Of Indian Languages. (2016). *Indian folk-epics and other folklore*. Central Institute Of Indian Languages ; Anand, Gujarat.
14. Kapila Vatsyayan. (2015). *Metaphors of the Indian arts and other essays*. Dk Printworld.
15. Coomaraswamy, A. K. (2008). *Introduction to Indian art*. Munshiram Manoharlal Publishers.
16. Bandi Ramakrishna Reddy, & University. (2001). *Dravidian folk and tribal lore : [papers presented at the National Seminar on Dravidian Folk and Tribal Lore ; held at Kuppam during 8-10 May 2000]*. Dravidian University.

**Course Outcomes:**

After the successful completion of this Unit, the students will be able to:

1. Understand the geography of the Greater India that had the current South Asian countries as a part of it.
2. Understand the relations between India and the Central Asia from a cultural and historical perspectives.
3. Understand the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Identify the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Gain knowledge about the different folk traditions in India from the genre of Performing Arts.

**Minor Program in Music (Carnatic)**

<b>Music Minor</b>								
<b>Course code</b>	<b>Level</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3

FPEA1021	INTRODUCTION TO CARNATIC MUSIC	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is an Introduction to Music, its technical terms, forms etc. Carnatic Music is taken as a mainstream in the course. This course acknowledges all the other forms of music and gives brief view of them. This course helps to get a brief idea of Carnatic Music which is one the major musical forms of South Indian Music.*

**Course Educational Objectives:**

- Understand the basic elements in Carnatic Music.
- Understand the historical importance of Carnatic music.
- Understand importance of basics and technicalities in Carnatic music
- Understand and perform basic notation format in Carnatic Music.
- Awareness of the basic structure of Carnatic Music

**UNIT 1                      Technical terms in Carnatic Music**

- Musical terms
  - a. Nada
  - b. Sruti
  - c. Swara and Swara nomenclature
  - d. Raga
  - e. Arohana and Avarohana
  - f. Sthayi
  - g. Tala and names of sapta talas and 35 tala scheme
- Musicography

**Module Learning Outcomes**

Students would be able to:

- Understand what music is.
- Explain basic technical terms in Carnatic music
- Explain and understand the basic notation structure.

**UNIT 2 Musical Instruments and their Classifications**

- Stringed
- Wind
- Percussion
- Monophonous and polyphonous
- Sruti and sangeeta vadyas
- Explaining parts of Instrument with diagram
- Module Learning Outcomes
- Students would be able to:
- Elaborate the different instruments and details of it.
- Explain structure of instruments in detail.

**UNIT 3 Raga and Raga Classification**

- Module Learning Outcomes

**UNIT 4 Basics of Carnatic Music (Practicum)**

- Swara exercises
  - a. Sarali varsais in all 3 degree speeds
  - b. Janta varsais in all 3 degree speeds
  - c. Dhatu varsais in all 3 degree speeds

**UNIT 5 Basics of Carnatic Music (Practicum)**

- Madhya Stayi and tara stayi varsais
- Swara gnana exercises
- Nottu swaras
- Composing Small phrases

**Course Outcomes:**

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

1. Understand the importance of Music and develop interest on the art form.
2. Elaborate briefly one of the major forms of South Indian Music i.e. Carnatic Music
3. Differentiate between two major classical forms i.e. Hindustani and Carnatic and also other forms.
4. Understand the different swarasthanas and be able to explain them
5. Understand the basic terminology and technicality



FPEA1031	CARNATIC MUSIC I	L	T	P	S	J	C
		0	0	3	0	0	3
<b>Pre-requisite</b>	Introduction to Music						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course introduces to the main fundamentals of Carnatic Music which includes Alankaras, Geethams and practice in three speeds with the tala. Swara exercises and vocal exercises will be included along with the syllabus for more in understanding.*

**Course Educational Objectives:**

- Understand in depth technicalities of Tala which is one of the main part.
- Understand the basic notation system.
- Understand and perform the basic level of Carnatic Music
- Understand the structure of tala and its system
- Execute the speeds of tala and build strong foundation

**UNIT 1 Alankaras – Introduction to Sapta Talas**

Learning and Understanding Sapta Talas with Jathis

- 1:2 Alankaras 1 to 3
- 1:3 Second Speed for the Alankaras 1 to 3
- 1:4 Third Speed for the same

**Alankaras – Continuation**

**UNIT 2**

- 2:1 Alankaras 4 and 5
- 2:2 Alankaras 6 and 7
- 2:3 Second Speed for the Alankaras 4 and 5
- 2:4 Second Speed for 6 and 7 alankara

**Alankaras – Learning of three speeds**

**UNIT 3**

- 3:1 practice of sapta talas and jathis
- 3:2 Second Speed for all the Alankaras
- 3:3 Third speed for 1 to 5 alankaras
- 3:4 Third Speed for 6 and 7 alankara

**Geethalu – Introduction**

**UNIT 4**

- 4:1 Malahari geetham - 1
- 4:2 Malahari geetham – 2
- 4:3 Malahari geetham – 3
- 4:4 Malahari geetham – 4

**UNIT 5**

**Geethalu – continuation**

- 5:1 Sankarabharana geetham
- 5:2 Mohana geetham
- 5:3 Kalyani geetham
- 5:4 Kambhoji geetham

**Course Outcomes:**

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

1. Understand the importance of the tala
2. Differentiate the swarasthanas and also try to sing and explain them
3. Demonstrate the three speeds along with the tala
4. Perform different talas and explain them
5. Understand the relation of sahitya and swara

FPEA1041	CARNATIC MUSIC II	L	T	P	S	J	C
		2	0	2	0	0	3
<b>Pre-requisite</b>	Carnatic music I						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course is the continuation to previous course with more theory and practical for better understanding of the classical form. This course also gives a brief knowledge about other technicalities in Carnatic music.*

**Course Educational Objectives:**

1. Understand the structure of different forms included in Carnatic Music
2. Understand the historical elements of the musical forms.
3. Understand contributions of the vaggeyakaras and their works.
4. Understand the Music as an art and its importance.
5. Awareness of in-depth technicalities included in the Carnatic Music.

**UNIT 1**

**Musical Forms**

- Geetham
- Swarajati
- Varnam
- Kriti
- Keertana

**UNIT 2**

**Life Sketch and contribution of the following vaggeyakaras**

- Thyagaraja swamy
- Muttuswamy Deekshitar
- Syama Sastry
- Patnam Subrahmanya Iyer
- Swathi tirunal
- Sadasiva Brahmendra Swamy

**UNIT 3**

**Technicalities of Music**

- 72 Melakarta Scheme – Katapayadi formula
- Acoustics
- Raga Trayodasa Lakshanas

**UNIT 4**

**Practical - I**

- Swarajati – Bilahari
- Swarajati – Khamas

**UNIT 5**

**Practical - II**

- Introduction to Varnam
- Mohana Varnam – Swaram and Sahityam

**Course Outcomes:**

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

1. Understand and explain different musical forms and its importance.
2. Explain the works and lives of the vageyakaras.
3. Explain the technical elements in Carnatic Music.
4. Perform and explain basics of Carnatic music
5. Understand the depth and importance of Carnatic music.

FPEA2091	COMPOSITIONS IN CARNATIC MUSIC	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course is continuation to the previous course and also introduces to the next form called kriti. Students will be able to explore and learn the new form and how it is composed and sung.*

**Course Educational Objectives:**

- To understand the concept of kriti
- To understand the varnam better
- To understand the swarasthanas more easily based on the raga
- Understand the historical movements and contributions of legends of Carnatic Music
- Execute learnt basics in the next level

**UNIT 1**

- Learning of Sankarabharana Varnam

**UNIT 2**

- Learning of Kalyani Varnam

**UNIT 3**

- 2 simple compositions of Thyagaraja Swamy

**UNIT 4**

- 2 Simple compositions of Muttuswamy Deekshitar

**UNIT 5**

- 2 compositions of Syama Sastry

**Course Outcomes:**

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

1. To demonstrate the relation of swara and sahitya
2. To demonstrate the swaras and the way of presenting them based on the ragas
3. To understand the contributions and literacy work of the vaggeyakaras
4. Understand the raga bhava.
5. Perform the compositions

<b>FPEA2101</b>	<b>CARNATIC AND OTHER MUSICAL FORMS (THEORY + PRACTICUM)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course helps the student to understand the other musical forms along with carnatic music. This course gives brief of north Indian music which is Hindustani classical and also brief of other forms in carnatic music.*

**Course Educational Objectives:**

- To understand other classical art form
- To understand the characteristics of other forms of carnatic
- To understand the psychological aspects of music
- To understand philosophical approach in music
- To understand what pancharatnam and its compositions style

**UNIT 1** Lakshnam of the following North Indian Music

- Dhruvad
- Khayal
- Thumri
- Dhamar
- Tarana
- Tappa
- Dadra
- Gazal

**UNIT 2** Lakshana of the following musical forms

- Ragamalika
- Padam
- Javali
- Thillana
- Ashtapadi
- Tarangam

**UNIT 3**

- Psychology and Philosophy of Music

**UNIT 4**

- Learning of Pancharatnam in Nata Raga

**UNIT 5**

- Simple kritis of other composers

**Course Outcomes:**

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

1. To demonstrate the different styles in Hindustani music
2. To understand and differentiate other forms
3. To understand and experience the psychological aspects in music
4. To explain the philosophy involved in the art form
5. Understand music as part of communication and its relation with body and soul

<b>FPEA2111</b>	<b>OTHER MUSIC COMPOSITIONS</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>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course gives the students best learning experience of learning the simple forms of music.*

**Course Educational Objectives:**

- Understand the different style of compositions available
- Understand the historical elements of the compositions
- Perform each form that is learnt
- Understand the relation of composition and the elements that are included
- Explain the difference of the style

**UNIT 1 Learning the following forms**

- Ashtapadi
- Tarangam

**UNIT 2 Learning of the following forms**

- Thillana
- Divya nama sankeertanas

**UNIT 3 Learning of the following**

- Lakshana geetham
- Bhajan
- Western note of deekshitar

**UNIT 4 Learning of the following**

- Padam
- Javali

**UNIT 5 Learning of the following**

- Patriotic song
- Light music
- Folk music



**Course Outcomes:**

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

1. To perform the different composition
2. Explain the relation of the soul of the composition
3. Explain raga bhava in the form
4. Understand each form of composition and their history
5. Explain the difference of the composition styles

<b>FPEA3111</b>	<b>OTHER COMPOSERS (THEORY + PRACTICUM)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course gives the brief of other important vageyakaras woc wrote popular compositions and also learns few of them. This course also gives basic fundamental technicalities of western music.and also folk music.*

**Course Educational Objectives:**

- To understand other important composers
- To understand the basic technicalities of western music
- To understand folk music
- To understand swaras and notate them accordingly
- Understand raga and notate based on the raga

**UNIT 1 Life sketches of the following composers**

- Annamacharya
- Ramadasu
- Kshetrayya
- Narayana theertha
- Purandara dasu
- Jayadeva

**UNIT 2**

Elementary principles of Western music

**UNIT 3**

Folk Music and its Characteristics

**UNIT 4**

Learning the following compositions

**UNIT 5 Writing of notation**

- Ability to notate a varnam
- Creating own swara phrases in the ragas learnt with talam

**Course Outcomes:**

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

1. To demonstrate and explain western music
2. Ability to explain the importance of folk
3. To explain the composers and their contribution
4. To be able to notate the swaram or simple composition
5. Understand the correlation of swara and sahitya

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