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

Accredited by NAAC with A++ Grade

CURRICULUM AND SYLLABUS

OF

UMSTU03: B.A. Visual Communication

w.e.f. 2021-22 admitted batch

(Updated up to May 2024)

Academic Regulations

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

https://www.gitam.edu/academic-regulations

VISION AND MISSION OF THE UNIVERSITY

VISION

To become a global leader in higher education.

MISSION

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

VISION AND MISSION OF THE SCHOOL

VISION

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

MISSION

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

UMSTU03: B.A. Visual Communication

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	Impart knowledge of Visual Communication and related areas of studies and equip the students with the skills required to become competent and efficient industry-ready professionals in the field of visual communication.
PEO 2	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
PEO 3	Imbibe the culture of research, innovation, entrepreneurship, and incubation.
PEO 4	Develop professional ethics, democratic values, and cultivate an appreciation of Indian and global cultures besides an attitude that embraces diversity and inclusion.
PEO 5	Motivate students to become socially responsible professionals with local insights and global vision.

Mapping of the Mission of the School with the PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5
M1	H	H	M	H	H
M2	H	M	H	H	H
M3	L	M	L	L	M
M4	H	H	H	H	H
M5	H	H	H	H	H
M6	H	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	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
PO3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.
PSO1	Understand and use the basic concepts of print, electronic and new media productions.
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 process in Film Making.
PSO4	Assimilate technical skills in Photography, Cinematography, Audio and Video Editing, 2D &3D Animation, Designs and Visual Effects.

Curriculum Structure
(Flexible Credit System)

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

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

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

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

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

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

FACULTY CORE (FC)

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

Visual Communication Programme Core (PC)

Course code	Level	Course Title	L	T	P	J	S	C
MSTU1031	1	Introduction to Visualcommunication	3	0	0	0	0	3
MSTU1041	1	Visual Arts	1	0	4	0	0	3
MSTU1021	1	Visual Culture	4	0	0	0	0	4
MSTU2051	2	Fundamentals ofGraphic Design	1	0	4	0	0	3
MSTU2061	2	Photography	1	0	4	0	0	3
MSTU2071	2	2D Animation	1	0	4	0	0	3
MSTU2081	2	Audio Production	1	0	4	0	0	3
MSTU2091	2	Script writing & StoryBoarding	3	0	2	0	0	4
MSTU3041	3	Television broadcasting	2	0	2	0	0	3
MSTU3051	3	Visual Effects (VFX)	2	0	4	0	0	4
MSTU3061	3	Visual Media Editing	1	0	4	0	0	3
MSTU3071		Internship / Project	0	0	0	0	5	5

Visual Communication Programme Elective (PE)

Course code	Level	Course Title	L	T	P	J	S	C
MSTU3191	3	Documentary Production	2	0	4	0	0	4
MSTU3201	3	Web Design	2	0	4	0	0	4
MSTU3211	3	Lighting and compositing	2	0	4	0	0	4
MSTU3121	3	Global Politics and Media	2	0	4	0	0	4
MSTU3221	3	Advertising and PublicRelations	3	0	2	0	0	4
MSTU3231	3	3D Animation	2	0	4	0	0	4
MSTU3131	3	Social Media & Web Casting	3	0	2	0	0	4
MSTU3151	3	Film Studies	3	0	2	0	0	4

MSTUXXXX	3	3D Modeling for VirtualReality	2	0	4	0	0	4
MSTU3241	3	Game Design	2	0	4	0	0	4
MSTU3251	3	UX & UI Design	2	0	4	0	0	4
MSTU3181	3	Media Management &Entrepreneurship	4	0	0	0	0	4

Minor from Other Disciplines

Political Science Minor

Course code	Level	Course Title	L	T	P	J	S	C
POLS1011	1	Introduction to Politics	3	0	0	0	0	3
POLS1031	1	Western Political Thought 1	3	0	0	0	0	3
POLS2001	2	Western Political Thought 2	3	0	0	0	0	3
POLS2011	2	Indian Political System	3	0	0	0	0	3
POLS2021	2	International Relations	3	0	0	0	0	3
POLS2031	2	Political Theory	3	0	0	0	0	3
POLS3001	3	Comparative Politics	3	0	0	0	0	3
POLS3011	3	Public Administration	3	0	0	0	0	3

Psychology Minor

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

History Minor

Course code	Level	Course Title	L	T	P	J	S	C
HIST1001	1	Ancient India	3	0	0	0	0	3
HIST1021	1	History of Medieval India-1 (1206-1526)	3	0	0	0	0	3
HIST1031	1	Women in Indian History	3	0	0	0	0	3
HIST2001	2	History of Medieval India - 2 (1526-1750)	3	0	0	0	0	3

HIST2011	2	Modern History	3	0	0	0	0	3
HIST2021	2	Glimpses of World History	3	0	0	0	0	3
HIST2031	2	Indian National Movement	3	0	0	0	0	3
HIST3011	3	Science and Technology in India-A Historical Perspective	3	0	0	0	0	3

Kuchipudi Dance Minor

Course code	Level	Course Title	L	T	P	J	S	C
FPEA1001	1	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	1	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	2	Intermediate Kuchipudi	2	0	2	0	0	3
FPEA2021	2	Advanced Kuchipudi	2	0	2	0	0	3
FPEA2011	2	*Sāttvikabhinaya* Kuchipudi	2	0	2	0	0	3
FPEA3001	3	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	3	Improvisation in Kuchipudi	2	0	2	0	0	3
FPEA3021	3	Cross-cultural Dance Studies	3	0	0	0	0	3

Mohiniyattam Dance Minor

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

Bharatanatyam Dance Minor

Course code	Level	Course Title	L	T	P	J	S	C
FPEA1001	1	Introduction to Indian Dance	3	3	0	0	0	3
FPEA2061	2	Introduction to Bharatanatyam	2	0	2	0	0	3
FPEA2071	2	Intermediate Bharatanatyam	1	0	4	0	0	3
FPEA3071	3	Advanced Bharatanatyam	1	0	4	0	0	3
FPEA2081	2	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
FPEA3081	3	Bharatanatyam Performance	1	0	4	0	0	3

FPEA3091	3	Improvisation in Bharatanatyam	2	0	2	0	0	3
FPEA3021	3	Cross-cultural dance studies	3	0	0	0	0	3

Indology Minor

Course code	Level	Course Title	L	T	P	J	S	C
FPEA1051	1	Introduction to Indology	3	0	0	0	0	3
FPEA1061	1	Vedic Literature and Mythology	3	0	0	0	0	3
FPEA2121	2	Religion and Religiosity in India	3	0	0	0	0	3
FPEA2131	2	Introduction to Indian Philosophy	3	0	0	0	0	3
FPEA2141	2	Introduction to Temple Architecture and Iconography	3	0	0	0	0	3
FPEA2151	2	Ancient Indian Social Structure	3	0	0	0	0	3
FPEA3131	3	Ancient Indian Knowledge Systems	3	0	0	0	0	3
FPEA3141	3	Global Indian Culture and Folk studies	3	0	0	0	0	3

English Minor

Course code	Level	Course Title	L	T	P	J	S	C
LANG1161	1	Reading Literature	3	0	0	0	0	3
LANG1051	1	Evolution of English Language	3	0	0	0	0	3
LANG2001	2	Exploring New Worlds: The 16th Century BritishLiterature	3	0	0	0	0	3
LANG2011	2	Introduction to Cultural Studies	3	0	0	0	0	3
LANG2031	2	British Literature: 18th Century	3	0	0	0	0	3
LANG6061	6	Indian Writing in English	3	0	0	0	0	3
LANG3001	3	19th Century British Literature	3	0	0	0	0	3
LANG3011	3	20th Century British Literature	3	0	0	0	0	3

Music Minor

Course code	Level	Course Title	L	T	P	J	S	C
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3

Students pursuing 4ᵗʰ year of the B.A. Visual Communication programme need to choose Honours 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	Issues and Concerns of Media in India	4	0	0	0	0	4
MSTU4221	400	Sound Design for Films	1	0	6	0	0	4
MSTU4031	400	Research Methods in Communication and Media	4	0	0	0	0	4
MSTU4231	400	Techniques of Cinematography	0	0	8	0	0	4
INTN4444/ MSTU4201	400	Internship/ Final Project	0	0	0	0	16	8
DIST4666	400	Dissertation - I	0	0	0	0	16	8
		Total						**32**

Minor Enhancement Courses

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

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

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

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

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

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

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

CREDIT STRUCTURE

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

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%
Total Credits	**120**	**100%**	**160**	**100%**

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

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

COURSE - PO MAPPING THROUGH CURRICULUM

Course code	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3
MSTU1031	Introduction to Visual communication	H	H	H	M	L	H	M	H	H	H
MSTU1041	Visual Arts	H	H	H	M	M	H	M	M	H	M
MSTU1021	Visual Culture	H	M	H	M	M	H	M	M	H	M
MSTU2051	Fundamentals of Graphic Design	M	M	H	M	M	H	M	H	H	H
MSTU2061	Photography	H	M	H	L	L	H	M	H	M	M
MSTU2071	2D Animation	H	H	H	M	M	H	H	M	L	L
MSTU2081	Audio Production	L	M	M	M	L	L	M	M	H	M
MSTU2091	Script writing & Story Boarding	H	M	H	H	H	H	H	H	H	H
MSTU3041	Television broadcasting	H	H	H	H	M	H	H	H	H	H
MSTU3051	Visual Effects (VFX)	H	H	M	H	H	M	H	H	H	H
MSTU3061	Visual Media Editing	H	H	H	H	H	H	H	H	H	H
MSTU3071	Project	H	H	H	H	H	H	H	H	H	H
MSTU3191	Documentary Production	M	H	H	L	L	H	H	M	H	H
MSTU3201	Web Design	M	L	H	M	M	L	M	H	H	M
MSTU3211	Lighting and compositing	M	H	L	M	L	M	H	M	L	H
MSTU3121	Global Politics and Media	L	L	L	M	L	L	L	L	H	L
MSTU3221	Advertising and Public Relations	H	H	M	H	M	L	M	M	H	L
MSTU3231	3D Animation	M	M	M	M	M	L	M	M	M	H
MSTU3131	Social Media & Web Casting	M	M	H	H	H	H	H	H	H	H
MSTU3151	Film Studies	H	H	H	H	M	M	H	M	M	M
MSTU3231	3D Modeling for Virtual Reality	H	H	H	H	M	M	M	L	M	H
MSTU3241	Game Design	L	M	M	M	M	M	M	L	L	M

| MSTU3251 | UX & UI Design | L | M | M | L | M | M | M | M | M | H |
| MSTU3181 | Media Management & Entrepreneurship | L | L | H | M | M | M | L | M | M | L |

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

Syllabus

University Core

University Core

CSEN1001	IT PRODUCTIVITY TOOLS	L	T	P	S	J	C
		0	0	2	0	0	1

Pre-requisite	None
Co-requisite	None
Preferable exposure	Familiarity with Computer system and its operation.

Course Description:

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

Course Educational Objectives:

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

10 hours

List of Experiments:

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibilography, 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 .
5. Manage documents, presentations, spreadsheets and websites in collaborative mode.

Co-Po Mapping

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

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

APPROVED IN:

BOS :06-09-2021   **ACADEMIC COUNCIL:17-09-201**

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

- Use EI to relate more effectively to themselves, their colleagues and to others. Apply self-awareness and self-assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.

- Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.

- Manage conflicts and work in teams in an emotionally intelligent manner.

- Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

List of Activities & Tasks for Assessment:

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

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

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications

4. Quantitative Aptitude by Pearson Publications

Course Outcomes:

1. Students will be able to relate more effectively to themselves, their colleagues and to others

2. Students will be able to set their short term and long term goals and better manage their time

3. Students will be able to manage conflicts in an emotionally intelligent manner and work inteams effectively

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021   **ACADEMIC COUNCIL:17-09-201**

SDG No. & Statement:4

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

SDG Justification:

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

CLAD1011	**LEADERSHIP SKILLS & QUANTITATIVE APTITUDE (SOFT SKILLS 2)**	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:

- Learn and apply, through different individual and group activities, different ideas, and skills tocommunicate in a positive and impressive manner.

- Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.

- Apply different concepts in numbers, numerical computation, and numerical estimation to solvequestions that often appear in various competitive examinations and admission tests.

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

List of Activities & Tasks for Assessment:

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

Communication. Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non-Judgmental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations

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

References:

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

Course Outcomes:

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

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

2. Students will be able to apply the rational model of problem solving and decision makingin their problem solving and decision-making efforts.

3. Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations

4. Students will be able to solve questions based on data interpretation, progressions, and series.

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

- List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc.

- Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, Para jumbles, etc. that are frequently asked in various competitive exams and admission tests.

- Solve different types of questions based on vocabulary, such as word analogy; structure, grammar, and verbal reasoning; introduce common errors and their detection and correction.

- Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2- & 3-dimensional mensuration.

List of Activities & Tasks for Assessment:

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms

2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions

3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles

5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest& Compound Interest

6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles

7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications

4. Quantitative Aptitude by Pearson Publications

Course Outcomes:

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.

2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.

3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning

4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

- Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.

- Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.

- Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of basesystem (7, 24), Clocks (Base 24), Calendars (Base 7)]

- Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)

List of Activities & Tasks for Assessment:

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles

2. Error Detection: Tenses and their Uses

3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses

4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & WordOrder, and Degrees of Comparison

5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24),Clocks (Base 24), Calendars (Base 7)

7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations,Progressions, Statistics

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications

4. Quantitative Aptitude by Pearson Publications

Course Outcomes:

1. Identify and correct errors in English grammar and sentence construction

2. Identify and correct errors in Structure, Style and Composition

3. Solve problems in Combinatorics, Cryptarithmetic, and Modular Arithmetic

4. Solve problems in Mental Ability and Algebra

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.

2. Verbal Ability: Practicing Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.

3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning: Logical and Verbal Reasoning

References:

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

Course Outcomes:

1. Write a power resume and covering letter

2. Answer interview questions with confidence and poise

3. Exhibit appropriate social mannerisms in interviews

4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

- Orient the students for CAT/ XAT, etc. through mock tests

List of Activities & Tasks for Assessment:

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

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher andIMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications

4. Quantitative Aptitude by Pearson Publications

Course Outcomes:

1. Solve questions from all four relevant areas of CAT/ MAT as listed above

2. Practice test-cracking techniques through relevant mock tests

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

CLAD2031	PREPARATION FOR CAMPUS PLACEMENT-2 (SOFT SKILLS 6A)	L	T	P	S	J	C
		0	0	2	0	0	1

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

DOSL1001	CLUB ACTIVITY – PARTICIPANT	L	T	P	S	J	C
		0	0	0	2	0	2

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

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

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

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

This course recognizes student participation in community service endeavors focusing on sustainable development, service to communities. This allows students to develop empathy, citizenship behavior and inclusive community values.

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

15. Other club activities organized by student clubs

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Community Service Activities:

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

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

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

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Community Service Activities:

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

List of Activities:

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an 45nstagram account)
4. Two learning papers (one per semester)

Textbooks:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. Handbook of the Badminton World Federation (BWF)

Course Outcomes:

1. Learn to play Badminton

2. Understanding of the fundamental concepts such as rules of play, game variations

3. Understanding of the governing structure and administration of the sport

4. Understand the event management of the sport

5. Apply sport concepts into an active physical lifestyle

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. International Chess Federation (FIDE) Handbook

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. Indian Carrom Federation Handbook - Laws

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. FIFA Laws of the Game

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. FIVB - Official Volleyball Rules

Course Outcomes:

1. Learn to play Volleyball

2. Understanding of the fundamental concepts such as rules of play, game variations

3. Understanding of the governing structure and administration of the sport

4. Understand the event management of the sport

5. Apply sport concepts into an active physical lifestyle

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. Khelo India Official Rulebook of Kho Kho

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

DOSP1071	**TABLE TENNIS**	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. FIBA Basketball Official Rules

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

DOSP1101	**TENNIS**	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. Handbook of the International Tennis Federation (ITF)

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. World Throwball Federation - Rules of the Game

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

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

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.
Activity:
1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

UNIT 2	Ecosystem and biodiversity	10 hours

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

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

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

UNIT 3   **Environmental Pollution**   **10 hours**

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

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

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

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

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

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

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

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

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

Textbook(s):

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

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

Additional Reading:

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

Reference Book(s):

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

Journal(s):

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

Website(s):

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

Course Outcomes:

After the completion of the course student will be able to

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

CO-PO Mapping:

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

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

APPROVED IN: BOS

BOS: 04-07-22   **ACADEMIC COUNCIL:14-07-22**

SDG No. & Statement:

1. SDG-6-Clean water and Sanitation

2. SDG-7-Affordable and clean energy

3. SDG-13 - Climate change

4. SDG-14 - Life below water

5. SDG-15 - Life on Land

SDG Justification:

1. The learner will understand the importance of clean water and sanitation through this course and apply in their daily activities – SDG-6

2. The learner will make use of renewable resources to reduce pollution achieves SDG-7

3. The learner will understand present situation in climate change and takes appropriate steps to combat climate change – SDG-13

4. The learner will understand the existence of life below water – SDG-14

5. The learner will understand to promote sustainable terrestrial ecosystem – SDG15

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

Course Description:

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non- medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.
This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

Course Educational Objectives:

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

UNIT 1   Basics of Financial Planning

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

UNIT 2
Risk and Insurance Management

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

UNIT 3
Investment Products and Measuring Investment Returns

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

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

UNIT 4   Retirement Planning

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

UNIT 5   Tax Planning

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

Textbooks:

1. National Institute of Securities Management (NISM) Module 1 & XA

2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India

3. Simplified Financial Management by Vinay Bhagwat, The Times Group

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS : 01-02-2022   **ACADEMIC COUNCIL: 01-04-2022**

SDG No. & Statement:

SDG Justification:

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

Course Description:

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

Course Educational Objectives:

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)

- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information,the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)

- Help learners apply their knowledge and language skills to make mini oral presentations and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary, and grammatical structures. (Bloom's Taxonomy Level/s:3)

- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

List of Activities & Tasks for Assessment:

1. Listening to others and getting to know their experiences, interests and opinions

2. Introducing oneself: Salutation, basic information, relating to the context

3. Starting a conversation: Salutation, expressing purpose, expressing gratitude

4. Sharing one's experiences, interests and opinions

5. Reading short newspaper articles for gist

6. Picking new words from an article and working on them to know the meaning and usage

7. Using the new (unknown) words in own sentences

8. Sharing news with others - initiate, sustain and conclude

9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)

10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes

11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group

12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)

14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette

15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays, and sharing feedback

References:

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninhum, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman

2. Cambrdige Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)

3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.

4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.

5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP

6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reaing, Writing, and Study Skills. Introductory Level. OUP.

7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP. Intermediate. CUP.

Online References:

- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- https://eslflow.com/
- https://www.englishclub.com/
- https://www.oxfordlearnersdictionaries.com/
- https://dictionary.cambridge.org/
- learnenglishteens.britishcouncil.org
- https://freerice.com/categories/english-vocabulary

Course Outcomes:

1. Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)

2. Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)

3. Speak clearly with some confidence on matters related to his/her interests and academic work and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)

4. Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)

5. Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) thatinvolves 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 oraland 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 andinstructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academicpresentations and mak2 individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions,etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and givingrationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work),feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/ discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of differenttext types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellowspeakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback

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

Reference Books:

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. FoundationBooks. CUP

2. Harmer, J. (1998). How to teach English. Longman

3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.

4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition.By Peter Lucantoni. CUP (2014).

5. Cambrdige Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)

6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.

7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 bySarah Philpot. OUP

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

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

Online Resources:

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

Course Outcomes:

1. Understand the speaker's point of view in fairly extended talks on general or discipline-specifictopics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)

2. "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons

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

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

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

- Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)

- Enable learners to become aware of tone and attitude in written texts, and demonstrate theircomprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skillsand strategies. (Bloom's Taxonomy Level/s:2 & 3)

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

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

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

List of Activities & Tasks for Assessment:

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a longtext/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post- reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflectionand brief presentation of thoughts/ideas/opinions on the themeof the text	3
2	Debate in pairs based on listening to two recorded contemporaryspeeches 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. andparticipating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 - 4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presnetation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of currentinterest and relevance; focus on effective participation, reflection on control over argument/ counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scafoldingthough open-house discussion,Note-making (Group work), Group Discussion (free), post perfromance discussion, Feedback	2
9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disgreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of fourjudges (peers)	Pre-task activity for orientation/ strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/ teacher)	2

12	Writing a short reflective report of an event - incident/ meeting/ 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-relfection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas toothers	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books:

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,

2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.

3. Cambrdige Academic English: An Integrated Skills Course for EAP (Advanced) By MartinHewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards with an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform

5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.

6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.

7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.

8. Cunninghum, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP

9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

Online Resources:

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

Course Outcomes:

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

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

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

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

Course Outcomes:

By the end of the course, student will

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

APPROVED IN:

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

SDG No. & Statement:

SDG Justification:

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

Course Description:

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

Course Educational Objectives:

The objectives of the course are;

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

UNIT 1   MK Gandhi: Childhood and Education

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

UNIT 2   From Mohan to Mahatma-South African Experiences

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

UNIT 3   Gandhi and Indian National Movement

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

UNIT 4   **Gandhi and Sustainable Development**

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

UNIT 5   **Gandhi and Contemporary Issues**

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

SDG Justification:

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

Course Description:

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

Course Educational Objectives:

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

UNIT 1	India as a Nation	6 hours

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

pp. 1-15.

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

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

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

UNIT 2	Understanding the Constitution	6 hours

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

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

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

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

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

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

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

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

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

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

UNIT 4	Citizenship	6 hours

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

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

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

UNIT 5	Separation and Distribution of Powers	6 hours

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

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

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

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

Economic and Political Weekly, Vol 51, Issue 15

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

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

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

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

Recommended Readings:

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

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

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

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

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

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

SDG Justification:

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

Course Description:

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

Course Educational Objectives:

Students have the opportunity to:

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

UNIT 1	PERSONAL DISCOVERY	4 hours

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

UNIT 2	IDEATION	10 hours

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

UNIT 3	SOLUTION DISCOVERY	8 hours

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

UNIT 4	BUSINESS MODEL DISCOVERY	4 hours

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

UNIT 5	DISCOVERY INTEGRATION	4 hours

Define Company Impact, Create Value, Tell Your Story

Textbooks:

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

References:

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

Course Outcomes:

1. Identify one's values, strengths and weaknesses and their will to contribute to the society

2. Formulate an idea and validate it with customers

3. Demonstrate prototyping and analyse the competition for the product

4. Create business models for revenue generation and sustainability of their business

5. Come up with a pitch that can used as the basis for actually starting a company based on an impactful innovation and societal impact

CO-PO Mapping:

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

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

APPROVED IN:

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

SDG No. & Statement:

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

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

SDG Justification:

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

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

Faculty Core

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

Course Description:

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

Course Objectives:

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

1. The Basics

1.1. The Nature and Importance of Critical Thinking

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

1.3 Psychological and Philosophical Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism, Scepticism

1.4 Making Sense of Arguments: Judging Arguments, Finding Missing Parts, Argument Patterns

2. Reason and Reasoning

2.1 How to Reason Logically

2.2 Reasons for Belief and Doubt: Dealing with Conflicting Claims, Experience and Evidence, Not to Fool Ourselves, Misleading Comparisons

2.3 Fallacies and Persuaders: Irrelevant and Unacceptable Premises, Rhetoric of Persuaders, Stereotyping

3. Arguments

3.1 Identifying Arguments, Arguments and Non-Arguments

3.2 Deductive Reasoning, Connectives and Truth Values, Checking for Validity, Proof of Validity, The Square of Opposition, Categorical Equivalence

3.3 Inductive Reasoning: Enumerative Induction, Analogical Induction, Casual Arguments

4. Explanations

4.1 Inference to the Best Explanation: Inferences, Theories of Consistency, Theories of Criteria, Identifying Good Theories

4.2 Judging Scientific Theories: The Scientific Method, Testing and Judging Theories, Science and Weird Theories, Making Weird Mistakes, Judging Weird Theories

4.3 Critical Thinking, Morality and Law: Moral Premises, Legal Reasoning, A Coherent Worldview

4.4 Writing with Appropriate Precision (Logical Reasoning)

5. Critical Thinking in Humanities and Social Sciences

5.1 Culture of Inquisitiveness and Models of Inquiry

5.2 Nature of Good Questioning: Questioning Texts

5.3 Interpreting the Text: Indispensability of Interpretation, Schools of Interpretation

Textbook:

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

Readings

1. Alec Fisher, *Critical Thinking: An Introduction Second Edition.* Cambridge University Press, 2001.

2. Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.

3. James Shiveley, "Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues' Libraries United, 2009.

4. John Barell, *Developing More Curious* Minds, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.

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

6. Madhu Chanda Sen. *An Introduction to Critical Thinking.* Pearson Publications, 2010.

    Richard Epstein, *Critical Thinking.* Wadsworth Publishing, 2005.

7. S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?"', in L. Alcoff

8. and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.

9. Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.

10. Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran

11. Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.

12. Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

Course Learning Outcomes:

The students could be able to:

1. Understand the difference between 'thinking' and 'critical thinking'.

2. Analyse arguments and argumentation.

3. Identify characteristics of human cognition that interfere with critical thinking.

4. Understand the nuances related to subjectivity and objectivity.

5. Differentiate between deductive and inductive arguments.

6. Recognize logical fallacies and other rhetorical devices, and distinguish between fallacious, nonargumentative.

7. Describe the components and assess the credibility of sources and claims.

APPROVED IN:

BOS : 28 March 2022   **ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

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

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

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

Course Description

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

Course Objectives
This course aims to help students to:

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

Unit I: Introduction to the Process of writing and Genres

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

Essential Reading

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

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

Unit II: Tools of Writing
- Understanding of the topic
- Gathering of information and Assimilation
- Summary, Paraphrase and Notes

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

Essential Reading

1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab
   https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/ pre_writing.html

2) Research and Sources (section 35-42) from from *How to Write Anything* by John J Ruszkiewicz and Jay Dolmage

Activities

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

Unit III: Writing Essays

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

Essential Reading

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

Activities

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

Unit IV: Writing a Review

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

Essential Reading

1) Different discipline specific reviews for different programme of students

Activities

- Review of cinema/ book

Unit V: Ethical Aspects of Academic Writing

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

Essential Reading

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

Activities
- MCQ test on citation style

Reference Readings

1. Browne, Neil M and Stuart Keely. *Asking the Right Questions,* 11th Ed. Pearson. 2014.

2. Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.
3. Berger, John*. Ways of Seeing.* Penguin Books. 1972.

4. Terrinoni, Enrico. *Working on Texts: Reading Literature Critically.* Universal Publishers, 2012. Abams, M . *A Glossary of Literary Terms*. 7th Ed. Heinle & Heinle,1999.

5. Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.

6. Hogue, Ann*. FIrst Steps in Academic Writing. 2nd Ed.* Pearson- Longman. 2008.

7. Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.

8. *Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.

9. Textual Analysis.Bauer, Martin W., Bicquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014

10. *Critical thinking skills*: Identifying, analysing and evaluating arguments. Charlene Tan. In Tan, C. (Ed.), Engaging Films and Music Videos in Critical Thinking (pp. 3-44). McGraw-Hill. 2007.

11. *Understanding Arguments An Introduction to Informal Logic.* Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.

12. *Theory into Practice*: An Introduction to Literary Criticism, Ann B. Dobie. Wadsworth, Cengage Learning. 2012

13. *Fiction Reading On Head And Heart.* Bilyson D. Alejo , Connie Lou G. Balnao & Luisa B. Aquino. International Journal of English and Literature ISSN 2249-6912 Vol.3, Issue 1, 89-98. 2013.
14. *Reading, Hearing, And Seeing Poetry Performed*. Michelle C. Hilscher And Gerald C. Cupchik; Empirical Studies Of The Arts, Vol. 23(1) 47-6. 2005.

15. *A Textbook for the Study of Poetry*, F.M. Connel. 1913.

16. *A Practical Guide to Academic Writing for International Students*. Routledge.2018.

17. *A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

Course Learning Outcomes

After completing the course, students will be able to:

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

APPROVED IN:

BOS : 28 March 2022   **ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

SDG No. & Statement:
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG Justification:
The course involves exploring and identifying befitting technological applications in the English language classroom and integrating them with teaching and learning to promote collaborative learning.

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

Course Description

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

Course Objectives

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

Unit I: Digital Humanities: Origin

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

Why should one do digital Humanities?

The main milestones in the history of digital research in

the humanities The Transdisciplinary Nature of Digital

Humanities

Digital Humanities and the Limits of Text

Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, http://dhdebates.gc.cuny.edu/debates/text/13

- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital_Humanities*, MIT Press, 2012, p. 3-26

Unit II: Impact of Big Data on Human Societies

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

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

Essential Reading

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

Unit III: Digitization

Digital Humanities in Use

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

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

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

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

Unit IV Humanities, Space and Meaning

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

Information Ethics Data and Discourse

Biofeedback, Space and Place The Production of the commons

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

Unit V Digital Humanities: A Critical Analysis

The Need for Open Data

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

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

Humanities Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

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

Suggested Readings:

1. Adolphs, Svenja and Dawn Knight, editors. The Routledge Handbook of English Language and Digital Humanities. Delhi: Routledge, 2020.

2. Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) http://dhdebates.gc.cuny.edu/debates/text/20

3. Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" http://dhdebates.gc.cuny.edu/debates/text/16

4. Berry, David M., and Anders Fagerjord. Digital humanities: Knowledge and critique in a digital age.

5. John Wiley & Sons, 2017.

6. Bethany Nowviskie, "Skunk in the Library." http://www.nowviskie.org/2011/a-skunk-in- thelibrary/.

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

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

   Routledte, 2015. Crompton, Constance, Richard J. Lane, and Ray Siemens, eds.

   Doing digital humanities: Practice,

9. training, research. Taylor & Francis, 2016.

10. Daniel Apollon, Claire Bélisle, and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.

11. Dobson, James E. Critical Digital Humanities: The Search for a Methodology. Chicago: University Illinois of Press, 2019.

12. Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.

13. Gairola, Roopika Risam and Rahul K. South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon. Delhi: Routledge, 2020.

14. Gold, Matthew, editor. Debates in the Digital Humanities. Minneapolis: University of Minnesota Press, 2012.

15. John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/

16. Joshua Rothman, "An Attempt to Discover the Laws of Literature," New Yorker (March 20, 2014). http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-ofliterature.

17. Karla, Maya Doddd & Nidhi. Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities. Delhi: Routledge India, 2020.

Course Outcomes

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

APPROVED IN:

BOS : 28 March 2022   **ACADEMIC COUNCIL: 22 nd AC (01/04/2022)**

SDG No. & Statement:

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

SDG Justification:

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

Programme Core

MSTU1031	INTRODUCTION TO VISUAL COMMUNICATION	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

Students will be given an overview of the field of communication during this course. It equips them with the knowledge and skills to communicate their messages, ideas and processes more effectively in a visual form.

Course Educational Objectives:

- Help students to identify and understand the basic visual communication principles in layout and typography to create visual representations.
- Enable students to gain insights into the aesthetical structure of the information.
- Make the students aware of the different types of media and technologies used to create images, as well as how these tools are incorporated into the communication process.
- Impart knowledge about the construction of message design.
- Equip students with the knowledge and skills to identify signs and symbols in the semiotic process.

UNIT 1 Communication Processes: A Theoretical Perspective
- Definition, need, functions of Communication
- Types and forms of communication
- Barriers of communication
- SMCR - Sender, Message, Channel, Receiver; a few models of communication
- Theories of communication
- Uses and gratification theory
- Hypodermic needle theory
- Magic Bullet theory
- Reinforcement theory

UNIT 2 Visual Communication
- Visual Communication: Definition, the visual process
- Visual Communication theories: sensual, perceptual, and cognitive
- Chunking theory and its implications for human information processing
- Introduction to visual perception and *Gestalt* laws of organization
- Introduction to Information theory and its application to Spatio-temporal message design
- Concept of attention in perception
- Relationship between message design and attention

UNIT 3 Visual Language and Aesthetics
- Visual power; Visual pleasure; Visual elements
- Features and principles

- Picture definition, line, color, discipline, relationships
- Syntactics, Semantics, and Pragmatics: Viewpoints
- Point of reference and framing
- Explorations in visual abstraction; structure and appearance
- Form in nature; exploration of visual images with analogies from nature

UNIT 4   **Visual Ergonomics**

- Understanding of human physical characteristics and limitations with respect to the environment as related to visual communication
- Environmental Conditions of Illumination; figure and ground – relationships
- Ergonomics as applied to visual-legibility studies
- Implications for use of text and graphics
- Ergonomics related to readability issues on display devices

UNIT 5   **Visual Art in India- an Overview**

- Indian visual art: dance, theatre, architecture; diversity of cultures, languages, religions, and customs
- Traditional and contemporary forms of Indian visual art
- A holistic approach to understanding the Indian scenario.
- Bridging the wealth of the past with the potential of the future
- The 'Indian' design: reflection and critical perspectives

Textbooks:

1. Lester & Martin. *Visual Communications: Images with Messages*, words worth Publications, California. 2005.

2. Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008. Vishweshwer Rao, P.L. *Principles of Communication*. Media House Publication. 2005.

References:

1. Woodson Wesley E, Human Factors Design Handbook, McGraw-Hill Education; 2 edition (January 22, 1992)

2. Mole, A. *Information theory and aesthetic perception*, University of Illinois. 1969. Christopher Jones. *Design Methods Seeds of Human Future*, Wiley, Interscience. 1970.

3. Jesse James Garrett. *The Elements of User Experience*, New Riders. 2003. Iyer Bharatha K., *Indian Art-a Short Introduction*, Stosius Inc/Advent Books Division; Reprint edition. 1 December 1983.

4. Ian Noble Russell Bestley. *Visual Research*, AVA Publishing; 2nd edition. November 1, 2011. 9. H Kumar Vyas. *Design - The Indian context*, National Institute of Design. 2000.

5. Ware, Colin. *Visual Thinking: for Design*, Morgan Kaufmann Publishers. 9 April 2008.

Course Outcomes:

Upon completion of the course, students will be able to:

1. Explore the media and tools that create imaging and how these tools are integrated into the visual communication process.

2. Identify design techniques used in the industry in the process of visual communication.

3. Understand the various media laws and their implications on the conduct of media.

4. Articulate how works of art and architecture reflect and relate to the natural and built environments of their time.

5. Evaluate the differences between several visual communication models.

CO-PO Mapping:

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

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

SDG Justification:

The course is developed to explore the Visual Communication. This helps the students to find the different phases media theories which has developed.

MSTU1041	VISUAL ARTS	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

The course is based on the learning of various art forms like drawing, printmaking, and design. Emphasis on basic approaches to understanding works of art and the development of personal interpretations.

Course Educational Objectives:
- Understanding the fundamental principles of visual arts throughout history.
- Analyze the motivation of individual artists and how art expresses important aspects of time and culture.
- Make students understand the physical and visual skills related to the drawing process.
- Imparting knowledge about proportion, scale, and spatial relationships and use linear and tonal techniques to depict light and shadow.
- Familiarizing students with the uses of linear and tonal techniques to depict form and develop the composition.

UNIT 1 **Importance of Art**

- Definition, need, Visual Arts; Drawing Techniques like, Holding the Pencil, Pressure
- Pencil Sketch, Light & Shadow Practice; Movement of the Hand, Lines and Strokes Visual elements
- Geometrical Shapes with different forms, colors, values, texture, space. Observation and Recording in art.

UNIT 2 **Sketching**
- Leave, flowers, Trees
- Trees in the Foreground
- Trees in the Background
- Human Anatomy

UNIT 3 **Definition of Perspective**

- One Perspective, Two Perspective, Three Perspective
- Perspective in a central eye level
- Perspective in a high eye level
- Perspective in a low eye level

UNIT 4   Compositional Techniques
- Rule of third, Rule of odd, Rule of space
- Simplification in art, Shallow depth of field
- Geometry in art, creating movement in art

UNIT 5   Still Life

- Studying different types of Materials
- Approach to stick figure drawings of vegetables, fruits, leaves and flowers, etc.; animals, birds, and human figures in various actions
- The study of mankind in different actions; approaches to the human body in drawing medium
- The studying of the human skeleton

Visual Arts Laboratory

The faculty conducting the laboratory will prepare a list of 12 experiments.

(Each exercise should have minimum 3 numbers of works with a rough Thumbnail sketch followed by fair works)

(The students have to submit all exercises as Record Work for the Practical exam, which will be evaluated by the External Examiner).

References:
1. The complete fundamentals of drawing, Arturus's publishing limited, Barrington Barber, 2006.
2. The Complete Book of Drawing essential skills for every artist, Arturus's publishing limited, Barrington Barber, 2018
3. Pencil Sketching 2nd Edition, Thomas C. Wang, 2002.
4. Gateways to Art: Understanding the Visual Arts

References:
5. The complete fundamentals of drawing, Arturus's publishing limited, Barrington Barber, 2006.
6. The Complete Book of Drawing essential skills for every artist, Arturus's publishing limited, Barrington Barber, 2018
7. Pencil Sketching 2nd Edition, Thomas C. Wang, 2002.
8. Gateways to Art: Understanding the Visual Arts

Course Outcomes:

Upon completion of the course, students will be able to:

1. Describe the fundamental concept of the medium of visual arts and combine the art in different mediums.
2. Relate the history of the medium and design art forms through a visual medium.
3. Develop projects that address both the art of the medium as well as the commercial application.
4. Create original works of fine and applied arts.
5. Articulate the role of visual arts within society and implement the creative process to solve diverse visual arts problems.

CO-PO Mapping:

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

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

SDG Justification:

The course is developed to explore the Visualization.This helps the students to find the role of visual arts within society and implement the creative process.

MSTU1021	VISUAL CULTURE	L	T	P	S	J	C
		4	0	0	0	0	4
Pre-requisite	Introduction to Visual communication						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course addresses visual culture both as a phenomenon and academic field. through texts from different disciplines, like media studies, art history, philosophy, sociology, and anthropology, the course investigates problems.

Course Objectives:

- Help students understand the role of images in communications.

- Equip students with the knowledge and skills to identify the relationship between what we know and what we see.

- Enable students to define the processes in which different visual environments can be sociologically analysed.

- Help students identify the role of images in consumer culture and in the context of contemporary globalized societies.

UNIT 1   **Introduction**
- Visual Culture and the Process of 'Seeing'
- The Spectacles of Modernity

UNIT 2   **Visual Environments and Representations**
- Ideology and Visuality
- Viewers Making Meaning

UNIT 3   **Perspectives**
- Modernity and New Ways of Seeing
- The Colonial Gaze
- Surveillance and Identity Culture

UNIT 4   **Institutions and Practices**
- Visuality and the urban space

UNIT 5
- Visual Culture of everyday life - Visual Practices and Identity Formation

Text Books:

1. Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.
2. Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7- 33)
3. Certeau, Michel de. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: the University of California, 1984 (p. xi-xxiv)
4. Cohn, Bernard, 1987 (1983), "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650
5. Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7- 17)
6. Eco, Umberto. *On Ugliness*. New York: Rizzoli, 2007. Print. pp. 8-20.
7. Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City*, 1900-1940. Baltimore: Johns Hopkins UP, 1997.
8. Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)
9. MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 1992, 5 (2): 103-29.
10. Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State*, 1917-1938. Ithaca: Cornell UP, 2000. p. 147-169
11. Mirzoeff, Nicholas. *'The Right to Look, or, How to Think With and Against Visuality'* In The Right to Look: A Counterhistory of Visuality. Durham, NC: Duke UP, 2011.

References
12. Mitchell, W.J.T. '*Showing Seeing: A Critique of Visual Culture*' In Journal of Visual Culture, August 2002 vol. 1 no. 2 165-180
13. Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200
14. Ranciere, Jacques. '*Problems and Transformations of Critical Art*' In Aesthetics and Its Discontents. Cambridge, UK: Polity, 2009.
15. Roma Chatterji '*Global Events and Local Narratives: 9/11 and the Chitrakaars*' In Speaking with Pictures: Folk Art and Narrative Tradition in India (p 62-103)
16. Shohat, Ella & Robert Stam '*Narrativizing Visual Culture*', In Nicholas Mirzoeff (ed) The Visual Culture Reader. 2nd ed. London: Routledge, 2002. (p. 37-41)
17. Srivastava, Sanjay. '*Urban spaces, Disney-Divinity and Moral Middle classes in Delhi*' In Economic and Political Weekly Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
18. Tagg, John. '*Evidence, Truth and Order: Photographic Records and the Growth of the State*' In Essays on Photographies and Histories. Amherst: University of Massachusetts, 1988
19. Thomas de la Peña, Carolyn. '*Ready-to-Wear Globalism: Mediating Materials and Prada's GPS*' In Winterthur Portfolio. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

Course Outcomes:

Upon completion of this course, students will be able to;

1. Identify ethical visual cultures faced by the media and discuss trends in the commercialization of news.
2. Discuss the various visual cultures and their implications on media
3. Students will be able to articulate the fundamental elements and principles of formalist design that enable a visual message to meaningfully engage an audience.
4. Articulate the differences between several visual communication models, including semiotics and formalism.
5. Identify a broad range of visual cultures throughout history and relate them to their respective social, political, economic, and philosophical contexts.

CO-PO Mapping:

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

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

SDG Justification:

The students can able to articulate the fundamental elements and principles of formalist design that enable a visual message to meaningfully engage and collaborative mode that are useful throughout their career.

MSTU2051	FUNDAMENTALS OF GRAPHIC DESIGN	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

Graphic Design is a study of understanding the creative process that combines art and technology to communicate ideas. With an emphasis on visual communication and designing processes, the course will introduce 2D design. Students will discover and comprehend the visual language of graphic arts. Concepts of form, balance, structure, rhythm, and harmony will be studied in black and white and in color. Various media will be used. Foundation laid for advanced courses in design. Students will broaden their knowledge base of effective design as a visual language in two-dimensional projects and time-based media.

Course Educational Objectives:
- Enable students to create graphic designs and visual content to communicate messages.
- Make the students aware of the application of visual hierarchy and page layout techniques, interactive design, and optimal user experience
- To make them understand basic principles in visual design and visual art.
- Developing essential skills using tools and theory used in designing.
- Identifying the creative process, developing techniques and methods of creative problem-solving.

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

- Design as a discipline, Design as a process, and Design as an artifact
- Characteristics of graphic design; graphic design process- gathering information, creating the outline, creativity, multiple versions, 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; color

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 layouts; stages of layout- rough sketch, thumbnail, final & comprehensive.
- Adobe Photoshop Elements

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
- Color and Painting Working with Type, Working with Layers, Working with Perspective
- Drawing; Blending Colors and Shapes; Working with Brushes
- Adobe Illustrator Elements

UNIT 5   Photo editing software

- Adobe InDesign
- Correcting Imperfect images, Size
- Picture orientation, Cropping, levels
- Photoshop, Lightroom; Adjusting color correction and Balancing color 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 Flier, Boucher, dangler
7. Design a Social Media Ad
8. Design a Movie Poster

References:

1. Brian Wood, "Adobe Illustrator CC Classroom in a Book" Adobe, USA, 2105.
2. Illustrator CS5 for Windows and Macintosh: Visual QuickStart 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 Andrew McKinnon, "Absolute Beginners Guide to Mastering Photoshop and Creating World Class Photo" CreateSpace, USA 2015.

Course Outcomes:

Upon completion of the course, students should be able to.

1. Get acquainted with foundational concepts of visual design and visual art.
2. Develop skill sets for using tools and theory used in designing.
3. Understand the creative process, develop techniques and methods of creative problem-solving.
4. Communicate and understand concepts and theories in art and design. Be skilled in Adobe Photoshop, Illustrator, and InDesign software programs.
5. Create their series of images using different image-making techniques.

CO-PO Mapping:

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

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

SDG Justification:

The students can perform to developing the essential skills using tools and theory used in designing to enhance student creative process, developing techniques and methods of creative towards problem-solving.

MSTU2061	PHOTOGRAPHY	L	T	P	S	J	C
		1	0	4	0	0	3

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:
This advanced-level course facilitates discussion of Photographic processes within the larger context of contemporary art, photography, and digital media. Workshops in the context of the course will introduce Various lighting for studio applications.

Course Educational Objectives:

- Developing muscle memory and repetition to fabricate a piece of art.
- Make the students aware of the usage of appropriate technologies as extensions of the mind.
- Get them acquainted with special equipment & tools that will allow for creative endeavors.
- Impart knowledge about the medium's history and its relation to the history of the other fine arts.
- Help them identify correct and incorrect exposures, qualities of light in terms of photography.

UNIT 1   Basics of Digital Photography
- Basics of Digital Photography: Definition and history of Photography
- The birth of the Camera and its evolution
- Purpose of Photography
- Modernization of Photography and its uses in Mass Media
- Digital Photography; Difference between analogue and digital photography
- Difference between still and video; categories of photography

UNIT 2   Understanding the Camera
- Camera, Shutter speed, Aperture: Expression through the photographic image
- Types of cameras and focusing methods; Exposure controls, shutter speed and aperture, frozen picture, movement in the picture
- The color difference in relation to shutter speed
- Types of lenses, depth of field,
- filters Varying ISO for depth, speed, and light
- Basics of color and digital photography; Digital storage

UNIT 3   Understanding Light
- Understanding of Light: Fundamentals of Light:

- Available light; Artificial light; hard and soft light.
- Definition of subject detail and shape.
- Choosing the right color; Lighting:
- The different types of lighting,
- Natural lighting and Artificial Lighting.
- The reflection of light: Recommended equipment for outdoor lighting; Introduction to indoor lighting and Photographing

UNIT 4   **Types of Photography**

- Types of Photography: News Photography, Sports Photography
- Nature photography,
- Portrait photography and advertisement photography
- The basics of photojournalism and the importance of context in Photojournalism

UNIT 5   **Scope of Photography**

- Scope of Photography; -Photojournalism,
- Ad Photography, Natural Photography,
- Wildlife Photography,
- Fashion Photography & Industrial Photography

Photography Laboratory

- The faculty conducting the laboratory will prepare a list of 10 Photographic experiments.
- (The students have to submit all exercises as Record Work for Practical exam, which will be evaluated by the External Examiner).

References:

1. The Photography Book by Editors of Phaidon Press, 30 April 2000.
2. Dilwali, Ashok. All about Photography. National Book Trust, New Delhi. 2010. Sharma, O.P. Practical photography. HPB/FC 14 March 2003.
3. Freeman John Collins & Brown. The Photographer's Guide to Light. 2005.
4. I'Anson, Richard. Lonely Planet's Best Ever Photography Tips. published by Lonely Planet. Jackman, John. Lighting for Digital Video and Television 2010.
5. Millerson, Gerald. Video Camera Techniques (Media Manuals), Focal Press, London. Musberger, Robert B. Single-camera Video Production.

Course Outcomes:

Upon completion of the course, students will be able to.

1. Work collaboratively in a group to produce photographs.
2. Assess and evaluate the creative work of their peers through both written and verbal critique.
3. Discuss and write about both historical and contemporary examples of visual art.
4. Develop ideas and choose approaches to generate a proposal for an individual photography-based portfolio, which they will create.
5. Students should be able to make confident, informed decisions regarding composition, exposure, and print quality using analogue and digital technology.

CO-PO Mapping:

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

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

SDG Justification:

The students can be able to assess and evaluate the creative work towards a professional photographic processes within the larger context of contemporary art and digital media that are useful throughout their career.

MSTU2071	2D ANIMATION	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 introduces the field of 2D Animation. Students will have the power to transform their creative views into reality. Design, describe a variety of digital design animations. 2D Animation would be a promising career opportunity, as visual media technologies are growing fast.

Course Objectives:
- Teach how to create movement in a two-dimensional artistic space.
- Equip students with the necessary skills to do 2D Animation
- Enabling the students to use tools that conceptualize and bring animation dreams to life
- Help students master traditional & digital tools to produce stills and moving images.
- Encourage students to explore different approaches for computer animation.

UNIT 1   **Basics of Animation**
- Basic sketching
- Types and forms of drawings
- History of animation
- Compare the differences between past animation techniques and current animation technologies
- Uses of eyes and brain process moving images
- Understand the differences between various types of animation

UNIT 2   **Hand-Drawn Animation**
- Understand how drawn animation evolved from early picture viewing devices
- Understand and apply Disney's 12 Principles of Animation
- Use key terms of hand-drawn animation
- Appreciate the world of animation beyond the Hollywood
- Include design elements in your drawings

UNIT 3   **Human Anatomy and Forms for animations**
- Draw the human body in proportion
- Identify and create the walk cycle for animation
- Discuss how poses communicate emotion
- Develop your own animated characters based on real anatomy
-

UNIT 4   **2D Computer Animation and CGI**
- Understand the difference between a bitmap graphics and a vector graphics

- Trace the process of CGI production from idea to theatre
- Discuss the pros and cons of different production processes
- Define and explain kinematics and animatic
- Identify the key departments in an animation studio

UNIT 5 Digital 2D Animation
- Create animation sequences with layered drawings and backgrounds
- Use the important functions of 2D animation software
- Creating expression and emotion in character mouth shape according to the dialogue
- Creating the props
- Export your animated videos to share with the world
- Apply graphical tools to improve your digital drawings and animated videos

2D Animation Laboratory:
- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- Each exercise should have minimum 3 numbers of works with rough Thumbnail sketch animation followed by fair works
- The Students have to submit all the animation exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner.

References:

1. Williams, R. The Animator's Survival Kit. Revised Edition, Faber & Faber, 2011
2. Thomas, Frank, and Ollie Johnston. 1995. *The illusion of life: Disney animation*. New York: Disney Editions.
3. Blair, Preston. 2020. *Cartoon animation*.

Course Outcomes:
Upon completion of the course, students will be able to.

1. Identify the history and conventions of 2D animation.
2. Understand the workflow of Adobe Animate, previously known as Macromedia flash and other early software.
3. Explore the range and best practices of the software.
4. Develop competencies and skills needed for becoming an effective Animator.
5. Manage Animation Projects from its conceptual stage to the final product creation

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1	2										
CO2				3						2	
CO3			2								
CO4	2										3
CO5						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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG Justification:
The students can perform while using the tools that conceptualize and bring animation dreams to life this help the students to explore different approaches for computer animation.

MSTU2081	AUDIO PRODUCTION	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 covers the world of audio production. Undergraduate students interested in working with audio applications and audio production will find this course helpful. They will learn how to use audio as a creative tool in different productions like feature films, documentaries, and music videos.

Course Educational Objectives:

- Help students understand the Audio Production and Engineering process.
- Enable students to learn how to record, edit and mix original songs, sound design, live sessions, and voice work in the studio into the Audio Editing Software.
- Help students identify operating mixing consoles, multi-track audio recorders, digital audio workstation patch bays, microphones, and portable recorders.
- Make the students aware of the essential concepts of sound theory.
- Equip students with the skills to create their audio-based projects.

UNIT 1
- Analog Audio Input Transducers Microphones Polar responses
- Types of Microphones - Production of the different polar responses
- Phantom power - Balanced wiring - Specific applications of microphones
- Reference voltages in audio signals
- Technical monitoring - Aural monitoring - Output Transducers

UNIT 2
- Loudspeaker - Professional and domestic standards
- Methods of producing inter - channel differences
- Stereo loudspeaker matching
- Phase - Microphone techniques for stereo - Headphones for stereo monitoring.

UNIT 3
- Audio Systems and Production
- Types of Sound – Types of Recording
- Recording Systems – Microphones – Cables and Connectors
- Monitoring Equipment, Mixing Equipment – Remote
- Audio Production Equipment's – MIDI – Acoustics

UNIT 4
- Introduction – Sound – Wave motion
- Types of wave motion – Characteristics of wave motion
- Relation between frequency and wavelength – Relation between wavelength and velocity Group velocity – Phase velocity - Reflection of sound waves
- Defects due to reflected sound – Absorption of sound – Sabine's formula
- Reverberation theory – Eyring's equation – Acoustical materials - Acoustic design of a Hall – Common acoustical defects

UNIT 5
- Digital Audio Basic Principles
- Analog vs Digital
- Analog to Digital Converter
- Digital to Analog Converter
- Application of Digital Audio
- Digital audio hardware - formats - Storage medium
- Digital mixers – Digital audio workstation –Editing – Mixing
- Mastering – Audio Postproduction for Video.

Text Books:

1. Michael Talbot-Smith, "Sound Engineering Explained", 2nd Edition, Focal Press, 2002.

References:

1. Ken Pohlmann, "Principles of Digital Audio", 3rd edition, McGraw-Hill, 1995
2. David Simons, "Analog Recording", 3rd Edition, Backbeat Books, 2006.

3. Paul White, "Basic Live Sound", Sanctuary Publications, 2003.

Course Outcomes:

1. This course will enable the students to be creatively and technically aware of the Technologies and Production systems in the Audio Industry.
2. Students able to create a synthesis of narration, dialogue, music, and sound effects in audio editing assignments
3. Students will design a variety of compelling audio productions.
4. Students will be familiar with audio workflows, practices, and standards.

5. Students will successfully record, edit, and mix inside a studio environment and outside (interview, field recording)

CO-PO Mapping:

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

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

SDG Justification:

This course will help students to be creatively and technically aware of the Technologies and Production systems in the Audio Industry.

MSTU2091	SCRIPT WRITING & STORY BOARDING	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	Visual Arts						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:

- Help students learn a professional approach to writing a script from the idea's conception through the outlining process and onto a short, finished hand.
- Help students focus on learning how to break a story, develop an idea, create character arcs, and craft ideas into a three-act structure.
- Enable students to understand story, script, and storyboard as fundamental elements of filmmaking
- Motivate students to conduct research and create digital artifacts.
- Help students understand the concept of different genres.

UNIT 1   **Scriptwriting Basics**

- Introduction to Scriptwriting, screenplay and teleplay Scripts are elements.
- Basics of Scriptwriting, use of scriptwriting, 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   **Script 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 Script and Screenplay

UNIT 3 **Script Elements**

- Scene Heading
- Action
- Character Name
- Dialogue
- Parenthetical
- Extensions
- Transition
- Shot

UNIT 4 **Visual elements of script 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.

Scriptwriting and storyboarding laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- Each exercise should have a minimum of three numbers of works with rough Thumbnail sketch storyboards followed by fair results.
- The Students have to submit all the exercise files for the Practical exam, which the External Examiner will evaluate

Textbooks:

1. Patrick Nash, Short Films Writing the Screenplay-2010

2. Dwight V. Swain, Joye R. Swain, Film Scriptwriting: A Practical Manual, Focal Press, 1988

3. J Michael Straczynski, The Complete Book of Scriptwriting Writer's, Digest Books, 2002

4. Richard Walter, Essentials of Screenwriting, Plume, 2010

5. Irwin R. Blacker, the elements of screenwriting, Simon & Schuster Books for Young Readers, 1986

6. Friedman, Writing for Visual Media, Focal Press, London 2007

Reference Books:

1. Robert Hellard, Writing for TV & Radio

2. Blum, Richard A, Television & Screen Writing, from concept to contract, Focal Press 2001

3. Elbow, Peter, Writing with Power, Techniques for mastering the writing process, Oxford University Press 1998

4. Keller, Teresa and Steve Hawkins, Television news: A handbook for reporting, writing, shooting, Editing and Producing, Holcomb Hathaway, 2009

5. Shirley A. White, Participatory Video, Sage Publications, New Delhi, 2003

6. Simon Cottle, Media Organization and production, Sage Publications, New Delhi, 2003.

7. Michael Rabiger, Directing the Documentary, Focal Press, 1998.

Course Outcomes:
Upon completion of the course, students will be able to:

1. Learn a professional approach to writing a script from conception of the idea to the final stage.

2. Conceive the ideas, creating characters finalizing the storyline

3. Learn and practice the elements of visual perspective by storyboarding.

4. Develop good drawing habits while discovering their own creativity.

5. Express ideas fluently in standard screenwriting format at an advanced level

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1	1	2									
CO2		2									3
CO3										2	
CO4			3								
CO5								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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG Justification:
The students can learn and practice the elements of visual perspective by storyboarding.

MSTU3041	TELEVISION BROADCASTING	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 offers a student-driven exploration of television broadcasting. Students will learn about the various television broadcasting production positions. The students will learn to perform all 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 statements. Additionally, the students will learn to develop other film and video projects as time allows.

Course Educational Objectives:
- Introducing the fundamental concepts in television broadcasting.
- Imparting knowledge about pre-production and postproduction.
- Making students understand the types of television formats.
- Helping them get familiar with technical knowledge like camera, lighting, and other tools
- Enabling students to understand various stages of broadcast production.

UNIT 1
- Basic TV system, expanded studio and electronic field production systems
- Production elements
- TV studio, studio control room, master control room & support areas
- Analog and digital television

UNIT 2
- Writing for single and multi-camera production
- Storyboard Visual grammar
- Writing program proposal and taking permits

UNIT 3
- Parts of the camera, light to signal, types of cameras
- Electronic and optical characteristics
- Microphones and its operation on the field
- Lenses, optical characteristics, operational controls
- Basic camera mounts, mounting heads, movements

UNIT 4
- Working with the camcorder and EFP camera
- Framing effective shots
- Studio lighting instruments and color media
- Basic editing, transitions, effects, titling, FCP and adobe premiere pro

UNIT 5
- Producer roles, pre-production activities
- Moving from script to screen
- Production terminology, multi-cam procedures
- Directing rehearsals and show
- Directing single-cam production and procedures

Television broadcasting Laboratory

The faculty conducting the laboratory will prepare a list of 10 Video Production experiments and get the approval of the HOD/Director and notify it at the beginning of each semester. (The Students have to submit all the exercises as video files output and Practical exam, which will be evaluated by the External Examiner)

References :
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

Course Outcomes:
Students will be able to:
1. Effectively handle and operate a video camera, sound controls, and other equipment used in TV production.
2. Organize pre and Post-production to a successful output.
3. Produce a comprehensive TV program.
4. Use skills at different levels of responsibilities associated with broadcast production.
5. Deliver television, video, and digital content via multiple platforms in formats that meet current broadcast industry standards.

CO-PO Mapping:

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

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

SDG Justification:

The students can perform Effectively by handling and operate a video camera, sound controls, and other equipment used in TV production that are useful throughout their career in Film & TV Industry..

MSTU3051	VISUAL EFFECTS (VFX)	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The course provides students with an introduction to the field of visual effects for films and videos. Students will have the power to transform creative notions into reality. Design, define and complete a variety of digital designs, motion graphics, and visual effects. Learning about visual effects could lead to a thriving career in the growing world of visual media technology.

Course Educational Objectives:
- Help students understand the necessary skills to create visual effects for films and videos.
- Equip students with the skills to apply appropriate tools to conceptualize and bring their visual effects dreams to life.
- Help students identify the styles and techniques of visual effects in film.
- Enable students to learn the professional skills required for a career in the field of visual effects industry.
- Make students understand the principles traditionally employed to create visual effects with the mechanics and workflow of Adobe After effects, as it offers an intuitive platform for visual effects

UNIT 1 Basics of visual effects compositing
- Basic compositing
- Types and formats of compositing
- History of visual effects compositing
- Basic settings and preferences, keys and interfaces on Adobe aftereffects
- Understand the differences between various types and compositing styles

UNIT 2 Animations using layers
- Applying principles of animations using layers
- Understand and apply Typography animations
- Basic tracking and rendering sequences
- Appreciate the world of Visual effects beyond the Hollywood
- Basic masking and color corrections

UNIT 3 Motion graphics compositing
- Applying different compositing styles
- Discuss different resolutions and file formats
- Types and techniques of composting methods and visualization of visual effects
- Understanding various art materials footage, usage, and visualization techniques

Course Description:

The course provides students with an introduction to the field of visual effects for films and videos. Students will have the power to transform creative notions into reality. Design, define and complete a variety of digital designs, motion graphics, and visual effects. Learning about visual effects could lead to a thriving career in the growing world of visual media technology.

Course Educational Objectives:
- Help students understand the necessary skills to create visual effects for films and videos.
- Equip students with the skills to apply appropriate tools to conceptualize and bring their visual effects dreams to life.
- Help students identify the styles and techniques of visual effects in film.
- Enable students to learn the professional skills required for a career in the field of visual effects industry.
- Make students understand the principles traditionally employed to create visual effects with the mechanics and workflow of Adobe After effects, as it offers an intuitive platform for visual effects

- Motion Graphics Techniques - Sequencing – linear/simultaneous, timing, duration / rhythm/pace, scale, and color changes, construct/deconstruct, transitions, fade / wipes / dissolves, scroll / crawl/roll.

UNIT 4   Rotoscope
- Understand the process of visual effects production from idea to theater
- Tools and techniques for doing a Rotoscope
- Wire removal and retouching
- Advanced color corrections, blending different layers
- Green screen removal
- Identify the key departments of visual effects

UNIT 5   Advanced visual effects compositing
- Advanced tracking of footage
- Match moving and stabilization
- Advanced color corrections and grading, changing daylight backgrounds to night lighting and vice versa.
- Compositing multiple renders passes
- Particle animations
- Creating templates for visual effects compositing

Visual effects Laboratory
- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of HOD/Director and notify it at the beginning of each semester.
- The Students have to submit all the exercise as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner.

Course Outcomes:

Upon completion of the course, students should be able to.

1. Do digital composition.
2. Apply visual effects to a different composition.
3. Use professional software tools.
4. Identify different types of compositing for films' visual effects.
5. Integrate convincing visual effects live-action compositing

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1		2									
CO2		2									
CO3					2					3	
CO4			2							3	
CO5					3					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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG Justification:
This course it enhance the students power to transform creative notions into reality towards a variety of digital designs, motion graphics, and visual effects. Learning visual effects it leads to a thriving career in the growing world of visual media technology.

MSTU3061	VISUAL MEDIA EDITING	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 will cover teaching the technical skills and creative principles required for single-camera ('film style') video field shooting and Post-production using Final Cut Pro®. The Topics will include audio production and editing, video recording technology, composition, lighting, continuity, and editing.

Course Educational Objectives:

- Help students understand the concept and definition of Film Editing and understand mise-en-scene.
- Help them analyze Montage and its Origin and Exploring the Narrative Cinema and its concept and definition towards editing.
- Enable students to gain experience in planning, shooting, and editing shows for entertainment purposes will include hands-on exercises and assignments for information-based video projects.
- Help students understand basic design principles in video editing.
- Enable course participants to acquire the required skill set to produce videos for personal, corporate, marketing, and even events.

UNIT 1

- Basics of Visual Editing: Fundamentals of editing.
- Time and space in editing; rhythm, movement
- Continuity; The soviet school, Vertov, Eisenstein, Pudovkin The French New wave;
- Approaches to Editing in Hitchcock; Bunuel; Bresson; Revoir

UNIT 2

- Editing Styles: Linear and Non-Linear Editing,
- Recording in analog and Digital mode.
- Editing in the Digital era: Standardization in formats and aspect ratio in Television; D. Action cutting; sequence cutting; Parallel cutting; Editing styles in advertising.
- Editing dramatic scenes; Dramatic continuity

UNIT 3

- Editing Software: Introduction to non-linear editing equipment and software.
- Adobe premiere, Final cut pro.
- Timing; Manipulation of time through continuity.
- Structuring a scene; structuring a program

UNIT 4
- Audio in Visual Editing: Audio tracks.
- Mixing audio tracks; Editing and organizing audio monitoring and adjusting audio levels.
- Setting keyframes to change Usage of an audio mixer Recording a narrative track.

UNIT 5
- Advanced editing techniques: Color Correction – Features; f
- Belters; examples; Rendering and Video Processing.
- Applying effects, Motion effects –
- Transition – Video filters – picture in picture –
- DVE effects – Blue screen – Chroma key – color correction – Lighting Effects
- EDL export and import – Export to different formats.

Visual Media Laboratory
1. Create a Title card
2. Create a video song (the available movie songs can be used)
3. Create a collage (the available movie songs/ clips can be used)
4. Create a video clip using various Transitions v. Create a video clip using various Effects
5. Create a video clip using matte (Blue/Green) removal technique

Course Outcomes:
1. Develop skills in novel video technologies and operating equipment such as audio, cameras, television production, and lighting.
2. Understand and appreciate the aesthetics of images and sound in production work.
3. Understanding and critiquing the "language" of video and film, including shot composition and continuity editing.
4. Learning digital nonlinear postproduction skill sets; and
5. Developing a better and more active stance on visual and audio-based storytelling in terms of narrative and non-narrative production work.

CO-PO Mapping :

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

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

SDG Justification:

This course will enhance the Origin and Exploring the Narrative Cinema and its concept and definition towards editing. It helps the student as a participant to acquire the required skill set to produce videos for personal, corporate, marketing, and even events.

MSTU3071	PROJECT	L	T	P	S	J	C
		0	0	0	5	0	5
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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:

- Provide experience to the students in an area of interest and familiarize them with the project management methodology
- Enable them to understand and redefine a given problem/question
- Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
- Help students hone their writing skills and enhance their ability to communicate their ideas effectively
- 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.

References:

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)'

3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster(Author)

Course Outcomes:

By the end of the project the students will be able to.

1. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
2. 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.
3. Demonstrate their writing skills which is a key soft skill in any industry
4. 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	3							
CO2	2										
CO3	2										
CO4							2			3	
CO5	1						3				3

APPROVED IN:
BOS : 03-05-2022   **ACADEMIC COUNCIL : 30-05-2022**
SDG No. & Statement: 4 and Quality Education
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG Justification:
The course is developed to explore the Visual Communication. This helps the students to find the different phases media theories which has developed.

MSTU3191	DOCUMENTARY PRODUCTION	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:
- Help students identify documentaries and the creative process behind it
- Enable students understand art, flow, creative observation of a documentary
- Acquaint students with pre-production guidelines and understanding
- Equip them with the knowledge of detailed production aspects of documentary making
- 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'

MSTU3191	DOCUMENTARY PRODUCTION	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:
- Help students identify documentaries and the creative process behind it
- Enable students understand art, flow, creative observation of a documentary
- Acquaint students with pre-production guidelines and understanding
- Equip them with the knowledge of detailed production aspects of documentary making
- Explain about the Post-production process

UNIT 3 **Production**
- Production details and logistics need 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.

MSTU3191	DOCUMENTARY PRODUCTION	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:
- Help students identify documentaries and the creative process behind it
- Enable students understand art, flow, creative observation of a documentary
- Acquaint students with pre-production guidelines and understanding
- Equip them with the knowledge of detailed production aspects of documentary making
- Explain about the Post-production process

- Contextual messaging.
- People management skills for collaboration with the team

Documentary Filmmaking 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.

Reference books:
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:

Students will learn

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?
   How to bring a documentary to the audience

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1	1										
CO2				2							
CO3				2							
CO4						2				3	
CO5						3				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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG Justification:

The course is developed to explore the Visual Communication. This helps the students to find the different phases media theories which has developed.

MSTU3201	WEB DESIGN	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The course aims to give students a solid understanding of website construction and be able to apply it to the planning, design, and production of their own portfolio website.

Course Educational Objectives:
- Enable students to understand the basic features of the HTML platform
- Help them to gain knowledge about the web page function.
- Make students aware of web server features.
- Help them analyze web design theories and web terminology.
- Working with the HTML programming language.

UNIT 1   Introduction to the Internet

- Understanding Internet Basics: How do people use the Internet
- How has the internet impacted society- how did the internet grow into its current form- controlling the Internet
- how does the world wide web work-who control the Internet- how do computers connect to the internet-types of Internet connections?
- Understanding Internet Basics: understanding web browsing-HTML, website address

UNIT 2   Basics of HTML
- HTML fundamentals,
- HTML elements, HTML attributes,
- headings, rules and comments, paragraphs,
- text formatting, styles, links, images, tables, and color.

UNIT 3   Head section
- Title, Base HREF, LINK HREF,
- Meta tags, Body Section:
- Text formatting and alignment, Fonts, ordered and unordered lists.
- Links Images, Sounds, Video, Background.

UNIT 4   Advance elements
- Tables, Forms, Frames.
- Authoring Web Pages using editing.
- DHTML: Java Scripts: Introduction,
- The architecture of JavaScript applications.
- Tags in Java Script. Data types and variables expressions and operation,
- Looping and Branching Events and Event handling.
- DHTML: Cascading style sheet (CSS).

UNIT 5   Debug and test a Web page
- Publish and update a Web site
- Identify techniques for publishing sites and increasing Website traffic.

Web Design Laboratory
- The faculty conducting the laboratory will prepare a list of 10 experiments.
- (The Students have to submit all exercises as Record Work for the Practical exam, which will be evaluated by the External Examiner).

Text Books:

1. David A. Crowder and Andrew Bailey, (2004) Creating website bible, Wiley Publishing Inc.
2. Arguin, Michael, (2013), Adobe Dreamweaver CC: digital classroom

References:

1. Adobe Dreamweaver tutorials, Adobe Systems Incorporated.
2. Grannell, Craig. 2008. The Essential Guide to CSS and HTML Web Design. Springer EBooks. Berkeley, CA: Craig Grannell.
http://ebookcentral.proquest.com/lib/ucm/detail.action?docID=372897.
3. Beaird, Jason, Alex Walker, and James George. 2020. The Principles of Beautiful Web Design, 4th Edition.
https://ezproxy.torontopubliclibrary.ca/login?url=https://learning.oreilly.com/library/view/-/9781098124717/.
4. Curits Nathan, Modular Web Design, Pearson Education, New Delhi, 2011.

Course Outcomes:

By the end of this course students will be able to:
1. create, code and post-basic HTML and CSS files to the Internet.
2. gain foundational knowledge of website creation and apply it to the planning, design, and development of your own web page over the course of the semester.
3. develop critical thinking and will be encouraged through your class interactions, projects, and online postings.
4. publish the website he/she designed.
5. make changes to the website.

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1		2			2						
CO2					2						
CO3	2	1				2			3		
CO4			2								
CO5					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
Ensure inclusive and equitable quality education and promote lifelong learning
opportunities for all.
SDG Justification:
The students can perform a solid understanding of website construction and be able to apply
it to the planning, design, and production of their own portfolio website that useful
throughout their career.

MSTU3211	LIGHTING & COMPOSITING	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The course provides students with an introduction to the field of lighting for 3D Animation films and animation videos. Students will have the power to transform creative notions into reality. Design, define and complete a variety of lighting and compositing using Autodesk Maya and Adobe after effects. Learning about virtual lighting and compositing for 3D photorealistic imagery could lead to a thriving career in the growing world of visual media technology.

Course Educational Objectives:

- Help students understand the necessary skills to create Lighting and compositing for animation films and videos.
- Enable students to identify the tools to conceptualize and bring their virtual lighting for animation dreams to life.
- Make students aware of the uses of a solid base in lighting and compositing.
- Help students analyze the professional expectations necessary for a career in lighting for animation films and series.
- Help them learn 3D lighting with the mechanics and workflow of Autodesk Maya.

UNIT 1   **Basics of 3D lighting**

- Basic principles of Lighting and composition
- Basic lighting using 3D animation software Autodesk Maya
- Different types of texturing and lighting
- History of 3D Lighting and compositing
- Basic settings and preferences, keys, and interfaces of lighting on Autodesk Maya

UNIT 2   **3D Lighting types**

- Point light and its properties
- Direction light and its properties
- Spotlight, penumbra angle, and its settings
- Area light and its implementation in real-time environment
- Ambient light and its implementation in real-time environment
- Volume light and its implementation in real-time environment

UNIT 3   **Rendering**

- Applying different lighting styles for rendering output
- Three-point lighting on software rendering
- Discuss different resolutions and file formats
- Types and techniques of software rendering methods and visualization
- Understanding various art materials usage and visualization techniques for lighting and rendering
- Rendering Techniques - timing, duration / scale and color changes, Reflections, Raytracing, Render nodes transitions / Global illumination

UNIT 4   **Arnold lighting and rendering**
- Understand the process of Arnold lighting
- Tools and techniques of Arnold area lights, Skydome light, Mesh light, photometric light, light portal, and Physical Sky
- Light baking
- Light linking and unlinking
- Advanced multiphases rendering process and settings on Arnold render

UNIT 5   **Compositing**
- Compositing techniques using Adobe Aftereffects
- Match moving and stabilization
- Compositing multiple renders passes
- Color correction, grading and mastering the render output
- Lighting for photorealistic scenes with multi passes rendering and compositing for the student's demo reel

Lighting and compositing laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of HOD/Director and notify it at the beginning of each semester.
- (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

References:
1. Jeremy Birn, "Digital Lighting and Rendering", 3rd Edition, New Riders, 2013.
2. Lee Lanier, "Maya Studio Projects Texturing and Lighting" 1st Edition, Sybex, 2011.
3. Advanced Maya Texturing and Lighting, 3rd Edition
4. Compositing Visual Effects in After Effects: Essential Techniques
5. Professional Digital Compositing: Essential Tools and Techniques

Course Outcomes:
By the end of this course students will be able to:

1. Students will learn the history and conventions of lighting and compositing.
2. Students will be able to perform photorealistic lighting outputs with multi-pass compositing.
3. Students will be able to create digital 3D lighting using the 3D animation software Autodesk Maya.
4. Students will be able to create 3D animation lighting and basic compositing tools and techniques.
5. Students will be able to create lighting tools and properties.

CO-PO Mapping :

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

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

SDG Justification:

This course is learning about virtual lighting and compositing for 3D photorealistic imagery could lead to a thriving career in the growing world of visual media technology. The students analyze the professional expectations necessary for a career in lighting for animation films and series.

MSTU3121	**Global Politics and Media**	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

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:
- Help students understand Media and International Communication
- Enable students to learn about global media and information society
- Help them understand media conglomerates and the global market
- Equip them with the skills to examine the effect of global conflict on world media
- Train them 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

References:

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:

Upon completion of the course, students 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 the 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	1	2									
CO2		2							2		
CO3									2		
CO4			3								
CO5								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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG Justification:
This course it enable students to learn about global media and information society. It will also look at globalization and its outcomes, especially in developing nations such as India.

MSTU3221	ADVERTISING & PUBLIC RELATIONS	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course introduces 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 and provide hands-on experience in creating advertising and media plans. It will also discuss how marketers integrate and link their contacts to generate maximum impact and leverage for the brand.

Course Educational Objectives:
- Demonstrate the breadth of advertising and communications tools available today.
- Providing real-world examples of success
- Introducing the student to the strategic process of developing advertising & integrated marketing communications.
- Make the student get acquainted with practical hands-on problem-solving experience.
- Providing different kinds of public relations.

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

Text Books:

1. Kumar, Keval Joseph. 1987. Mass communication in India: a comprehensive and crit. look at the mass media in India. Bombay: Jaico Publ. House.
2. Sandage, C. H., Vernon Fryburger, and Kim Rotzoll. 2000. Advertising theory and practice. New Delhi: AITBS Publishers.
3. Chunawala S.A., Sethia K.C., Foundations of Advertising Theory and Practice, Himalaya Publishing House, Mumbai.

References:

1. Kleppner, Otto, W. Ronald Lane, Thomas Russell, and Karen Whitehill King. 2005. Klepner's advertising procedure. Upper Saddle River, NJ.: Pearson Prentice Hall.
2. Adrian R. Mackay edited, (2005): The practice of advertising, 5 edn, Elsevier Butter worth, Heinemann
3. Al Ries, Laura Ries (2002): The Fall of Advertising and The Rise of PR, Harper Collins Publishers Pty. Ltd.
4. Angela Goddard, (1998): The Language of Advertising, Routledge Intertext series
5. Barrie Gunter, Caroline Oates and Mark Blades, (2005): Advertising to Children on TV,
6. Content, Impact and Regulation, Lawrence Erlabaum Associates Publishers, Mahwah, New Jersey.
7. Belch & Belch, (2003): Advertising and Marketing, An Integrated Marketing Communications Perspective, The Mc Graw Hill Companies.
8. Christina Spurgeon, (2007): Advertising and New Media, Routledge, Taylor & Francis Group, London and New York
9. Gillian Dyer, (1982): Advertising as Communication, Routledge, Taylor & Francis

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the overall role advertising plays in the business world.
2. Understand advertising strategies and budgets.
3. Identify and understand the various advertising media.
4. Demonstrate an understanding of how an advertising agency operates.
5. Demonstrate an understanding of different types of advertisements

CO-PO Mapping :

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

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

SDG Justification:

The course is developed to explore the Visual Communication. This helps the students to find the different phases media theories which has developed.

MSTU3231	3D ANIMATION	L	T	P	S	J	C
		2	0	4	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The course serves as an introduction to the field of 3D animation for students. Students will be able to turn their imaginative ideas into reality. Create a range of digital 3D design animations by designing, defining, and completing them. Learning about 3D animation could pave the way for a successful career in the rapidly expanding field of visual media technology and 3D animation.

Course Educational Objectives:
- Help students understand 3D animation and get the ability to create movement in a three-dimensional artistic space.
- Enable students to identify 3D Animation tools to conceptualize and bring animation dreams to life.
- Help them analyze 3D animation fundamentals.
- Impart the professional skill required for a career in animation industry.
- Help them explore 12 principles traditionally employed to create 3D animation.

UNIT 1   **Basics of 3D animation types and evaluations**
- Basic 3D animations
- Types and forms of 3D animations
- History of 3D animation
- Compare the differences between 2D and 3D animation technologies
- Basic settings and preferences, keys and interfaces on Autodesk Maya
- Uses of eyes and brain process moving image
- Understand the differences between various types of animation

UNIT 2   **Principles on 3D animation**
- Applying principles in inorganic animation
- Understand and apply Disney's 12 Principles of Animation
- Creating different rough walk cycle using ball and leg
- Appreciate the world of animation beyond the Hollywood
- Acting for animations

UNIT 3   **Forms for animations on human anatomy**
- Applying different walk cycle techniques on 3D animation
- Discuss how poses communicate emotions
- Understanding timing and spacing
- Acting for animations
- Develop your own animated characters based on real human anatomy

UNIT 4   **2D Computer Animation and CGI**
- Understand the process of CGI production from idea to theatre
- Discuss the pros and cons of different production processes
- Define and explain smooth stylized walk cycles (secondary action)
  Body Mechanisms
- Identify the key departments in an animation studio
- Introducing humanoid 3D Character for basic walk cycle

UNIT 5   **3D Character animation**
- Create animation sequences with facial expressions on characters.
- Micro and Macro correction over finalized 3d animation for timing
- Creating expression and emotion in character mouth shape according to the dialogue
- Creating the props animation and interactions with character animation
- Motion capture technology
- Export your animated videos to share with the world

3D Animation laboratory
- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- (Each exercise should have minimum 3 numbers of works with rough project presentations followed by fair works)
- (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

References:

1. Frank Thomas and Odie Johnson, The Illusion of Life: Disney Animation, Disney Editions; Rev Sub edition, 2014
2. Williams, R. The Animator's Survival Kit. Revised Edition, Faber & Faber, 2011
3. 3D Animation Essentials John Wiley
4. 3D Animation for the Raw Beginner Using Maya 1st Edition, Kindle Edition by Roger King

Course Outcomes:
By the end of the course, students will be able to
1. Demonstrate knowledge of the history and conventions of 3D animation.
2. Apply principles to create realistic and cartoony animation.
3. Understand the 12 principles traditionally employed to create animations.
4. Create believable body mechanics animation.
5. Explore the foundations of physics, weight and movement, and timing. Integrate convincing body mechanics with action effectively.

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1					2			1			
CO2					2				1		
CO3	2	1									
CO4					2			1	1		
CO5					2			3	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
Ensure inclusive and equitable quality education and promote lifelong learning
opportunities for all.
SDG Justification:
The students learn about 3D animation and could pave the way for a successful career in the
rapidly expanding field of visual media technology in Animation Industry.

MSTU3131	SOCIAL MEDIA & WEBCASTING	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course will focus on using internal/enterprise social media and collaboration tools and technology available to today's organizations. And the course focuses on the impact of social media from a global perspective. Adding to this, the course also discusses the latest trend in webcasting. The platforms and various tools and techniques used in webcasting are also discussed.

Course Educational Objectives:
- Help students understand social media and digital technologies
- Equip them with the skills to analyze the impact of social media
- Make students to familiarize with the social media organizations
- Help them identify corporate networks and media strategies
- Help them learn the basics of webcasting

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 webcasting concepts,
- Digital audio-video basics, webcast encoding.
- Producing high quality LIVE streaming using tools like VMix, Blackmagic, Stream Shark, 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

References:

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, Manual. "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
7. Blogging" New Media & Society, Vol. 6, No. 1, 2004.
8. Lister Martin. New Media – A Critical Introduction. Routledge, 2009

Course Outcomes:

Students 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

Social Media & Webcasting Laboratory

Administering different social media handles
Content management
Blogging
Live streaming of Facebook, YouTube, and other handles

References:
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, Manual. "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
7. Blogging" New Media & Society, Vol. 6, No. 1, 2004.
8. Lister Martin. New Media – A Critical Introduction. Routledge, 2009

Course Outcomes:

Students 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	PSO 2	PSO3	PSO4
CO1	2										
CO2	2										
CO3					3						
CO4			3							2	
CO5					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
Ensure inclusive and equitable quality education and promote lifelong learning
opportunities for all.
SDG Justification:
The students can perform while using internal/enterprise social media and collaboration
tools and technology available to today's organizations. It helps student to focuses on the
impact of social media from a global perspective.

MSTU3151	FILM STUDIES	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

Film Studies coursework is designed to provide students with an overview of film history and the skills necessary to analyze and critique the film. Students will learn about film theory, aesthetics, genres, and fundamental film criticism. Students will explore film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, develop a systematic and convincing interpretation of the films they watch, and acquire the ability to analyze films in well-constructed and persuasive essays.

Course Educational Objectives:

1. Help students trace the history and development of cinema
2. Develop in them a critical understanding of the language of cinema
3. Enable students to comprehend the role and impact of cinema in society and vice-versa
4. Building a nuanced understanding of the socio-political and technological aspects of filmmaking
5. Help students understand the basics of film theory

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 – Reading: Excerpts from: Laura Mulvey 'Visual Pleasure and Narrative Cinema' 1975

- Postmodernism in Film – Reading: Frederic Jameson Postmodernism, or, The Cultural Logic of Late Capitalism, 1992

UNIT 5   **Film and International Movements**

- German Expressionism
- Italian Neo- Realism
- French New Wave

- Dogme 95

References:

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 Punanthambekar. *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
5. Biltereyst, R. Vande Winkel, Roel Vande Winkel (eds.) Silencing Cinema: Film Censorship Around the World, Palgrave MacMillan, 2013
6. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17- 34.
7. David Cook, History of Narrative Film. WW Norton, 2004
8. Eric Barnouw and S. Krishnaswamy, Indian Film, New York Columbia University Press 1963
9. Frederic Jameson, From: "Postmodernism or the Cultural Logic of Late Capitalism", Duke University Press, Durham, 1984,
10. Chapter 1. 1984 "Postmodernism, Or, The Cultural Logic of Late Capitalism." New Left Review, no. 146 (July-August): 59 - 92.
11. James Monaco, How to Read a Film: Movies, Media and Beyond Oxford University Press, 2009
12. Lalita Gopalan (ed.) The Cinema of India, Wallflower Press, 2010
13. Geoffrey Nowell Smith (ed.) The Oxford History of World Cinema, New York & Oxford: Oxford University Press, 1996
14. Madhava Prasad, *Ideology of Hindi Film.* New Delhi: Oxford University Press. 1998

15. 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 &Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
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
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:

Upon completion of the course, the students will be able to;

1. Develop a range of analytical skills in the study of film.

2. Become familiar with major critical approaches in the field (narrative theory, feminism, cultural studies, and genre).

3. Understand and demonstrate the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.

4. Conduct film research and compose cogent, persuasive, and valid essays about film.

5. Acquire a broad knowledge of film history, national cinemas and modes of production.

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1			2							2	
CO2					2						
CO3	2		3						2		
CO4										3	
CO5					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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG Justification:
The student can develop in them a critical understanding of the language of cinema. It helps students to comprehend the role and impact of cinema in society and vice-versa.

	3D MODELING FOR VIRTUAL REALITY	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course will cover virtual reality (VR) and the variety of virtual worlds you can experience using this technology. We will cover the history of VR, the relationship between VR design considerations, communications, ethical and socio-cultural inferences of immersive technology. While this course focuses on virtual worlds and VR, it is primarily a communication and design theory course.

Course Educational Objectives:
- Help students get acquainted with virtual reality and its terminology. Create and use virtual reality components using Unity.
- Encourage and equip students with the skills to write, direct, produce a quality digital virtual reality product.
- Demonstrate industry level ability and familiarity in virtual reality video technology by analyzing virtual digital videos in a variety of applications productions
- Enable them to analyze the social and ethical implications of virtual reality technology.
- Provide insights into the future of virtual reality technologies and considerations needed for creating, maintaining, and interacting with such technologies.

UNIT 1   WHAT IS VIRTUAL REALITY?
- Introduction to Virtual Reality
- Virtual reality concepts and definitions – AR, VR, XR, Mixed Reality
- Discussion: VR as an "empathy machine"

UNIT 2   HISTORY OF VIRTUAL REALITY TOPICS:
- History of Virtual Reality, from Greek theater to immersive worlds
- Virtual reality concepts and definitions – AR, VR, XR, Mixed Reality
- IMMERSION AND PRESENCE
- Immersion and Presence in VR

UNIT 3   UNDERSTANDING PERCEPTION
- Understanding Human Perception in virtual environments
- The science and theory of human sensory and cognitive systems
- Multi-sensory interactions with virtual environments
- Virtual Reality Interfaces and Interaction
- Definitions and fundamental principles of interaction with virtual environments
- User interface design
- Interface devices

UNIT 4   SOCIAL WORLDS
- Social Worlds and Virtual Communities
- Lessons learned from early online social worlds
- New VR social worlds: Facebook, Rec Room, Pluto VR, Ugen, Ubisoft StarTrek
- Flat screen versus immersive VR experiences and social interactions

UNIT 5   STORYTELLING IN VIRTUAL WORLDS
- Unique features of VR storytelling versus narrative in films, books or TV
- Story structures: linear, branching, alternative endings
- The role of POV in virtual storytelling
- Guiding user interactions and experiences through environmental storytelling
- The role of artificial intelligence in VR storytelling
- VR/AR in education – the long-distance learning lab
- Future trends in virtual reality technologies
- Career opportunities in virtual reality design

Virtual reality laboratory:
1. The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.

2. (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

References:
1. Unity Virtual Reality Projects by Jonathan Linowes
2. Complete Virtual Reality and Augmented Reality Development with Unity: Leverage the power of Unity and become a pro at creating mixed reality applications
3. Unity 2020 Virtual Reality Projects: Learn VR development by building immersive applications and games with Unity 2019.4 and later versions, 3rd Edition

Course Outcomes:

Studying and understanding the origins of virtual reality technology

1. Identifying the unique features of VR vis-a-vis old media forms.
2. Map the differences between different formats and forms of virtual reality
3. Uses, perils, and promises of devices as well as their respective environments
4. Learning practical applications for virtual reality technologies in human interactions
5. Understanding the relationship between human cognition, interaction, perception, and virtual reality technology.

CO-PO Mapping :

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

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

SDG Justification:

The students can perform focuses on virtual worlds in VR, It helps the student to analyze the social and ethical implications and provide insights into the future of virtual reality technologies.

MSTU3241	GAME DESIGN	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

The course covers an introduction to 3D / 2D Game art design. Students will have the power to transform creative notions into game art designs. They will learn to design, define, and complete a variety of digital designs. The students will learn that Game design could lead to a thriving career in the growing world of visual media games technology. They will develop a clear understanding of the subject-related games and art designs. They will understand adaptive thinking and adaptability.

Course Educational Objectives:
- Help students identify the fundamental concepts and critical issues of the Game art development discipline.
- Impart the knowledge to create games for various platforms.
- Equip them with the skills to master essential game development (produce, test, and present a beta version of a game of your design)
- Help them understand the Danish "indie" gaming community
- Enable them to learn the basics of using 2D and 3D graphics

UNIT 1   **Essential concepts of Game designs**
- Digital Modeling
- Digital Art
- Texture and Environment Creation
- Graphics Technical Skills

UNIT 2   **Game design basics**
- Anatomy Basics
- Color Study
- Unity interface and tools

UNIT 3   **Advanced Details of Game designs**
- Advanced Environment Creation
- High Detail Sculpting I
- Hard Surface Modeling I
- Hard Surface Modeling II

UNIT 4   **Environments making in games**
- Hard Surface Modeling III
- 3D Environments I
- Accessing another game object and its components.

UNIT 5   **Characters and BG for the game**
- 3D Environments II
- Character Modeling
- Conceptualization
- Level design and properties of living things

Game Design laboratory :
1. The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
2. (The Students have to submit all the exercises as video files output in H264 format for Practical exam, which will be evaluated by the External Examiner)

References:

1. Michelle Menard, "Game development with unity" 2nd edition, Cengage Learning PTR, 2015.
2. Foundations of Game Engine Development, Volume 2: Rendering
3. Getting Started in 3D with Maya: Create a Project from Start to Finish – Model, Texture, Rig, Animate and Render in Maya by Adam Watkins
4. Unity Shaders and Effects Cookbook
5. Beginning 3D Game Development with Unity

Course Outcomes:
At the end of the course, students should be able to,
1. Demonstrate and differentiate the tools and techniques involved in creating 2D & 3D games.
2. Apply and develop suitable methods to create games for various platforms.
3. Designing experiments to address problems pertinent to the discipline.
4. Understanding trends that impact the gaming industry.
5. Students will apply theories and develop and test an actual game.

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1		2								3	
CO2										3	
CO3	2				3					3	
CO4					3					3	
CO5		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
Ensure inclusive and equitable quality education and promote lifelong learning
opportunities for all.

SDG Justification:
The students will learn that Game design could lead to a thriving career in the growing world
of visual media games technology.

MSTU3251	UX & UI DESIGN	L	T	P	S	J	C
		3	0	2	0	0	4
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

The course will cover an introduction to the field of user experience design. Students will be equipped with the knowledge and skills to transform creative notions into user experience designs. Define, design, and complete a variety of digital designs. The students will understand user experience design. This course can lead to a thriving career in the growing world of visual media technology. The students will learn about User Experience designs, various components, tools and methods of UX, and design components for web and mobile applications.

Course Educational Objectives:

- Help students learn the basics of UI/UX, Information architecture, product management, and designers' role.
- Enable them to understand the applications of UI/UX, Information architecture, and product management.
- Help them learn about various Graphic Design and UI/UX techniques and developing skills to become a professional designer.
- Enable them to expand their knowledge base and master the use of tools for producing good industry-standard designs. Students will learn to work on websites, advertisements, and app designs.
- Help them understand the concepts of UX research, design thinking, UI prototyping and styling, information architecture, usability, and testing.

UNIT 1   **Introduction to UX and Overview**
- Basic introduction about UX
- Types and formats of UX
- History of UX designs
- Basic settings and preferences, keys and interfaces on Adobe Photoshop

UNIT 2   **Concepts and Principles of Design**
- Types of user Experience
- Concept and trends in UX
- User Interactions
- Emerging Technologies in UX
- Designing for Experience
-

UNIT 3   **Human Factors and Psychology for User Interface Design**
- Short- and long-term memory, attention
- Conceptual models
- Design Principles: Visibility, Feedback, Mappings, Constraints
- Interacting beyond individuals

UNIT 4   **Elements of UX Design**

- Elements used in User Experience Design.
- How it Works Together.
- What is Persona in UX Design
- 6 Stages used to design in UX
- Interaction Design
- UX designs projects using Adobe Photoshop and Adobe XD

UNIT 5   **UX Design process**

- Design testing methods and techniques.
- Usability testing types and process
- Create a plan for the usability
- What is prototype and designs with various prototyping tools
- Prepare usability testing, understand & refine usability test results
- Advanced UX designs projects using Adobe Photoshop

User Experience Design UX laboratory:

1. The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
2. (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

References:

1. Jesse James Garrett, "THE ELEMENTS of USER EXPERIENCE", PHI, 2011.
2. Alan Cooper, Robar Riemann and Drave Cronin, About face 3, The essentials of interaction design
3. The Elements of User Experience: User-Centered Design for the Web by Jesse James Garrett
4. 100 Things Every Designer Needs to Know About People by Susan Weinschenk
5. Interaction Design: Beyond Human-Computer Interaction by Jenny Preece, Helen Sharp & Yvonne Rogers

Course Outcomes:

1. Understand and implement workflow methodologies (like AGILE) to tackle complex problems to develop an appropriate design solution.
2. Implement and practice current industry-standard tools
3. Optimizing and learning to choose the most appropriate approach or method framework for a specific project.
4. Develop ideas and various app designs and website pages.
5. Select the best output and what works for a particular given project.

CO-PO Mapping :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4
CO1		2									
CO2			3								
CO3	2		3								
CO4			3						2		
CO5										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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG Justification:
This course can lead to a thriving career in the growing world of visual media technology. The students will learn about User Experience designs, various components, tools and methods of UX, and design components for web and mobile applications.

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	None						

Course Description:

This course covers the fundamentals of media management, what a manager should know and do as a marketer to develop a successful new product, and for students to understand the steps necessary to bring a new product from concept to successful launch.

Course Educational Objectives:
- Help students understand the media management
- Enable them to learn and analyze issues and challenges pertaining to the media industry
- Equip them with the skills to identify the roles, responsibilities, guidelines of a media organization
- Teach them how to evaluate media economics, strategic marketing in media
- Encourage them 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, issues and concerns of media economics.
- Capital Inflow, 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

References:
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:
Upon completion of the course, students 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			2							2	
CO2					2						3
CO3	2		3								3
CO4										2	
CO5					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
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG Justification:
The students can perform their skills to identify the roles, responsibilities, guidelines of a media organization and that helps to evaluate media economics, strategic marketing in media industry.

Minor Program in Dance (Kuchipudi)

Requirements for Minor in Dance (Kuchipudi)

Students wishing to minor in Kuchipudi Dance must complete the 8 Minor Core Courses in the Dance curriculum. All Courses will have a Continuous Assessment Component of 100 Marks. These courses are in the table below.

Course Code	Course Title	L	T	P	J	S	C
FPEA1001	Introduction to Indian Dance	3	0	0	0	0	3
FPEA1011	Introduction to Kuchipudi	2	0	2	0	0	3
FPEA2001	Intermediate Kuchipudi	1	0	4	0	0	3
FPEA2021	Advanced Kuchipudi	1	0	4	0	0	3
FPEA2011	Kuchipudi Sattvikabhinaya	2	0	2	0	0	3
FPEA3001	Kuchipudi Performance	2	0	2	0	0	3
FPEA3011	Kuchipudi Improvisation	2	0	2	0	0	3
FPEA3021	Cross-Cultural Dance Studies	3	0	0	0	0	3

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

Course Description:

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

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

UNIT 1

Introduction to the dance history of India through the lens of social, political, and cultural contexts.

- Dance in pre-historic era
- Dance in proto-historic era
- Treatises on dance
- Bhakti Movement
- British era
- Theory and technique

UNIT 2 **The role of courts and temples in the patronage of different art forms**

Court Dance, Temple Dance, Great patrons of Indian Dance (Pallavas, Pandyas, Cheras, Chozhas, Vijayanagara empire, Maratha kings of Tanjore, Swati Tirunal, Mughals)

UNIT 3 **Marga Traditions**

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

UNIT 4 **Desi traditions**

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

UNIT 5

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

Course Outcomes:

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

FPEA1011	INTRODUCTION TO KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course introduces students to the basic technique of Kuchipudi dance which includes basics steps, Jatis in Chaturasra Jaati, and an item Koutvam/Jati swaram/Sabdam.

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

UNIT 1   Saamu (Traditional exercises), First half steps

Warm up routine with traditional exercises like Dandelu, Baskeelu,Gunjeelu.
Basic positions of legs, arms and feet required for Kuchipudi stance.
Steps that introduces different foot positions:
 Sama paada(flat foot), Kuncita paada (heel raised with toe ball in contact to the group)
and Ancita paada (flexed foot where heel is in contact with the group andtoe is raised)

UNIT 2   Second half-steps

Introduction to complex sequences of steps
Introduction to steps in different *tā lams*.
Teermanams or finishings.

UNIT 3   First half Jatis

What is a Jati? What is a Jaati? What are different talas?

Selected Jatis in Chaturasra Jaati

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

Asamyuta Hastā s from the text Abhinaya Darapanam

Samyutha Hastā s from the text Abhinaya Darpanam

Story telling using hastā.

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

Background of the item (song) to be taught

Koutvam/ Jati Swaram/ Sabdam

Course Outcomes:

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

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

Course Description:
This course is the continuation to previous course Introduction to Kuchipudi.

Course Educational Objectives:
- Understand the basic techniques of Kuchipudi.
- Perform the basics movements of Kuchipudi.
- Understand the pedagogical structure of Kuchipudi.

UNIT 1   Chaturasra Jati Jathis
- Review
- Jatis in the meter of 'Four'.

UNIT 2   Tisra Jati Jatis
- What is Tisra Jati?
- Selected Jatis from Tisram.

UNIT 3   Misra Jati Jatis
- What is Misra Jaati?
- Jatis from Misra Jaati.

UNIT 4   Gestural Vocabulary
- Devata Hastas according to Abhinaya Darpana
- Bandhavya Hastas according to Abhinaya Darpana

UNIT 5   Item
- Introduction to the background of the item.
- Item – Keertana/ Thillana

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

FPEA2021	ADVANCED KUCHIPUDI	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

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

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

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

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

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

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

UNIT 5
- Advanced Item - Tarangam

Course Outcomes:

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

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

Pre-requisite	Intermediate Kuchipudi
Co-requisite	None
Preferable exposure	None

Course Description:
This course introduces students to Navarasas or the nine histrionic emotions.

Course Educational Objectives:
- Understand the basic techniques of emotional representation (Theory and Practical)
- Understand the pedagogical structure of Kuchipudi.

UNIT 1   Introduction to the Rasa Theory of Natya Sastra
- Rasa Sutra
- Sthayi Bhavas
- Nava rasas

UNIT 2   Technique of Abhinaya
- Drishti Bhedas
- Siro Bhedas
- Greeva Bhedas
- Eye Exercises

UNIT 3   Demonstration of Navarasas through real-life situations
- Creating the scene to suit the rasa – Theory
- Execution of the scene created theoretically

UNIT 4
- Abhinaya – Javali & Vachikabhinaya - Solo

UNIT 5
- Abhinaya – Javali & Vachikabhinaya – Partnering/ Group

Course Outcomes:

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

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Kuchipudi.

		L	T	P	S	J	C
FPEA3001	**KUCHIPUDI PERFORMANCE**	2	0	2	0	0	3
Pre-requisite	Advanced Kuchipudi						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

Course Educational Objectives:
- Understand the advanced techniques of Kuchipudi.
- Perform the repertoire of Kuchipudi.
- Understand the technicalities of a stage presentation

UNIT 1
- Spatial awareness in dance through group choreography

UNIT 2
- Makeup for dance

UNIT 3
- Makeup for dance

UNIT 4
- Beauty, grace and lines – an aesthetic investigation of dance

UNIT 5
- Attitude – a performer quality

Course Outcomes:

After successful completion of the course the student will be able to:
1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Kuchipudi.
4. Incorporate modern presentational techniques into the traditional art form

FPEA3011	IMPROVISATION IN KUCHIPUDI	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	Sattvikabhinaya in Kuchipudi						
Co-requisite	None						
Preferable exposure	None						

Course Description:

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

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

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

Course Outcomes:

After successful completion of the course the student will be able to:
1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Kuchipudi as medium of self-expression and creative communication

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

Course Description:

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

Course Educational Objectives:
- Understand the cultural historof y different forms of dance
- Awarenesofut the different dance traditions, their history, evoluti,on and current state
- Understand the basic techniques of different dance traditions

UNIT 1
- Introduction

UNIT 2
- Ballet and Modern

UNIT 3
- African and Hip-hop

UNIT 4
- Flamenco and Kathak

UNIT 5
- Cultural Appropriation

Course Outcomes:

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

Minor program in dance - Mohiniyattam

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

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

Course Description:

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

Course Educational Objectives:

- Explain the cultural history of India.
- Analyse the impact of political and economic conditions on the art in each region in India.
- Explain brief histories of 8 classical dance forms of India.
- Explain the content, repertoire and āhārya of the eight classical dance forms of India.
- Differentiate between dance drama tradition and solo tradition.

UNIT 1   **10 hours**

Introduction to the dance history of India through the lens of social,

political, and cultural contexts.

1. Dance in pre-historic era
2. Dance in proto-historic era
3. Treatises on dance
4. Bhakti Movement
5. British era
6. Theory and technique

UNIT 2   **9 hours**

The Role of courts and temples in the history of dance

forms. Court Dance, Temple Dance

Great patrons of Indian Dance (Maratha kings of Tanjore, Swati Tirunal, Mughals)

UNIT 3   **10 hours**

- Dance Drama Traditions
- What are dance drama traditions?
- Natya Sastra and dance dramas
- Kathakali – overview
- Kuchipudi – overview
- Manipuri – overview
- Sattriya – Overview

UNIT 4   **10 hours**

- Solo Traditions
- what is a solo tradition?
- Bharatanatyam – Overview
- Kathak – Overview
- Odissi – Overview

  Mohiniattam - Overview

UNIT 5   **9 hours**

- Dance forms and their state in post-independent India
- Neo-classical dance forms and their inspiration
- Changes in content, context of the Indian dance forms.

Textbooks:

1. Vatsyayan, Kapila. "The Theory and Technique of Classical Indian Dancing." Artibus Asiae, vol. 29, no. 2/3, Artibus Asixae Publishers, 1967, pp. 229–38, https://doi.org/10.2307/3250274.

References:

1. Vatsyayan, K. Indian Classical Dance. 1974.
2. Putcha, Rumya S. "Between History and Historiography: The Origins of Classical Kuchipudi Dance." Dance
3. Research Journal, vol. 45, no. 3, 2013, pp. 91–110., doi:10.1017/S0149767713000260.

4. Ohtani, Kimiko. "'Bharata Nāṭyam', Rebirth of Dance in India." Studia Musicologica Academiae Scientiarum
5. Hungaricae, vol. 33, no. 1/4, Akadémiai Kiadó, 1991, pp. 301–08, https://doi.org/10.2307/902452.

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

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

Course Outcomes

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

FPEA2041	Introduction to Mohiniyattam Dance	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course introduces students to the basic technique of Mohiniyattam dance which includes Chuzhippus, Basic steps, Basic hand gestures, and two items from the repertoire Cholkkettu and Jatiswaram.

Course Educational Objectives:

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

UNIT 1	Basics of Mohiniyattam	10 hours

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

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

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

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

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

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

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

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

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

Text Books

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

Course Outcomes:

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

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

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

 Course Educational Objectives:

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

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

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

- Chapter 6 of Natyasastra

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

- Introducing different hand gestures from one pattern

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

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

TextBooks:

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

Course Outcomes:

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

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

Course Description:

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

Course Educational Objectives:

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

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

Course Outcomes:

1. Learning how to perform a full repertoire
2. Advanced learning of tala
3. More fundamental topics like eye practices, nrittahastas from Natyasastra
4. Learning a padam
5. Creating and performing a self made abhinaya oriented item in Mohiniyattam.

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

Course Description:

This course is to introduce about the satvikabhinaya and the Rasa Theory in Natyasastra. It also introduces the last item of a Mohiniyattam repertoire which is Tillana.

Course Educational Objectives:

- Introduction to the Rasa theory of Natyasastra
- Understanding Navarasa through real life situations
- Learning a Tillana [First half]
- Tillana [Second half]
- Attitude – a performer quality

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

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

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

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

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

Course Outcomes:

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

FPEA3041	MOHINIYATTAM PERFORMANCE	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	**Advanced Mohiniyattam**						
Co-requisite	**None**						
Preferable exposure	**None**						

Course Description:

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

Course Educational Objectives:

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

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

Course Outcomes:
1. Group choreography helps to get proper awareness on space and time in dance
2. Learning dance make-up
3. Learning about lighting and its settings for a performance
4. In-depth learning about the beauty and grace in a performance
5. Practicing yoga through dance.

FPEA3051	IMPROVISATION IN MOHINIYATTAM	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	**Satvikabhinaya in Mohiniyattam**						
Co-requisite	**None**						
Preferable exposure	**None**						

Course Description:

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

Course Educational Objectives:

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

UNIT 1   **10 hours**

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

Course Outcomes:
1. Different rhythmic patterns in dance
2. Co- relation of music and dance
3. Awareness of dancing space
4. Creative improvisation in Nritta
5. Creative improvisation in Abhinaya

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

Course Description:

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

Course Educational Objectives:

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

     UNIT 1   **10 hours**

Introduction to cross-culture

     UNIT 2   **9 hours**

Ballet and Modern dance

     UNIT 3   **9 hours**

African and Hip-hop

     UNIT 4   **10 hours**

Flamenco and Kathak

     UNIT 5   **10 hours**

Cultural appropriation

Course Outcomes:

1. Introduction to cross-cultural studies
2. Understanding Russian ballet and Modern dance
3. Overview of African dance and Hip-hop
4. Understanding the comparison of Flamenco and Kathak
5. Learn, how different cultures across the world appropriates each other.

Minor Program in Dance (Bharatanatyam)

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

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

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

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

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

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

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

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

UNIT 5 **8 hours**

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

Course Outcomes:

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

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

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

Course Educational Objectives:
1. Understand the basic techniques of Bharatanatyam
2. Perform the basics movements of Bharatanatyam
3. Understand the pedagodical structure of Bharatanatyam

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

UNIT 2
- Kudhitthumettadavu, Kutthadavu, Sarrukal adavu

UNIT 3
- Mandi adavu, Theermanam adavu

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

UNIT 5
- Allarippu, Jathiswaram

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

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

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

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

UNIT 1
- Thattumettu adavu, Meetadavu

UNIT 2
- Karthari adavu, Utplavana adavu, Brahmari adavu

UNIT 3
- Kavuthuvam/Shabdam

UNIT 4
- Gestural Vocabulary of Indian Dance – Devata Hastas, Bandhavya Hastas

UNIT 5
- Varnam – Purvaangam

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

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

Course Description:
This course is a continuation of Advanced Bharatanatyam

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

UNIT 1
- Mandala bhedha, Sthanaka bhedha

UNIT 2
- Padam/Ashtapadi

UNIT 3
- Keerthanam/Kriti

UNIT 4
- Thillana

UNIT 5
- Introduction to Chaari bhedha

Course Outcomes:

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

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

FPEA2081	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 pedagodical structure of Bharatanatyam

UNIT 1
- Varnam – Uttaraangam

UNIT 2
- Introduction to the Rasa Theory of Natya Sastra

UNIT 3
- Drishti Bhedas, Siro Bhedas, Greeva Bhedas, Eye Exercises

UNIT 4
- Demonstration of Navarasas through real-life situations

UNIT 5
- Abhinaya – Javali

Course Outcomes:

After successful completion of the course the student will be able to:
1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Bharatanatyam

FPEA3081	**BHARATANATYAM PERFORMANCE**	L	T	P	S	J	C
		1	0	4	0	0	3
Pre-requisite	Sāttvikabhinaya in Bharatanatyam						
Co-requisite	None						
Preferable exposure	None						

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

Course Educational Objectives:
- Understand the advanced techniques of Bharatanatyam
- Perform the repertoire of Bharatanatyam
- Understand the technicalities of a stage presentation

UNIT 1
- Spatial awareness in dance through group choreography

UNIT 2
- Makeup for dance

UNIT 3
- Play of lights – the role of lights in dance

UNIT 4
- Beauty, grace and lines – an aesthetic investigation of dance

UNIT 5
- Attitude – a performer quality

Course Outcomes:
After successful completion of the course the student will be able to:
1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Bharatanatyam
4. Incorporate modern presentational techiques into the traditional art form

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

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

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

UNIT 1
- Rhythm – Introduction of Five Jaatis or meters in dance

UNIT 2
- Music and Movement quality

UNIT 3
- Space and movement

UNIT 4
- Nritta/ Pure Dance Improvisation

UNIT 5
- Abhinaya Improvisation

Course Outcomes:

After successful completion of the course the student will be able to:
1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techiques into the traditional art form
4. Use Bharatanatyam as medium of self-expression and creative communication

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

Course Description:

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

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

UNIT 1
- Introduction

UNIT 2
- Ballet and Modern Dance

UNIT 3
- African and Hip-hop

UNIT 4
- Flamenco and Kathak

UNIT 5
- Cultural Appropriation

Course Outcomes:

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

Minor Program in Indology

Requirements for Minor in Indology

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

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

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

Course Description:

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

Course Educational Objectives:

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

UNIT 1   **Indic thought**   **9 hours**
- Introduction to Oriental Studies
- Definitions of Culture
- Difference between Culture and Civilization
- Scholars of Indology

UNIT 2   **Bharata Varsha/Bharata Khanda**   **9 hours**
- Geography of Greater India
- Geographical importance of Jambudweepa
- Geographical background of Indian Culture
- Regional Structure of India in relation to Language and History

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

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

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

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

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

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

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

Reference Books

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

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

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

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

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

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

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

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

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

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

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

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

16. Ghosh, A. 1990. Encyclopaedia of Indian Archaeology. Volumes I and II. New Delhi: Munshiram Manoharlal.

17. Khanna, A. (n.d.). *Archaeology of India* (1992nd ed.) [Review of *Archaeology of India*]. Clarion Books.

18. Chanda, R., & India. (1998). *The Indus valley in the Vedic period*. Director General, Archaeological Survey Of India.

19. S Kalyanaraman, & India. (2008). *Vedic River Sarasvati and Hindu civilization*. Aryan Books International In Association With Sarasvati Research And Educational Trust.

20. Shereen Ratnagar. (2015). Understanding Harappa civilization in the greater Indus valley. New Delhi Tulika Books.

Course Outcomes

1. Understand the importance of Indic thought
2. Appraise the research and academic study that happened so far in the field of Indology.
3. Understand the pre and proto history of Greater India.
4. Articulate the historical, societal, cultural and literary vastness of Bharata Desha.
5. Acquire sufficient knowledge about the Indus Valley Civilization.
6. Connect and trace the ancient geography of Greater India.

FPEA1061	VEDIC LITERATURE AND MYTHOLOGY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course will give the students a deeper understanding regarding the Vedic Literature. Detailed knowledge will be imparted regarding Hindu, Buddhist and Jaina traditions and the intellectual history of India. The different divisions in the Vedic Literature and its different branches will be discussed upon in this course. The Itihasas, Puranas and the Upa Puranas that take a major seat in the Literary genius of the country will also be discussed upon in this course. A further understanding of the Mahakavyas along with a comprehensive history of Sanskrit and Pali Literatures will also be discussed in this course for much appreciation of the Literature. This course will also provide the learners with a basic understanding about the origin of Sanskrit Drama, one of the oldest theatrical traditions of the World and also the different Ancient Sanskrit Dramas and Dramatists and some important texts in Sanskrit.

Course Educational Objectives:

- Define the concepts of Veda and the various branches and categories of it.
- Interpret and compare the Shaiva, Vasihnava and Shakta traditions.
- Explain the concept of Itihasa and Puranas and Illustrate their importance.
- Teach the History of Sanskrit and Pali languages and their fundamental Literatures.
- Teach the history and articulate the historicity of the Ancient Sanskrit Drama.

UNIT 1	Introduction to Indian Literature	9 hours

- Introduction to Indian Literature
- Oral Literature – Shruthi; Smriti; Vedic Period; Sanskrit language
- Shaiva Literature – Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Vaishnava Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works
- Sakta Literature - Vedic Literature; Agama Literature; Puranic Literature; Scholarly Works

UNIT 2	Shruti Literature	11 hours

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

UNIT 3	Smriti Literature	9 hours

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

UNIT 4	Sanskrit and Pali Literature	9 hours

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

UNIT 5	Sangam and other Dravidian Literature	9 hours

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

Reference Books

1. Vasudev Vishnu Mirashi. (1975). *Literary and historical studies in indology.*
2. M Winternitz, & Subhadra Jhā. (1967). *History of Indian literature, vol. III, part II (Scientific literature)*. Delhi, Motilal Banarsidass.
3. Joshi, K. (2006). *Glimpses of Vedic literature*. Standard Publishers.

4. Śaśi Tivārī. (2021). *A history of Vedic literature : brief survey and study*. New Bharatiya Book Corporation.
5. Gonda, J. (1975). *A history of Indian literature. Volume I, Veda and Upanishads. Fasc. 1, Vedic literature : Saṃhitās and Brāhmaṇas*. O. Harrassowitz.
6. Moriz Winternitz. (1991). *A history of Indian literature/ vol. I, Introduction, veda, national epics, Purāṇas and Tantras.* Munshiram Manoharlal.
7. Ramaswami, P. (1962). *The cultural heritage of India / Vol. II, Itihāsas, purānas, dharma and other śāstras / introd. by C.P. Ramaswami Aiyar.* Ramakrishna Mission, Institute Of Culture.
8. William Joseph Wilkins. (1979). *Hindu mythology, Vedic and Puranic*. Rupa & Co.
9. Arthur Anthony Macdonell. (2015). *A history of Sanskrit literature*. Life Span Publishers And Distributors.
10. Keith, A. (1961). *A History of sanskrit literature*. Oxford Oxford University Press.
11. Law, B. C. (1923). *A history of Pali literature*. London.

12. R Śrīhari, Pon Caurirācan, 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

FPEA2121	RELIGION AND RELIGIOSITY IN INDIA	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Vedic Literature and Mythology						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course will focus on understanding the religio-philosophical culture of India. The Rise and development of the religion in the country and the religion that has been labelled at a very later stage that has been present since time immemorial as Sanatana Dharma will be introduced to the students. The Rig Vedic Deities and the Vedic Rituals that were part of the Sanatana Dharma and the basic Vedic Theology will be taught on a fundamental level. The different traditions of Divine belief systems that were followed from ancient times like the Shaivism, Vaishnavism, Shaktism and Veera Shaivism will be discussed in this course. Buddhism and Jainism that has also originated in India and their history and different sects will be understood in this course. Bhakti movement that brought in a great revolution in terms of understanding of the religious belief systems will be also understood at a deeper level in this course.

Course Educational Objectives:

1. Teach the students the aspects of religio-philosophical culture of India.
2. Summarize the origin and the development of Religion in the country and the social conditions that led to it.
3. Compare and contrast the different sects in the Hindu pantheon.
4. Discuss about the Buddhist and Jaina traditions that later shaped as Religions.
5. Demonstrate the importance of the Bhakti and Sufi movements and also understand their history.

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

- Rise and development of the concept of Religion – Origin; Timelines; Eternal Law; Vedic Religion; Belief Systems
- Hinduism as a way of life – Sanatana Dharma

UNIT 2   **Vedic Religion**   **9 hours**

- Rig Vedic and Atharvana Vedic Dieties
- Vedic Theology – Origins and development; Belief Systems; Nature of God; Brahmanism; Characteristics
- Vedic Rituals – Fire Rituals; Soma Rituals; Yagya; Sacrifices
- Concept of Tantras and Yantras – Etymology; Origins; Nature and Purpose; Beliefs and Practices; Mantras and Yantras

UNIT 3   **Different paths in Sanatana Dharma**   **12 hours**

- Shaivism – Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Vaishnavism - Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Shaktism - Etymology; Origins; History; Vedic Elements; Puranic Elements; Agamas; Beliefs and Practices; Texts; Different Traditions and Practices; Temples
- Veera Shaivism - Etymology; Origins; History; Basaveshwara and different Leaders; Philosophy; Practices

UNIT 4   **Other Religions in India**   **9 hours**

- Buddhism – Origin of Buddhism; Gautama Buddha and his life; the four noble truths; the eight-fold path; Division in Buddhism and various sects – Mahayana, Hinayana, Teravada and Vajrayana; Spread of Buddhism in Sri Lanka and East Asia; Decline of Buddhism in India.
- Jainism – Origin of Jainism; Thirthankaras; Vardhamana Mahavira and his life; doctrines of Jainism; Division in Jainism – Svethambaras and Digambaras; Decline of Jainism in India.

UNIT 5   **Religious Movements**   **9 hours**

- Bhakti Movement – Origins; History; Alwars and Nayanars; Textual Roots; Philosophy; Social impact; Different Preachers; influence on Arts; influence on other religions
- Sufi Movement – Etymology; Origins and History; Aims and Objectives; Practices; Texts; Different Saints

Reference Books

1. Bhattacharyya, N. N. (1996). *Indian religious historiography*. Munshiram Manoharlal Publishers.
2. Sushil Mittal, & Thursby, G. R. (2018). *Religions of India : an introduction*. Routledge.
3. Upinder Singh. (2021). *The idea of Ancient India : essays on religion, politics, and archaeology*. Sage.
4. Frawley, D. (2015). *Hinduism : the eternal tradition (sanatana dharma)*. Voice Of India.
5. Vaughan, J. (1999). *The religious history of India*. Shubhi Publications
6. Ramakrishna Mission. Institute Of Culture. (2003). *The cultural heritage of India.* Ramakrishna Mission, Institute Of Culture.
7. Bhargava, P. L. (2008). *Vedic religion & culture : an exposition of distinct facets*. D.K. Printworld.
8. Gauri Mahulikar. (2000). *Vedic elements in puranic mantras and rituals*. Nag Publishers.
9. Hillebrandt, A., & Sriramula Rajeswara Sarma. (1999). *Vedic mythology*. Motilal Banarsidass.
10. Krishna, N., & Ramaswami, C. P. (1991). *Shakti in art and religion*. C.P. Ramaswami Aiyar Institute Of Indological Research, C.P. Ramaswami Aiyar Foundation.
11. Bhandarkar, R. (n.d.). *Vaishnavism Shaivism and minor religious systems* (1965th ed.) [Review of *Vaishnavism Shaivism and minor religious systems*]. Indological Book House.
12. Bhattacharyya, N. N. (2015). *History of the Śākta religion*. Munshiram Manoharlal Publishers Pvt. Ltd.
13. Perrett, R. W. (1989). *Indian philosophy of religion*. Netherlands ; Boston ; Lancaster.
14. Gonda, J. 1985. Change and Continuity in Indian Religion . Reprint. New Delhi: Munshiram Manoharlal.
15. Goyal, R. S. 1985. Religious History of Ancient India . Volumes I and II. Jodhpur: Kusumanjali Prakashan.
16. Susunaga Weeraperuma, & Dikshit, S. S. (1998). *Major religions of India : new insights into Hinduism, Jainism, Buddhism and Sikhism*. Motilal Banarsidass Pub.
17. Shima, I., Sakata, T., & Ida, K. (2011). *The historical development of the Bhakti movement in India : theory & practice*. Manohar Publishers & Distributors.
18. Sharma, K. (2015). *Bhakti and the bhakti movement : a new perspective : a study in the history of ideas*. Munshiram Manoharlal Publishes Pvt. Ltd.
19. Heehs, P. (2002). *Indian religions : a historical reader of spiritual expression and experience*. New York University Press.
20. Mahesh Vikram Singh, & Bṛjabhūshaṇa Śrīvāstava. (2011). *Bhakti and Sufi movement*. Centrum Press.

Course Outcomes:

After the successful completion of the Course, the students will be able to:

1. Understand the concept and history of religion in India. L2
2. Understand the Vedic and ancient rituals. L2
3. Acquire a fundamental understanding about the different sects of Shaiva, Vaishnava, Shakta and Veera Shaiva traditions. L3
4. Gain a basic knowledge about the Buddhist and Jaina Traditions as religions and their different branches. L2
5. Understand the history and the importance of Bhakti and Sufi Movements in India. L2

FPEA2131	INTRODUCTION TO INDIAN PHILOSOPHY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Religion and Religiosity in India						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course will focus on understanding and explaining about the different philosophical systems of India. Starting with understanding the history of Indian Philosophy and it being an integral and internal part of Sanatana Dharma or the later Hindu religion will be discussed. The main part of Indian Philosophy of Vedanta and its different attributes will be taught along with an Introduction to Bhagavad Gita and Prasthanatrayi. The different orthodox and heterodox philosophies along with a brief introduction of their progenitors will be taught in this course. Along with the Hindu Philosophies in the contemporary language, the Buddhist and the Jaina philosophies that originated on this land will also be taught and understood.

Course Educational Objectives:

1. Teach about the general definitions and Principles of Philosophy
2. Summarize and categorize the history of Indian Philosophy.
3. Contrast the differences between the different Schools of Indian Philosophy.
4. Demonstrate the vision of Vedantic knowledge
5. Interpret the importance of Bhagavad Gita and the Prasthanatrayi
6. Establish the origins of the different philosophies from India along with the lives of their respective progenitors.

UNIT 1   **Introduction**   **9 hours**
- Introduction and Definitions of Philosophy – Etymology; History; Definitions; Branches
- Rise of Philosophical Schools in India – Origins and History; Common Themes; Orthodox Schools; Heterodox Schools
- 6 Darshanas of Indian Philosophy – Samkhya; Yoga; Nyaya; Vaisesika; Purva Mimamsa; Uttara Mimamsa
- Nastika Schools of Indian Philosophy – Buddha; Jaina; Ajnana; Ajivika; Charvaka

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

- Introduction to Uttara Mimamsa/Vedanta – Etymology; History; Significance; Metaphysical characteristics; Different Schools; Influence
- Introduction to Bhagavad Gita – Nomenclature; Authorship; Significance; Themes and Contents; Philosophy; Commentaries and Translations
- Prasthanathrayi – Etymology; History and Significance

UNIT 3 **Indian Philosophies** **10 hours**

- Sri Shankaracharya's Advaita Philosophy – Etymology; History; Shankaracharya's Life; Metaphysical concepts; Nature and God; Concept of Liberation; Texts; Influence; Establishment of Mathas; Lineage
- Sri Ramanujacharya's Visistadvaita Philosophy – Etymology; History; Ramanujacharya's Life: Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Temples; Lineage
- Sri Madhvacharya's Dvaita Philosophy – Etymology; History; Madhvacharya's Life; Dvaita as a revolution; Metaphysical concepts; nature of God; Concept of Liberation; Texts. Udupi Krishna Temple; Lineage

UNIT 4 **Indian Philosophies – II** **10 hours**

- Sri Nimbarka's Dviatadvaita Philosophy – Etymology; History; Nimbarka's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Vallabhacharya's Shuddhadvaita Philosophy - Etymology; History; Vallabhacharya's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage

- Sri Chaitanya Mahaprabhu's Achintya Bheda Abheda Philosophy - Etymology; History; Chaitanya Mahaprabhu's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage

UNIT 5 **Introduction to Buddhist and Jaina Philosophies** **10 hours**
- Introduction to Buddhist Philosophy – Origins; History; Early Buddhism; Texts; Different Buddhist Schools
- Introduction to Jaina Philosophy – Origins; History; Metaphysical concept; Basic Constituents of Reality; Ethics; Texts

Reference Books

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 Srīnivāsa Ayyangār. (1909). *The life and teachings of Sri Ramanujacharya*. R. Venkateshwar.
11. Sharma, B. N. K., & Philosophy, I. (1996). *Dvaita philosophy as expounded by Śrī Madhvācārya*. Radhakrishnan Institute For Advanced Study In Philosophy, University Of Madras.
12. Srinivasachari, P. N. (1996). *The Philosophy of Bhedābheda*. Adyar Library.
13. Narain, K. (2004). *The philosophy of the Vāllabha school of Vedānta*. Indological Research Centre.
14. Vinoda Thakura, S. Bh. (n.d.). *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)* (2016th ed.) [Review of *Sri Chaitanya Siksamrta (The Nectarean Teachings of Lord Chaitanya)*]. Nitai Gaur Chandra Deva Trust.
15. Surendranath Dasgupta. (2012). *A history of Indian philosophy. 1, Philosophy of Buddhist, Jaina and Six Systems of indian thought.* Motilal Banarsidass.
16. Potter, K. H. (2002). *Encyclopedia of Indian philosophies / 8. Buddhist philosophy from 100 to 350 A.D.* Motilal Banarsidass.
17. Virchand Raghavji Gandhi, & Desai, K. (2009). The Jaina philosophy. World Jain Confederation.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Gain a brief understanding regarding Philosophy in general and Indian Philosophy in particular.
2. Understand the history of Indian Philosophy.
3. Acquire knowledge about the six schools of Indian Philosophy.
4. Gain insights into the Vedantic Intellectual treasure from a bird's eye view.
5. Understand the importance of Bhagavad Gita and the Prasthanatrayi.
6. Gain a brief knowledge about the different philosophies that originated in India along with their Progenitors.

FPEA2141	INTRODUCTION TO TEMPLE ARCHITECTURE AND ICONOGRAPHY	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indology, Introduction to Indian Philosophy						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course teaches about the Temple as the nucleus of Indian Culture. The historical origins of the temple and the structures that existed before the actual temples came into existence will be understood. The different structures that exist in India in terms of the physical appearance of the temple and the philosophies that they carry within them will also be taught along with the regional differences that the temple architectures carried with them. Examples of some of the important temples in the South, East, West and North parts of the country will be discussed upon. The influences of the temple architectures upon each other and also the influence of Islam on the Hindu temple structures will be discussed. Along with the external temple's structures, the iconography of some of the Gods and Goddess in the Hindu pantheon will be understood along with the inner philosophy. These iconographies sometimes carry with them mythological stories and some deep belief systems that are a part of the Sanatana Dharma and the various Iconographies of the Buddhist and the Jaina traditions will also be discussed in this course.

Course Educational Objectives:

- Teach the history and the concept of Temples in India along with their structures and designs
- Define the temple architectural concepts and their meanings and background.
- Explain the different Iconographies of the dieties in the Hindu pantheon and the concept of Monotheism
- Teach the Buddhist Iconography
- Teach the Jaina Iconography

UNIT 1   **Introduction**   **9 hours**
- Concept of Temples in India – Origins; History; Phases; Important Dynasties; Significance; Social Functions; Philosophy
- Stupas, Chaityas and Viharas – Origins; History; Nomenclature; Influences; Sites in India
- Different types of Temple Structures – Dravida; Nagara; Vesara; Commonalities and Differences; Internal and External divisions

UNIT 2 **Temple Architectures** **10 hours**
- Dravida Architecture – Origins; History; Influences of Different Periods; Characteristics; Philosophy; Examples
- Nagara Architecture – Origins; History; Characteristics; Different types; Philosophy; Examples
- Vesara Architecture – Origins; History; Characteristics; Philosophy; Examples
- Influence of Islamic Architecture on Temples – History; Societal and Cultural Conditions; Architectural Achievements; Attributes; Examples
- Brihadeeshwara Temple, Konark Sun Temple, Kailashanth Temple, Modhera Sun Temple.

UNIT 3 **Hindu Iconography – I** **10 hours**
- Shaiva Iconography – Origins; History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shiva Iconography
- Linga worship and Iconographic features of Shiva-Linga, Images of pacific forms of Shiva, Images of terrific forms of Shiva, Nataraja
- Vaishnava Iconography – Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Vishnu Iconography
- Concept of twenty-four forms of Vishnu, Images of ten incarnations of Vishnu.

UNIT 4 **Hindu Iconography – II** **10 hours**
- Shakti Iconography - Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shakti Iconography; Saraswathi; Lakshmi; Parvathi; Lalitha Tripura Sundari; Kali; Different regional Goddesses; Grama Devatas
- Iconography as a source of Cultural History, Literary sources for the study of Indian Iconography – Puranas, Agamas, Tantras, Shilpashastra works etc., Archaeological sources – epigraphical and sculptural

UNIT 5 **Other Iconographies** **9 hours**
- Antiquity and characteristics of Buddha Iconography – Origins and History; Scriptures; Descriptions; Metaphysical concepts; Four Postures; Hindu Mythology – Dasavathara Icon; Characteristics
- Antiquity and characteristics of Jain Images – Origin and History; Tirthankaras; Yakshas and Yakshinis; Dikpalakas and Navagrahas; Asanas and Mudras; Characteristics

Reference Books

1. Thapar, R. (2021). *Indian cultures as heritage : contemporary pasts*. Seagull Books.
2. Kapila Vatsyayan, & Coomaraswamy, A. K. (2006). *The cultural heritage of India. Vol. 7, The arts. Part 1*. The Ramakrishna Mission Institute Of Culture.

3. K Mavali Rajan, & And, C. (2018). *Facets of temple culture : perspectives on religious and social traditions in early medieval India*. Kaveri Books.

4. Vijay Kumar, S. (n.d.). *Temples in India (Origin And Development Stages)* (S. Gupta, Ed.; 2016th ed.) [Review of *Temples in India (Origin And Development Stages)*]. DK Printworld Pvt. Ltd.

5. Meister, M. W., Dhaky, M. A., & American, P. (1983). *Encyclopaedia of Indian temple architecture*. American Institute Of Indian Studies.

6. Hardy, A. (2007). *The temple architecture of India*. Wiley.

7. Fredrick William Bunce. (2004). *Islamic tombs in India : the iconography and genesis of their design*. D.K. Printworld.

8. Ramachandran Nagaswamy. (2012). *Vedic roots of Hindu iconography*. Kaveri Books.

9. C Sivaramamurti. (1994). *Nataraja in art, thought and literature*. National Museum Of New Delhi.

10. Capra, F. (2010). *The Tao of physics an exploration of the parallels between modern physics and Eastern mysticism*. Boston Shambhala.

11. Banerjea, J. (1949). *The Development of Hindu Iconography* [Doctoral Thesis *The Development of Hindu Iconography*].

12. M Krishna Kumari. (2017). *Iconography, art, religion and culture : visualizing the past*. B.R. Publishing Corporation.

13. Narasimhan, L., Dave, R. M., & Ananthacharya Indological Research Institute. (2007). *A study of Vaikhānasa iconography*. Ananthacharya Indological Research Institute.

14. Werner, K. (n.d.). *Symbols in Art and Religion (The Indian and the Comparative Prespective)* (1991st ed.) [Review of *Symbols in Art and Religion (The Indian and the Comparative Prespective)*].

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17. Shivaji Panikkar. (1997). *Saptamātṛkā worship and sculptures : an iconological interpretation of conflicts and resolutions in the storied Brāhmanical icons*. D.K. Printworld.

18. Ramesh Shankar Gupte. (1980). *Iconography of the Hindus, Buddhists, and Jains*. D.B. Taraporevala Sons.

19. Benoytosh Bhattacharyya. (2013). *The Indian Buddhist iconography: mainly based on The Sadhanamala and cognate tantric texts of rituals*. Cosmo.

20. Coomaraswamy, A. K. (1972). *Elements of Buddhist iconography.* New Delhi Manoharlal.

21. Vyas, R. T., & Umakant Premanand Shah. (1995). *Studies in Jaina art and iconography and allied subjects in honour of Dr. U.P. Shah*. Abhinav Publications.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Understand the history and the concept of temples along with the structures that were constructed before the temples came into existence. L2
2. Identify the different temple structures across the country and the meanings that they carry. L4
3. Understand the reason for the iconography that came into existence and the different iconographies of Shiva, Vishnu and Sakti along with some of the mythological stories that they carry with them will be discussed in this course. L2
4. Acquire knowledge about the Buddhist iconography in India and connect dots between the Hindu and Buddhist Iconography. L3
5. Acquire knowledge about the Jaina iconography in India and connect the dots between the Hindu, Buddhist and Jaina Iconographies of India. L3

FPEA2151	ANCIENT INDIAN SOCIAL STRUCTURE	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indian Philosophy						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course will understand how the society looked like in India from Ancient times and the social and political conditions that evolved and led the society to be in that current form. The influence of the kingdoms and their belief systems and the different aspects of the social life in Ancient India will be understood in this course. The 16 rituals and the marriage system in the Ancient India will be understood on a fundamental level. The family structure that further comes along with the 16 rituals and the marriage system and the way the different relations were understood in the ancient India will also be discussed in this course. This will get into the information regarding the status of women in the society in general and also in the different caste systems after they came into picture will also be understood and insights will be gained into that.

Course Educational Objectives:

1. Teach the aspects of the social and the political structures of Ancient India on which the social systems are built.
2. Explain about the different rituals that are performed that have scientific reasons as well
3. Teach about the structure of the family system in Ancient Indian Society.
4. Demonstrate the status of Ancient Indian Women and the values that were present.
5. Teach about the matriarchal and patriarchal systems from Ancient India

UNIT 1 **Introduction** **9 hours**
1. Aspects of Social and Political Evolution in India
2. Aspects of Social Life in Ancient India
3. Character System to Caste System

UNIT 2 **Ritual Systems** **9 hours**
1. 16 rituals – Purpose of Samskaras; Cultural and Spiritual; Prenatal; Childhood; Educational; Marriage; Death
2. Marriage System – Origins; Ancient Society; Beliefs and Sentiments; Different types

UNIT 3   **Social Structure**   **9 hours**

1. Early Society in Ancient India – History; Structure; Significance; Cultural Beliefs; Transitions
2. Family Structure in Ancient India

UNIT 4   **Women in Ancient Indian Society**   **9 hours**

1. Status of Women in Ancient India – Women's position in Ancient India; Position of Women in Hindu Dharma; Female infanticide and Female Foeticide in Ancient India; Male and Female ratio; Patriarchal Opression; textual references; Ancient Women and Education; Ancient Women and Politics
2. Status of Women in different varna systems – Brahmana; Kshatriya; Vyshya; Shudr

UNIT 5   **Social Systems**   **12 hours**

1. Matriarchal and Patriarchal Systems – Origins; History; Different phases; Cultural reasons; Political reasons; Social reasons;
2. Varna and Ashrama System – Systems of Varna and Ashrama; Prakriti Gunas; Different Ashramas; Significance in Human life; Organization

Reference Books

1. Romila Thapar, & Orient Longman. (2016). *Ancient Indian social history : some interpretations*. Orient Blackswan.
2. S K Verma, Dr. (2012). *History of ancient and early medieval India*. Manglam Publishers & Distributors.
3. Ekta Singh. (2009). *Caste system in India : a historical perspective*. Kalpaz Publications.

4. Bhattacharyya, N. N. (2005). *Ancient Indian rituals and their social contents*. Manohar.
5. Pattnaik, D. (n.d.). *Marriage (100 Stories Around India's Favourite Ritual)* (2021st ed.) [Review of *Marriage (100 Stories Around India's Favourite Ritual)*]. RUPA Publications INdia Pvt. Ltd.
6. Jamison, S. W. (1996). *Sacrificed wife/sacrificer's wife : women, ritual, and hospitality in ancient India*. Oxford University.
7. Upinder Singh. (n.d.). *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)* (2013th ed.) [Review of *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)*]. Pearson Pvt. Ltd.
8. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
9. Banerji, S. C. (n.d.). *Society in Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)* (2007th ed.) [Review of *Society in*

Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)]. DK Printworld Pvt. Ltd.

10. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.

11. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute of Culture.

12. Kane, P. V. 1941. History of Dharmashastra. Vol. II, Part I. Pune: Bhandarkar Oriental Research Institute

13. Altekar, A. S. 1973. Position of Women in Hindu Civilization. Delhi: MLBD. 3. Karandikar, S. V. 1928.

14. Hindu Exogamy. Bombay: Advocate of India Press.

15. Roy, K. (2001). *Women in early Indian societies*. New Delhi Manohar.

16. Olivelle, P. (2004). *The Asrama system: the history and hermeneutics of a Religious Institution*. Munshiram Manoharlal.

17. C Gasquoine Hartley, Eveleigh, & Clay, R. (1914). *The position of woman in primitive society: a study of the matriarchy*. Eveleigh Nash, London and Bungay.

18. Sita Anantha Raman. (2009). *Women in India: a social and cultural history*. Praeger.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Understand the aspects of social and political structures in the early India along with the rise of the caste system from the character system. L2
2. Acquire knowledge about the 16 rituals that were performed and the system of marriage in the early Indian society. L3
3. Understand the family structure of the Ancient India and the society values that were present in Ancient India and their belief systems. L2
4. Gain knowledge about the status of women in the society in general and also the Brahminical system. L3
5. Understand the matriarchal and patriarchal systems that existed in Ancient India in different parts and the Ashrama system that was prevalent in Ancient India for a proper training of young people. L2

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

Course Description:

This course will teach the vast knowledge systems from the Bharata khanda and the students will understand some of the different Shastras that originated in India. The mode of Ancient Education System and the different institutions that provided it as a University set up and as an ashrama background will also be explained. This course will also focus on the origins and history of Indian Music, Dance and Theatre from a mythological and historical perspectives and will also explain about the different genres in them individually along with the traditions. The knowledge systems of India that have been documented in Manuscripts, Inscriptions and Epigraphy will also be taught in this course on a basic level and this course will understand the great contributions of Science and Technology by our Rishis (Sages) to the World.

Course Educational Objectives:

1. Teach the structure of the Ancient Indian Education System and the different ways in which it was extended.
2. Demonstrate the different Shastras that are in place in the Indian Knowledge systems.
3. Teach the origins of the different Arts forms of India from both the Historical and Mythological perspectives.
4. Evaluate the contributions of the Ancient Indian Science and Technology
5. Teach about the importance of manuscripts, inscriptions and epigraphy in the documentation of the history and the knowledge systems of the country.

UNIT 1 **Ancient Indian Education System** **9 hours**
- Ancient Indian Education System – Origins; History; Salient features; Sources; Gurukulas; Viharas; universities; Nalanda; Takshashila; Role of Community
- Some important Shastras – Natya Sastra, Artha Sastra, Yoga Sutras, Vastu Sastra, Shilpa Sastra and Ayurveda.

UNIT 2   **Indian Music**   **9 hours**
- Origin of Indian Music – Introduction; Nature; Major phases; Treatises; Important Contributors; Carnatic Music; Hindustani Music
- Different types of Indian Musical instruments – Ghana; Tanthri; Avanaddha; Sushira with examples

UNIT 3   **Indian Dance**   **9 hours**
- The origin and development of Indian dance. The Three forms of Nartan-Natya – Nritta and Nritya art – Mythological origins; Anthropological origins; Different phases
- Indian Aesthetics – Philosophical background; Rasa Theory of Natya Shastra; Commentaries

UNIT 4   **Indian Drama**   **9 hours**
- Origin of Indian Drama – Natya – Origin; History; Mythological Origins; Social origins; Influences; Texts; Characteristics; Dasha Roopaka
- Natya Mela and Nattuva Mela – Concepts and Characteristics; Development; Cultural and Social Conditions; Performances; Classical Dance forms

UNIT 5   **Science and Technology**   **12 hours**
- Ancient Science and Mathematics – Vedic Origins; Different Traditions; Number Systems; Contributions; Kerala School of Madhava; Astronomy and Astrology; Inventions
- Manuscripts, Inscriptions and Epigraphy

Reference Books

1. Mookerji, R. K. (n.d.). *Ancient Indian Education System* (1947th ed.) [Review of *Ancient Indian Education System*]. Macmillan and Co. Ltd.
2. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.
3. S'rī Vāchaspati, & Gairola. (1962). *The Artha Śāstra of Kauṭilya and the Cāṇakya-sūtra*. Varanasi Chowkhamba Vidya Bhawan.
4. H Hoskins, Ia. (n.d.). *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali* (2004th ed.) [Review of *THE FLOWER OF YOGA: Introductory Notes For The Study Of The Yoga Sutras Of Patanjali*]. The Theosophical Publishing House.
5. Vadrevu Suryanarayana Murty. (1977). *Introduction to vastu sastra*. Suryanarayana Murty.
6. Balarāma Śrīvāstava. (1985). *Nature of Indian aesthetics*. India.

7. Valiathan, M. S. (2013). *An introduction to ayurveda*. Universities Press.
8. Vijaylaxmi, M. (n.d.). *Indian Music: Its Origin, History and Characteristics* (2010th ed.) [Review of *Indian Music: Its Origin, History and Characteristics*]. Sanjay Prakashan.
9. Adya Rangacharya. (1998). *Introduction to Bharata's Nāṭyaśāstra*. Munshiram Manoharlal Publ., C.

10. Venkataraman, L., & Pasricha, A. (2014). *Indian classical dance : tradition in transition*. Roli Books.
11. K Vatsyayan. (1974). *Indian classical dance.*
12. Kanti Chandra Pandey. (1972). *Comparative aesthetics ... / 2, Indian aesthetics. 2nd edition.* Chowkhamba Sanskrit Series Office.
13. Surendra Sheodas Barlingay. (2016). *A modern introduction to Indian aesthetic theory : the development from Bharata to Jagannātha*. Dk Printworld.

14. Kapila Vatsyayan. (1997). *The square and the circle of the Indian arts*. Abhinav Publications.
15. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
16. Kapila Vatsyayan. (2005). *Traditional Indian theatre : multiple streams*. National Book Trust, India.
17. Manohar Laxman Varadpande. (1987). *History of Indian theatre*. Abhinav Publications.
18. The cultural heritage of India / 6, Science and technology. (2000). Ramakrishna Mission Institute Of Culture.
19. Sadasiva Biswal, & Bidyutlatā Rāẏa. (2009). *Vedic science and technology*. D.K. Printworld.
20. Jaggi, O. P. (1969). *History of science and technology in India*. Delhi, -73.
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.

FPEA3141	GLOBAL INDIAN CULTURE AND FOLK STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	Introduction to Indology, Ancient Indian Knowledge Systems						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course as the final one will focus on the understanding of the influence of Indian Culture as whole in the neighbouring countries of India in general and South East Asian countries in particular. The course will give insights to the students in the geography of the greater India that had the South East Asian countries as part of it and the political achievements of the rulers of India that ruled the South East Asian countries and the Sea routes that were established by them and the trade that took place. This course will also focus on the impact of the art and architecture in South East Asian Countries and will focus on Indonesia and Cambodia in particular as examples for the traditions of India and the mythological stories that still exist in these countries with uninterrupted continuity. This course will also be an appreciation course for the architectural remains of the South East Asian countries that reflect the culture of India and will also explain about the different folk traditions in India in the performing Arts perspectives.

Course Educational Objectives:

1. Teach and identify the Geography of Greater India
2. Establish the relations between India and the Central Asia from a cultural and historical perspectives.
3. Demonstrate the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Establish the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Teach about the different Folk traditions of India.

UNIT 1	Introduction	9 hours

- South East Asian Countries as part of Greater India – History; Dynasties; Geography; Trade and Commerce
- India and Central Asia – History; Trade and Commerce; Cultural and Religious Exchanges

UNIT 2	Impact and Influences	9 hours

- Impact of Indian Culture on society, art and architecture in South East Asian Countries
- Evidences for the extension of Indian Culture in the neighboring countries – Literary and archaeological

UNIT 3	Political Achievements in South East Asian Countries	9 hours

- Political achievements of Indian rulers in the South East Asian countries – Early empires and Kingdoms; Influences; Timelines
- Art and architectural remains in the South East Asian countries

UNIT 4	Indian Mythology in South East Asian Countries	9 hours

- Indonesia – Indian influence on society, Religion, art and architecture Influence of Ramayana and Mahabharata on the Indonesian literature.
- Indian Mythology in Cambodia

UNIT 5	Folklore Studies	12 hours
- Introduction to Indian Folk traditions
- Folk Theatre of India – Origins and History; Some important Folk Theatre forms; Significance
- Folk Music of India - Origins and History; Some important Folk Music forms; Significance
- Folk Dances of India - Origins and History; Some important Folk Dance forms; Significance

Reference Books

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

After the successful completion of this Unit, the students will be able to:

1. Understand the geography of the Greater India that had the current South Asian countries as a part of it.
2. Understand the relations between India and the Central Asia from a cultural and historical perspectives.
3. Understand the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Identify the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Gain knowledge about the different folk traditions in India from the genre of Performing Arts.

Minor Program in Music (Carnatic)

Music Minor								
Course code	**Level**	**Course Title**	**L**	**T**	**P**	**J**	**S**	**C**
FPEA1021	1	Introduction to Music	2	0	2	0	0	3
FPEA1031	1	Carnatic Music I	0	0	3	0	0	3
FPEA1041	1	Carnatic Music 2	2	0	2	0	0	3
FPEA2091	2	Compositions in Carnatic Music	0	0	4	0	0	3
FPEA2101	2	Carnatic and other Musical Forms	2	0	2	0	0	3
FPEA2111	2	Other Music Compositions	0	0	4	0	0	3
FPEA3111	3	Other Composers	2	0	2	0	0	3
FPEA3121	3	Performing Carnatic Music	2	0	2	0	0	3

FPEA1021	INTRODUCTION TO CARNATIC MUSIC	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course is an Introduction to Music, its technical terms, forms etc. Carnatic Music is taken as a mainstream in the course. This course acknowledges all the other forms of music and gives brief view of them. This course helps to get a brief idea of Carnatic Music which is one the major musical forms of South Indian Music.

Course Educational Objectives:
- Understand the basic elements in Carnatic Music.
- Understand the historical importance of Carnatic music.
- Understand importance of basics and technicalities in Carnatic music
- Understand and perform basic notation format in Carnatic Music.
- Awareness of the basic structure of Carnatic Music

UNIT 1   **Technical terms in Carnatic Music**
- Musical terms
  a. Nada
  b. Sruti
  c. Swara and Swara nomenclature
  d. Raga
  e. Arohana and Avarohana
  f. Sthayi
  g. Tala and names of sapta talas and 35 tala scheme
- Musicography

Module Learning Outcomes
Students would be able to:

- Understand what music is.
- Explain basic technical terms in Carnatic music
- Explain and understand the basic notation structure.

UNIT 2   **Musical Instruments and their Classifications**

- Stringed
- Wind
- Percussion
- Monophonous and polyphonous
- Sruti and sangeeta vadyas
- Explaining parts of Instrument with diagram
- Module Learning Outcomes
- Students would be able to:
- Elaborate the different instruments and details of it.
- Explain structure of instruments in detail.

UNIT 3   **Raga and Raga Classification**

- Module Learning Outcomes

UNIT 4   **Basics of Carnatic Music (Practicum)**

- Swara exercises
  a. Sarali varsais in all 3 degree speeds
  b. Janta varsais   in all 3 degree speeds
  c. Dhatu varsais in all 3 degree speeds

UNIT 5   **Basics of Carnatic Music (Practicum)**

- Madhya Stayi and tara stayi varsais
- Swara gnana exercises
- Nottu swaras
- Composing Small phrases

Course Outcomes:

After successful completion of the course the student will be able to:
1. Understand the importance of Music and develop interest on the art form.
2. Elaborate briefly one of the major forms of South Indian Music i.e. Carnatic Music
3. Differentiate between two major classical forms i.e. Hindustani and Carnatic and also other forms.
4. Understand the different swarasthanas and be able to explain them
5. Understand the basic terminology and technicality

FPEA1031	CARNATIC MUSIC I	L	T	P	S	J	C
		0	0	3	0	0	3
Pre-requisite	Introduction to Music						
Co-requisite	None						
Preferable exposure	None						

Course Description:

This course introduces to the main fundamentals of Carnatic Music which includes Alankaras, Geethams and practice in three speeds with the tala. Swara exercises and vocal exercises will be included along with the syllabus for more in understanding.

Course Educational Objectives:

- Understand in depth technicalities of Tala which is one of the main part.
- Understand the basic notation system.
- Understand and perform the basic level of Carnatic Music
- Understand the structure of tala and its system
- Execute the speeds of tala and build strong foundation

UNIT 1   Alankaras – Introduction to Sapta Talas

Learning and Understanding Sapta Talas with Jathis

- 1:2 Alankaras 1 to 3
- 1:3 Second Speed for the Alankaras 1 to 3
- 1:4 Third Speed for the same

Alankaras   –   Continuation

UNIT 2

- 2:1 Alankaras 4 and 5
- 2:2 Alankaras 6 and 7
- 2:3 Second Speed for the Alankaras 4 and 5
- 2:4 Second Speed for 6 and 7 alankara

Alankaras – Learning of three speeds

UNIT 3

- 3:1 practice of sapta talas and jathis
- 3:2 Second Speed for all the Alankaras
- 3:3 Third speed for 1 to 5 alankaras
- 3:4 Third Speed for 6 and 7 alankara

Geethalu – Introduction

UNIT 4
- 4:1 Malahari geetham - 1
- 4:2 Malahari geetham – 2
- 4:3 Malahari geetham – 3
- 4:4 Malahari geetham – 4

UNIT 5   **Geethalu – continuation**
- 5:1 Sankarabharana geetham
- 5:2 Mohana geetham
- 5:3 Kalyani geetham
- 5:4 Kambhoji geetham

Course Outcomes:

After successful completion of the course the student will be able to:
1. Understand the importance of the tala
2. Differentiate the swarasthanas and also try to sing and explain them
3. Demonstrate the three speeds along with the tala
4. Perform different talas and explain them
5. Understand the relation of sahitya and swara

FPEA1041	CARNATIC MUSIC II	L	T	P	S	J	C
		2	0	2	0	0	3

Pre-requisite	Carnatic music I
Co-requisite	None
Preferable exposure	None

Course Description:
This course is the continuation to previous course with more theory and practical for better understanding of the classical form. This course also gives a brief knowledge about other technicalities in Carnatic music.

Course Educational Objectives:
1. Understand the structure of different forms included in Carnatic Music
2. Understand the historical elements of the musical forms.
3. Understand contributions of the vaggeyakaras and their works.
4. Understand the Music as an art and its importance.
5. Awareness of in-depth technicalities included in the Carnatic Music.

UNIT 1   **Musical Forms**
- Geetham
- Swarajati
- Varnam
- Kriti
- Keertana

UNIT 2   **Life Sketch and contribution of the following**
                     vaggeyakaras
- Thyagaraja swamy
- Muttuswamy Deekshitar
- Syama Sastry
- Patnam Subrahmanya Iyer
- Swathi tirunal
- Sadasiva Brahmendra Swamy

UNIT 3   **Technicalities of Music**
- 72 Melakarta Scheme – Katapayadi formula
- Acoustics
- Raga Trayodasa Lakshanas

UNIT 4   **Practical - I**
- Swarajati – Bilahari
- Swarajati – Khamas

UNIT 5   **Practical - II**

- Introduction to Varnam
- Mohana Varnam – Swaram and Sahityam

Course Outcomes:

After successful completion of the course the student will be able to:
1. Understand and explain different musical forms and its importance.
2. Explain the works and lives of the vaggeyakaras.
3. Explain the technical elements in Carnatic Music.
4. Perform and explain basics of Carnatic music
5. Understand the depth and importance of Carnatic music.

FPEA2091	COMPOSITIONS IN CARNATIC MUSIC	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course is continuation to the previous course and also introduces to the next form called kriti. Students will be able to explore and learn the new form and how it is composed and sung.

Course Educational Objectives:
- To understand the concept of kriti
- To understand the varnam better
- To understand the swarasthanas more easily based on the raga
- Understand the historical movements and contributions of legends of Carnatic Music
- Execute learnt basics in the next level

UNIT 1
- Learning of Sankarabharana Varnam
UNIT 2
- Learning of Kalyani Varnam
UNIT 3
- 2 simple compositions of Thyagaraja Swamy
UNIT 4
- 2 Simple compositions of Muttuswamy Deekshitar
UNIT 5
- 2 compositions of Syama Sastry

Course Outcomes:
After successful completion of the course the student will be able to:
1. To demonstrate the relation of swara and sahitya
2. To demonstrate the swaras and the way of presenting them based on the ragas
3. To understand the contributions and literacy work of the vaggeyakaras
4. Understand the raga bhava.
5. Perform the compositions

FPEA2101	CARNATIC AND OTHER MUSICAL FORMS (THEORY + PRACTICUM)	L	T	P	S	J	C
		2	0	2	0	0	3

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

This course helps the student to understand the other musical forms along with carnatic music. This course gives brief of north Indian music which is Hindustani classical and also brief of other forms in carnatic music.

Course Educational Objectives:
- To understand other classical art form
- To understand the characteristics of other forms of carnatic
- To understand the psychological aspects of music
- To understand philosophical approach in music
- To understand what pancharatnam and its compositions style

UNIT 1   Lakshnam of the following North Indian Music
- Dhrupad
- Khayal
- Thumri
- Dhamar
- Tarana
- Tappa
- Dadra
- Gazal

UNIT 2   Lakshana of the following musical forms
- Ragamalika
- Padam
- Javali
- Thillana
- Ashtapadi
- Tarangam

UNIT 3
- Psychology and Philosophy of Music

UNIT 4
- Learning of Pancharatnam in Nata Raga

UNIT 5
- Simple kritis of other composers

Course Outcomes:

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

1. To demonstrate the different styles in Hindustani music
2. To understand and differentiate other forms
3. To understand and experience the psychological aspects in music
4. To explain the philosophy involved in the art form
5. Understand music as part of communication and its relation with body and soul

FPEA2111	OTHER MUSIC COMPOSITIONS	L	T	P	S	J	C
		0	0	4	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course gives the students best learning experience of learning the simple forms of music.

Course Educational Objectives:
- Understand the different style of compositions available
- Understand the historical elements of the compositions
- Perform each form that is learnt
- Understand the relation of composition and the elements that are included
- Explain the difference of the style

UNIT 1   **Learning the following forms**
- Ashtapadi
- Tarangam

UNIT 2   **Learning of the following forms**
- Thillana
- Divya nama sankeertanas

UNIT 3   **Learning of the following**
- Lakshana geetham
- Bhajan
- Western note of deekshitar

UNIT 4   **Learning of the following**
- Padam
- Javali

UNIT 5   **Learning of the following**
- Patriotic song
- Light music
- Folk music

Course Outcomes:

After successful completion of the course the student will be able to:
1. To perform the different composition
2. Explain the relation of the soul of the composition
3. Explain raga bhava in the form
4. Understand each form of composition and their history
5. Explain the difference of the composition styles

FPEA3111	OTHER COMPOSERS (THEORY + PRACTICUM)	L	T	P	S	J	C
		2	0	2	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

Course Description:
This course gives the brief of other important vaggeyakaras woc wrote popular compositions and also learns few of them. This course also gives basic fundamental technicalities of western music.and also folk music.

Course Educational Objectives:
- To understand other important composers
- To understand the basic technicalities of western music
- To understand folk music
- To understand swaras and notate them accordingly
- Understand raga and notate based on the raga

UNIT 1   **Life sketches of the following composers**
- Annamacharya
- Ramadasu
- Kshetrayya
- Narayana theertha
- Purandara dasu
- Jayadeva

UNIT 2
Elementary principles of Western music
UNIT 3
Folk Music and its Characteristics
UNIT 4
Learning the following compositions
UNIT 5   **Writing of notation**
- Ability to notate a varnam
- Creating own swara phrases in the ragas learnt with talam

Course Outcomes:

After successful completion of the course the student will be able to:
1. To demonstrate and explain western music
2. Ability to explain the importance of folk
3. To explain the composers and their contribution
4. To be able to notate the swaram or simple composition
5. Understand the correlation of swara and sahitya

FPEA3121	**PERFORMING CARNATIC MUSIC**	L	T	P	S	J	C
		2	0	2	0	0	3

Pre-requisite	None
Co-requisite	None
Preferable exposure	None

Course Description:

This concert paper is equivalent to project. Student will be exposed to the basic concert style of singing, stage performance and how to put forth the compositions perfectly according to the concert style.

Students will also learn to write notation with basic technicalities that they learnt which helps them to explore more of it.

Course Educational Objectives:
- Understand the main elements that build Carnatic Music
- Understand how a concert is structured
- Explain each element of Manodharma Sangeetha
- Understand the relation of every element included to form a composition
- Understand the performance

UNIT 1
- Manodhrama Sangeetam and ability to notate a kriti

UNIT 2
- Adi Tala Varnam in two speeds with Talam

UNIT 3
- Any 2 simple kritis

UNIT 4
- Any two of the musical forms – Padam, Javali, Bhajan, Thillana, Annamacharya keertana, Ramadasu keertana, Divyanama Sankeertana

UNIT 5
- Patriotic, Folk music, Western note, Light music

Course Outcomes:

After successful completion of the course the student will be able to:
1. To explain the manodhrama and its aspects involved in carnatic music
2. To demonstrate every form of carnatic by performing it
3. To demonstate the structure of concert
4. Ability of structure the concert
5. Explain the relation of each every important element of Carnatic music