

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

Accredited by NAAC with A⁺⁺ Grade



CURRICULUM AND SYLLABUS

OF

UPOLS01: B.A. Political Science

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

UPOLS01: B.A. Political Science

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

| | |
|-------|------------------------------------------------------------------------------------------------------------------------------|
| PEO 1 | impart the basic knowledge of Political Science and related areas of studies. |
| PEO 2 | develop the learner into competent and efficient Political Science professionals. |
| PEO 3 | empower learners in terms of communication, professional and thinking skills. |
| PEO 4 | to introduce students to the breadth, diversity, and creativity of human experience as expressed in the humanities and arts. |
| PEO 5 | imbibe the research, innovation, entrepreneurship, and incubation culture. |
| PEO 6 | to encourage students to reflect on their responsibilities to others in local, national and global localities. |
| PEO 7 | prepare socially responsible media academics, researchers, professionals with a global vision. |

Mapping of the Mission of the School with the PEOs

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

H – High, M – Medium, L – Low

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

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

| | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1 | Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives. |
| PO2 | Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology. |
| PO3 | Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings. |
| PO4 | Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering. |
| PO5 | Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them. |
| PO6 | Environment and Sustainability: Understand the issues of environmental contexts and sustainable development. |
| PO7 | Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes. |
| PSO1 | Understand how the major traditions of Western and Indian Political thought. |
| PSO2 | Explain the fundamental concepts, principles, and dynamics related to politics, state, government and administration |
| PSO3 | Survey the key theories and issues in international relations |
| PSO4 | Debate various foreign policy options for India and important aspects associated with India's security. |

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 |

| Political Science Programme Core (PC) | | | | | | | | |
|---------------------------------------|-------|-----------------------------|---|---|---|---|---|---|
| Course code | Level | Course Title | L | T | P | J | S | C |
| POLS1011 | 1 | Introduction to Politics | 3 | 0 | 0 | 0 | 0 | 3 |
| POLS1021 | 1 | Western Political Thought 1 | 3 | 0 | 0 | 0 | 0 | 3 |
| POLS1031 | 1 | Indian Political Thought | 4 | 0 | 0 | 0 | 0 | 4 |
| 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 |
| POLS2041 | 2 | State Politics in India | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3001 | 3 | Comparative Politics | 3 | 0 | 0 | 0 | 0 | 3 |
| POLS3011 | 3 | Public Administration | 3 | 0 | 0 | 0 | 0 | 3 |
| POLS3021 | 3 | Indian's Foreign Policy | 4 | 0 | 0 | 0 | 0 | 4 |
| | | Internship / Project | 0 | 0 | 0 | 0 | 5 | 5 |

| Political Science Programme Elective (PE) | | | | | | | | |
|--------------------------------------------------|--------------|------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| Course code | Level | Course Title | L | T | P | J | S | C |
| POLS3041 | 3 | 20th Century Critical Theory | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3051 | 3 | Theories of International Relations | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3061 | 3 | Colonialism and Nationalism in India | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3071 | 3 | Identity Politics: Theory and Practice | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3081 | 3 | Issues in International Politics | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3091 | 3 | Public Policy and Governance in India | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3101 | 3 | Political Economy of Globalization | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3111 | 3 | India and its Neighborhood | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3121 | 3 | Ethnicity, Nationalism, Religion and Gender in India | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3131 | 3 | Comparative Governments | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3141 | 3 | India's Security Concerns | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS3151 | 3 | Political Economy of India | 4 | 0 | 0 | 0 | 0 | 4 |

| Political Science Minor | | | | | | | | |
|--------------------------------|--------------|-----------------------------|----------|----------|----------|----------|----------|----------|
| Course code | Level | Course Title | L | T | P | J | S | C |
| ECON1001 | 1 | Microeconomic Theory | 3 | 0 | 0 | 0 | 0 | 3 |
| 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 |

| Minor from Other Disciplines | | | | | | | | |
|------------------------------|-------|----------------------------------------------------------|---|---|---|---|---|---|
| Economics Minor | | | | | | | | |
| Course code | Level | Course Title | L | T | P | J | S | C |
| ECON1001 | 1 | Microeconomic Theory | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON1011 | 1 | Macroeconomic Theory | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON2001 | 2 | Theory of Public Finance | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON2011 | 2 | Development Economics | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON2021 | 2 | International Economics | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON2031 | 2 | Indian Economy-I | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON3011 | 3 | Indian Economy-II | 3 | 0 | 0 | 0 | 0 | 3 |
| ECON3031 | 3 | History of Economic Thought | 3 | 0 | 0 | 0 | 0 | 3 |
| 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 | 0 | 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 | <i>Sāttvikabhinaya</i> Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3001 | 3 | Kuchipudi Performance | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3011 | 3 | Improvisation in Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3021 | 3 | Cross-cultural Dance Studies | 3 | 0 | 0 | 0 | 0 | 3 |
| Mohiniyattam 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 |
| FPEA2031 | 2 | Introduction to Mohiniyattam | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA2041 | 2 | Intermediate Mohiniyattam | 1 | 0 | 4 | 0 | 0 | 3 |
| FPEA3031 | 3 | Advanced Mohiniyattam | 1 | 0 | 4 | 0 | 0 | 3 |
| FPEA2051 | 2 | <i>Sāttvikabhinaya</i> in Mohiniyattam | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3041 | 3 | Mohiniyattam Performance | 1 | 0 | 4 | 0 | 0 | 3 |
| FPEA3051 | 3 | Improvisation in Mohiniyattam | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3021 | 3 | Cross-cultural dance studies | 3 | 0 | 0 | 0 | 0 | 3 |
| 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 | 1 | 0 | 4 | 0 | 0 | 3 |
| FPEA2081 | 2 | <i>Sāttvikabhinaya</i> in Bharatanatyam | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3081 | 3 | Bharatanatyam Performance | 1 | 0 | 4 | 0 | 0 | 3 |
| FPEA3091 | 3 | Improvisation in Bharatanatyam | 2 | 0 | 2 | 0 | 0 | 3 |
| FPEA3021 | 3 | Cross-cultural dance studies | 3 | 0 | 0 | 0 | 0 | 3 |

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

Students pursuing 4th year of the B.A. Political Science programme need to choose either Honours or Honours with Research courses from the following tables respectively.

Honours Courses

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

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

| Course Code | Category | Level | Course Title | L | T | P | S | J | C |
|------------------------------|----------|-------|--------------------------------------------------------------------|---|---|---|---|---|-----------|
| POLS4001 | PC | 400 | Research Methods: Quantitative & Qualitative | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4011 | PC | 400 | Political Economy of India # | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4021 | PC | 400 | Foreign Policy Analysis # | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4131 | PC | 400 | Federalism in India: Issues and Debates # | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4051 | PC | 400 | Peace and Conflict Analysis # | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4071 | PC | 400 | Psephology and Election Studies * | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4091 | PC | 400 | Contemporary Indian Politics: Issues and Debates * | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4041 | PC | 400 | Introduction to Strategic Studies * | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4111 | PC | 400 | Democracy and Political Communication * | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4121 | PC | 400 | Public Policy Analysis * | 4 | 0 | 0 | 0 | 0 | 4 |
| | | | Total | | | | | | 32 |
| # Opt any 3 out of 4 Courses | | | | | | | | | |
| * Opt any 4 out of 5 Courses | | | | | | | | | |

Honours with Research Courses

Minimum number of credits to be earned is 40 out of which 12 credits must be earned through Research Project / Dissertation and 8 credit must be earned through Minor Enhancement course.

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

| Course Code | Category | Level | Course Title | L | T | P | S | J | C |
|-------------|----------|-------|--------------------------------------------------------------------|---|---|---|---|---|---|
| POLS4151 | PC | 400 | Philosophy and Methods in Social Science | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4001 | PC | 400 | Research Methods: Quantitative & Qualitative | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4011 | PC | 400 | Political Economy of India # | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4051 | PC | 400 | Peace and Conflict Analysis # | 4 | 0 | 0 | 0 | 0 | 4 |
| DIST4888 | FC | 400 | Dissertation - I | 0 | 0 | 0 | 0 | 8 | 4 |
| POLS4121 | PC | 400 | Public Policy Analysis * | 4 | 0 | 0 | 0 | 0 | 4 |
| POLS4091 | PC | 400 | Contemporary Indian Politics: Issues and Debates * | 4 | 0 | 0 | 0 | 0 | 4 |

School of Humanities and Social Science, GITAM Deemed to be University

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|------------------------------|----|-----|---------------------------------------------------|---|---|---|---|----|---|
| POLS4071 | PC | 400 | Psephology and Election Studies * | 4 | 0 | 0 | 0 | 0 | 4 |
| DIST4999 | FC | 400 | Dissertation – II | 0 | 0 | 0 | 0 | 16 | 8 |
| # Opt any 1 out of 2 Courses | | | | | | | | | |
| * Opt any 2 out of 3 Courses | | | | | | | | | |

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.

| Program Structure for 3-year and 4-year B.A.Program | | | | | | |
|------------------------------------------------------------|-----------------------|-------------|---------------------------------|-------------|-----------------------------------------------|-------------|
| | 3-Year Program | | 4-Year Program (Honours) | | 4-Year Program (Honours with Research) | |
| Stream | Credits | Percentage | Credits | Percentage | Credits | Percentage |
| University Core | 12 | 10% | 12 | 7.50% | 12 | 7.50% |
| Faculty Core | 12 | 10% | 12 | 7.50% | 24 | 15% |
| Program core | 41 | 34% | 73 | 45.62% | 61 | 38.12% |
| Program Electives | 16 | 13% | 16 | 10% | 16 | 10% |
| Minor | 24 | 20% | 32 | 20% | 32 | 20% |
| Open Electives | 15 | 13% | 15 | 9.38% | 15 | 9.38% |
| Total Credits | 120 | 100% | 160 | 100% | 160 | 100% |

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

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

COURSE - PO MAPPING

| Course Name | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| Introduction to Politics | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| Western Political Thought 1 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| Indian Political Thought | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| 2Western Political Thought 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| Indian Political System | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| International Relations | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| Political Theory | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| State Politics in India | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| Comparative Politics | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| 20 th Century Political Debates | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |
| Theories of International Relations | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| Colonialism and Nationalism in India | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| Introduction to Security Studies | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| Democracy, Citizenship and Rights | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Politics of Globalization | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| Constitutional Debates in India | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Threats to International Security | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| Public Administration | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| India's Foreign Policy | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| Critical Traditions in Political Theory | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| Issues in International Politics | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| Political Economy of India | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 |
| India's Security Environment | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| Identity Politics: Race, Ethnicity, Nationalism, Religion and Gender | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| India and its Neighborhood | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| International Organization | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
| Public Policy and Governance in India | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |

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

Syllabus

University Core

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

Course Description:

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

Course Educational Objectives:

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

10 hours

List of Experiments:

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

Textbooks:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
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 their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas, and methods to solve questions in reasoning and data sufficiency

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-201

SDG No. & Statement:4

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

SDG Justification:

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

| | | | | | | | |
|----------------------------|--------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| 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 message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

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

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-2021

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specific, Specific 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 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| C01 | | 2 | | | | | 2 | | | | |
| C02 | | 2 | | | | | 2 | | | | |
| C03 | 3 | | | | | | 2 | | | | |
| C04 | 3 | | | | | | 2 | | | | |
| C05 | | | | | | | | | | | |

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], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies (Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-2021

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

1. 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 tests as well.

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-2021

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-2021

SDG No. & Statement:4

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

SDG Justification:

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

| 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 their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 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 Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-2021

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :19-07-2021

ACADEMIC COUNCIL:19-07-2021

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :19-07-2021

ACADEMIC COUNCIL:19-07-2021

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :19-07-2021

ACADEMIC COUNCIL:19-07-2021

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

15. Other club activities organized by student clubs

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :19-07-2021

ACADEMIC COUNCIL:19-07-2021

SDG No. & Statement:

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

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

SDG Justification:

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

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

Course Educational Objectives:

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

List of Community Service Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :19-07-2021

ACADEMIC COUNCIL:19-07-2021

SDG No. & Statement:

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

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

SDG Justification:

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

| | | | | | | | |
|----------------------------|------------------|----------|----------|----------|----------|----------|----------|
| 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 building concept.
- To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
- To make learners understand about the importance of field visit.

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

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

Activity:

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

UNIT 2 Ecosystem and biodiversity 10 hours

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

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

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

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

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

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 International Publishers 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 and Solutions. 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 variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

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

Online References:

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

Course Outcomes:

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

CO-PO Mapping:

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

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

APPROVED IN:

BOS :30-04-2021

ACADEMIC COUNCIL: 17-09-2021

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

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

List of Tasks and Activities:

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

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

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

Reference Books:

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

Online Resources:

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zig4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes:

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

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

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 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. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Educational Objectives:

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

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

List of Activities & Tasks for Assessment:

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

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

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

Reference Books:

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

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

Online Resources:

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
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 6 hours
State Policy

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 be used as the basis for actually starting a company based on an impactful innovation and societal impact

CO-PO Mapping:

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

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

APPROVED IN:

BOS :30-04-2021

ACADEMIC COUNCIL: 17-09-2021

SDG No. & Statement:

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

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

SDG Justification:

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

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

Faculty Core

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

Course Description:

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

Course Objectives:

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

1. The Basics**1.1. The Nature and Importance of Critical Thinking**
**1.2 Identifying Arguments and Distinguishing them from Claims and Explanations:
Objective Claims and Subjective Judgements, Truth and Knowledge**

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

2. Reason and Reasoning

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

3. Arguments

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

4. Explanations

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

5. Critical Thinking in Humanities and Social Sciences

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

Textbook:

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

Readings

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

Course Learning Outcomes:

The students could be able to:

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

APPROVED IN:

BOS : 28 March 2022

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

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description

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

Course Objectives

This course aims to help students to:

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

Unit I: Introduction to the Process of writing and Genres

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

Essential Reading

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

Activities

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

Unit II: Tools of Writing

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

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

Essential Reading

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

Activities

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

Unit III: Writing Essays

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

Essential Reading

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

Activities

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

Unit IV: Writing a Review

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

Essential Reading

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

Activities

- Review of cinema/ book

Unit V: Ethical Aspects of Academic Writing

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

Essential Reading

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

Activities

- MCQ test on citation style

Reference Readings

1. Browne, Neil M and Stuart Keely. *Asking the Right Questions*, 11th Ed. Pearson. 2014.
2. Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 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., Biquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014
10. *Critical thinking skills: Identifying, analysing and evaluating arguments*. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.
11. *Understanding Arguments An Introduction to Informal Logic*. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.
12. *Theory into Practice: An Introduction to Literary Criticism*, Ann B. Dobie. Wadsworth, Cengage Learning. 2012
13. *Fiction Reading On Head And Heart*. Bilyson D. Alejo , Connie Lou G. Balnao & Luisa B. Aquino. International Journal of English and Literature ISSN 2249-6912 Vol.3, Issue 1, 89-98. 2013.
14. *Reading, Hearing, And Seeing Poetry Performed*. Michelle C. Hilscher And Gerald C. Cupchik; Empirical Studies Of The Arts, Vol. 23(1) 47-6. 2005.
15. *A Textbook for the Study of Poetry*, F.M. Connel. 1913.
16. *A Practical Guide to Academic Writing for International Students*. Routledge.2018.
17. *A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

Course Learning Outcomes

After completing the course, students will be able to:

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

APPROVED IN:

BOS : 28 March 2022

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

SDG No. & Statement:

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

SDG Justification:

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

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

Course Description

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

Course Objectives

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

Unit I: Digital Humanities: Origin

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

Why should one do digital Humanities?

The main milestones in the history of digital research in

the humanities The Transdisciplinary Nature of Digital

Humanities

Digital Humanities and the Limits of Text

Essential Readings

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

Unit II: Impact of Big Data on Human Societies

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

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

Essential Reading

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

Unit III: Digitization

Digital Humanities in Use

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

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

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

Essential Reading

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

Unit IV Humanities, Space and Meaning

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

Information Ethics Data and Discourse

Biofeedback, Space and Place The Production of the commons

Essential Reading

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

Unit V Digital Humanities: A Critical Analysis

The Need for Open Data

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

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

Humanities Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

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

Suggested Readings:

1. Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.
2. Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) <http://dhdebates.gc.cuny.edu/debates/text/20>
3. Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" <http://dhdebates.gc.cuny.edu/debates/text/16>
4. Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*.
5. John Wiley & Sons, 2017.
6. Bethany Nowviskie, "Skunk in the Library." <http://www.nowviskie.org/2011/a-skunk-in-the-library/>.
7. Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.
8. Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledge, 2015. Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.
9. Daniel Apollon, Claire Bélisle, and Philippe Régner (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
10. Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University of Illinois Press, 2019.
- 11.

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

Course Outcomes

After pursuing the course, students will be able to –

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

APPROVED IN:

BOS : 28 March 2022

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

SDG No. & Statement:

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

SDG Justification:

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

| POLS1011 | INTRODUCTION TO POLITICS | 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 field of Political Science through a survey of the major ideas, questions, and issues of politics. The course provides an overview of the discipline and its subfields. Key concepts and topics include power, the state, and the nation; ideologies, identities, and political change; the organization of major political systems and institutions of governance; and political debates on issues affecting everyday life such as food, environment, and sports. These themes provide broad frameworks to interpret both the nature of domestic and international society.

The parallel goals of this course include developing effective research, analysis, and writing skills. The class also aims to foster a global understanding and appreciation of cultural diversity, difference, and inequality through critical thinking. Together, these objectives help form the basis for future coursework in and out of the discipline and should help students make informed judgments about the political world around them.

Course Educational Objectives:

- Explain the nature of Politics, Political Science and the concepts of Power, the State, and the Nation.
- Classify the major Political Ideologies and Identities that drive politics domestically and globally.
- Elucidate the factors influencing the participation of individuals in Democracies through Voting, Political Parties, and Interest Groups; examine the issues of Populism in democracies.
- Debates on everyday issues such as Food, Sports, and Environment.
- Analyze everyday politics

| | | |
|---------------|------------------------------------------|----------------|
| UNIT 1 | Introduction - Politics and Power | 9 hours |
|---------------|------------------------------------------|----------------|

| | | |
|-------------------------------------------------------------------------------------|--|--|
| What is Politics; What is Political Science; Political Science and Concept of Power | | |
|-------------------------------------------------------------------------------------|--|--|

| | | |
|---------------|----------------------------|----------------|
| UNIT 2 | How the State Works | 9 hours |
|---------------|----------------------------|----------------|

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------|--|--|
| The Nation-State; Constitution, Government and Rule of Law; Types of State – Autocratic and Democratic, Presidential and Parliamentary | | |
|----------------------------------------------------------------------------------------------------------------------------------------|--|--|

UNIT 3

Who Wheels the State?

9 hours

Ideology and Politics; Political Ideologies – Liberalism, Marxism, Feminism; Identities and Politics

UNIT 4

What Runs the Politics and State?

9 hours

Individuals, Participation, & Elections; Political Parties, Interest Groups & Interest Group Systems

UNIT 5

What Drives Everyday Politics?

9 hours

Political Structures in Everyday Life: Food; Environmentalism; Politics of Sports

Text Books:

1. Shively, W. P. (2014). *Power & choice: An introduction to political science*. McGraw-Hill.
2. Heywood, A (2019). *Politics*. Palgrave Macmillan

References:

1. Gaventa, J., & Cornwall, A. (2008). Power and knowledge. *The Sage handbook of actionresearch: Participative inquiry and practice*, 2, 172-189.
2. Gottlieb, Anthony. (2010). "Win or Lose: No Voting System is Flawless. But Some are Less Democratic than Others." *The New Yorker*, July 26.
3. Carter, Neil. (2007). Introduction. In *The Politics of the Environment: Ideas, Activism, Policy*. Cambridge. Pp.1-10.
4. Edwards, H. (2017). *The revolt of the black athlete*. University of Illinois Press

Course Outcomes:

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

1. Elucidate the nature of political science as a discipline.
2. Explain the origin, evolution, and the formation of the modern nation-state.
3. Elucidate the political ideologies based on theoretical and pragmatic considerations
4. Analyze the role of Political Parties and Interest Groups in elections.
5. Discuss the politics that influences decision making in everyday life.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

16

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

SDG Justification:

The course primarily talks about evolution of the political and constitutional institutions. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL1031 | INDIAN POLITICAL THOUGHT | L | T | P | S | J | C |
|----------------------------|--------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course focuses on the political discourse and the actual functioning of the Indian political thought process. It details the political philosophy & structure from Ancient to Modern India. This course shows how their thought process had been by local influences & time frame and critically assesses its impact on political functioning. The significant contradictions of the different Political thoughts are to be seriously analyzed and assess their successes.

Course Educational Objectives:

- Explain the nature of Politics, Political Science and the concepts of Power, the State, and the Nation.
- Classify the major Political Ideologies and Identities that drive politics domestically and globally.
- Elucidate the factors influencing the participation of individuals in Democracies through Voting, Political Parties, and Interest Groups; examine the issues of Populism in democracies.
- Debates on everyday issues such as Food, Sports, and Environment.
- Analyze everyday politics.

UNIT 1 Ancient Indian Statecraft 12 hours

Manusmriti- Social Laws; Arthashastra- Theory of State; Agganna Sutta (Digha Nikaya) - Theory of Kinship

UNIT 2 Medieval Indian Polity 12 hours

Barani: Ideal Polity; Abul Fazal: Monarchy; Kabir: Syncretism

UNIT 3 Trends in Nationalist Thought 12 hours

Rammohan Roy: Elements of Liberalism and Social Justice, Civil and Religious Rights; Rabindranath Tagore: Nation, Nationalism and Internationalism; Vivekananda: Society and Ideal State; Passive Resistance: Aurobindo and B.G. Tilak

UNIT 4 **India in making – Nationalism** **12 hours**

Civic Nationalism: Gandhi, Nehru, and Azad; Cultural Nationalism: V D Savarkar, M.S. Golwalkar and B.G. Tilak; Muslim Nationalism: Syed Ahmed Khan, Mohammad Iqbal and Mohammed Ali Jinnah; Alternative Discourse on Nation: Jyotiba Phule, E V Ramaswamy Naicker and Ambedkar.

UNIT 5 **Modern Indian Thought** **12 hours**

Sarvodaya: Gandhi and JP; Secularism: Nehru, Patel; Democracy: Nehru, Lohia, J.P and Ambedkar; Socialism and Communism: M.N. Roy, Nehru, Lohia, JP, Narendra Dev; Humanism: Deen Dayal Upadhyaya and M.N. Roy; Modernisation: Gandhi and Nehru; Social Justice: Phule and Ambedkar

Textbooks:

1. Chakraborty, B and RK Pandey. (2009). *Modern Indian Political Thought: Text and Context*. Sage.
2. Singh, M.P. and Himanshu Roy. (2011). *Indian Political Thought: Themes and Thinkers*. Pearson.
3. V.R. Mehta. (1992). *Foundations of Indian Political Thought*. Manohar, New Delhi, 1992.

References:

1. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.
2. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.
3. M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.
4. M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200-1800*, Delhi: Permanent Black, pp. 26- 43.
5. A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

Course Outcomes:

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

1. The student will come to know about the ideas of individuals and philosophers on politics and the functioning of government.
2. They will be able to interlink the themes on the functioning of the Monarchy to Democracy and its relationship with the people taking the cue from the ideas of individual thinkers.
3. Students will explain the trajectory of ideas on key political questions and institutions of ancient, medieval and modern India.
4. It facilitates scholarly debates and discussions on contemporary India
5. Evaluate different ideologies and its impact on contemporary India

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-4

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

SDG Justification:

The Indian political thought talks about Indian scholars perspectives on evolution of societies and importance of education hence the SDG is applicable.

| POLS1021 | WESTERN POLITICAL THOUGHT- I | 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 introduce the history of Western Political Thought. It aims at contextualizing the politics of different times. Western Political Thinkers poses tough questions on political community, social order and human nature. The course would explore how philosophers have contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between citizens and the state. Western political thought has served as a philosophical and ideological foundation for governments worldwide. The course will give you historical, social, and cultural context to relate to contemporary political society.

Course Educational Objectives:

- understand the history of Western Political Thought and its significance
- explain various theories of political philosophers
- compare the implications of Political Theories.
- analyse the relevant to the contemporary polity.
- examine the relevance of western political thought in the contemporary era.

| | | |
|---------------|--------------------------------|----------------|
| UNIT 1 | Greek Political Thought | 9 hours |
|---------------|--------------------------------|----------------|

History of Political Thought: Nature and Significance; Ancient Athenian Democratic Political Thought: Sophists and Socrates

| | | |
|---------------|-------------------------------------|----------------|
| UNIT 2 | Classical Political Thinkers | 9 hours |
|---------------|-------------------------------------|----------------|

Plato and Idealism: Reason, Justice, Philosopher-King; Aristotle and Science of Politics: Human Nature, Household, State, Constitution

| | | |
|---------------|------------------------------------------------|----------------|
| UNIT 3 | Medieval (Roman and Christian) Thinkers | 9 hours |
|---------------|------------------------------------------------|----------------|

Cicero: Stoicism, Natural Law, Justice and Cosmopolitanism; St. Thomas Aquinas: Church and State, Hierarchy of Law, Secular and Spiritual

UNIT 4

Renaissance and Modernist Thinkers

9 hours

Renaissance Political Thinking; Niccolò Machiavelli: Renaissance, Science and Morality, Human Nature, State, Statecraft

UNIT 5

Social Contractual Thinkers

9 hours

Thomas Hobbes: Human Nature, State of War, Consent and Contract, Sovereignty and Absolutism; John Locke: Glorious Revolution, State of Nature and Rights, Social Contract, Limited Sovereignty; Rousseau: State of Nature, Inequality, Social Contract, Civil Society, Individual vs General Will, Popular Sovereignty, Liberty and Obligations

Textbooks:

1. Jha, Shefali. (2000). Western Political Thought: From the Ancient Greeks to Modern Times, Second Edition, Pearson, New Delhi.
2. Mukherjee, Subrato and Suseela Ramaswamy. (2001). History of Political Thought: Plato to Marx.

References:

1. Adrian Blau, "How (Not) to Use the History of Political Thought for Contemporary Purposes", American Journal of Political Science, Vol.65, No.2, April 2021, pp.359-72
2. Brian Nelson, Western Political Thought: Socrates to the Age of Ideology, Chapter 1.
3. Felix Gilbert, "Political Thought of the Renaissance and Reformation", Huntington Library Quarterly, Vol. 4, No. 4, July 1941, pp. 443-468.
4. J.S. McClelland, *A History of Western Political Thought*.
5. G H Sabine, *A History of Political Theory*, Oxford and IBH, 1973.

Course Outcomes:

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

1. know the key ideas from the Western political philosophers.
2. Explain the preconditions for a good state and justice.
3. make a distinction among social contract theories of state on nature, law of nature, nature and form of contract and the emergence of state from the contract.
4. answer how and why pragmatism of statecraft played critical role in modern politics

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-4

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

SDG Justification:

The Western political thought talks about Western scholars perspectives on evolution of societies and importance of education hence the SDG is applicable.

| POL2001 | WESTERN POLITICAL THOUGHT- II | 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 history of Western Political Thought from the modern period 17th century onwards. The course would explore how liberal thinkers dwelt on important issues of rights, constitutionality, ethics, freedoms and empowerment, democracy justice, equality, liberty, and the ever-changing relationship between citizens and the state. The course will give you historical, social, and cultural context to relate to political society from 17th to 19th centuries.

Course Educational Objectives:

- understand the philosophical propositions of political thinkers from 17th century onwards
- know the origin of the some of the important political concepts and their transformation
- analyse the political concepts to socio-economic and political contexts
- examine the relevance of western political thought in the contemporary era.

UNIT 1**Liberal and Idealist Thinkers****9 hours**

Jeremy Bentham: Rejection of Natural Rights, Economic Ideas, Rights, Utilitarianism, Majoritarianism; J. S. Mill: Liberal Democracy, Reform to Representative System, Rights of Women

UNIT 2**Idealist Thinkers****9 hours**

G.W.F. Hegel: Idealism, Historicism, Reason, Dialectics, Civil Society, Nation and State; Kant: Reason, Sensibility, Freedom and Moral Obligation; Voltaire: Liberty, Hedonism, Skepticism, Metaphysics

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

Karl Marx I: Dialectical Materialism, Historical Materialism, Class and Class Struggle; Karl Marx II: Surplus Value, Alienation, Crisis in Capitalism, Socialist Revolution

UNIT 4

20th Century Marxism

9 hours

V. I. Lenin: Theory of the Party, Imperialism, Democratic Centralism; Gramsci: Common Sense, Subaltern, Hegemony, Philosophy of Praxis

UNIT 5

Democratic Thinkers

9 hours

J Habermas: Public Sphere and Democracy; John Rawls: Public Reason and Democracy

Textbooks:

1. Jha, Shefali. (2000). Western Political Thought: From the Ancient Greeks to Modern Times, Second Edition, Pearson, New Delhi.
2. Mukherjee, Subrato and Suseela Ramaswamy. (2001). History of Political Thought: Plato to Marx.

References:

1. Habermas, J. (1974). The Public Sphere: An Encyclopedia Article (1964), New German Critique, No. 3, Autumn, pp.49-55.
2. Rawls, John. "The Idea of Public Reason Revisited." The University of Chicago Law Review 64, no. 3 (Summer 1997). 765–807.
3. Stanford Encyclopedia of Philosophy, "Kant's Social and Political Philosophy". Available at <https://plato.stanford.edu/entries/kant-social-political/>.
4. Valeriano Ramos, Jr., "The Concepts of Ideology, Hegemony, and Organic Intellectuals in Gramsci's Marxism". <https://www.marxists.org/history/erol/ncm-7/tr-gramsci.htm>
5. Frank Rosengarten, "An Introduction to Gramsci's Life and thought". <https://www.marxists.org/archive/gramsci/intro.htm>
6. Felix Gilbert, "Political Thought of the Renaissance and Reformation", Huntington Library Quarterly, Vol. 4, No. 4, July 1941, pp. 443-468.
7. J Lilly Lo Manto, "Voltaire's Conception of National and International Society. Available at <https://gjis.journals.yorku.ca/index.php/gjis/article/download/35142/31887/37572>

Course Outcomes:

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

1. know the key ideas from the Western political philosophers from 17th century onwards.
2. understand the transformation of the some of the political notions
3. to evaluate the relevance of some of the political concepts to contemporary times
4. comprehend how important these theories to the functioning of present-day state and politics

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-4

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

SDG Justification:

The Western political thought talks about Western scholars perspectives on evolution of societies and importance of education, hence the SDG is applicable.

| POLS2011 | INDIAN POLITICAL SYSTEM | 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 is designed to educate students about the various features of the Indian constitution. It deals with the philosophical foundations of the Indian Constitution and covers the party system as well. The course aims at enhancing the knowledge and academic skills of the students. This will also serve as training in citizenship.

Course Educational Objectives:

- To create knowledge on the working of a political system that depends both on the constitutional and extra-constitutional institutions.
- To emphasis on the forces that shape up the functioning of the government and politicalsystem.
- To expose students to the constitution of India, to pick some fundamental themes and core institutions that are essential to understand the core philosophy and the ideals of the Indian constitution, the functioning of the government apart from the framework inwhich the polity of the country operates.
- To study elections, electoral reforms, and party systems provide insights to the studentson how the constitutional and political processes mediate and sustain the political system's functionality.
- To prepare the students for further study and research in the constitutional and politicalprocesses in India.

UNIT 1 Colonialism and Nationalism and Making of the 9 hours
Constitution

Nature and Impact of Colonialism: Economic, Social and Political; Anti Colonial Movement: Ideology, Strategy, Social Base and Main Phases of the Movement; Constitution: Evolution, Ideological Basis and Main Features; Constitution: Evolution, Ideological Basis and Main Features

UNIT 2 Organs of Government: Structure and Functions 9 hours

Legislature: Making of Legislation, accountability, Indian Parliament and Law- Making Procedure, Parliamentary Committees etc.; Executive: President, Prime Minister and Council of Ministers: Role and Functions, Governor and Chief Minister: Role and Functions, Collective responsibility, and parliamentary accountability; Judiciary: Supreme Court of India, Judicial independence, Judicial Review, Judicial Activism.

UNIT 3 India as a Parliamentary Federation 9 hours

Federalism: Structure, Nature, Strains and Emerging Trends; Democratic Decentralization: 73rd and 74th Constitutional Amendment, Nature, and Impact; Electoral System: Nature of Participation, Malpractices, Reforms and Emerging Trends

UNIT 4 Political Processes 9 hours

Political Elite: Changing Composition and Role; Transformation of the Party System: Evolution from One Party Dominant System to Multi-Party System and Emerging Trends; National Parties: Typology, Ideology and Social Base; Grass Root Movements: Objectives, Methods, and Impact

UNIT 5 Major Political Issues and Debates 9 hours

Regionalism and Secessionism; Communalism and Secularism; Identity Politics in India: Caste, Ethnicity, Class and Gender

Textbooks:

1. Sekhar Bandyopadhyay, ed. (2009). *Nationalist Movement in India: A Reader*. Oxford University Press.
2. Bipin Chandra Mridula Mukherji & Aditya Mukherjee, eds. (2008). *India Since Independence*. Penguin Books.
3. R. Bhargava (ed.) (2008). *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press.

References:

1. Jayal and Mehta (eds). (2010). *The Oxford Companion to Politics in India*. OUP.
2. Khosla, Madhav. (2013) *The Indian Constitution*. New Delhi: OUP short introduction series,.
3. Xaxa, Virginius. (2005). "Politics of language, religion and identity: Tribes in India," *Economic and Political Weekly*, 40(13).
4. Tummala, Krishna K., (2007). "Developments in Indian federalism: 2005–2007", *Asian Journal of Political Science* 15 (2). pp.139-
5. Sridharan, E. (2007). "Toward state funding of elections in India? A comparative perspective on possible options". *The Journal of Policy Reform*, 3(3). pp. 229-254

Course Outcomes:

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

1. Explain the core philosophy and ideals of the Indian Constitution.
2. Know about fundamental rights and how these rights are different from the directive principles of the state policy. Students will explain the structures, powers, and functions of three organs of government and their mutual relationship and engagements.
3. Explain the emerging trends in Indian Federalism and the party system in India.
4. Explain the constitutional structures of government that work at the grassroots level in India.
5. Examine the relevance of constitutionalism now and then.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the political and constitutional institutions in India. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL2021 | INTERNATIONAL RELATIONS | 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 designed to introduce students to the discipline of International Relations. It includes an analysis of the events surrounding the evolution of International Relations as a discipline and the various contemporary dimensions that it has come to assume. The course includes an introduction to the key concepts in the discipline of International Relations, including Nation-state, National Interest, National Power, Cold War, and Collective Security; and also the key actors. It also includes an introduction to various international organisations including the United Nations and its role in international peacekeeping.

Course Educational Objectives:

- This course aims to equip students with the knowledge of historical events and key terms in International Relations.
- It will enable the students to understand the behaviour of international actors and the nature of international systems and examine our changing understandings of order in the modern world.
- This course will prepare students for careers in the government and the corporate sector, and for admission into postgraduate programs including, but not limited to law, political science, economics, and business.

UNIT 1 Introduction to International Relations 9 hours

Evolution of the Modern Nation-State System: Empires to Globalisation; 19th Century International Relations: Congress of Vienna to Russo-Japanese War; Collapse of the 19th Century World Order: The Two World Wars; International Relations: Meaning and Evolution of the discipline.

UNIT 2 International Relations in the 20th Century 9 hours

Post War World: Bi-polarisation and Super-Power rivalry; Cold War and Détente; Collapse of the Soviet Union; Relevance of NAM; Search for new world order: Unipolarity vs Multipolarity

UNIT 3 Key Concepts in IR 9 hours

Power: Hard, Soft, and Smart; National Power; Balance of Power and Collective Security; National Interest and Foreign Policy and Diplomacy; War and Deterrence

UNIT 4 Contemporary International Relations 9 hours

Decolonisation and the Third World; Neo-Colonialism and NIEO; Asian Century? Rise of New Powers – China and India; Disarmament and Arms Control: Meaning, Distinction and Need; Transnational Non-state Actors: MNCs, INGOs, Global Civil Society

UNIT 5 International Organisations and Issues 9 hours

The League of Nations and United Nations: Structure and evolution; United Nations: Role in Peace and Security; The IMF, World Bank and WTO; Issues in International Relations.

Textbooks:

1. Andrew Heywood. (2011). *Global Politics*. Palgrave Macmillan.
2. Baylis, John, Steve Smith, and Patricia Owens. (2007). *The Globalization of World Politics: An Introduction to International Relations*. New York, N.Y: Oxford University Press.

References:

1. Giulio M. Gallarotti (2021) "The changing Face of power in international relations", 1979-2019, *Journal of Political Power*, 14(1), 209-234.
2. Reddy, P. K. M., & Reddy, C. S. (2015). Global Peace And The Role Of The United Nations: An Idea. *World Affairs: The Journal Of International Issues*, 19(1), 10–19.
3. Gärtner, H. Deterrence, Disarmament and Arms Control. *International Politics*, 51, 750–762 (2014).
4. Haas, E. B. (1953). The Balance of Power: Prescription, Concept, or Propaganda. *World Politics*, 5(4), 442–477.

Course Outcomes:

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

1. Describe the evolution of International Relations as an academic discipline.
2. Analyse the politics surrounding the 20th Century International Relations
3. Explain the meaning and relevance of key terms in International Relations.
4. Understand the working of International Organisations
5. Develop alternatives in response to changing world scenarios.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the international relations and international development institutions. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POLS2031 | POLITICAL THEORY | L | T | P | S | J | C |
|----------------------------|----------------------------------|---|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite | Western Political Thought I & II | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course is divided into five modules. The course introduces the students to the idea of political theory, its history, approaches and decline, and a critical evaluation of the concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of conceptual understanding and clarity of the political concepts.

Course Educational Objectives:

- The course will help the student to familiarize with the basic normative concepts of political theory.
- It will encourage critical and reflective analysis and interpretation of political practices through the relevant conceptual understanding.
- The course will engage students critically and constructively with the challenges of an increasingly dynamic political theory and philosophy.
- It will help students enter into the foray of political philosophy and rediscover the linkages and contradictions between political theory and political philosophy.
- It will engage students in understanding the historical and contemporary traditions and approaches to political theory.

UNIT 1

Political Theory: Issues and Approaches

9 hours

Political Theory: Nature, Significance and Decline; Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative; Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern;

Approaches to Political Theory: Normative, Historical and Empirical

UNIT 2

State and Sovereignty

9 hours

State, politics and government; Governmentality: Foucault on the state; Sovereignty: Historical Evolution and Theories; Sovereignty: Legal & Political, Internal & External

UNIT 3

Liberty and Freedom

9 hours

Freedom: Liberty and Licence; Freedom as a Triadic Relation; Negative and Positive Freedom

UNIT 4

Equality and Justice

9 hours

Equality: Formal equality, Equality of opportunity and equality of outcomes; Theories of Justice - Liberal, Libertarian, Marxist, Feminist, Subaltern and Communitarian theory of Justice - a) Procedural Justice b) Distributive Justice; Justice as Fairness: John Rawls

UNIT 5

Rights and Obligation

9 hours

Natural Rights, the rights of man and human rights; Nature and theories of rights; Rights and obligations

Textbooks:

1. Bhargava, R. (2008) (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
2. Heywood, Andrew. (1994). *Political Ideas and Concepts: An Introduction*. New York: St. Martin's Press,

References:

1. Giulio M. Gallarotti (2021) "The changing Face of power in international relations", 1979-2019, *Journal of Political Power*, 14(1), 209-234.
2. Carter, Ian, "Liberty", in B. Richard and Andrew Mason (eds.) *Political Concepts*. New York: Manchester University Press, 2003, pp. 4-15.
3. Spector, H. (2010). Four Conceptions of Freedom. *Political Theory*, 38(6), pp.780-808.
4. Bennett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G.F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
5. Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.

Course Outcomes:

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

1. The course will help in introducing the students to the important debates in the subject and make them understand there is no settled way of looking at concepts.
2. The course will also provide new insights and challenges and will make students learn new modes of political explanation and judgment.
3. The students will be able to understand the concepts of liberty, justice, equality, freedom, rights, etc.
4. The students will be able to have a rich understanding of the depth and range of debates in political theory and philosophy.
5. The students will be able to correlate and differentiate between different political concepts and theories

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-4

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

SDG Justification:

Political Theory talks about scholars' perspectives on evolution of societies and importance of education hence the SDG is applicable.

| POLS2041 | STATE POLITICS IN INDIA | L | T | P | S | J | C |
|----------------------------|-------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | Indian Political System | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course aims to explore the multiple dimensions of regional politics in India in a comparative perspective. A study of regional politics with their specificities and common aspects in a comparative perspective would enrich our understanding of politics in general and Indian politics in particular. At the end of the course, students would be able to understand the varieties of state politics in India and also understand the significance of state politics in nurturing the grassroot democracy.

Course Educational Objectives:

- This Course aims at making the students aware of state politics in India.
- It introduces the students to the relation between state politics and national politics.
- The students will be able to see different determinants of state politics, the constitutional framework at state level, and the emerging trends in state politics in India.
- This course on state politics in India will develop an understanding in the students about the historical and emerging trends in political process in the India states.
- The students will understand the federal process in India, the issues underlying political dynamics of regions, the changing power relations between centre and states over a period of time and the nature of party system and electoral politics at the state level.

UNIT 1 Approaches to the Study of State Politics in India 12 hours

Institutional, Political Economy and Cultural – diversities; 'Nation', 'Nation-building' and 'State' / 'Region' in India; Patterns of State Formation and Reorganisation

UNIT 2 Origin and Development of State Politics in India 12 hours

Theoretical Dimension of the state politics in India; State Politics as the axis of Indian Politics; Spate of State Politics in India; Coalitions and Political Stability

UNIT 3 Federalisation of the Party System and Elections in States 12 hours

National and State Parties; Bi-Polar or Tri-Polar States (Case studies of Kerala and Maharashtra); Regional Political Parties in Indian Politics (Akali Dal, DMK, TMC and JMM)

UNIT 4 Study of Movements in India 12 hours

Dalit and Backward Politics (Uttar Pradesh and Bihar); Dravidian/ anti-caste movement (Tamil Nadu); Separatist/ secessionist movements (Punjab, Kashmir and Nagaland); Ethnic Movement (Assam and Manipur)

UNIT 5 Major Challenges of States 12 hours

Centre- State Relations; Communalism; Regional Imbalances and North- South Divide; Politics of Language and Jobs in India

Textbooks:

1. Jayal and Mehta (eds). (2010). *The Oxford Companion to Politics in India*. OUP.
2. Corbridge, Stuart, John Harriss and Craig Jaffrey. 2013. *India: Economy, Politics, Society*. New Delhi: Oxford University Press.

References:

1. Kailash, K.K. 2011. "Varieties of comparative state politics research in India". *Seminar*. 620 (April), 66–71.
2. Pai, Sudha. 1989. "Towards A Theoretical Framework for The Study of State Politics in India: Some Observations". *The Indian Journal of Political Science*. 50 (1): 94-109.
3. Harriss, John. 1999. "Comparing Political Regimes across Indian States: A Preliminary Essay". *Economic and Political Weekly*. 34 (48): 3367- 3377.
4. Verney, Douglas, V. 2002, "How Has the Proliferation of Parties Affected the Indian Federation? A Comparative Approach" in Z. Hasan, E. Sridharan and R. Sudarshan., (eds.) *India's Living Constitution: Ideas, Practices and Controversies*. Delhi: Permanent Black.
5. Dyke, Virginia Van. 2009. "The Khalistan Movement in Punjab, India, and the Post-Militancy Era: Structural Change and New Political Compulsions", *Asian Survey*, 49 (6); 975- 997.
6. Kumar, Ashutosh. 2011. "Introduction — Rethinking State Politics in India: Regions within Regions" in Ashutosh Kumar (ed), *Rethinking State Politics in India Regions within Regions*. New Delhi: Oxford University Press; 1- 31.

Course Outcomes:

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

1. At the end of the semester the students would be able to make some sense of the varieties of regionalism, the complex issues involved in this process and the ways in which they work out in the political arena and also understand the significance of subnational comparisons.
2. The students understand the constitutional system at state level, and the relation between state politics and national politics.
3. The students know about political dynamics operating at state level.
4. Students will recognize the emerging trends in state politics in the country.
5. Students will be understanding of the deeper realities and dimensions of regional and sub-regional politics in India.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-10

Reduce inequality within and among countries.

SDG Justification:

State Politics course talks about constitutional institutions and federal relations that function to reduce inequality within India, hence the SDG is applicable.

| POL3001 | COMPARATIVE POLITICS | 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 aims to form the foundation for a broad theoretical and empirical knowledge of the concerns of the field of comparative politics. At the end of this course, students should be able to demonstrate a basic understanding of the relationships between individuals, actors, and processes across different political systems both historical and contemporary.

Course Educational Objectives:

- To introduce Comparative Politics as a significant field of study in Political Science.
- To explain different approaches and methods in comparing political systems.
- To delineate Political Institutions and Political Actors
- To understand political processes across countries
- To give an overview of theories of political development

UNIT 1 Introduction to Comparative Politics 9 hours

. Meaning, Nature & Relevance of Comparative Politics; Approaches to the Study of Comparative Politics: Structural-Functionalism, Institutionalism, Systems approach; Methods of comparing Political systems; Issues and Trends in Comparative Political Analysis

UNIT 2 States, Regimes & Governments 9 hours

Political Institutions: The origins and development of the modern State, diversity of states, nations and nationalism and the future of the state; Constitutionalism: Constitutions (written and conventional; rigid and flexible); Structures of Governance: Separation of Powers (Executives, Legislatures and Judiciary) and limits of constitutionalism; Political Regimes: Democracy, Authoritarianism and Totalitarianism; Classification of Governments – Unitary vs Federal; Parliamentary vs. Presidential.

UNIT 3 Political Actors & Representation 9 hours

Political Parties: definitions, origins, functions, and models; Party Systems: genealogy, morphology and dynamics; Types of Electoral systems - Plurality/Majority, Proportional and Mixed Electoral Systems; Interest groups and pressure groups: origins, types and dynamics

UNIT 4

Political Processes

9 hours

Political Culture: overview, definition, from civic culture to post-materialism; Political Participation: modes, determinants, context and actors; Political Communication: studying political communication comparatively, media-politics relations, evolution from mass media into the digital age, recent trends; Social Movements: concept, approaches, functions and effects

UNIT 5

Political Development

9 hours

Theories of Political Development (Lucian Pye, W. Rustow, S. Huntington); Dependency theory (A.G. Frank, Samir Amin); World Systems theory (Immanuel Wallerstein)

Textbooks:

1. Caramani, Daniele. 2020. *Comparative Politics*, ed. by Daniele Caramani, Oxford: OUP.
2. Heywood, Andrew. 2007. *Politics*. New York: Palgrave Macmillan.

References:

1. Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*. London: Red Globe Press.
2. Hislope, Robert and Anthony Mughan. 2012. Introduction to Comparative Politics: The State and its Challenges, 124-130. New York: Cambridge University Press.
3. Newton, Kenneth and Jan W. Van Deth. 2016. Foundations of Comparative Politics: Democracies of the Modern World. 205-210. Cambridge: Cambridge University Press.
4. Reyes, E. Giovanni. 2001. "Four main theories of development: modernization, dependency, world-system and globalization" *Nómadas. Revista Crítica de Ciencias Sociales Jurídicas*, vol. 04.
<https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727>
5. Reyes, E. Giovanni. 2001. "Four main theories of development: modernization, dependency, world-system and globalization" *Nómadas. Revista Crítica de Ciencias Sociales Jurídicas*, vol. 04.

Course Outcomes:

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

1. explain the significance of comparing political systems and distinguish between different approaches of comparison.
2. Compare and contrast different political regimes and delineate the classification of constitutional governments on the basis of division of powers and separation of powers.
3. Compare and contrast the role of political parties, pressure and interest groups and evaluate different electoral systems.
4. Illustrate different political processes and civil society movements that influence the decisions of states and their citizens regarding governance.
5. evaluate the theories of political development of developing countries.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the comparative study of political institutions across the world. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POLS3011 | PUBLIC ADMINISTRATION | 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 designed as a foundational course for the students who seek to understand the basics in the discipline of Public Administration. It encapsulates the conceptual journey from the Wilsonian times to the present day when public administration has tended to redefine and reinvent its role in the changing circumstances of the diminishing role of the state on the one hand and expanding role of the market on the other. The course engages the students with concepts and schools of thinking which would enable them to advance their study and research in organization theory and public policy.

Course Educational Objectives:

- To introduce Public Administration as a discipline.
- To explain different approaches in Public Administration.
- To give an overview of the Organisation and its Theories
- To understand and apply motivation and leadership theories.

UNIT 1 Introduction to Public Administration 9 hours

. Evolution of Public Administration as a Discipline; Meaning, Scope and importance of Public Administration; Difference between Public and Private Administration

UNIT 2 Major Approaches in Public Administration 9 hours

New Public Administration; New Public Management; New Public Service Approach; Public Administration in the age of LPG, E-governance / digital governance; Good Governance and E-Governance

UNIT 3 Principles of Organization and its structure 9 hours

Hierarchy, Authority, Span of Control; Centralization, Decentralisation and Delegation of Authority; Chief Executive: Concept, Functions, and Types: Presidential, Cabinet and Collegiate; Departmentalisation: Concepts and Bases.

UNIT 4

Theories of Organization

9 hours

Structural Approach; Decision Making Approach; Human Relations Approach; Ecological Approach

UNIT 5

Motivation and Leadership

9 hours

Theories of Motivation: Maslow and Herzberg; Post-Maslow Motivation theory; Conflict Management- Mary Parker Follett

Textbooks:

1. Bhattacharya, Mohit (2015). New Horizons of Public Administration, Jawahar Publishers.
2. Chakrabarty, Bidyut and Prakash Chand Kandpal. (2012). Public Administration in a Globalizing World: Theories and Practices. Sage.

References:

1. Lambright, W., & Quinn, M. (2011). Understanding Leadership in Public Administration: The Biographical Approach. Public Administration Review, 71(5), pp. 782-790.
2. Moynihan, D., & Pandey, S. (2007). The Role of Organizations in Fostering Public Service Motivation. Public Administration Review, 67(1), pp. 40-53.
3. Fox, J., & Jordan, S. V. (2011). Delegation and Accountability. The Journal of Politics, 73(3), 831-844. <https://doi.org/10.1017/s0022381611000491>
4. Oyarzún R., P. (2011). On the Concept of Authority. CR: The New Centennial Review, 11(3), 225-252. <http://www.jstor.org/stable/41949761>
5. Denhardt, J. V., & Denhardt, R. B. (2015). The New Public Service Revisited. Public Administration Review, 75(5), 664-672. <http://www.jstor.org/stable/24757439>

Course Outcomes:

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

1. distinguish public administration from private administration.
2. explain how New Public Management and the concept of New Public Service have changed the focus and ways of ensuring the public good.
3. explain how the organization has been understood by different schools and how all these reinforce the overall understanding of the organization.
4. distinguish between the content and context theory of motivation.
5. know what leadership skills that organization needs and how conflicts can be managed within the organization.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the political and constitutional institutions. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3021 | INDIA'S FOREIGN POLICY | L | T | P | S | J | C |
|----------------------------|------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

The course basically talks about India's foreign policy origin, determinants and its objectives. Further, it explains India's relations with major powers like the US, Russia and others in international relations. The Course explains India's economic and military role and its strengths. It also discusses foreign policy major areas emerging in international relations.

Course Educational Objectives:

- To teach students the domestic sources of India's foreign policy
- To explain to students the structural constraints on the genesis, evolution and practice of India's foreign policy.
- The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy
- To familiarise the students' domestic identity and the corresponding changes at the international level.
- The course talks about India's nuclear doctrine and related aspects.

UNIT 1 Making of India's Foreign Policy 12 hours

. India's Foreign Policy – Origin and Determinants; Key Principles of Indian Foreign Policy – Non-Alignment, Panchsheel and Beyond; India's Foreign Policy Making: Structures and Process (Parliament, PMO, MEA, Political Parties, Media); India's Strategic Culture.

UNIT 2 India's Relations with Major Powers 12 hours

India Relations with the USA; India Relations with Russia; India-China Relations; India and Japan Relations; India-EU Relations

UNIT 3 India's Look East Policy to Act East Policy 12 hours

Geopolitics and Geo-economics of Connectivity; Maritime Regionalism: India and the Indian Ocean; Rise of Indo-Pacific and India's Act East Policy

UNIT 4 India's Nuclear Policy 12 hours

India's Stand on Nuclear Issues, CTBT and NPT; India's Nuclear Initiatives; Nuclear Policy – Cooperation with other Countries; India's Nuclear Doctrine.

UNIT 5

India as a Leading Power

12 hours

India as a Global Economic and Military power; India's Quest for a Multipolar world order; New Frontiers of India's Foreign Policy (Outer Space, Polar Regions, Climate Change)

Textbooks:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016). The Oxford Handbook of Indian Foreign Policy. OUP.
2. Chatterjee Aneek (2017). Neighbors, Major Powers and Indian Foreign Policy. Hyderabad: Orient Blackswan.

References:

1. S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4–19.
2. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: UniversityPublishing Online.
3. A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *InternationalAffairs*, Vol. 71 (1): 69-81.
4. H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242
5. A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowmentfor International Peace: Washington

Course Outcomes:

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

1. Elucidate and evaluate the domestic sources of India's foreign policy
2. Critically discuss India's relations with major powers in international relations
3. Critically examine the importance of Indo-Pacific relations in India's foreign policy
4. Explain the concept of nuclear disarmament and India's standpoint with respect to CTBT and NPT.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the foreign policy institutions of India. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

Programme Elective

| POL3041 | 20 TH CENTURY CRITICAL THEORY | L | T | P | S | J | C |
|----------------------------|-------------------------------------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | Western Political Thought I & II and Political Theory | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

Critical theory is an interdisciplinary enquiry which has been highly influential across the humanities and social sciences. Critical theory is the practice of progressive and interrogative thought. It is theory that equip us to see the world in new ways in contrast to everyday conventional wisdom. Moving away from abstraction, or simple description, Critical Theory signify a mode of analysis whose aim is not to describe the world but to change it. A Critical Theory has a distinctive aim: to unmask the ideology that falsely justifies some form of social or economic oppression. It aims to provide a kind of enlightenment about social and economic life that is itself emancipatory.

Course Educational Objectives:

The 20th Century Critical Theory course introduces key works in relation to the social and political problems of the present. Students will be introduced to a selection of twentieth century debates which have shaped some of the important paradigms of contemporary humanities scholarship. The course will also be valuable for any student looking for a framework to reflect on one's own critical practice or wanting to develop a broader understanding of twentieth century intellectual history. It allows the students to understand the historical foundations, the importance of Frankfurt School, and other discourses closely attached to critical thinking through the exploration of a series of key texts. The course enables the students to develop a nuanced understanding regarding the interrelationship between critical and creative practices and inculcate these values in their own practices.

UNIT 1 Critical Theory: Introduction 12 hours

Introduction to Critical Theory; What is Critical Theory; Importance of Critical Theory

UNIT 2 Genealogies of the 'Critical' in Critical Theory 12 hours

Immanuel Kant: Orthodoxy and Immaturity to Reason and Intellectual Autonomy; Hegel: Mind, Reflection and Freedom; Karl Marx: Objective – Subjective

UNIT 3 The Frankfurt School 12 hours

Critical Theory and the Frankfurt School; Horkheimer's Critique of Instrumental Reason; Frankfurt School and Culture; Herbert Marcuse: Affluent Society.

UNIT 4

Critical Theory and Ideology

12 hours

Antonio Gramsci: The Intellectuals; Louis Althusser: Ideology; Walter Benjamin: Art, Technology and Consciousness; Stuart Hall: Ideological Struggle;

UNIT 5

Critical Theory and its Relevance

12 hours

Critical Theory and International Relations; Critical Theory and the Environment; Is Critical Theory in the Era of Post-Truth Politics; Critique of Critical Theory

Textbooks:

1. Walter Benjamin, 'The Work of Art in the Age of Its Technical Reproducibility', in *Illuminations*, edited by Hannah Arendt, translated by Harry Zohn from the 1935 essay, Schocken Books, New York, 1969.
2. James Bohman, "Critical Theory as Practical Knowledge: Participants, Observers and Critics," in Paul Roth and Stephen Turner (eds.), *Blackwell Companion to the Philosophy of the Social Sciences* (London: Blackwell 2002), pp.91–109.

References:

1. Raymond Geuss, *The Idea of a Critical Theory*, Cambridge: Cambridge University Press, 1981), Chapter III, pp. 55-87.
2. Steven B. Smith, "Hegel's Idea of a Critical Theory", *Political Theory*, February 1987, Vol. 15, No.1, pp. 99-126.
3. Theodor Adorno and Max Horkheimer, "The Culture Industry: Enlightenment as Mass Deception", in Theodor Adorno and Max Horkheimer, *Dialectic of Enlightenment* (1944). Available at <https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm>

Course Outcomes:

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

1. Know the basic understanding about Critical Theory and how it differs from conventional theories
2. Acquire a demonstrable understanding regarding the genealogies of critical theory
3. Understand the importance of the Frankfurt School in foregrounding critical theory
4. Engage with various critical debates related to ideology
5. Develop a nuanced understanding regarding relevance of critical theories to the contemporary times
6. Demonstrate capacity to compare, contrast and evaluate a diverse range of theoretical understandings and practises of critical thinking.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of critical theory reflecting on the changing global and national political environment and their effect on justice. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3051 | THEORIES OF INTERNATIONAL RELATIONS | L | T | P | S | J | C |
|----------------------------|-------------------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | International Relations | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

The course will introduce the students to major theories in International Relations. Beginning with the classical approaches, the course will lead towards the contemporary trends emerging in IR theory. Being majorly theoretical in nature, explanatory instances shall be used to create knowledge and understanding of the discipline's developments and its application to current events, enabling the students to think critically. Being interactive in nature, the course tries to underline the changes, which the shifting nature of world order has induced into the more enduring elements and themes of International Relations.

Course Educational Objectives:

This course shall help students to develop the ability to analyse international practices from critical theoretical perspectives. The learners shall be able to explain orally and in writing, the key tenets of each school in IR theory. It shall equip students to explore coherent analyses. This will act as a catalyst for students to think creatively and critically in search of 'global' International Relations that is inclusive of non-Western perspectives and traditions. The essential readings in the course will attempt to present students with various nuances of an argument.

| | | |
|---------------|-------------------------------|-----------------|
| UNIT 1 | Mainstream IR Theories | 12 hours |
|---------------|-------------------------------|-----------------|

Origins of Theory in IR; Realism; Liberalism; The Neo-Neo Debate (Neo-Realism, Neo-Liberalism)

| | | |
|---------------|-----------------------|-----------------|
| UNIT 2 | Major Theories | 12 hours |
|---------------|-----------------------|-----------------|

Radical Theories: Marxism, Dependency Theory; Geopolitical Theories: Classical and Critical; Behavioural Theories: Systems Theory, Game Theory, Communications Theory; Social Constructivism: Identity and Norms.

| | | |
|---------------|---------------------------|-----------------|
| UNIT 3 | Other Theories – I | 12 hours |
|---------------|---------------------------|-----------------|

Critical Theory; The English School: International Society; Feminism; Environmentalism.

| | | |
|---------------|----------------------------|-----------------|
| UNIT 4 | Other Theories – II | 12 hours |
|---------------|----------------------------|-----------------|

Post-Modernism; Post-Structuralism; Post-Colonialism; International Ethics

UNIT 5

Emerging Trends in IR

12 hours

Regionalism; Theorising Non-Alignment; IR Theory and its Discontents: Non-Western IR; New Directions in IR Theory;

Textbooks:

1. Dunne, T. & Schmidt, B.C. Realism, in Baylis, Smith and Owens eds. The Globalisation of World Politics (6th Edition) Oxford University Press: Oxford
2. David Baldwin, 1993. "Neoliberalism, Neorealism, and World Politics", in D. Baldwin, ed., Neorealism and Neoliberalism: The Contemporary Debate, Columbia University Press.

References:

1. Dunne, T. (2014). Liberalism, in Baylis, Smith and Owens eds. The Globalisation of World Politics (6th Edition) Oxford University Press: Oxford
2. Galtung J., A Structural Theory of Imperialism. Journal of Peace Research. 1971, 8(2),81-117.
3. Tickner, J. A. (2008). Man, the state, and war: gendered perspectives on national security. In K. A. Mingst, & J. L. Snyder (Eds.), Essential Readings in World Politics (Third ed., pp. 118 - 125). W W Norton and Company.
4. Hansen, L. (2014), Post-Structuralism in Baylis, Smith and Owens eds. The Globalisation of World Politics (6th Edition) Oxford University Press: Oxford
5. Andrew Hurrell, "Explaining the Resurgence of Regionalism in World Politics,"
6. Review of International Studies, 21(4), 1995.

Course Outcomes:

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

1. Explain and understand the Classical and contemporary theories of International Relations
2. Understand the relevance of theory in International Relations
3. Critically analyse historical and contemporary international events from a theoretical perspective.
4. Analyse the emergence of new directions in International Relations theory
5. Evaluate historical and contemporary international theories and impact

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the theories on international relations Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3061 | COLONIALISM AND NATIONALISM IN INDIA | L | T | P | S | J | C |
|----------------------------|--------------------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course is structured to help the students understand India's colonial past, the shaping of the nationalist ideology and the unfolding of the national movement. Integral to the course is the understanding that ideas of nationalism and freedom and corresponding social relations and political and institutional practices took shape in the context of the anti-colonial struggles. The institutions of the state, its policies, and the social and economic structures that obtain today, reflect the imprint of the colonial experience and the manner in which they have been transformed in the course of social struggles and the national movement.

Course Educational Objectives:

- To help students understand the social, economic and political condition of India during the British rule.
- It will help students understand the British imperial rule and its impact on India.
- The course will explain the nationalist struggle and its various phases which took place during the nineteenth century.
- The course will engage students in knowing the different interpretations of nationalism and its formulations during the British imperial rule in India.
- This will engage them in knowing the trajectory of Indian national struggle.

UNIT 1 Conceptual Exploration 12 hours

Imperialism, Colonialism and Nationalism; Approaches to the study of nationalism in India - Imperialist /Orientalist Scholarship, Nationalist interpretation and Post-colonial; Marxist and Subaltern Interpretation

UNIT 2 Reformism and Anti-Reformism in the Nineteenth Century 12 hours

Education and the rise of the new middle class; Major social and religious movements; The 1857 rebellion - The social base, consequences

UNIT 3 Nationalist Politics and Expansion of its Social Base 12 hours

Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India; Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement; Socialist Alternatives: Revolutionary Extremists, Congress Socialists, Communists.

UNIT 4**Social Movements****12 hours**

The Women's Question: Participation in the National Movement and its Impact; The Caste Question: Anti-Brahminical Politics; Peasant, Tribals and Workers Movements.

UNIT 5**Challenges to Independence and Partition****12 hours**

Communalism in Indian Politics; The Two-Nation Theory; Negotiations over Partition.

Textbooks:

1. S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan.
2. Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 438-472.

References:

1. S. Seth, 'Rewriting Histories of Nationalism: The Politics of "Moderate Nationalism" in India, 1870-1905,' *The American Historical Review*, Vol. 104, No. 1 (Feb., 1999), pp. 95- 116.
2. S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 205-218, 234-276.
3. S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 218-333, 405-438.
4. Mani, Braj Ranjan, *Debrahmanising History, Dominance and Resistance in Indian Society*, Manohar, 2005, Ch.5. Phule's Struggle against Brahmanical Colonialism, pp.251-290.
5. Rajurkar, N. G. (1982). *The Partition of India in Perspective*, *Indian Journal of Political Science*, 43(2), pp. 34-53.

Course Outcomes:

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

1. This course will expose the students to different approaches towards understanding of colonialism and nationalism in India.
2. They will also get to know about the social changes which took place during the national struggle due to the emergence of social reformers.
3. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India.
4. They will conceptualize the different perspectives on history about Indian nationalist struggle.
5. They will understand the anti-colonial struggles from different perspectives.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-10

Reduce inequality within and among countries.

SDG Justification:

This course talks about the period of colonialism and the advent of nationalism in India with the vision of attaining freedom to reduce political, social and economic inequality within India. This SDG is applicable here as it discusses the methods used historically by Indians to reduce inequality within the country.

| POLS3071 | IDENTITY POLITICS: THEORY AND PRACTICE | L | T | P | S | J | C |
|----------------------------|----------------------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

Encompassing a variety of timely, globally relevant topics, reflected through various identity 'lenses', including those of race, nation, ethnicity, religion and gender, you will look closely in this course at the intersection of social identity, politics, and governance. You will be asked to think carefully about complex and intractable questions of identity, collectivity, domination, exclusion and participation. You will interrogate how identities are experienced socially, psychologically, politically, and economically and how these experiences are shaping societies and politics. By exploring how identities are constituted and situated in today's highly mobile and interconnected world, you will make your own decisions about how these identities shape world politics. The heart of the course will then trace the emergence of identity politics out of various subjectivities and ascriptions of the twentieth century.

Course Educational Objectives:

- To provide a broader theoretical understanding on identities
- To analyse the theory and practice of identity politics in societies across the world
- To explore how race, nationalism and ethnicity are operating around the world;
- To probe issues associated with religion, viz., fundamentalism, terrorism, violence, etc.
- To investigate the theory and practice of gender and associated concepts such as feminism.

UNIT 1**Conceptualizing Identity Politics****12 hours**

Person, Self, and Identity; Identity: A Conceptual Understanding; Identity Politics: Theory and Practice; Identity Politics: Critique.

UNIT 2**Race & Ethnicity****12 hours**

Understanding Race and Racism; Race in Institutionalized Form Conceptualizing Ethnicity; Ethnic Conflict.

UNIT 3

Ethnic Conflict

12 hours

Nation; Nation and Nationalism; Civic vs Cultural (Inclusive vs Exclusionary) Nationalism; Nationalism and Populism.

UNIT 4

Religion

12 hours

Conceptualising Religion; Religion and State; Religion and International Relations; Religion and Neoliberalism;

UNIT 5

Gender

12 hours

Defining Gender; Gender and Work; Gender and Politics; Gender and in Global Politics

Textbooks:

1. Ernest Renan, "What is a Nation?" in Robert A. Goldwin, ed., Readings in World Politics (New York, 1970).
2. (New York, 1970).
3. Eric Hobsbawm, "Introduction: Inventing Traditions" in E. J. Hobsbawm and T. Ranger, eds., The Invention of Tradition (Cambridge, 1983),

References:

1. Avrum Stroll, "Identity", in The Encyclopedia of Philosophy, edited by Paul Edwards, The Macmillan Company & The Free Press, New York, and Collier-Macmillan Limited, London, 1967, Vol. 4, pp. 121–124.
2. Racism and Colonialism: Frantz Fanon, "The Wretched of the Earth", in Martin Bulmer and John Solomos (eds), Racism, Oxford University Press, Oxford, 1999, pp. 116-120.
3. Anthony D. Smith, "The Myth of the 'Modern Nation' and the Myths of Nations", Ethnic and Racial Studies, vol. 11, no. 1, January 1988.
4. Scott M. Thomas, The Global Resurgence of Religion and Transformation of International Relations, Palgrave MacMillan, 2005, Chapter 1: "The Revenge of God?": The Twentieth Century as the "Last Modern Century", pp. 21-46.
5. Silvia Federici. "The Accumulation of Labour and the Degradation of Women: Constructing 'Difference' in the Transition to Capitalism." Caliban and the Witch: Women the Body and Primitive Accumulation. Autonomedia 2004/2014. 61-75; 85-97.

Course Outcomes:

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

1. understand what the identities are and how crucial they are for the societies and communities;
2. comprehend how the identities of the communities are acquire agency and enter into politics;
3. interrogate the important identity markers, viz., nation, ethnicity, religion and gender;
4. conceptualize the identities and position them in a theoretical spectrum;
5. explain how these identities are engaged in domestic and international politics;
6. articulate and critically debate some of the important aspects related to identities discussed in the course;

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-4

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

SDG Justification:

This course talks about Indian scholars' perspectives on the evolution of the theory and practice of identity politics and importance of education for marginalized identities, hence the SDG is applicable.

Through this course, students will learn about the contemporary issues facing International Politics. Extensive use of articles from professional journals and newspapers will enable students to update information about imminent international issues today and to think about them critically. At the end of the class, students will be able to communicate their ideas and arguments logically and convincingly about contemporary global issues and the consequences of an interconnected world.

This course is designed to equip students with the knowledge necessary to analyse choices that arise out of contemporary issues in International Politics. Students will be equipped with the skills to critically assess the challenges facing contemporary international society. This course will prepare students for careers in the government and the corporate sector, and for admission into post-graduate programs including, but not limited to law, political science, economics, and business.

. Post Cold War order: Changing Balance of Power and Multipolarity; Globalisation, FDI and MNCs: Challenge to Sovereignty? Foreign Aid and Debt Trap: Neo-Colonialism? Regions and Regionalism.

Global flow of information and Cyber Security; Soft Power: The changing nature of power and war; Towards a Nuclear-Free World: WMDs, and Disarmament; In Search of Reconciliation: International Law, International Criminal Court and Conflict Resolution.

International Migration, Forced Migration, Refugees; Cross Border Terrorism; Organised Crime: Drugs and Human Trafficking; Pandemics and Human Security; Food Security; WTO

UNIT 4 Global Commons and Sustainable Development 12 hours

Millennium Development Goals and Sustainable Development Goals; Climate Politics: Climate Change Negotiations; Environmental Security; Energy Security.

UNIT 5 International Political Economy 12 hours

Political Economy of the European Union and ASEAN; Emergence of the Global South: BRICS and G-20; Developmental Assistance: World Bank, AIIB and BRICS Bank; Economic Protectionism and Trade Wars;

Textbooks:

1. Klare M.T., Energy Security in Paul D. Williams, Matt McDonald eds SecurityStudies 3rd edition, 2018, Routledge: London
2. Nye, J.S. (2004), Soft Power: The Means to Success in World Politics, Public Affairs: New York.

References:

1. Posen, B. R. (2009). Emerging Multipolarity: Why Should We Care? Current History, 108(721), 347–352.
2. Lodgaard, S. (2009). Toward a Nuclear-Weapons-Free World. Daedalus, 138(4), 140–152.
3. Carter DB, Ying L. The Gravity of Transnational Terrorism. Journal of Conflict Resolution. 2021, 65(4), 813-849.
4. Beardsworth R. Climate science, the politics of climate change and future International Relations. 2020, 34(3), 374-390.
5. Jayan, P. A. (2012). BRICS: Advancing Cooperation and Strengthening Regionalism, India Quarterly, 68(4), 363–384.

Course Outcomes:

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

1. Analyse the post cold war world order and the changing aspects of the global politicaleconomy.
2. Explain the changing nature of power and war
3. Analyse the political dimensions of global Human Security issues
4. Understand the issues surrounding global commons and sustainable development.
5. Interpret the International Political Economy and its necessity
6. Evaluate international order from cold war to the present
7. They will understand the anti-colonial struggles from different perspectives.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about the role of international institutions in mediating international politics. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs, policies and laws, making it a part of the community. The student will understand the nature and significance of public policy along with a critical understanding of significant social welfare policies of India.

- To introduce Public Policy studies as a significant subfield of Political Science
- To explain different models of public policies
- To delineate the evolution of public policy processes in India
- To critically discuss and evaluate significant social welfare policies of India
- To illustrate the contextual shifts in the evolution of social welfare policies in India

Nature, Scope and Importance of Public Policy; Models of Public Policy: Process model, Institutional model, Rational model, Incremental model, Group model, Elite model and Public choice model; Policy making Process: problem identification, agenda setting, policy formulation, policy legitimization, policy implementation and policy evaluation; Public Policy Process in India

Evolution of Education policy in India; Centre-State relations in financing Education in India; Critical Analysis of National Education Policy 2020; Case study on education policy of a specific state.

Dimensions of Food Security; Overview of food security in India; National Food Security Act 2013 & its Implementation; Case study on food security policy of a specific developing country.

UNIT 4

Gender

12 hours

Gender issues in India; Gender-based violence in India: Legal & Policy responses; Gender Mainstreaming through policies; Case study on gender-based budgeting in India.

UNIT 5

Land

12 hours

Evolution of property rights in India; Linkage between state politics and land reform policies (Gujarat, Kerala, Karnataka, Tamil Nadu); Land rights and Adivasis; Case study on land rights of adivasis of a specific state.

Textbooks:

1. Sahu, Skylab. 2021. Gender, Violence and Governmentality: Legal and Policy Initiatives in India. NY: Routledge.

References:

1. Knill, Christoph and Jale Tosun. 2020. "Policy-making." In Comparative Politics, edited by Daniele Caramani, 361-375. Oxford: OUP.
2. Panda, Chayanika Uniyal. "India's New Education Policy in 2020: Antinomies of progress." South Asia Democratic Forum (Oct 2021). DOI: 10.48251/SADF.ISSN.2406-5633.F75
3. Dreze, Jean and Reetika Khera, "Rural Poverty And Public Distribution System." Economic & Political Weekly. 48, No.45-46, (Nov 2013): 55-60.
4. Lakshmi, G. "GENDER PREJUDICE, POLICY AND LAW - AN ETIOLOGY." The Indian Journal of Political Science 67, no. 3 (2006): 573-78. <http://www.jstor.org/stable/41856243>.
5. Mitra, Madhumita Datta. 2017. "Evolution of Property Rights in India." In Land Policies in India: Promises, Practices and Challenges, edited by Sony Pellissery, Benjamin Davy and Harvey M. Jacobs, 35-50. Singapore: Springer.

Course Outcomes:

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

1. Understand the nature and significance of public policy
2. Critically assess the models of public policy
3. Trace the evolution of public policy process in India
4. Evaluate significant social welfare policies of India regarding education, food security, gender and land reforms.
5. Develop a critical understanding of the shifts in social welfare policies in the twenty-first century

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-10

Reduce inequality within and among countries.

SDG Justification:

The course primarily talks about evolution of the public policy and governance institutions in India with special focus on welfare institutions and policies. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POLS3101 | POLITICAL ECONOMY OF GLOBALIZATION | L | T | P | S | J | C |
|----------------------------|---------------------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

Globalization is possibly the most popular word for our times. It has many fluid and contradictory meanings, from global “McDonaldization” to endless cultural invention; from deindustrialization to industrial renaissance; from growth and prosperity to rising inequality; from the erosion of borders to the creation of fences. While some people consider the world has become flat, yet, others have declared the death of globalization, the return of nationalism and the reversal of the globalization wave. How are we to interpret this turn of events?

This course examines the paradoxes of contemporary globalization. We will study the economic, cultural, social and political impact of globalization across the societies, states and continents. We will consider answers to key questions such as: What are the contending definitions of globalization? What are the principal agents of change and how the world transformed with the actions of these agents? Who is benefitting, who is losing? What is the political impact of global epidemics? We will pay attention to the subtle interplay of history, geography, language and cultural norms that gave rise to specific ways of life.

Course Educational Objectives:

- to provide students with the knowledge of relevant issues of the globalization
- to identify the major trends of globalization, its driving forces and potential effects,
- to disclose the impact of the processes of globalization on economic and social development.
- To evaluate their impacts on international relations
- examine patterns of conflict and cooperation among countries including the influence of international institutions
- to explore issues such as global security, environment, elites and concentration of power, wealth and income distribution.

UNIT 1 **Globalization: Introduction** **12 hours**
Conceptualizing Globalization Critically; History of Globalization; Globalization: Theories

UNIT 2 **Institutions of Globalization** **12 hours**
Bretton Woods System; IMF and World Bank; GATT and WTO; Transnational and Multinational Corporations.

UNIT 3 **Global Flows** **12 hours**
Globalization of Economy; Globalization and Media; Globalization and Migration; Consumption; Film; Human Rights.

UNIT 4 **Globalization: Negative Flows** **12 hours**
Globalization and Inequality; Globalization and Environment; Globalization and Fundamentalism; Globalization and Social Movements; Globalization and Pandemics; Globalization and Crime.

UNIT 5 **Globalization: A Future Scenario** **12 hours**
Globalization and Resistance; Resurgence of Nation-State; Populism; Anti-Globalization Movements; Retreat of Globalization?

Textbooks:

1. Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), Sage Handbook of Globalization, Sage, 2014.

References:

1. Amartya Sen, "How to Judge Globalization", in Frank J. Lechner and John Boli, The Globalization Reader, 5th edition, Willey Blackwell, 2015, pp. 19-24.
2. Richard Peet, Unholy Trinity: The IMF, World Bank and WTO, 2nd Edition (London and New York: Zed Books, 2009), Chapter 3 & 4.
3. James Fallows, "China Makes, the World Takes", in Frank J. Lechner and John Boli, The Globalization Reader, 5th edition, Willey Blackwell, 2015, pp. 169-174.
4. Branko Milanovic, "Global Income Inequality by the Numbers: In History and Now: An Overview", in Frank J. Lechner and John Boli, The Globalization Reader, 5th edition, Willey Blackwell, 2015, pp. 197-201.
5. Jeffry Frieden, "International Cooperation in the Age of Populism", in Luís Brites Pereira, Maria Eugénia Mata, Miguel Rocha de Sousa, Economic Globalization and Governance, Springer, 2021, pp. 303-314.

Course Outcomes:

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

1. Demonstrate understanding of the history of the globalization
2. Conceptualize globalization in its multidimensionality
3. Get a hold on major theories on globalization
4. Develop a fair understanding about the structures and process in spreading the globalization
5. Identify different role players in the global society: individuals, communities, nation-states, and international organizations
6. Assess the effects of the globalization – social, cultural, environmental, economic, and political
7. Analyse the backlash that globalization witnessing with the protests of middle class and rise of populism

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about the global political economy and related international institutions. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3151 | POLITICAL ECONOMY OF INDIA | L | T | P | S | J | C |
|----------------------------|----------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course is concerned with the dynamics of developmental politics and public policies of the Indian state since Independence. The course will look into the complex and important relationship between state and market along with issues of urbanization, corporatization, neoliberal bureaucratization and privatization of the Indian State.

Course Educational Objectives:

The central focus in this course is on the relationship between economy and polity as manifested in land reforms, planning process, political economy of green revolution, decentralization, liberalization and globalization etc. An in-depth study of a few policies related to poverty alleviation, environment, food security, displacement and rehabilitation, gender inequality, public-private partnership (PPP) and telecom and power reforms can be taken as case studies to illustrate developmental changes in the political economy and democratization of the Indian State more explicitly in contemporary times. The course will critically explore how public policies of the last six decades have impacted the public.

UNIT 1 Debates on Development 12 hours

Development as economic growth; Human development, sustainable development, inclusive development; Capability approach.

UNIT 2 Indian State and its Developmental Trajectory 12 hours

Indian State and Its Developmental Trajectory; Macro and micro-economic perspectives on the Indian state; Institutions and Policies, organizational capacity; Information transparency, policy making.

UNIT 3 India's Developmental Strategy: The Era of Planned Development 12 hours

Planning Institutions: The Planning Commission and the National Development Council; Industrial and Agricultural Policies; Land Reforms; Poverty: Measurement and Alleviation Programmes.

UNIT 4

The Liberalization Policy

12 hours

State vs. Market: The Neo-Liberal Debate; Democracy vs. Market: Democratic pressures against liberalization; Emergence of the New Middle Class.

UNIT 5

Challenges to Liberalization

12 hours

Displacement and Rehabilitation; Special Economic Zones; Decentralization and Panchayati Raj.

Textbooks:

1. Haq, Mahbubul (1995): 'The Human Development Paradigm,' in Mahbubul Haq, *Reflections on Human Development*, Oxford University Press, Delhi, 1999.
2. Sen, Amartya (1999): 'Introduction: Development as Freedom,' in Amartya Sen, *Development as Freedom*.

References:

1. Dasgupta, Partha (2007): 'The Idea of Sustainable Development,' *Sustainability Science*, Vol 2, pg. 5-11.
2. Pritchett, Lant (2009): 'Is India a Flailing State: Detours on the four-lane highway to modernization,' HKS Faculty Research Working Paper Series RWP09-013, John F. Kennedy School of Government, Harvard University
3. Bandyopadhyay D., 'Land Reforms in India', *Economic and Political Weekly*, June 21, 1986.
4. Heller, Patrick and Leela Fernandes (2011): 'Hegemonic aspirations: New Middle class politics and Indian Democracy in a comparative perspective,' *Critical Asian Studies*, Vol. 38.
5. Swaminathan Padmini, 'Development Experience in India: Gendered Perspective on Industrial Growth, Employment and Education' in *Social Scientist*, Vol 22, No 34, March-April, 1994, PP 6092.

Course Outcomes:

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

1. Explain the various frameworks for understanding the political economy and development of India.
2. Understand the role of the Indian state in development.
3. Evaluate economic planning and mixed economy under India's democratic polity
4. Evaluate the implications of the ongoing process of economic liberalization in India
5. Understand the challenges to economic liberalization in India today.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-10

Reduce inequality within and among countries.

SDG Justification:

The course primarily talks about evolution of the political economy of India and the focus on reducing economic inequalities. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3111 | INDIA AND ITS NEIGHBOURHOOD | L | T | P | S | J | C |
|---------------------|-----------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

The Course primarily focuses on India's relations with various countries in international relations. Apart from explaining about India's relations with major powers, it also focuses on other important countries in international relations so that India would be benefited in emerging international relations. Further, the Course also talks about India's relations with major regional and international groups in international relations

Course Educational Objectives:

- To introduce students about India's relations with different countries.
- To deliver India's role in international relations.
- To study major aspects of India's foreign policy
- To teach areas in international relations.
- To give an overview on India's relations with major powers of international relations

UNIT 1**India, South Asia****12 hours**

India's Neighbourhood Policy: Continuity and Change; India's Policy towards Pakistan, Bangladesh and Afghanistan; India's Policy towards Nepal, Sri Lanka and Bhutan.

UNIT 2**India, South East Asia and Far East****12 hours**

India and Southeast Asia: Changing Dynamics; Indo-Myanmar Relations: Trends, Challenges and Prospects; India and Japan: Emerging Economic, Political and Strategic Equations; India's Relations with Vietnam: Patterns and Trends; China in South Asia and Its implications for India.

UNIT 3**West Asia and Central Asia****12 hours**

India's Policy towards West Asia: Continuity and Change; Indo-Iran Relations: Trends, Problems and Prospects; India-Israel Emerging Political and Strategic Equations; India's Policy towards Central Asia: Major Trends.

UNIT 4**India and regional organizations****12 hours**

BRICS ; G-20; SCO; BASIC; BIMSTEC; India G-7 debate.

UNIT 5

Globalization: A Future Scenario

12 hours

Globalization and Resistance; Resurgence of Nation-State; Populism; Anti-Globalization Movements; Retreat of Globalization?

Textbooks:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy, OUP.
2. Bajpai, Kanti P. India's Foreign Policy: A Reader, New Delhi: Oxford University Press,

References:

1. S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2), pp. 185-196.
2. Malone, David M. The Oxford Handbook of Indian foreign Policy, New Delhi: OUP, 2015. and et.al. (eds.), Malone, David M. Does the Elephant Dance: Contemporary Indian Foreign Policy, New Delhi: Oxford University Press, 2012.
3. Alam, Anwar ed. India and West Asia in the Era of Globalization, New Delhi: NewCentury Publications, 2008.3. ICWA
4. Pavithran, K. S. ed. Foreign Policy and Maritime Security of India, New Delhi: NewCentury Publication, 2013.
5. Richard W Mansbach and Kirsten N Taylor (2018) *Introduction to global politics* (Third Edition), Routledge Publishers

Course Outcomes:

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

1. Demonstrate understanding of the history of the globalization
2. Conceptualize globalization in its multidimensionality
3. Get a hold on major theories on globalization
4. Develop a fair understanding about the structures and process in spreading the globalization
5. Identify different role players in the global society: individuals, communities, nation-states, and international organizations
6. Assess the effects of the globalization – social, cultural, environmental, economic, and political
7. Analyse the backlash that globalization witnessing with the protests of middle class and rise of populism

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-10

Reduce inequality within and among countries.

SDG Justification:

The course primarily talks about evolution of India's relations with its neighbours and the institutions for reducing inequalities within and among countries. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3131 | COMPARATIVE GOVERNMENTS | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

The purpose is to familiarize students with the basic concepts and approaches to the study of comparative governments. More specifically the course will focus on examining the various constitutions of different countries, in doing so, students will be able to understand the working of different constitutions of the world.

Course Educational Objectives:

- Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.
- This course will train students in the application of comparative methods to study politics.
- The course is comparative in both what we study and how we study.
- It introduces the students to a wide range of issues, literature, and methods related to comparative political aspects by comparing and contrasting the different constitutions of the world.
- Aims to understand the Political Parties and Legislature : Nature and functions of political parties and Legislature's power and functions of different countries.

UNIT 1 Understanding Comparative Governments 12 hours

Concepts of Comparative Political System; Approaches of Comparative Politics; Why to compare Countries;

UNIT 2 Political System of USA 12 hours

Salient Features of the Constitution; Office of the President and Vice President; Judicial System; Political Parties and Electoral Process

UNIT 3 Political System of China 12 hours

Government and Constitution; National People's Congress of China; Judicial System

UNIT 4

Political System of Russia

12 hours

Federalism and Parliament; President and Prime Minister; Judicial Process; Party Politics and Election Process;

UNIT 5

Political System of Switzerland

12 hours

Salient Features; Federal Legislature and Federal Government; Direct Democracy

Textbooks:

1. Blondel, Jean. 2013. "General Framework and Concepts", in Comparative Government: An Introduction. New York: Routledge.
2. Dahl, Robert A. 2003. "Introduction", in How Democratic is the American Constitution. Yale: Yale University Press.

References:

1. Almond, Gabriel A. 1956. "Comparative Political Systems", The Journal of Politics, 18 (3); 391- 409.
2. Gerber, Elisabeth R. and Rebecca B. Morton. 1998. "Primary Election Systems and Representation". Journal of Law, Economics, & Organization, 14 (2); 304- 324.
3. Oksenberg, Michel. 2001. "China's Political System: Challenges of the Twenty-First Century", The China Journal, 45; 21- 35.
4. Tefft, John. 2020. "Understanding the Factors That Will Impact the Succession to Vladimir Putin as Russian President". Rand Corporation, July; 1- 29.
5. 1. Church, Clive H. 2004. "Political Process", in The Politics and Government of Switzerland. New York: Palgrave; 131- 186.

Course Outcomes:

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

1. Understand different political aspects prevailing in different countries.
2. Have the capacity to compare and analyze political systems operating in different countries.
3. Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.
4. Critically analyzing the features of a liberal democratic and socialist political system with focus on the US, Switzerland and the People's Republic of China.
5. To apply the knowledge gained in understanding the politics of different nations and the political trends including area studies.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the study of comparative governments. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POLS3141 | INDIA'S SECURITY CONCERNS | L | T | P | S | J | C |
|---------------------|---------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

The course basically talks about India's defence and security policy origin, determinants and its objectives. Further, it explains India's domestic and external international relations. The Course explains India's defence and military role and its strengths. It also discusses foreign policy and defence relations with its competing partners in international relations.

Course Educational Objectives:

- To explain the security environment of India's existence.
- To talk about India's internal and external security environment prevailed.
- To talk about how India must strengthen its position in the emerging international order.
- To familiarise the students about India's competing partners in International Relations
- To introduce students various defence and security policies of India

UNIT 1 Key Concepts of National Security 12 hours
 Defining National Security; National Defence and National Interest; National Character and Evolution-of the National Security concept in the 20th Century and Beyond.

UNIT 2 Understanding India as a Global Power 12 hours
 Understanding Security –from India's perspective; India as a Military Power; India as an Economic Power; India's Soft Power.

UNIT 3 India's External Security Environment 12 hours

Strategic Interests of the Major Powers in South Asia; Military and strategic Threat from China; Security threats from Pakistan; India's nuclear policy.

UNIT 4 India's Internal Security challenges 12 hours

Non state armed groups in India; Cross-border terrorism; Non-Traditional aspects of Security: energy security, climate change, renewable energy; Cyber Security, Technology transfer and defence procurement.

UNIT 5 Beyond the Territory and Territorial Water 12 hours

India, Moduleed States, Japan in Indo-Pacific Region; India and China Competing partners?

Textbooks:

1. Shrikant Paranjpe, (2020) India`s Strategic Culture: The Making of National Security Policy, Routledge
2. International Relations: The Key Concepts (2nd Edition, Routledge), Griffiths, Callaghan, and Roach, 2002

References:

1. Barry Buzan and Lene Hansen, "Widening and Deepening Security", in The Evolution of International Security Studies, Cambridge University Press, 2009
2. Srinivas Junuguru (2019). 'Modi's Cultural Diplomacy and role of Indian Diaspora', *Central European Journal of International and Security Studies*, 13(2): 74-90. ISSN-1802-548x(SCOPUS)
3. K. Warikoo (2009), Himalayan Frontiers of India Historical, Geo-Political and Strategic Perspectives, Routledge
4. Mark Levy, "Is the Environment a National Security Issue?" *International Security*, International Security, Vol.2, (Fall, 1995), pp. 35-62 (28 pages).
5. Nathan Jones, John P. Sullivan, Climate Change and Global Security *Journal of Strategic Security*, Vol. 13, No. 4, Climate Change and Global Security (2020), pp. i-iv

Course Outcomes:

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

1. Understand different political aspects prevailing in different countries.
2. Have the capacity to compare and analyze political systems operating in different countries.
3. Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.
4. Critically analyzing the features of a liberal democratic and socialist political system with focus on the US, Switzerland and the People's Republic of China.
5. To apply the knowledge gained in understanding the politics of different nations and the political trends including area studies.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about evolution of the India's security concerns. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| POL3121 | ETHNICITY, NATIONALISM, CASTE, RELIGION AND GENDER IN INDIA | L | T | P | S | J | C |
|---------------------|-------------------------------------------------------------------|---|---|---|---|---|---|
| | | 4 | 0 | 0 | 0 | 0 | 4 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course aims to introduce students to approaches to the study of Identity Politics in India, with an emphasis on identities of religion, caste, and gender. The course contains critical theories for the study of identity with a focus on India, and a module each on understanding religion, caste, and gender politics in India. At the end of the course students should be able to connect the study of identity politics in India with theories of identity studied in the previous course. While each of these identity politics are based on distinct social stratification, students are also encouraged to understand how these identities intersect with one another.

Course Educational Objectives:

- Explain the meaning of identity with respect to caste, religion, and gender identities in India.
- Explain the approaches, goals and limitations of identity politics in India.
- Explain the inter-relation between the social and cultural dimensions of identity politics with democratic politics in India.
- Explain the interrelation between various identities in India.

UNIT 1 Approaches to the Study of Identity Politics in India 12 hours

Determinants of Identity Politics in India - Nation as a plural identity - diversity in India; Patterns of Identity Politics in India - Identity Politics before and after Globalization, Identity Politics and Economic Reforms; Framework of Identity Politics in India - Individual and Collective Rights, Citizenship by Birth and by Descent, Identity Politics as the recognition of cultural difference.

UNIT 2 National Identity in India 12 hours

From Civic Nationalism to Ethnic Nationalism; Caste and the Nation; Religion and the Nation;

UNIT 3

Religion

12 hours

Debates on secularism in India: Understanding Nehruvian secularism, challengers and defenders of secularism in India; Secularism and modernity in India – Is secularism state centric or religion centric?, crisis of secularism (2011 Soft Power What it is?); Secularism and Minority Rights; Communalism: Ideology, practice, organizations;

UNIT 4

Caste

12 hours

Evolving discourse on caste - caste as tradition, caste as power, caste as discrimination; Caste and Politics: Caste hierarchy vs. political equality, caste organizations - caste associations; Anti-Caste mobilization; Inter-caste divisions.

UNIT 5

Gender

12 hours

Political Representation - Debates on the Women's Reservation Bill; Issues and Demands of Women's Movement in India; Gender and the Nation-State.

Textbooks:

1. Mahajan, Gurpreet (1998): *Identities and Rights: Aspects of Liberal Democracy in India*, New Delhi: Oxford University Press.
2. Jodhka, Surinder (2014): 'Introduction: The Idea of Caste,' *Caste in Contemporary India*, New Delhi: Routledge.

References:

1. Alam, Anwar (2017): 'India: Political experience of a Multi Ethnic Nation-State,' in HC Gunther (ed.) *Ethnic and Religious Cohabitation and Conflict*, Germany, 2017, pp.173-215.
2. Girvin, Brian (2020): From Civic Pluralism to Ethnoreligious majoritarianism: Majority Nationalism in India, *Nationalism and Ethnic Politics*, Vol. 26(1).
3. Nandy, Ashis (1995): "An Anti-Secularist Manifesto," *India International Center Quarterly*, SPRING 1995, Vol. 22, No. 1, Secularism in Crisis (Spring 1995), pp. 35-64
4. Pandian M.S.S. (2002): "One Step outside Modernity: Caste, Identity Politics and Public Sphere". *Economic and Political Weekly*, 37 (18), pp. 1735-1741.
5. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-18

Course Outcomes:

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

1. After completing the course students should be able to critically analyze the claims and demands made on behalf of various identities in Indian politics.
2. Students should be able to understand how social divisions and democratic politics interact with one another in Indian politics.

CO-PO Mapping:

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

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

APPROVED IN:

BOS : HSS (27-08-2021)

ACADEMIC COUNCIL : 17-09-2021

SDG No. & Statement:

SDG-16

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

SDG Justification:

The course primarily talks about categories of identities and politics seeking justice for all. Hence, it is applicable here.

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 pedagogical structure of Kuchipudi.

UNIT 1 Saamu (Traditional exercises), First half steps

Warm up routine with traditional exercises like Dandelu, Baskeelu, Gunjeelu.

Basic positions of legs, arms and feet required for Kuchipudi stance.

Steps that introduces different foot positions:

Sama paada (flat foot), Kuncita paada (heel raised with toe ball in contact to the group) and Ancita paada (flexed foot where heel is in contact with the group and toe is raised)

UNIT 2 Second half-steps

Introduction to complex sequences of steps

Introduction to steps in different *tā lams*.

Teermanams or finishings.

UNIT 3 First half Jatis

What is a Jati? What is a Jaati? What are different talas?

Selected Jatis in Chaturasra Jaati

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

Asamyuta Hastā s from the text Abhinaya Darapanam

Samyutha Hastā s from the text Abhinaya Darpanam

Story telling using hastā.

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

Background of the item (song) to be taught

Koutvam/ Jati Swaram/ Sabdam

Course Outcomes:

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

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

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

Course Description:

This course is the continuation to previous course Introduction to Kuchipudi.

Course Educational Objectives:

- Understand the basic techniques of Kuchipudi.
- Perform the basics movements of Kuchipudi.
- Understand the pedagogical structure of Kuchipudi.

UNIT 1 Chaturasra Jati Jathis

- Review
- Jatis in the meter of 'Four'.

UNIT 2 Tisra Jati Jatis

- What is Tisra Jati?
- Selected Jatis from Tisram.

UNIT 3 Misra Jati Jatis

- What is Misra Jaati?
- Jatis from Misra Jaati.

UNIT 4 Gestural Vocabulary

- Devata Hastas according to Abhinaya Darpana
- Bandhavya Hastas according to Abhinaya Darpana

UNIT 5 Item

- Introduction to the background of the item.
- Item – Keertana/ Thillana

Course Outcomes:

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

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

| FPEA2021 | ADVANCED KUCHIPUDI | L | T | P | S | J | C |
|---------------------|--------------------|---|---|---|---|---|---|
| | | 1 | 0 | 4 | 0 | 0 | 3 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

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

Course Educational Objectives:

- To enhance strength and stamina.
- To understand the advanced techniques of Kuchipudi.

UNIT 1 Sankeerna Jati Jatis

- What is Sankeerna Jaati?
- Two jatis from Sankeerna Jati.

UNIT 2 Principle Techniques of Kuchipudi

- Review of basics in correlation to Principle techniques of Kuchipudi

UNIT 3 Conditioning for Dance

- Anatomy of the body
- Pilates
- Yoga
- Leg work and balance

UNIT 4 Stamina

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

UNIT 5

- Advanced Item - Tarangam

Course Outcomes:

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

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

| FPEA2011 | SATTVIKABHINAYA IN KUCHIPUDI | L | T | P | S | J | C |
|----------------------------|------------------------------|---|---|---|---|---|---|
| | | 2 | 0 | 2 | 0 | 0 | 3 |
| Pre-requisite | Intermediate Kuchipudi | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course introduces students to Navarasas or the nine histrionic emotions.

Course Educational Objectives:

- Understand the basic techniques of emotional representation (Theory and Practical)
- Understand the pedagogical structure of Kuchipudi.

UNIT 1 Introduction to the Rasa Theory of Natya Sastra

- Rasa Sutra
- Sthayi Bhavas
- Nava rasas

UNIT 2 Technique of Abhinaya

- Drishti Bhedas
- Siro Bhedas
- Greeva Bhedas
- Eye Exercises

UNIT 3 Demonstration of Navarasas through real-life situations

- Creating the scene to suit the rasa – Theory
- Execution of the scene created theoretically

UNIT 4

- Abhinaya – Javali & Vachikabhinaya - Solo

UNIT 5

- Abhinaya – Javali & Vachikabhinaya – Partnering/ Group

Course Outcomes:

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

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Kuchipudi.

| FPEA3001 | KUCHIPUDI PERFORMANCE | L | T | P | S | J | C |
|----------------------------|-----------------------|---|---|---|---|---|---|
| | | 2 | 0 | 2 | 0 | 0 | 3 |
| Pre-requisite | Advanced Kuchipudi | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

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

Course Educational Objectives:

- Understand the advanced techniques of Kuchipudi.
- Perform the repertoire of Kuchipudi.
- Understand the technicalities of a stage presentation

UNIT 1

- Spatial awareness in dance through group choreography

UNIT 2

- Makeup for dance

UNIT 3

- Makeup for dance

UNIT 4

- Beauty, grace and lines – an aesthetic investigation of dance

UNIT 5

- Attitude – a performer quality

Course Outcomes:

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Present the repertoire of Kuchipudi.
4. Incorporate modern presentational techniques into the traditional art form

| 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 history of different forms of dance
- Awareness of the different dance traditions, their history, evolution and current state
- Understand the basic techniques of different dance traditions

UNIT 1

- Introduction

UNIT 2

- Ballet and Modern

UNIT 3

- African and Hip-hop

UNIT 4

- Flamenco and Kathak

UNIT 5

- Cultural Appropriation

Course Outcomes:

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

1. Elucidate a dance form using the context of culture
2. Analyze the changes occurred in the various dance forms over time
3. Understand different body movements, their roots and execution
4. Draw comparisons between indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

Minor program in dance - Mohiniyattam

| 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 Aesthetics 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 Research Journal*, vol. 45, no. 3, 2013, pp. 91–110., doi:10.1017/S0149767713000260.
4. Ohtani, Kimiko. "'Bharata Nāṭyam', Rebirth of Dance in India." *Studia Musicologica Academiae Scientiarum Hungaricae*, vol. 33, no. 1/4, Akadémiai Kiadó, 1991, pp. 301–08, <https://doi.org/10.2307/902452>.

6. Walker, M. "Revival and Reinvention in India's Kathak Dance". MUSICultures, vol. 37, Feb. 2010,
7. <https://journals.lib.unb.ca/index.php/MC/article/view/20234>.
8. Pukhrambam, L. D. (2014). GENESIS OF MANIPURI DANCE: A PERSPECTIVE. IRJMSH, 5(6).
9. Abhinayadarpana of Nandikesvara – Manmohan Ghosh
Abhinayadarpana of Nandikesvara – Appa Rao. Mirror of Gesture –
Ananda Coomarasvamy

Course Outcomes

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

| | | | | | | | |
|----------------------------|-------------------------------------------|----------|----------|----------|----------|----------|----------|
| 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 Cholkettu and Jatiswaram.

Course Educational Objectives:

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

UNIT 1 Basics of Mohiniyattam 10 hours

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

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

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

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

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

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

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

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

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

Text Books

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

Course Outcomes:

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

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

Course Description:

This course is a continuation of Introduction to Mohiniyattam

Course Educational Objectives:

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

UNIT 1

10 hours

Revising the Basic Adavus 3 sets

- Sthiram
- Asthiram
- Chalitam

UNIT 2

Introduction to Satvikabhinaya

9 hours

- Chapter 6 of Natyasastra

UNIT 3

Mudra viniyoga- Mudrakhya, Kataka and Mushti

10 hours

- Introducing different hand gestures from one pattern

UNIT 4

10 hours

- Learning a Varnam [First half]

UNIT 5

9 hours

- Varnam [Second half]

TextBooks:

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

Course Outcomes:

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

| 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 Mohiniyattam.
- 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. Cholkettu 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. Nritya/ 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 |
| Nritya 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 Nritya
5. Creative improvisation in Abhinaya

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

Course Description:

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

Course Educational Objectives:

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

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 pedagogical structure of Bharatanatyam

UNIT 1

- Thattadavu, Naatadavu, Paraval adavu, Korvai adavu

UNIT 2

- Kudhitthumettadavu, Kutthadavu, Sarrukal adavu

UNIT 3

- Mandi adavu, Theermanam adavu

UNIT 4

- Gestural Vocabulary of Indian Dance – Asamyuta and Samyuta hastas

UNIT 5

- Allarippu, Jathiswaram

Course Outcomes:

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

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

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

Course Description:

This course is a continuation of Introduction to Bharaharatanatyam.

Course Educational Objectives:

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

UNIT 1

- Thattumettu adavu, Meetadavu

UNIT 2

- Karthari adavu, Utplavana adavu, Brahmani adavu

UNIT 3

- Kavuthuvam/Shabdam

UNIT 4

- Gestural Vocabulary of Indian Dance – Devata Hastas, Bandhavya Hastas

UNIT 5

- Varnam – Purvaangam

Course Outcomes:

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

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

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

Course Description:

This course is a continuation of Advanced Bharatanatyam

Course Educational Objectives:

- Understand the basic techniques of Bharatanatyam
- Perform the basics movements of Bharatanatyam
- Understand the pedagogical structure of Bharatanatyam

UNIT 1

- Mandala bhedha, Sthanaka bhedha

UNIT 2

- Padam/Ashtapadi

UNIT 3

- Keerthanam/Kriti

UNIT 4

- Thillana

UNIT 5

- Introduction to Chaari bhedha

Course Outcomes:

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

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

| | | | | | | | |
|----------------------------|---------------------------------------------|----------|----------|----------|----------|----------|----------|
| FPEA2081 | SATYAVIKABHINAYA N BHARATANATYAM | L | T | P | S | J | C |
| | | 1 | 0 | 4 | 0 | 0 | 3 |
| Pre-requisite | Advanced Bharatanatyam | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course introduces students to Navarasas or the nine histrionic emotions.

Course Educational Objectives:

- Understand the basic techniques of emotional representation
- Understand the pedagogical structure of Bharatanatyam

UNIT 1

- Varnam – Uttaraangam

UNIT 2

- Introduction to the Rasa Theory of Natya Sastra

UNIT 3

- Drishti Bhedas, Siro Bhedas, Greeva Bhedas, Eye Exercises

UNIT 4

- Demonstration of Navarasas through real-life situations

UNIT 5

- Abhinaya – Javali

Course Outcomes:

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

1. Place dance as a medium of information, ideological and emotional transference
2. Understand different human emotions and their expression through dance
3. Execute the repertoire of Bharatanatyam

| FPEA3081 | BHARATANATYAM PERFORMANCE | L | T | P | S | J | C |
|----------------------------|----------------------------------|---|---|---|---|---|---|
| | | 1 | 0 | 4 | 0 | 0 | 3 |
| 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 techniques into the traditional art form

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

Course Description:

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

Course Educational Objectives:

- Understand the advanced techniques of Bharatanatyam
- Assimilate skill training and apply it creatively

UNIT 1

- Rhythm – Introduction of Five Jaatis or meters in dance

UNIT 2

- Music and Movement quality

UNIT 3

- Space and movement

UNIT 4

- Nritya/ Pure Dance Improvisation

UNIT 5

- Abhinaya Improvisation

Course Outcomes:

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

1. Place dance as a medium of information and ideological transference
2. Understand different body movements, their roots and execution
3. Incorporate modern presentational techniques into the traditional art form
4. Use Bharatanatyam as medium of self-expression and creative communication

| FPEA3021 | CROSS-CULTURAL DANCE STUDIES | L | T | P | S | J | C |
|---------------------|------------------------------|---|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| 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 indigenous and modern dance forms
5. Draw comparisons between Indian and other global dance forms

Minor Program in Indology

Requirements for Minor in Indology

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

| Course Code | Course Title | Course Type | L | T | P | J | S | C |
|----------------------|-----------------------------------------------------|--------------------|----------|----------|----------|----------|----------|-----------|
| FPEA1051 | Introduction to Indology | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA1061 | Vedic Literature and Mythology | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA2121 | Religion and Religiosity in India | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA2131 | Introduction to Indian Philosophy | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA2141 | Introduction to Temple Architecture and Iconography | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA2151 | Ancient Indian Social Structure | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA3131 | Ancient Indian Knowledge Systems | T | 3 | 0 | 0 | 0 | 0 | 3 |
| FPEA3141 | Global Indian Culture and Folk studies | T | 3 | 0 | 0 | 0 | 0 | 3 |
| 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, purāṇas, 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, Poṇ Caurirācaṇ, GōpālakṣṇaV., & Dravidian University. (2003). *Major genres and trends in Dravidian literature : classical*. Dravidian University.
13. SjobergA. F., & Dravidian University. (2009). *Dravidian language and culture : selected essays*. Dravidian University.
14. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.

Course Outcomes:

After the successful completion of this Course, the students would be able to:

1. Understand the fundamental concepts of Vedas and its different divisions. L2
2. Understand the different literatures that exist in the Shaiva, Vaishnava and the Sakta traditions in the country. L2
3. Understand the different Itihasas and Puranas and the importance that they carry in the contemporary world too. L2
4. Acquire a fair understanding regarding the history of Sanskrit and Pali Literatures. L2
5. Appreciate the great Ancient Sanskrit Drama tradition the country has. L3

| | | | | | | | |
|----------------------------|------------------------------------------|----------|----------|----------|----------|----------|----------|
| 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.
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6. Ramakrishna Mission. Institute Of Culture. (2003). *The cultural heritage of India*. Ramakrishna Mission, Institute Of Culture.
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8. Gauri Mahulikar. (2000). *Vedic elements in puranic mantras and rituals*. Nag Publishers.
9. Hillebrandt, A., & Sriramula Rajeswara Sarma. (1999). *Vedic mythology*. Motilal Banarsidass.
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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, & Brjabhūṣaṇa 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 Dvaitadvaita Philosophy – Etymology; History; Nimbarka's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Vallabhacharya's Shuddhadvaita Philosophy - Etymology; History; Vallabhacharya's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage
- Sri Chaitanya Mahaprabhu's Achintya Bheda Abheda Philosophy - Etymology; History; Chaitanya Mahaprabhu's Life; Metaphysical Concepts; Social Conditions; Nature of God; Concept of Liberation; Texts; Influences; Lineage

UNIT 5 **Introduction to Buddhist and Jaina Philosophies** **10 hours**

- Introduction to Buddhist Philosophy – Origins; History; Early Buddhism; Texts; Different Buddhist Schools
- Introduction to Jaina Philosophy – Origins; History; Metaphysical concept; Basic Constituents of Reality; Ethics; Texts

Reference Books

1. S Radhakrishnan. (1923). *Indian philosophy*. London, G. Allen & Unwin, Ltd.; New York, The Macmillan Company.
2. Frauwallner, E., & Bedekar, V. M. (2008). *History of Indian philosophy*. Motilal Banarsidass Publishers.
3. Gotshalk, R. (1998). *The beginnings of philosophy in India*. University Press of America.
4. V Nithyanantha Bhat, & Sukṛtīndra Oriental Research Institute. (2019). *Vedānta and the modern world and other indological essays*. Sukṛtīndra Oriental Research Institute.
5. Johnson, W. J. (2008). *The Bhagavad Gita*. Oxford University Press.
6. Harshananda, S. (2001). *The Prasthānatraya : an introduction*. Ramakrishna Math.
7. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute Of Culture.
8. Burmester, E. N. (1955). *The Advaita Vedanta philosophy of Shri Shankaracharya*. San Bernardino, Calif., Enbe.
9. R Balasubramanian, Project Of History Of Indian Science, Philosophy, And Culture, & Civilizations, I. (2010). *Advaita Vedānta*. Centre For Studies In Civilizations ; Delhi.
10. C R Srinivāsa Ayyangār. (1909). *The life and teachings of Sri Ramanujacharya*. R. Venkateshwar.
11. Sharma, B. N. K., & Philosophy, I. (1996). *Dvaita philosophy as expounded by Śrī Madhvācārya*. Radhakrishnan Institute For Advanced Study In Philosophy, University Of Madras.
12. Srinivasachari, P. N. (1996). *The Philosophy of Bhedābheda*. Adyar Library.
13. Narain, K. (2004). *The philosophy of the Vāllabha school of Vedānta*. Indological Research Centre.
14. Vinoda Thakura, S. Bh. (n.d.). *Sri Chaitanya Siksamṛta (The Nectarean Teachings of Lord Chaitanya)* (2016th ed.) [Review of *Sri Chaitanya Siksamṛta (The Nectarean Teachings of Lord Chaitanya)*]. Nitai Gaur Chandra Deva Trust.
15. Surendranath Dasgupta. (2012). *A history of Indian philosophy. 1, Philosophy of Buddhist, Jaina and Six Systems of indian thought*. Motilal Banarsidass.
16. Potter, K. H. (2002). *Encyclopedia of Indian philosophies / 8. Buddhist philosophy from 100 to 350 A.D.* Motilal Banarsidass.
17. Virchand Raghavji Gandhi, & Desai, K. (2009). *The Jaina philosophy*. World Jain Confederation.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Gain a brief understanding regarding Philosophy in general and Indian Philosophy in particular.
2. Understand the history of Indian Philosophy.
3. Acquire knowledge about the six schools of Indian Philosophy.
4. Gain insights into the Vedantic Intellectual treasure from a bird's eye view.
5. Understand the importance of Bhagavad Gita and the Prasthanatrayi.
6. Gain a brief knowledge about the different philosophies that originated in India along with their Progenitors.

| FPEA2141 | INTRODUCTION TO TEMPLE ARCHITECTURE AND ICONOGRAPHY | L | T | P | S | J | C |
|---------------------|-------------------------------------------------------------|---|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite | Introduction to Indology, Introduction to Indian Philosophy | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course teaches about the Temple as the nucleus of Indian Culture. The historical origins of the temple and the structures that existed before the actual temples came into existence will be understood. The different structures that exist in India in terms of the physical appearance of the temple and the philosophies that they carry within them will also be taught along with the regional differences that the temple architectures carried with them. Examples of some of the important temples in the South, East, West and North parts of the country will be discussed upon. The influences of the temple architectures upon each other and also the influence of Islam on the Hindu temple structures will be discussed. Along with the external temple's structures, the iconography of some of the Gods and Goddess in the Hindu pantheon will be understood along with the inner philosophy. These iconographies sometimes carry with them mythological stories and some deep belief systems that are a part of the Sanatana Dharma and the various Iconographies of the Buddhist and the Jaina traditions will also be discussed in this course.

Course Educational Objectives:

- Teach the history and the concept of Temples in India along with their structures and designs
- Define the temple architectural concepts and their meanings and background.
- Explain the different Iconographies of the deities in the Hindu pantheon and the concept of Monotheism
- Teach the Buddhist Iconography
- Teach the Jaina Iconography

UNIT 1

Introduction

9 hours

- Concept of Temples in India – Origins; History; Phases; Important Dynasties; Significance; Social Functions; Philosophy
- Stupas, Chaityas and Viharas – Origins; History; Nomenclature; Influences; Sites in India
- Different types of Temple Structures – Dravida; Nagara; Vesara; Commonalities and Differences; Internal and External divisions

UNIT 2 **Temple Architectures** **10 hours**

- Dravida Architecture – Origins; History; Influences of Different Periods; Characteristics; Philosophy; Examples
- Nagara Architecture – Origins; History; Characteristics; Different types; Philosophy; Examples
- Vesara Architecture – Origins; History; Characteristics; Philosophy; Examples
- Influence of Islamic Architecture on Temples – History; Societal and Cultural Conditions; Architectural Achievements; Attributes; Examples
- Brihadeeshwara Temple, Konark Sun Temple, Kailashanth Temple, Modhera Sun Temple.

UNIT 3 **Hindu Iconography – I** **10 hours**

- Shaiva Iconography – Origins; History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shiva Iconography
- Linga worship and Iconographic features of Shiva-Linga, Images of pacific forms of Shiva, Images of terrific forms of Shiva, Nataraja
- Vaishnava Iconography – Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Vishnu Iconography
- Concept of twenty-four forms of Vishnu, Images of ten incarnations of Vishnu.

UNIT 4 **Hindu Iconography – II** **10 hours**

- Shakti Iconography - Origins and History; Important concepts; Symbolism; Mythological perspectives; Philosophies; Different forms of Shakti Iconography; Saraswathi; Lakshmi; Parvathi; Lalitha Tripura Sundari; Kali; Different regional Goddesses; Grama Devatas
- Iconography as a source of Cultural History, Literary sources for the study of Indian Iconography – Puranas, Agamas, Tantras, Shilpashastra works etc., Archaeological sources – epigraphical and sculptural

UNIT 5 **Other Iconographies** **9 hours**

- Antiquity and characteristics of Buddha Iconography – Origins and History; Scriptures; Descriptions; Metaphysical concepts; Four Postures; Hindu Mythology – Dasavathara Icon; Characteristics
- Antiquity and characteristics of Jain Images – Origin and History; Tirthankaras; Yakshas and Yakshinis; Dikpalakas and Navagrahas; Asanas and Mudras; Characteristics

Reference Books

1. Thapar, R. (2021). *Indian cultures as heritage : contemporary pasts*. Seagull Books.
2. Kapila Vatsyayan, & Coomaraswamy, A. K. (2006). *The cultural heritage of India. Vol. 7, The arts. Part 1*. The Ramakrishna Mission Institute Of Culture.

3. K Mavali Rajan, & And, C. (2018). *Facets of temple culture : perspectives on religious and social traditions in early medieval India*. Kaveri Books.
4. Vijay Kumar, S. (n.d.). *Temples in India (Origin And Development Stages)* (S. Gupta, Ed.; 2016th ed.) [Review of *Temples in India (Origin And Development Stages)*]. DK Printworld Pvt. Ltd.
5. Meister, M. W., Dhaky, M. A., & American, P. (1983). *Encyclopaedia of Indian temple architecture*. American Institute Of Indian Studies.
6. Hardy, A. (2007). *The temple architecture of India*. Wiley.
7. Fredrick William Bunce. (2004). *Islamic tombs in India : the iconography and genesis of their design*. D.K. Printworld.
8. Ramachandran Nagaswamy. (2012). *Vedic roots of Hindu iconography*. Kaveri Books.
9. C Sivaramamurti. (1994). *Nataraja in art, thought and literature*. National Museum Of New Delhi.
10. Capra, F. (2010). *The Tao of physics an exploration of the parallels between modern physics and Eastern mysticism*. Boston Shambhala.
11. Banerjea, J. (1949). *The Development of Hindu Iconography* [Doctoral Thesis *The Development of Hindu Iconography*].
12. M Krishna Kumari. (2017). *Iconography, art, religion and culture : visualizing the past*. B.R. Publishing Corporation.
13. Narasimhan, L., Dave, R. M., & Ananthacharya Indological Research Institute. (2007). *A study of Vaikhānasa iconography*. Ananthacharya Indological Research Institute.
14. Werner, K. (n.d.). *Symbols in Art and Religion (The Indian and the Comparative Prespective)* (1991st ed.) [Review of *Symbols in Art and Religion (The Indian and the Comparative Prespective)*].
15. Rao, G. (1993). *Elements of Hindu iconography / 1,2*. Motilal Banarsidass.
16. Devdutt Pattanaik. (2016). *Devdutt Pattanaik : 7 Secrets Of Shiva/7 Secrets Of The Goddess/ 7 Secrets Of Vishnu*.
17. Shivaji Panikkar. (1997). *Saptamātrkā worship and sculptures : an iconological interpretation of conflicts and resolutions in the storied Brāhmanical icons*. D.K. Printworld.
18. Ramesh Shankar Gupte. (1980). *Iconography of the Hindus, Buddhists, and Jains*. D.B. Taraporevala Sons.
19. Benoytosh Bhattacharyya. (2013). *The Indian Buddhist iconography: mainly based on The Sadhanamala and cognate tantric texts of rituals*. Cosmo.
20. Coomaraswamy, A. K. (1972). *Elements of Buddhist iconography*. New Delhi Manoharlal.
21. Vyas, R. T., & Umakant Premanand Shah. (1995). *Studies in Jaina art and iconography and allied subjects in honour of Dr. U.P. Shah*. Abhinav Publications.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Understand the history and the concept of temples along with the structures that were constructed before the temples came into existence. L2
2. Identify the different temple structures across the country and the meanings that they carry. L4
3. Understand the reason for the iconography that came into existence and the different iconographies of Shiva, Vishnu and Sakti along with some of the mythological stories that they carry with them will be discussed in this course. L2
4. Acquire knowledge about the Buddhist iconography in India and connect dots between the Hindu and Buddhist Iconography. L3
5. Acquire knowledge about the Jaina iconography in India and connect the dots between the Hindu, Buddhist and Jaina Iconographies of India. L3

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|----------------------------|------------------------------------------|----------|----------|----------|----------|----------|----------|
| 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 Oppression; textual references; Ancient Women and Education; Ancient Women and Politics
2. Status of Women in different varna systems – Brahmana; Kshatriya; Vyshya; Shudra

UNIT 5 **Social Systems** **12 hours**

1. Matriarchal and Patriarchal Systems – Origins; History; Different phases; Cultural reasons; Political reasons; Social reasons;
2. Varna and Ashrama System – Systems of Varna and Ashrama; Prakriti Gunas; Different Ashramas; Significance in Human life; Organization

Reference Books

1. Romila Thapar, & Orient Longman. (2016). *Ancient Indian social history : some interpretations*. Orient Blackswan.
2. S K Verma, Dr. (2012). *History of ancient and early medieval India*. Manglam Publishers & Distributors.
3. Ekta Singh. (2009). *Caste system in India : a historical perspective*. Kalpaz Publications.
4. Bhattacharyya, N. N. (2005). *Ancient Indian rituals and their social contents*. Manohar.
5. Pattnaik, D. (n.d.). *Marriage (100 Stories Around India's Favourite Ritual)* (2021st ed.) [Review of *Marriage (100 Stories Around India's Favourite Ritual)*]. RUPA Publications India Pvt. Ltd.
6. Jamison, S. W. (1996). *Sacrificed wife/sacrificer's wife : women, ritual, and hospitality in ancient India*. Oxford University.
7. Upinder Singh. (n.d.). *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)* (2013th ed.) [Review of *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)*]. Pearson Pvt. Ltd.
8. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
9. Banerji, S. C. (n.d.). *Society in Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)* (2007th ed.) [Review of *Society in*

Ancient India (Evolution Since The Vedic Times Based on Sanskrit, Pali, Prakrit and Other Classical Sources)]. DK Printworld Pvt. Ltd.

10. Auboyer, J., & Simon Watson Taylor. (2002). *Daily life in ancient India: from approximately 200 B.C. to 700 A.D.* Phoenix Press.
11. Ramakrishna Mission. Institute Of Culture. (2001). *The Cultural heritage of India*. The Ramakrishna Mission Institute of Culture.
12. Kane, P. V. 1941. History of Dharmashastra. Vol. II, Part I. Pune: Bhandarkar Oriental Research Institute
13. Altekar, A. S. 1973. Position of Women in Hindu Civilization. Delhi: MLBD. 3. Karandikar, S. V. 1928.
14. Hindu Exogamy. Bombay: Advocate of India Press.
15. Roy, K. (2001). *Women in early Indian societies*. New Delhi Manohar.
16. Olivelle, P. (2004). *The Asrama system: the history and hermeneutics of a Religious Institution*. Munshiram Manoharlal.
17. C Gasquoine Hartley, Eveleigh, & Clay, R. (1914). *The position of woman in primitive society: a study of the matriarchy*. Eveleigh Nash, London and Bungay.
18. Sita Anantha Raman. (2009). *Women in India: a social and cultural history*. Praeger.

Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Understand the aspects of social and political structures in the early India along with the rise of the caste system from the character system. L2
2. Acquire knowledge about the 16 rituals that were performed and the system of marriage in the early Indian society. L3
3. Understand the family structure of the Ancient India and the society values that were present in Ancient India and their belief systems. L2
4. Gain knowledge about the status of women in the society in general and also the Brahminical system. L3
5. Understand the matriarchal and patriarchal systems that existed in Ancient India in different parts and the Ashrama system that was prevalent in Ancient India for a proper training of young people. L2

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|----------------------------|-----------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| 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 – Nritya 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.
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Course Outcomes:

After the successful completion of this Course, the students will be able to:

1. Understand the mode of the Ancient Indian Education System and the different Universities and Ashramas that provided it.
2. Acquire knowledge about some of the different Shastras of the Indian Knowledge Systems.
3. Gain insights into the origin of different Performing Arts genres of India, Music, Dance and Theatre from both the historical and Mythological perspectives.
4. Understand the contributions of Ancient Science and Technology to the World.
5. Understand the importance of manuscripts, inscriptions and epigraphy in the documentation of the history and the knowledge systems of the country.

| | | | | | | | |
|----------------------------|-------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| FPEA3141 | GLOBAL INDIAN CULTURE AND FOLK STUDIES | L | T | P | S | J | C |
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite | Introduction to Indology, Ancient Indian Knowledge Systems | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course as the final one will focus on the understanding of the influence of Indian Culture as whole in the neighbouring countries of India in general and South East Asian countries in particular. The course will give insights to the students in the geography of the greater India that had the South East Asian countries as part of it and the political achievements of the rulers of India that ruled the South East Asian countries and the Sea routes that were established by them and the trade that took place. This course will also focus on the impact of the art and architecture in South East Asian Countries and will focus on Indonesia and Cambodia in particular as examples for the traditions of India and the mythological stories that still exist in these countries with uninterrupted continuity. This course will also be an appreciation course for the architectural remains of the South East Asian countries that reflect the culture of India and will also explain about the different folk traditions in India in the performing Arts perspectives.

Course Educational Objectives:

1. Teach and identify the Geography of Greater India
2. Establish the relations between India and the Central Asia from a cultural and historical perspectives.
3. Demonstrate the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Establish the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Teach about the different Folk traditions of India.

UNIT 1

Introduction

9 hours

- South East Asian Countries as part of Greater India – History; Dynasties; Geography; Trade and Commerce
- India and Central Asia – History; Trade and Commerce; Cultural and Religious Exchanges

UNIT 2 **Impact and Influences** **9 hours**

- Impact of Indian Culture on society, art and architecture in South East Asian Countries
- Evidences for the extension of Indian Culture in the neighboring countries – Literary and archaeological

UNIT 3 **Political Achievements in South East Asian Countries** **9 hours**

- Political achievements of Indian rulers in the South East Asian countries – Early empires and Kingdoms; Influences; Timelines
- Art and architectural remains in the South East Asian countries

UNIT 4 **Indian Mythology in South East Asian Countries** **9 hours**

- Indonesia – Indian influence on society, Religion, art and architecture Influence of Ramayana and Mahabharata on the Indonesian literature.
- Indian Mythology in Cambodia

UNIT 5 **Folklore Studies** **12 hours**

- Introduction to Indian Folk traditions
- Folk Theatre of India – Origins and History; Some important Folk Theatre forms; Significance
- Folk Music of India - Origins and History; Some important Folk Music forms; Significance
- Folk Dances of India - Origins and History; Some important Folk Dance forms; Significance

Reference Books

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16. Bandi Ramakrishna Reddy, & University. (2001). *Dravidian folk and tribal lore : [papers presented at the National Seminar on Dravidian Folk and Tribal Lore ; held at Kuppam during 8-10 May 2000]*. Dravidian University.

Course Outcomes:

After the successful completion of this Unit, the students will be able to:

1. Understand the geography of the Greater India that had the current South Asian countries as a part of it.
2. Understand the relations between India and the Central Asia from a cultural and historical perspectives.
3. Understand the Impact of Indian Culture on society, art and architecture in other countries and especially in South East Asia.
4. Identify the evidences as the extension of Indian Culture in the neighboring countries – Literary and archaeological.
5. Gain knowledge about the different folk traditions in India from the genre of Performing Arts.

Minor Program in Music (Carnatic)

| 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
 - Nada
 - Sruti
 - Swara and Swara nomenclature
 - Raga
 - Arohana and Avarohana
 - Sthayi
 - 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 who 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
- Kshetrappa
- 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

- Manodharma 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 demonstrate the structure of concert
4. Ability of structure the concert
5. Explain the relation of each every important element of Carnatic music